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Digest

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Special Issue

Doctoral Counselor Education

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Introduction to the Special Issue on Doctoral Counselor Education

William H. Snow, Thomas A. Field

This special issue of The Professional Counselor features 14 articles on doctoral counselor education and supervision (CES) designed to inform and support faculty, staff, and administrative efforts in starting or revitalizing doctoral degree programs in counselor education and supervision. This lead article serves as an introduction to this valuable collection of articles, as well as a summary of their key findings.

The professional literature contains little about the development and implementation of CES doctoral programs, despite the fact that CES programs are a vital component to the counseling profession. Unlike other counseling degree areas, a CES degree prepares the counseling professional to train and supervise entry-level counselors, ensuring a reliable pipeline and high standards for each new cohort of counselors. This special issue seeks to fill some of that knowledge gap and move counselor educators into a better position to consider all aspects of a doctoral CES program.

The articles in this special issue collectively address numerous topics pertinent to high-quality doctoral programs in CES. Through the work of more than 40 counselor educators and student researchers, seven key themes for faculty and staff to consider during program development were brought to light: (a) the current state of research, (b) doctoral program demographics and distribution, (c) defining quality, (d) mentoring and gatekeeping, (e) increasing diversity, (f) supporting dissertation success, and (g) gaining university administrator support.

Based on the articles presented in this issue, our lead article explores critical themes and principles for faculty and administrators to follow when starting and operating doctoral CES programs and for students to reflect on when selecting a doctoral counselor education program. In our conclusion, we offer future directions for research emerging from the contributions to this special issue. We recognize the urgent need for expanding the literature on doctoral CES program development and appreciate the vital contribution of this special issue to that literature, as well as the opportunity to highlight future directions for research.

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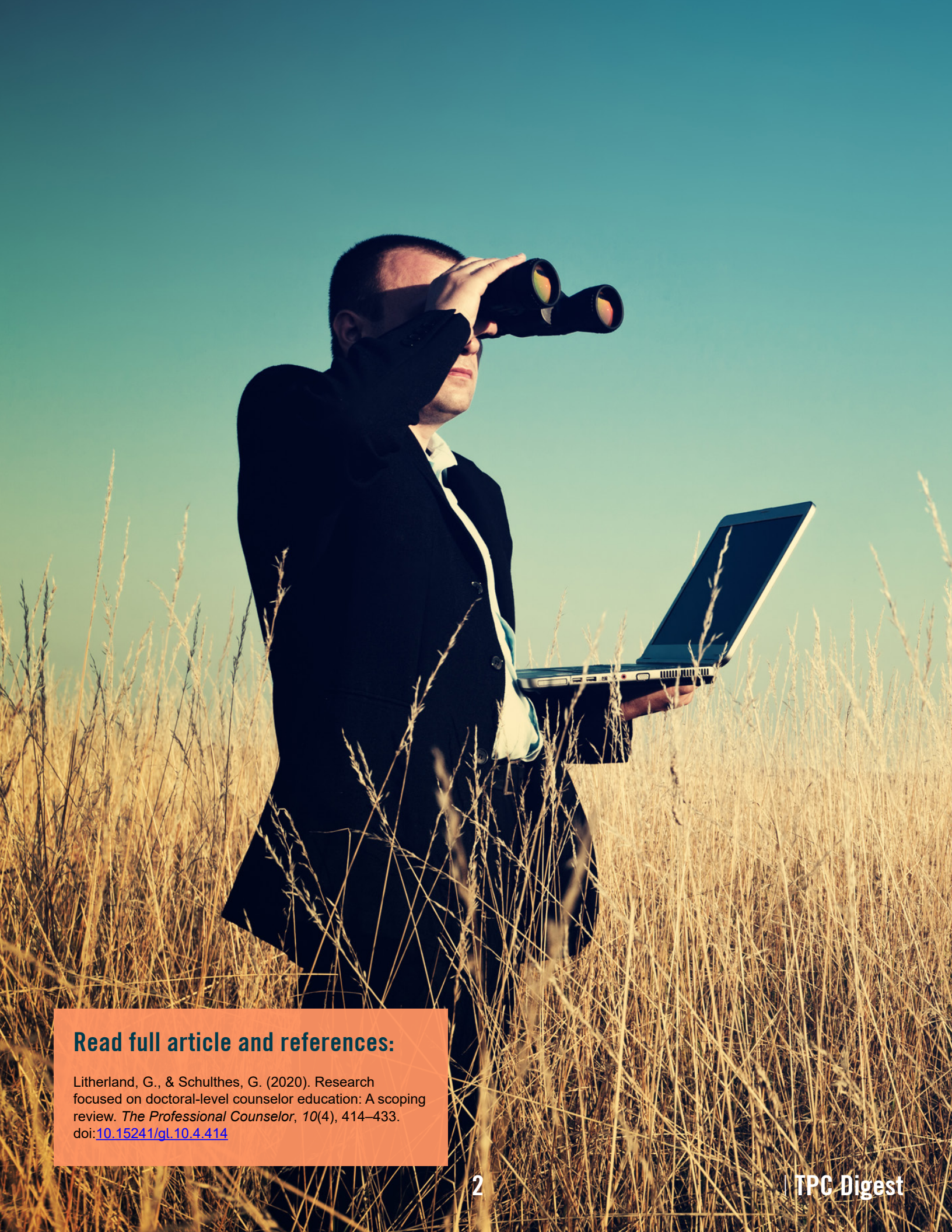

Read full article and references:

Litherland, G., & Schulthes, G. (2020). Research focused on doctoral-level counselor education: A scoping review. *The Professional Counselor*, *10*(4), 414–433. doi:10.15241/gl.10.4.414

Research Focused on Doctoral-Level Counselor Education

A Scoping Review

Gideon Litherland, Gretchen Schulthes

Doctoral-level education of counselor educators is critical to the development of future leaders in the profession as researchers, educators, and practitioners. Holding the terminal degree within the profession, counselor education doctoral students (CEDS) are prepared to meet the increasing demands across the country for a qualified workforce of school, college, rehabilitation, clinical mental health, addictions, and family counselors who can meet the psychosocial well-being needs of a diverse global population. Thus, fostering a better understanding of doctoral-level counselor education is critical for the sustainability of the profession. Research on counselor education doctoral study is essential for improving and maintaining the efficacy of doctoral training because CEDS are the future leaders, faculty members, supervisors, and advocates of the profession. This scoping review sought to construct a snapshot of the extant research and evidence base for doctoral-level counselor education utilizing the core areas of the *2016 CACREP Standards* as the organizing framework. To foster rigor and replicability, this scoping review adhered to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses Extension for Scoping Reviews (PRISMA-ScR).

Empirical research from the past 15 years (2006–2019) was examined utilizing the following domains: Professional Identity, Supervision, Counseling, Teaching, Research, Leadership, and Advocacy. Articles were considered eligible only if they were published in a peer-reviewed journal, were research-based with an identified methodology, focused on some aspect of counselor education doctoral study, and were published in the English language. Grey literature was excluded from this study, including dissertations, conference proceedings, magazines, or any other non–peer-reviewed media. Of all the research considered, only 39 published articles were found to satisfy the inclusion criteria. The domains that were covered by 10 or more studies included Supervision, Professional Identity, and Research. Domains that were covered by nine or fewer studies were Counseling, Teaching, Leadership, and Advocacy. Additionally, our scoping review yielded 38 articles that were categorized as “other foci.” Those articles focused on some aspect of doctoral counselor education but explored a topic that was not directly linked to our framework or to students’ learning, training, or skill acquisition. Trends across publication year, journals, journal professional affiliation, and research methodology were also reported to provide context.

Recommendations for further research on counselor education doctoral-level training are discussed, from building an organized collaborative of researchers to conducting regular diagnostic assessments of the state of the research. Recommendations for counselor educators are presented, such as building specialized doctoral-level andragogy, professional identity, and best practices for program implementation. In considering profession-wide implications, this scoping review lends support to the urgency of the call to promote research-based or empirically driven preparation practices in counseling. Fostering robust scholarship of doctoral-level counselor education and developing a corpus from which doctoral-level counselor education programs may draw remain critical tasks for future research.

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The Pipeline Problem in Doctoral Counselor Education and Supervision

Thomas A. Field, William H. Snow, J. Scott Hinkle

The hiring of new faculty members in counselor education programs can be complicated by the available pool of qualified graduates with doctoral degrees in counselor education and supervision, as required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for core faculty status. A pipeline problem for faculty hiring may exist in regions with fewer doctoral programs. In this study, the researchers used an ex post facto design to examine whether the number of CACREP-accredited doctoral programs is currently regionally imbalanced among the five regions commonly defined by national counselor education associations and organizations.

This study revealed that a large and significant difference exists for the number of CACREP-accredited doctoral programs by region, even when population size was statistically controlled. The Western region has by far the fewest number of doctoral programs—despite the number of CACREP-accredited master's programs in the Western region doubling from 16 to 35 programs between 2009 to 2019, the number of CACREP-accredited doctoral programs (two) remained the same during that time period. CACREP-accredited programs in the Western region may struggle to recruit qualified core faculty from in-region doctoral programs and may need to recruit from outside of their region. This may be challenging, as geographical location appears to be a factor influencing why prospective faculty candidates take a faculty position. Furthermore, this potential pipeline problem may make it increasingly difficult for CACREP-accredited programs in the Western region, which are known to already have existing pipeline problems, to hire faculty for open positions. For example, authors have previously articulated that CACREP-accredited counseling programs have been experiencing particular difficulties with filling faculty positions in school counseling.

The researchers also examined predictors for the number of CACREP-accredited doctoral programs in a state. The number of CACREP-accredited master's programs in a state was a large and significant predictor for the number of CACREP-accredited doctoral programs in a state. State population size, state population density, the number of universities per state, and the number of American Psychological Association–accredited counseling psychology programs were not predictors. Even though the number of CACREP-accredited master's programs within a state appears to be a strong independent predictor of CACREP-accredited doctoral programs, new doctoral programs may be difficult to establish in certain states because of regulatory issues, the existence of competing doctoral programs (e.g., counseling psychology), or the lack of research support infrastructure (e.g., funding for doctoral students). Demand may surpass supply of doctoral counselor educators in certain regions, resulting in difficulties with hiring new faculty for some CACREP-accredited programs. An analysis of programs currently in the process of applying for CACREP accreditation suggests that this pipeline problem looks likely to continue or even worsen in the near future. Implications for counselor education and supervision are discussed.

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Read full article and references:

Field, T. A., Snow, W. H., & Hinkle, J. S. (2020). The pipeline problem in doctoral counselor education and supervision. *The Professional Counselor*, *10*(4), 434–452. doi:10.15241/taf.10.4.434

Read full article and references:

Preston, J., Trepal, H., Morgan, A., Jacques, J., Smith, J. D., & Field, T. A. (2020). Components of a high-quality doctoral program in counselor education and supervision. *The Professional Counselor*, *10*(4), 453–471. doi:10.15241/jp.10.4.453

Components of a High-Quality Doctoral Program in Counselor Education and Supervision

Jennifer Preston, Heather Trepal, Ashley Morgan, Justin Jacques, Joshua D. Smith, Thomas A. Field

A doctoral degree in counselor education and supervision (CES) has been a growing pursuit, with a 27% enrollment increase in a recent 4-year span. The increase in student enrollment has led to program expansion, development, and creation to meet the current demand. The number of programs accredited by the Council for Accreditation of Counseling and Related Educational Programs has grown in response to this influx of students seeking doctoral education. However, no literature currently exists for how counseling faculty define a high-quality doctoral program. The current study sought to identify and examine what qualities define a high-quality doctoral program in CES.

Prior literature has noted that students enter doctoral programs with motivations that may not align with departmental culture, goals, and expectations of doctoral training. The differences between student, alumni, and faculty perceptions regarding doctoral training led to the development of the current study. The purpose of this study was to gain a better understanding of which components counselor education faculty believe comprise a high-quality doctoral program.

This study was conducted as part of a larger comprehensive qualitative study of CES doctoral programs organized by the last author. Maximum variation sampling was utilized to identify and recruit 15 CES faculty members from different programs. Through data analysis, we found five themes that emerged as a result of the interview process: relationships, mission alignment, development of a counselor educator identity, inclusiveness of diversity, and Carnegie classification. Participants discussed the importance of faculty–student mentoring relationships, student–student supportive relationships, having a clear mission statement that includes faculty buy-in and commitment, program and institutional mission alignment, securing university financial support for faculty lines and student assistantships among other costs, establishing a learning community with faculty and students who possess diversity in cultural background and ideological thought, helping students to develop a counselor educator identity, and producing high-quality research as factors contributing to high-quality doctoral programs.

Results from this study have implications for administrators, program faculty, and prospective doctoral students. Administrators and faculty members should be intentional when designing a mission statement that aligns with the broader institutional mission and have a clear plan for recruiting and retaining a diverse learning community, developing professional identity, and providing leadership opportunities. Prospective doctoral students should consider program type and classification, in addition to program goals, to determine if they align with their own personal and professional motivations and needs. In conclusion, as doctoral programs are increasingly developed and maintained, administrators and faculty may benefit from insights about how to build a program that is of high quality.

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A Q Methodology Study of a Doctoral Counselor Education Teaching Instruction Course

Eric Baltrinic, Eric Suddeath

Counselor education doctoral students (CEDS) need guided learning experiences with feedback to help them successfully engage in future teaching roles. This is especially true for CEDS who want to become faculty members because teaching is a primary component of the faculty job. The existing and emerging literature in counselor education suggests that programs are using doctoral-level teaching preparation practices. We know that one way counselor education programs are preparing CEDS to teach is through the use of single, semester-long formal teaching courses, which are often located within a larger doctoral curriculum and serve as an instructional starting point prior to CEDS' engagement in doctoral-level teaching fieldwork. We have labeled those singular teaching courses counselor education teaching instruction (CETI) courses, the content and processes of which address adult learning theories; pedagogies; the design, delivery, and evaluation of courses; and so forth.

CETI courses vary in title and focus from program to program, but two things are clear. First, all CETI courses require some alignment to the profession's accreditation standards for doctoral-level teaching preparation. Moreover, despite having common accreditation standards, which embody teaching-specific learning objectives, there is virtually no information on the construction, delivery, and evaluation of CETI courses in the literature. Second, little is known about the role and function of CETI courses in the larger scheme of doctoral-level teaching preparation. It is with the first point that we were concerned and sought to understand in the current study. We thought it notable that there is no data on how to design, deliver, and evaluate CETI courses, especially if programs wish to include them as part of their teaching preparation practices. Finally, and for us most importantly, we wanted to know how CEDS engaged in CETI courses experience them relative to instructors' views. To answer these questions, we used Q methodology to reveal patterns among the viewpoints of eight CEDS and their instructor engaged in a single exemplar CETI course.

Our results suggest three viewpoints on CETI course design, delivery, and evaluation, which we labeled as The Course Designer, The Future Educator, and The Empathic Instructor. The Course Designer viewpoints suggested the importance of providing CETI course attendees with the ability to design their own counseling courses, whereas The Future Educator viewpoint preferred the interactive aspects of the CETI course, including the helpfulness of teaching to peers and relating CETI course experiences to future faculty roles. The Empathic Instructor viewpoint favored the qualities of a CETI instructor, emphasizing their approachability and passion for teaching. Finally, consensus views supported the inclusion of syllabus design, discussions about pedagogy, and the importance of CETI courses for preparing students for teaching internships. Overall, our findings provide counselor educators with data-supported views on CETI course design, delivery, and evaluation. Specifically, CETI course instructors should include both expert and student perspectives to support CEDS' learning and teaching preparation. Future research can identify, compare, and contrast CETI courses across programs and their role in the larger process of doctoral teaching preparation.

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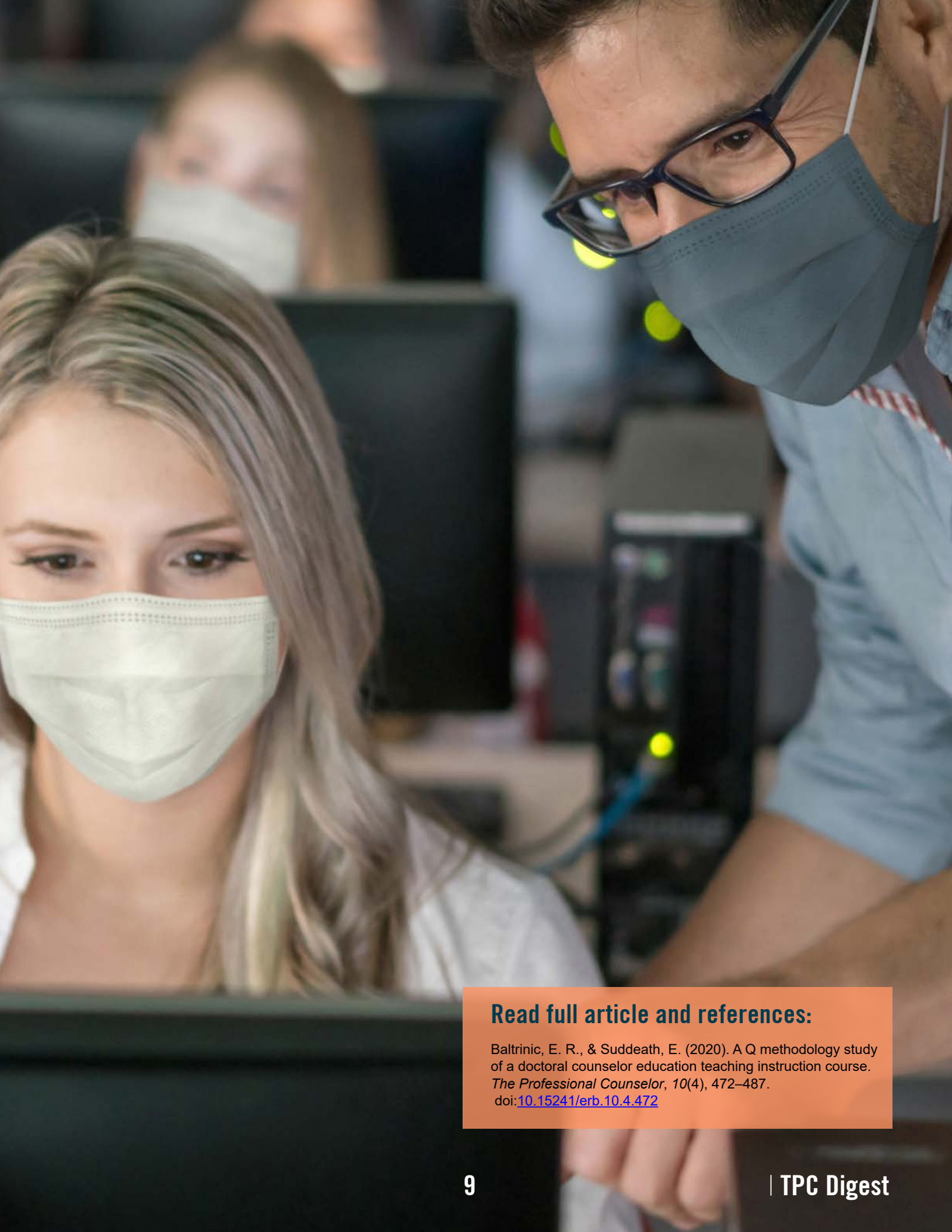

Read full article and references:

Baltrinic, E. R., & Suddeath, E. (2020). A Q methodology study of a doctoral counselor education teaching instruction course. *The Professional Counselor*, *10*(4), 472–487. doi:10.15241/erb.10.4.472

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Limberg, D., Newton, T., Nelson, K., Barrio Minton, C. A., Super, J. T., & Ohrt, J. (2020). Research identity development of counselor education doctoral students: A grounded theory. *The Professional Counselor*, *10*(4), 488–500. doi:10.15241/dl.10.4.488

Research Identity Development of Counselor Education Doctoral Students

A Grounded Theory

Dodie Limberg, Therese Newton, Kimberly Nelson,
Casey A. Barrio Minton, John T. Super, Jonathan Ohrt

We present a grounded theory based on interviews with 11 counselor education doctoral students (CEDS) regarding their research identity (RI) development. We used grounded theory design for our study because of the limited empirical data about how CEDS develop a RI. Grounded theory provides researchers with a framework to generate a theory from the context of a phenomenon and offers a process for developing a model to be used as a theoretical foundation.

The core research team consisted of one Black female in the second year of her doctoral program, one White female in the first year of her doctoral program, and one White female in her third year as an assistant professor. A White male in his sixth year as an assistant professor participated as the internal auditor, and a White male in his third year as a clinical assistant professor participated as the external auditor. Individuals who were currently enrolled in counselor education doctoral programs accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) were eligible for participation in the study. We used purposive sampling to select and contact eight doctoral program liaisons at CACREP-accredited doctoral programs via email to identify potential participants. The programs were selected to represent all regions and all levels of Carnegie classification.

A total of 11 CEDS responded to the email, met selection criteria, and participated in the study. We determined that 11 participants constituted an adequate sample size considering data saturation was reached during the data analysis process. Participants represented eight different CACREP-accredited doctoral programs across six states. At the time of the interviews, three participants were in the first year of their program, five were in their second year, and three were in their third year. We collected data through a demographic questionnaire and semi-structured individual interviews, following grounded theory data analysis procedures and using three steps of coding: (1) open coding, (2) axial coding, and (3) selective coding. Data analysis resulted in a grounded theory composed of two main factors that support the overall process of RI development among CEDS: (a) research identity formation as a process and (b) value and interest in research. The first factor is the foundation of our theory because it describes RI development as an ongoing, formative process. The second factor provides an interpersonal approach to RI development in which CEDS begin to embrace "researcher" as a part of who they are.

Findings reflect the process-oriented nature of RI development and the influence of program design, research content knowledge, experiential learning, and self-efficacy on this process. Based on our findings, we emphasize the importance of mentorship and faculty conducting their own research as ways to model the research process. Additionally, our theory provides support for the need for increased funding for CEDS in order for them to be immersed in the experiential learning process and research courses being tailored to include topics specific to counselor education.

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Read full article and references:

Brown, C. L., Vajda, A. J., & Christian, D. D. (2020). Preparing counselor education and supervision doctoral students through an HLT lens: The importance of research and scholarship. *The Professional Counselor*, *10*(4), 501–516. doi:10.15241/clb.10.4.501

Preparing Counselor Education and Supervision Doctoral Students Through an HLT Lens

The Importance of Research and Scholarship

Cian L. Brown, Anthony J. Vajda, David D. Christian

Pursuing a doctoral degree in counselor education and supervision (CES) can be a daunting task. Although there are some levels of certainty, there is also a great degree of uncertainty, especially with regard to recognizing the valuable experiences that will inevitably lead to career opportunities, satisfaction, and success. CES doctoral students can expect to develop core areas such as counseling, supervision, teaching, leadership and advocacy, and research and scholarship. Happenstance Learning Theory (HLT) provides a framework through which the planned and unplanned experiences—and those degrees of uncertainty—of doctoral students can be understood. For example, mentorship and career development throughout the course of the doctoral program impact students' experiences. Previous research indicates that research and scholarship are highly emphasized factors for impacting career opportunities and success for potential and current CES faculty. However, the exact expectations for publishing and scholarship in CES remains unclear. To better understand potential implications for faculty, programs, and doctoral students looking to enter academia, research must continue exploring CES publication and scholarship trends.

According to HLT, career development is the result of numerous planned and unplanned experiences over the course of life in which people develop skills, interests, knowledge, beliefs, preferences, sensitivities, emotions, and behaviors guiding them toward a career. For CES doctoral students, HLT is particularly pertinent in that while many enter programs with clear career aspirations, these career goals often remain fluid, changing and developing throughout the training process. Although this drive to reach predetermined goals can serve as motivation, individuals who have made firm career decisions tend to focus on experiences that affirm their choices and overlook or fail to engage in unplanned experiences not related to their career goals. Using HLT, CES faculty and programs can provide better learning environments and mentorship experiences through planned and unplanned activities. From this lens, faculty can encourage students to engage in planned experiences aligned with their career aspirations while also being open to potentially formative unplanned experiences, especially related to research and scholarship.

Research experiences, both planned and unplanned, will vary across programs and depend on a multitude of factors, one of which might be the Carnegie classification of the institution in which the program is housed. Although previous researchers have asserted that doctoral-granting institutions are more likely to emphasize publishing, research has yet to establish this as fact by comparing actual publication trends across a variety of institution types. The authors of this study examined the publication trends of 396 CES programs accredited by the Council for Accreditation of Counseling and Related Educational Programs based on Carnegie classification by exploring 5,250 articles published over the last decade in 21 journals published by or affiliated with the American Counseling Association. The results of this study can be used to inform the training and preparation of doctoral students in CES programs through an HLT framework specifically regarding their role as scholars and researchers. The authors present implications and argue the importance of programs and faculty providing research experience for doctoral students in order to promote career success and satisfaction.

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Relational Cultural Theory–Informed Advising in Counselor Education

Kirsis A. Dipre, Melissa Luke

Advising is a crucial responsibility of counselor educators, although it is not always a valued function within faculty evaluation. Regardless of the value ascribed to advisory functions by academic institutions and counselor education programs, counselor educators are guided by ethical codes to provide career advisement and opportunities for complementary development to their advisees. As such, it is imperative that counselor educators are prepared to meet the needs of their advisees, both at the master's and doctoral levels. Unfortunately, advising training is often overlooked during the doctoral training of faculty members, leaving them to fend for themselves in attempting to find the most adequate ways to fulfill this function.

Considering that counselor education students and advisees are tasked with not only completing their academic requirements to develop the knowledge and skills needed for professional success, but also to continue engagement in authentic and developmentally appropriate activities, one can discern the need for additional support. As such, advisors are well positioned to assist students in setting a strong foundation for their success, both in academia and in the counseling

Read full article and references:

Dipre, K. A., & Luke, M.. (2020). Relational cultural theory–Informed advising in counselor education. *The Professional Counselor*, *10*(4), 517–531. doi:10.15241/kad.10.4.517

profession. To do so, advisors require a strong knowledge base grounded on theoretical foundations. The present article provides advisors with a theoretically sound and research-grounded framework to enhance their advisory practice using relational cultural theory (RCT).

RCT is grounded on the premise that humans need social connection throughout the life span, therefore centering the connections between beings at the core of human development. The RCT framework provides a powerful tool for the enhancement of advising across disciplines in higher education, particularly within counselor education and supervision. Consistent with the ethical demands of the advising role, counselor educators who can engage with their advisees through this lens may find that they are attending to the complex interactions between the multiple domains involved in advising, fostering greater personal and professional growth within themselves and their advisees.

The application of RCT to a case example provides a practical demonstration of possible strategies that may be employed by an RCT-oriented advisor. In this particular case, the crucial elements before and after a rupture in the advising relationship are discussed as well as specific points of entry in which the RCT-oriented advisor may choose to intervene. Overall, the various strategies offered highlight the opportunity for new advising techniques to be implemented to promote creative ways of meeting the ever-increasing demands of higher education.

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Read full article and references:

Kent, V., Runyan, H., Savinsky, D., & Knight, J. (2020). Mentoring doctoral student mothers in counselor education: A phenomenological study. *The Professional Counselor*, *10*(4), 532–547. doi:10.15241/vk.10.4.532

Mentoring Doctoral Student Mothers in Counselor Education

A Phenomenological Study

Vanessa Kent, Helen Runyan, David Savinsky, Jasmine Knight

Over the past several decades, non-traditional students have been entering the doctoral pipeline in greater numbers. These non-traditional candidates include students who are minorities, international students, and women. Doctoral studies often intersect with prime childbearing age; therefore, female students may come into these programs with children or become pregnant while they are completing their degrees. Specific to the discipline of counselor education and supervision, doctoral student mothers report that motherhood enhances their identities as professional counselors and educators but also creates stress navigating the often murky waters of traditional academic settings. Attrition is high among doctoral students in general, and even more so with less traditional students such as mothers. Difficulty with competing roles as a student, employee, and mother can create dissatisfaction and may contribute to delays or attrition. Mentoring may be an important factor in increasing satisfaction and reducing attrition among doctoral student mothers. This investigation sought to determine how doctoral student mothers experienced mentoring in counselor education programs, whom they sought to provide mentoring, and what qualities contributed to effective mentoring.

We interviewed 12 doctoral student mothers, most of whom had become new mothers while in their programs, who received faculty and/or peer mentoring. For our study, a *mentor* is defined as a senior member of the profession who provides professional and personal support to assist the less skilled mentee in becoming a full member of the profession. These women described their mentorship experiences as professional, personal, and essential to their success. They selected at least one mentor who shared their motherhood experience, as that increased feelings of being understood and supported. They described their faculty mentors as warm, encouraging, and flexible. These mentors met with them around their busy lives as professionals, students, and mothers. Mentoring was relational in that many of the female mentors shared their struggles as mothers and professionals in less than family-friendly workplaces and modeled lessons learned in finding work–life balance. Peer mentors offered support that reduced isolation and established friendly connections that often went beyond the educational setting.

Those interviewed provided insight into the struggles that doctoral student mothers face. Challenges included poorly defined maternity leave policies; lack of accommodations such as lactation rooms; and difficulty finding childcare coverage, especially in emergencies. Many expressed a sense of isolation, as they were less connected to peers without children in their programs, had fewer opportunities to present or conduct research, and received discouraging statements questioning their commitment if they chose to get pregnant while in their program. Again, mentors buffered some of this by helping them find creative timelines for dissertation and scholarly writing, engaging them in research opportunities, and defending their choice to be mothers. According to these students, their mentors acted as lifelines and protective factors. From these rich descriptions, this study offers mentoring information that may be useful in recruiting and training future faculty mentors, strengthening or developing mentorship programs, and advocating for family-friendly institutional policies.

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“They Stay With You”

Counselor Educators’ Emotionally Intense Gatekeeping Experiences

Daniel A. DeCino, Phillip L. Waalkes, Amanda Dalbey

When counselor educators engage in gatekeeping practices, they may encounter emotionally intense experiences. Counselor educators should have more information about the existence, nature, consequences, and impacts of these experiences on their work, including elements of emotionally intense gatekeeping experiences. Despite literature on gatekeeping for counselor educators, less is known about how emotionally intense gatekeeping experiences impact faculty personally and professionally. Many doctoral students, beginning and seasoned counselor educators, and mental health providers have intentions of upholding their ethics and practice gatekeeping when needed. Thus, it is an imperative for doctoral students, counselor educators, and clinicians to understand how emotionally intense gatekeeping practices may arise at any time in their work.

Emotionally intense gatekeeping experiences are defined as multilayered, complex, time-extended events that counselor educators identify as emotionally memorable. We discovered in the counselor education literature that emotionally intense gatekeeping experiences were described mostly as conceptual ideas or in limited terms as subcomponents of other studies on gatekeeping. Prior to this study, there was limited evidence that explored how counselor educators experience legal issues (i.e., legal proceedings and testifying in court) and the personal consequences attached to performing gatekeeping responsibilities. Our purpose was to explore and learn more about how counselor educators experience emotionally intense gatekeeping and use their insights and lessons learned to better inform future gatekeeping practices.

A transcendental phenomenological methodology was used to identify and explore 11 counselor educators’ emotionally intense gatekeeping experiences. Our results indicate that counselor educators may experience emotions such as anger, sadness, frustration, and exhaustion when gatekeeping students. Additionally, most emotionally intense gatekeeping experiences can be long (i.e., multiple years from beginning to end), be unpredictable, involve multiple university personnel and faculty (e.g., appeals committees, deans, human resource representatives, provosts, presidents), and in some cases include trials with lawyers, judges, and juries.

Our findings indicate that counselor educators should prepare for emotionally intense gatekeeping experiences as part of their ethical responsibilities. To be better prepared, doctoral programs should discuss and create activities to highlight the nuances of emotionally intense gatekeeping with their doctoral students. Faculty within counselor education programs should revisit their gatekeeping policies; syllabi; and relationships with deans, university lawyers, and appeals committees to understand how these various systems interact with and influence gatekeeping practices. Furthermore, clinicians, supervisors, and other mental health providers should consider how emotionally intense gatekeeping of colleagues in their respective locations may occur at any time. Finally, counselor educators with emotionally intense gatekeeping experiences should mentor and support new and inexperienced faculty who have not yet had these types of gatekeeping experiences to raise awareness and help them be better prepared.

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Read full article and references:

DeCino, D. A., Waalkes, P. L., & Dalbey, A. (2020). “They stay with you”: Counselor educators’ emotionally intense gatekeeping experiences. *The Professional Counselor*, *10*(4), 548–561. doi:10.15241/dad.10.4.548

Teaching Gatekeeping to Doctoral Students

A Qualitative Study of a Developmental Experiential Approach

Brenda Freeman, Tricia Woodliff, Mona Martinez

In the counseling process, counselors have therapeutic power, and distressed or impaired counselors may misuse that power, potentially leading to a lack of growth or even direct harm to their clients. For these reasons, counselors and counselor educators have an ethical obligation to foster professional competence and to protect the profession from distressed or impaired counselors.

Counselor education and supervision (CES) faculty members contribute to the protection of clients from distressed counselors by monitoring student dispositions, a process referred to as gatekeeping. Accreditation standards and ethical codes clearly establish the expectation that counselor educators practice gatekeeping and remediate impaired students when necessary.

When it becomes evident that a student is struggling with dispositional problems, burnout, or impairment, counselor educators often work with the student on a professional development plan to remediate the issues, or to eventually suspend or dismiss the student. Gatekeeping and remediation processes are stressful for students and faculty alike, and new professors are already burdened with learning to teach and research. How do new entrants into the CES workplace prepare for the difficult role of gatekeeping?

The responsibility for preparing counselor educators to practice gatekeeping falls squarely on the shoulders of CES doctoral programs. Though counseling accreditation standards require that gatekeeping be taught to doctoral students, there are many competing priorities for the doctoral curriculum, including instruction in clinical work, supervision, teaching strategies, and research.

Read full article and references:

Freeman, B., Woodliff, T., & Martinez, M. (2020). Teaching gatekeeping to doctoral students: A qualitative study of a developmental experiential approach. *The Professional Counselor*, *10*(4), 562–580. doi:10.15241/bf.10.4.562

To address doctoral instruction in gatekeeping, the authors designed the Developmental Experiential Gatekeeping (DEG) Model and implemented the model in a CES doctoral program in the Western United States. The model has six modules integrated into three courses across three semesters. Each module has an experiential and a reflective component.

After the DEG Model was implemented, the authors designed a qualitative study using phenomenological methodology to learn more about the lived experiences of the students who engaged in the DEG modules. The authors wondered about the subjective reactions of the doctoral students and wanted to understand more deeply the journey of doctoral students to capture the essential meanings of the role of gatekeeper.

The authors conducted qualitative interviews with nine doctoral students and analyzed the qualitative data, a process which led to the discovery of four qualitative themes: the importance of gatekeeping, behind the curtain, understandings vary by developmental level, and uneven responses to experiential learning. The themes revealed that doctoral students as a whole highly valued and understood the need for gatekeeping. At the same time, they reported that learning about gatekeeping gave them a glimpse of what happens behind the curtain in CES programs, and this new knowledge was often discomforting. As students reached the end of the DEG modules, their understanding of the complexities and dichotomies of gatekeeping and related processes was much more developed than that of students early in the process.

From the participants, we learned that the DEG Model changed their perspectives and enhanced their understandings of gatekeeping. The authors also learned that gatekeeping, while on the surface a relatively straightforward content area, brought about a wide range of emotional responses in students, a finding that points toward the importance of procuring ample instructional time for processing reactions when teaching students to navigate the rough waters of the gatekeeping role.

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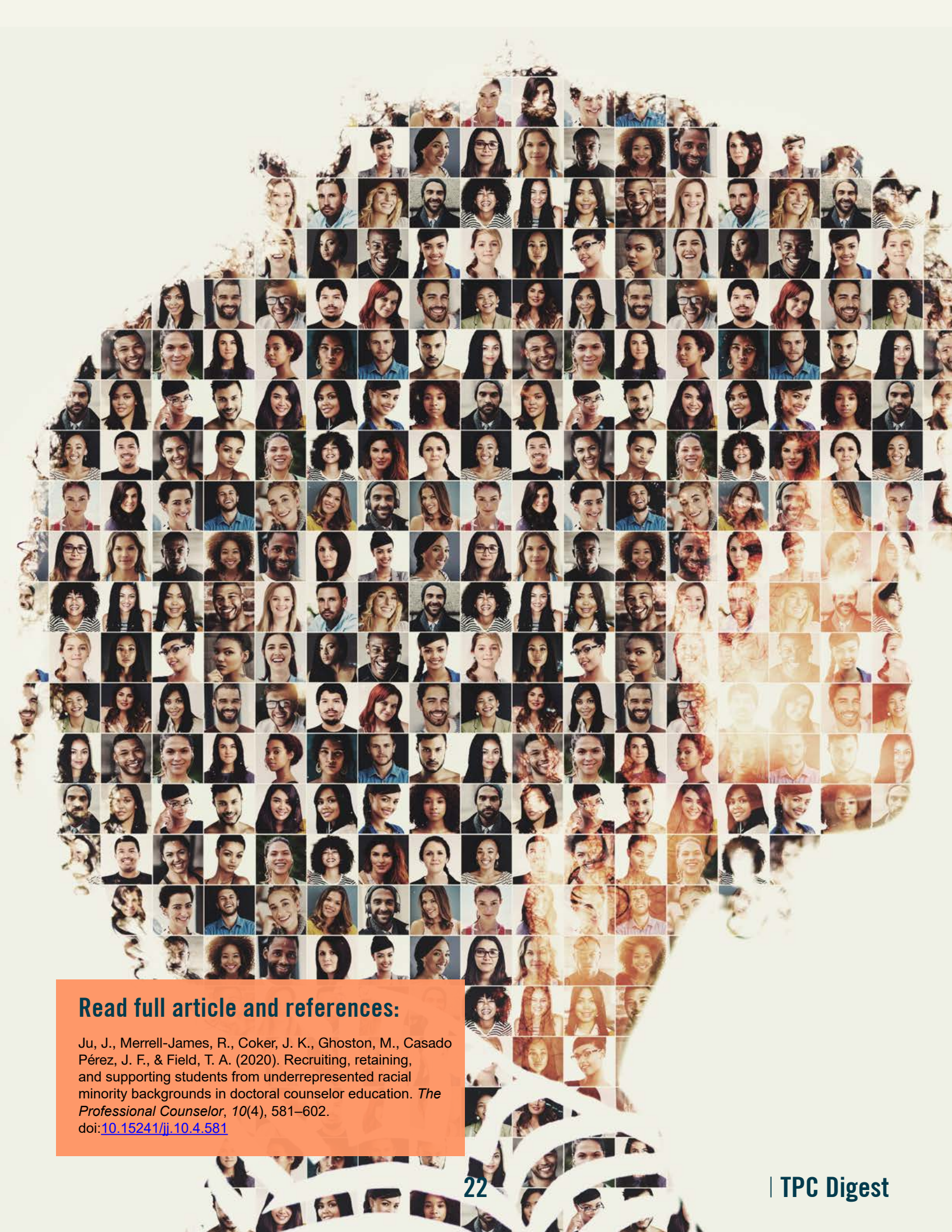

Read full article and references:

Ju, J., Merrell-James, R., Coker, J. K., Ghoston, M., Casado Pérez, J. F., & Field, T. A. (2020). Recruiting, retaining, and supporting students from underrepresented racial minority backgrounds in doctoral counselor education. *The Professional Counselor*, *10*(4), 581–602. doi:10.15241/jj.10.4.581

Recruiting, Retaining, and Supporting Students From Underrepresented Racial Minority Backgrounds in Doctoral Counselor Education

Jennie Ju, Rose Merrell-James, J. Kelly Coker, Michelle Ghoston,
Javier F. Casado Pérez, Thomas A. Field

Institutions of higher education are not naturally appealing and welcoming to prospective doctoral students of color. Certain characteristics of the university, such as location or racial composition of the faculty and student body, can pose obstacles to attracting individuals from culturally diverse communities. Once they are in a doctoral counselor education and supervision (CES) program, underrepresented minority (URM) students struggle with unique personal and social challenges, experiences of marginalization and isolation, and acculturative challenges. Successful retention and support of CES doctoral students of color necessitates intentional and active approaches from the point of first contact to enrollment and throughout their journey to graduation.

Lack of exposure to doctoral careers and financial challenges among many URM students present limitations in recruitment. It takes proactive and purposeful interventions to facilitate a change in this reality—interventions that involve long-term engagement and an ongoing process, as opposed to a yearly recruitment event. For example, it is important to cultivate student interest by introducing the possibility of pursuing doctoral studies in CES early in their academic experience. Students having a greater familiarity with the profession may promote their long-term attention to the field. Actively building connections with colleges that serve primarily URM students and with local agencies serving diverse demographics is another viable strategy in the recruitment process.

The ability of universities to effectively support URM doctoral students is critical because of the growing number of URM students pursuing doctorates in CES. Accompanying this trend is the growing awareness that this group of students is not receiving adequate support and preparation to succeed. In addition to experiencing marginalization, isolation, and acculturative challenges, URM doctoral students encounter difficulty adjusting to a curriculum or program that promotes a Eurocentric, individualist form of counseling. Collectivity and community, such as the Latinx obligation to family known as *familia*, are values that doctoral students from URM backgrounds have expressed as missing or not understood by faculty.

Through this study we learned that it is critical for CES program administrators and faculty to be aware and have a healthy understanding of URM students' experiences. Racially diverse students tend to thrive in an academic environment where faculty and peers share their cultural background and they can establish voice and ethnic identity. Students from URM backgrounds respond well to faculty and program characteristics that connect to their cultural identity, such as the presence of diverse faculty who share common research interests with their students, faculty dispositions that create a welcoming sociocultural climate, a commitment to diversity through multicultural and social justice–focused activities, and availability of resources intended for diverse students. Furthermore, URM students feel supported through provision of personalized care, intentional mentorship, and faculty involvement in their personal and professional development. It is evident that doctoral CES students from URM backgrounds seem best supported by program qualities and actions that communicate a valuing of and commitment to diversity. We as counselor educators have some work ahead of us to address these tasks actively and purposefully.

The authors present this article in memory of Dr. Rose Merrell-James, who shared her knowledge, experience, strength, and wisdom with all of us through this scholarly work.

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The Minority Fellowship Program

Promoting Representation Within Counselor Education and Supervision

Susan F. Branco, Melonie Davis

The Minority Fellowship Program (MFP) was initiated by the Substance Abuse and Mental Health Services Administration to increase diversity of minoritized individuals within mental health professions. The counseling profession was first given the opportunity to participate in this initiative in 2012 when the National Board for Certified Counselors (NBCC) was awarded its first MFP grant. Since this time, over 138 doctoral-level counseling students have been awarded fellowships of $20,000 to support completion of their doctoral studies. This article aims to describe the impact of the NBCC MFP on counselor education and supervision (CES) by offering both descriptive statistical and qualitative data from NBCC MFP member surveys.

The American Counseling Association's *2014 ACA Code of Ethics* and the Council for Accreditation of Counseling and Related Educational Programs' *2016 CACREP Standards* both call for the recruitment and retention of a diverse student body and faculty in CES programs. Yet representation remains disproportionally dominated by White individuals. Further, our literature review reveals the challenges minoritized counselor educators face in academia that spotlight oppressive factors shaping their experiences. Such factors include experiences of microaggressions on campus, difficulties navigating the promotion and tenure process as a faculty member of color, and feelings of isolation as a lone faculty member of color.

Read full article and references:

Branco, S. F., & Davis, M. (2020). The Minority Fellowship Program: Promoting representation within counselor education and supervision. *The Professional Counselor*, *10*(4), 603–614. doi:10.15241/sfb.10.4.603

The NBCC MFP aims to provide an inclusive environment for each cohort of fellows, and the MFP structure includes provisions for fellows to craft individual goals for their fellowship years, engage in additional multiculturally oriented trainings, and develop relationships with MFP-sponsored mentors. The structure aspires to best prepare fellows for postdoctoral careers in counselor education and as clinical supervisors.

We collated descriptive statistics from surveys distributed quarterly to current NBCC MFP fellows and annually to NBCC MFP alumni. Next, we utilized thematic analysis to categorize the qualitative data from one survey question: "In what ways has this scholarship or fellowship been meaningful to you?" The overarching theme of *access to the profession* emerged with the subthemes of *doctoral program completion, networking, supportive cohort, financial support,* and *mentorship*. The remaining themes were *clinical and multicultural competence*, with the subtheme of *counselor identity*, and *paying it forward*, with the subtheme of *leadership*.

The findings suggest that the NBCC MFP's goal of increasing diverse representation within CES is being met. Implications for CES programs include increasing awareness of the NBCC MFP amongst counselor educators and doctoral students for a larger applicant pool, encouraging CES faculty and clinical supervisors to engage in the NBCC MFP multicultural trainings to increase multicultural competency, and replicating those elements of the NBCC MFP structure that support CES students to succeed.

Limitations to the study include a low survey response rate and analysis of only one of nine short-answer survey questions. Future research may include a more comprehensive analysis with a larger number of respondents. Other areas worthy of future study include examining NBCC MFP counselor self-efficacy before and after the fellowship year and exploring factors contributing to the recruitment and retention of more males of color.

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Faculty Perspectives on Strategies for Successful Navigation of the Dissertation Process in Counselor Education

Michelle Ghoston, Tameka Grimes, Jasmine Graham, Justin Grimes, Thomas A. Field

Navigating the dissertation process can take on a life of its own for students attempting to earn a doctoral degree in counselor education. Although many doctoral students start the journey, the degree completion rate remains just above 50%. Little is known about strategies for successfully completing this process from the perspective of the faculty or the students. In this study, the researchers interviewed 15 counselor educators who have served as dissertation chairpersons to obtain an in-depth look into the dissertation process from the perspective of faculty members.

What determines if a dissertation is successful? Completion! Being classified as "all but dissertation" (ABD) is an indication that the process was neither successful nor complete. Anecdotally, many would say that the best dissertation is a done dissertation. While this is not a research-based concept, it makes sense to anyone who has completed the process and earned their PhD.

Within the last decade, each of the authors of this article was successful in completing their dissertation, with two completing their process within the last 5 years. These personal experiences fostered conversations surrounding how we each were able to persist and achieve the goal of earning PhDs (four in counselor education and supervision and one in counseling and student personnel services). These experiences allowed us to connect with the data while being sure to appropriately bracket the strategies that were or were not personally successful.

The results of our study suggest five considerations that counselor education doctoral students and faculty should keep in mind to help students successfully navigate the dissertation process. These considerations include: (a) providing a structured process on a programmatic level, and specifically establishing a curriculum sequence and timelines; (b) strategically selecting and working with committee members; (c) intentionally focusing on supporting students in developing a scholar identity; (d) providing a supportive, relational environment; and (e) scheduling regular check-ins to increase accountability. By understanding these strategies, it is the researchers' hope that more faculty will be able to move their doctoral students to—and through—the PhD finish line.

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Read full article and references:

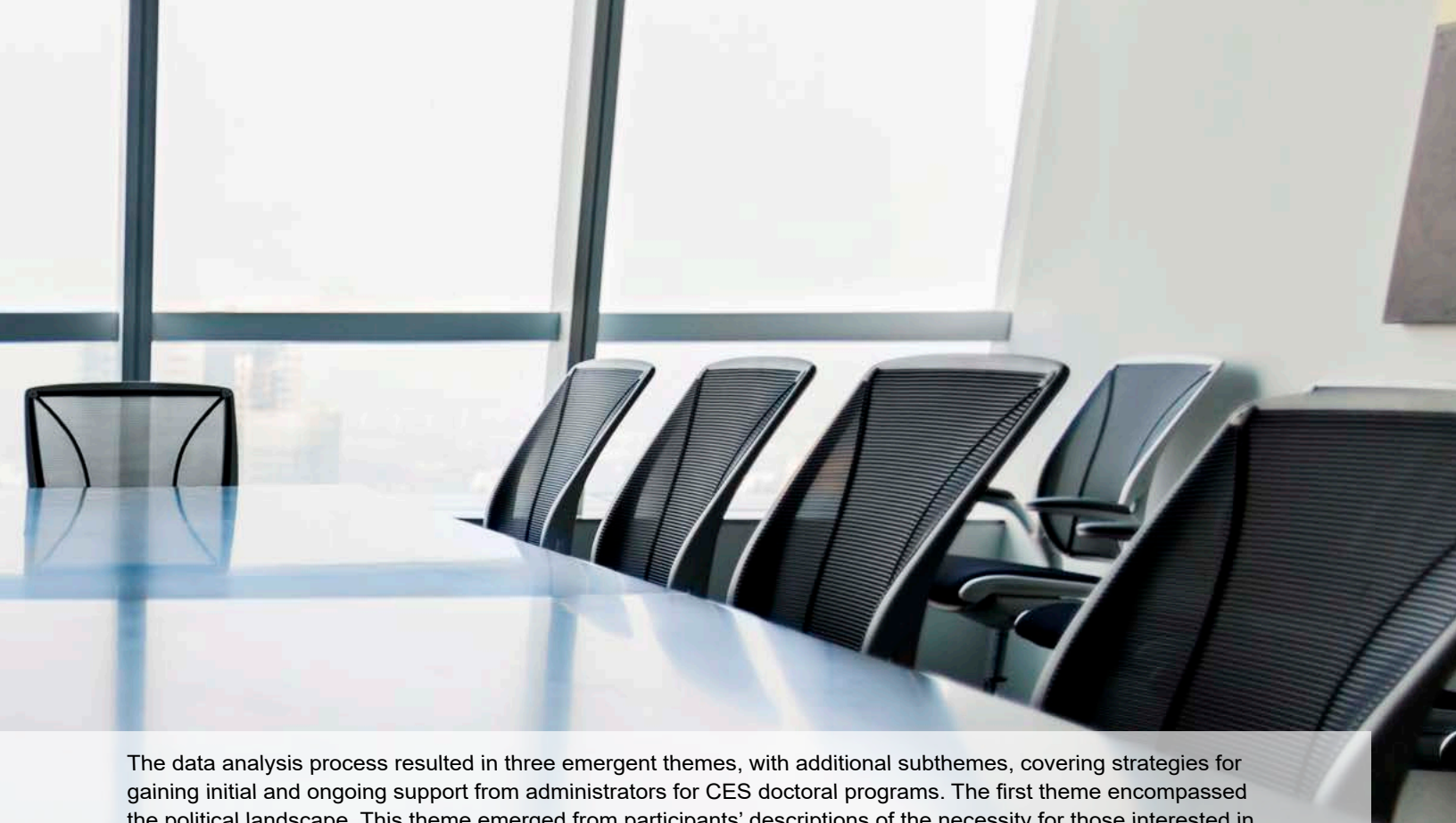
Ghoston, M., Grimes, T., Graham, J., Grimes, J., & Field, T. A. (2020). Faculty perspectives on strategies for successful navigation of the dissertation process in counselor education. *The Professional Counselor*, *10*(4), 615–631. doi:10.15241/mg.10.4.615

Gaining Administrative Support for Doctoral Programs in Counselor Education

Rebecca Scherer, Regina Moro, Tara Jungersen, Leslie Contos, Thomas A. Field

There is a growing demand for accredited counselor education and supervision (CES) doctoral programs to train future counselor educators as more master's-level programs become nationally accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP). As such, there is a need to establish these CES doctoral programs, particularly in areas across the country that have fewer programs. In order to successfully initiate and sustain a CES doctoral program, program leaders need intricate knowledge of complex systems. These systems include higher education administration, professional and educational accreditation bodies, funding agencies, pertinent laws, and any other system with key stakeholders. The knowledge required to initiate and sustain a CES doctoral program is vast and varied depending on the university and local politics.

The purpose of this study was to gain insight into this knowledge base, specifically by exploring the necessary strategies for gaining administrative support for starting a CES doctoral program. Fifteen faculty from CACREP-accredited CES programs with experience in developing and sustaining doctoral programs were interviewed with a semi-structured interview protocol.



The data analysis process resulted in three emergent themes, with additional subthemes, covering strategies for gaining initial and ongoing support from administrators for CES doctoral programs. The first theme encompassed the political landscape. This theme emerged from participants' descriptions of the necessity for those interested in starting a program to have a working knowledge of politics at the institution. The subthemes articulated the intricacies of political processes in higher education institutions. The second theme explored financial knowledge. Participants spoke to the need to develop an understanding of the economic landscape of the program and larger systems. The last emergent theme highlighted the need for program leaders to have an understanding of and ability to articulate the identity of the program, both in how the program will approach doctoral education as well as the external identity factors that contribute to the program.

Overall, the findings from this study may provide guidance for existing master's-level counseling program faculty who want to create a CES doctoral program. Faculty should embark on a data-driven process to inform administrators of tangible benefits across multiple systems and articulate the financial resources necessary for long-term success. Program generation is a political process, and program leaders and faculty must be aware of their environment. Additionally, the findings of this study may provide guidance for university administrators to understand how to work with faculty who are requesting the initiation of a new doctoral program. Future studies could specifically seek to explore university administrator opinions and experiences regarding effective collaborative efforts for program creation.

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Read full article and references:

Scherer, R., Moro, R., Jungersen, T., Contos, L., & Field, T. A. (2020). Gaining administrative support for doctoral programs in counselor education. *The Professional Counselor*, *10*(4), 632–647. doi:10.15241/rs.10.4.632

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