Old Dominion University

ODU Digital Commons

Spring 2009

Attitudes and Beliefs of Counselor Educators Toward Gatekeeping

Joanna W. Campbell
Old Dominion University

Recommended Citation

ATTITUDES AND BELIEFS OF COUNSELOR EDUCATORS

TOWARD GATEKEEPING

By

Joanna W. Campbell
B.A. University of North Carolina-Greensboro, 1970
M.A., New York University, 2002
M.S., Johns Hopkins University, 2006

A Dissertation Submitted to the Faculty of
Old Dominion University in Partial Fulfillment of the
Requirement for the Degree of

DOCTOR OF PHILOSOPHY

COUNSELOR EDUCATION

OLD DOMINION UNIVERSITY
May 2009

Approved by:

Dr. Theodore Remley, Chair

Dr. Vivian McCollum, Member

Dr. John Nunnery, Member

*We should not expect greater precision
in defining a subject than the subject
itself allows.*

Aristotle

ACKNOWLEDGEMENTS

There are numerous individuals who have contributed to the completion of this dissertation, I thank you with all my heart and mind. In particular, I thank every practicum and intern student I have supervised, every student I have taught or talked with in the parking lot or library, you showed me the angst associated with gatekeeping standards that are subjectively defined coupled with your commitment to excellence and *being* "good counselors." I thank every client I had the privilege to counsel. Specifically, I thank you for being diverse in your approaches to life, ethnicity, SES, and curiosity, and your willingness to explore well below the surface of issues. You taught me that wide variability in counselor profiles is essential to meeting the needs of our diverse population, and you taught me to hear as well as listen. I thank every counselor educator who took time and responded to my survey and, in particular, those of you who shared your thoughts about gatekeeping and raised the bar in terms of the importance of this study; I could not have accomplished this without you. I thank each member of my family and, in particular, my daughter, who has been a steady place of encouraging words and actions, in brief, love and good will. I thank my three dissertation committee members: Dr. Vivian McCollum for her time and interest amidst adjusting to new responsibilities and interests in her new appointment; Dr. John Nunnery for being a brilliant statistician, I was humbled and honored to have him on my team; to both, your contributions were indispensible. It is with more than appreciation, perhaps it is with awe, that I thank my dissertation chair, Dr. Ted Remley, for his indefatigable support and enthusiasm for this research, his long suffering with my learning, and his patience with me as I grew into the shoes of a doctoral student. To each of you, thank you.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Abstract

The purpose of this study was to examine attitudes and beliefs of counselor educators toward gatekeeping, which become overt in gatekeeping decisions in the context of stringent and less stringent decisions made at seven gates that counselors-in-training must pass though to graduate, and factors extraneous to counselor-in-training competence that may influence gatekeeping decisions. A total of 84 counselor educators participated in this study. Results showed that counselor educators are most stringent at the admissions gate; that less stringent gatekeeping decisions are made by counselor educators who have experience as a professional counselor prior to becoming a counselor educator at the admissions and internship gates; objectivism of counselor educators predicts more stringent decisions at the admissions gate, and when objectivism and primary theoretical orientation of counselor educators are combined more stringent gatekeeping decisions were made at the admissions, relationship, and ethics gates. Four out of seven gates examined were associated with factors that are extraneous to the competence of counselors-in-training.

CHAPTER ONE

INTRODUCTION

Background

Gatekeeping in the helping professions (professional counseling, clinical psychology, social work) derives from two gatekeeping standards in the practice of medicine. The first is *monprimum non nocere* (do no harm) and comes from Book 1, Chapter 11 of *Epidemics,* a work in the Hippocratic Corpus. The second relates to licensure and can be traced to the Code of Hammurabi (Englehardt & Spiker, 1977). Counselor educators have incorporated variations of both standards as mandates in their professional codes of ethics (American Counseling Association, 2005; Association of Counselor Educators and Supervision, 1993) and preparation standards (Council for Accreditation of Counseling and Related Educational Programs, CACREP, 2001).

Counselor education programs are especially concerned with preparing students well so that during practicum and internship and, thereafter, as professional counselors they will *do no harm* (Forest, Elman, Gizara, & Vacha-Haase, 1999; Frame & Stevens-Smith, 1995; McAdams & Foster, 2007; Remley & Herlihy, 2007; Schoener, 1999; Vacha-Haase, Davenport, & Kerewsky, 2004). Counselors-in-training are expected to reasonably master eight core CACREP foundation subject areas: Lifespan Human Growth & Development, Social and Cultural Foundations, Helping Relations, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, and Professional Orientation (which includes ethics, skills and an area of specialization; CACREP, 2001). Accomplishing the task of preparing counselors-in-training who will

do no harm is viewed as an outcome of reasonable mastery of foundation courses and counseling skills acquisition (accomplished through course work, practicum, and internship), personality traits (deemed essential and developed through professional development components of the course of study) that mediate knowledge and skills, and which together form the basis of counseling competence (Borck & Fawcett, 1982).

Counselor educators' attitudes and beliefs about gatekeeping are intimately related to which skills and personality traits will be selected for evaluation, inasmuch as skills and counselor personality traits that are essential to counseling competence remains unsettled in the literature (Neufeld & Norman, 1985; Rowe, Murphy & De Csipkes, 1974; Schottler, 2004; Scofield & Yoxtheimer, 1983; Stevenson & Norcross, 1987; Wheeler, 1996, 2000). Moreover, some research has suggested that client variables are more significant than counselor variables in effective outcomes (Bergin & Lambert, 1978; Gomes-Schwartz, Hadley, & Strupp, 1978). Scofield and Yoxtheimer (1983) remarked that "It is impossible to estimate the effects the imprecision of measurement have had on the veracity of what we currently believe are the components of counseling competence" (p. 419).

Nonspecific counselor behaviors, collectively identified as common factors, have been linked to counseling competence (Bergin, 1980; Bergin & Garfield, 1994; Beutler, Clarkin, Crago, & Bergin, 1991; Schoener, 1999). "If two supposedly very different forms of psychotherapy secure outcomes that are quite comparable, one possible explanation is that there may be therapeutic factors operating that are common to both forms of psychotherapy", e.g., creation of hope (Bergin & Garfield, 1994; See Appendix C for a sequential listing of factors common across therapies associated with positive

outcomes). Thus, counselor behaviors are of first importance in counselor education (Carney, Cobia, & Shannon, 1998; Smith, 2004), and notwithstanding lack of empirical support (Scofield & Yoxtheimer, 1983; Smith, 2004; Wheeler, 2000), some personality traits are deemed essential and targeted for evaluation beginning with admission criteria and throughout programs of study (e.g.,Frame & Stevens, 1995).

Numerous difficulties invade gatekeeping decision-making in the absence of empirical evidence showing the relationships among knowledge, skills, and specific personality traits which together are assumed to mediate counseling competence, and raise questions as to what informs counselor educators' attitudes and beliefs about gatekeeping. Among these difficulties are admissions criteria that are related to program goals (counseling competence), what should be evaluated during training, how to evaluate trainees who are, in the very nature of that training and context, changing, and evaluation criteria. These difficulties are not exclusive to professional counseling, but are experienced in other disciplines including clinical and counseling psychology, medicine, nursing, and social work (Biaggio, Gasparikova-Krasnec, & Bauer, 1983; Dickson & Bamford, 1995; GlennMaye & Oakes, 2002; Hojat, Veloski, & Borenstein, 1986; Lafrace, Gray, & Herbert, 2004; Laliotis & Grayson, 1985; McLeod, 1999).

Gates that are monitored in counselor education are found in admissions, course grades, classroom behavior, interpersonal relations, counseling skills, practicum, internship, comprehensive examinations, and ethical behavior. Students are evaluated at each gate. Each evaluation includes assessment of academic competencies, non-academic competencies, or both. Academic competencies primarily refer to components of admissions and training programs that can be evaluated objectively (e.g.,

undergraduate GPA, completion of graduate degree requirements; Schottler, 2004). Non-academic competencies primarily refer to components of admissions and training programs that are evaluated subjectively (e.g., openness; Frame & Stevens-Smith, 1995).

This study explored a number of variables that, based on the literature, may inform counselor educator attitudes and beliefs about gatekeeping, which relay into stringent or less stringent gatekeeping decisions that occur at the admissions, classroom behavior, interpersonal relations, counseling skills, internship, national examination, and ethical behavior gates. Counselors-in-training gain entrance to professional counseling by first satisfying the requirements established at each of these gates. Requirements to pass through the gates have been established by counselor educators in their programs.

<div align="center">Key Constructs</div>

For the purpose of this study, gatekeeping is defined as counselor educator attitudes and beliefs about gatekeeping which become overt in gatekeeping decisions such as "screening, selecting and matriculating qualified applicants into [a graduate] program of study in counselor education" (Thomas, 2004, p. 8, brackets added), monitoring and evaluating students during training, and "intervention (remediation, dismissal) when students are not equipped with the requisite knowledge, skills, and values for professional practice" (Diagle, 2005, p. 12).

Counselor educator faculties are an ingroup who have accepted and internalized implicit or explicit rules that govern who is and is not accepted into a counselor education program, permitted to continue in a counseling program, graduate, or enter professional counseling. Ingroup norms are informed by counselor educator attitudes and beliefs about gatekeeping.

The study of attitudes and their impact on behavior has a long and illustrious history with *attitudes* at one time being considered "the most distinctive and indispensable concept in contemporary [1940s] American psychology." Emphasis has been placed on attitudes in the fields of social psychology and sociology (Sherif & Cantril, 1945, p. 295).

The construct *attitude* can be conceptualized as encompassing a global evaluation of a person (applicant, counselor-in-training) or object (behavior, technique) based on affect and cognition (Millar & Tesser, 1992). The cognitive component contains the encoding of attitudes and beliefs about the person or object, e.g.,applicant, counselor-in-training, behavior. The affective components contain the encoding of feelings an applicant, counselor-in-training or behavior evokes (Fleming, 1967). Hence, counselor educators' attitudes and beliefs about an applicant, counselor-in-training or their behavior become constellated in global evaluations, and overt in gatekeeping decisions.

Attitudes and beliefs are mediated through decision-making processes. Cognitive-experiential self-theory (CEST; Epstein, 1994) posits two systems of decision making. The rational system uses abstract inferential processes, general rules guided by analysis and logic. It is a system of decision making that is primarily verbal, analytical, relatively slow, conscious, and relatively affect free. It is largely based on objective data. The experiential system uses intuition in decision processes. It is automatic, holistic, rapid, intimate, and relates to affect. It is largely based on subjective impressions (Epstein, 1994; Epstein, Pacini, Denes-Raj, & Heier, 1996; Pacini & Epstein, 1999).

In this study, counselor educator attitudes and beliefs about gatekeeping were explored. It was postulated that faculty members made gatekeeping decisions on a

continuum of stringency. It was further postulated that gatekeeping decisions could be predicted on the basis of a number of factors that influence counselor educator attitudes and beliefs about counseling competence but which may be extraneous to the competence of counselors in training.

Grounds of Attitudes and Beliefs about Gatekeeping

    Moral ground. To *do no harm* to the consumers of mental health services in communities has been the centerpiece of some models of evaluation (Frame & Stevens-Smith, 1995; McAdams, Foster, & Ward, 2007), is a central concern in all gatekeeping practices (Forest, Elman, Gizara, & Vacha-Haase, 1999; Frame & Stevens-Smith, 1995; McAdams & Foster, 2007; Remley & Herlihy, 2007; Schoener, 1999; Vacha-Haase, Davenport, & Kerewsky, 2004), and constitutes the moral ground on which gatekeeping rests, notwithstanding that the definition of *harm* has not been well explored in the research literature, nor has the implications of the principle of double effect (Spielthenner, 2008). The principle of double effect recognizes that there are decisions in which there are both negative and positive effects, and intentions in the decision are the pivot and rationale for making a decision that hurts some and helps others (Spielthenner, 2008). "Even if we admit that intentions are relevant to assessing the permissibility of *acts* (e.g., gatekeeping) and not only to evaluate *agents* (e.g., counselors-in-training), this encourages simplistic moral thinking by ignoring many factors that are important to a moral assessment of acts" (Spielthenner, 2008, p.8, italics in the original, parentheses added).

    Ethics scholar MacIntyre (1999), in discussing harm, said, "And it is insofar as something tends to interfere with or to be an obstacle to the achievement of such

particular goods or of flourishing in general that it is accounted a harm or a danger" (MacIntyre, 1999, p. 64). Counselors-in-training direct their activity, throughout their course of study, toward the object of their desire, becoming a professional counselor, which is the *good* they seek. Therefore, both the activity (the course of study) and attaining its object (becoming a professional counselor) constitute the well-being of counselors-in-training (MacIntyre, 1999).

Content ground. Content ground refers to counselor educator attitudes and beliefs about what should be evaluated and, by way of extension, how it is evaluated and evaluation criteria. Knowledge, technical skills and personality traits constitute the content ground of current gatekeeping practice.

Knowledge that is essential to counseling competence has not been established in the research literature (Strupp & Hadley, 1979), but has been established for curriculum goals and professional identity through national exams. Passing at least one national exam is a requirement for the status of *professional counselor* (Smaby, Maddux, Richmond, Lepkowski, & Packman, 2005).

Counseling techniques are evaluated, although effective practice is not always dependent on a group of skills. Moncher and Prinz (1991) reviewed 359 treatment outcome studies for the purpose of determining whether treatment fidelity occurred. Treatment fidelity refers to the degree to which a treatment plan is implemented as intended and whether treatment plans differ from one another in the intended manner such that the manipulation of the technique actually occurs as planned. Moncher and Prinz found that only 45% of the 359 outcome studies reviewed met both criteria.

Treatment as a planned activity and techniques that could be differentiated could be ascertained in less than 50% of the 359 outcome studies reviewed.

Specific personality traits that are critical to counseling competence and how to best measure counseling effectiveness are, both, without supporting empirical evidence (Forrest, Elman, Gizara, & Vacha-Haase, 1999; Neufeld & Norman, 1985; Rowe, Murphy, & De Csipkes, 1975; Schofield & Yoxtheimer, 1983; Smith, 2004; Stevenson & Norcross, 1987; Wheeler, 2000). Moreover, "How to measure counselor effectiveness has been a stumbling block and a recurring problem in research into the relationship between counselor characteristics and counselor effectiveness" (Rowe, Murphy, & DeCsipkes, 1975, p. 232; see also Murphy, Garcia, Kerkar, Martin, & Balzer, 1982).

Scofield and Yoxtheimer (1983) selected four of the most widely read and respected professional journals published between 1977 and mid-1982 that regularly reported studies of counselor competencies evaluations, and recorded all instruments described and used to measure counselor competencies. After compilation of their data, they found that 145 different instruments or procedures had been used to make 235 measures of clinical effectiveness, skills, or behaviors. Reliability and validity of instruments used to determine the components of counseling effectiveness were made with assessment instruments that were well below acceptable standards identified for helping professions (McLeod, 1992); only 43% of the measures used reported reliability data computed at the time the instruments were used and only 2 measurements out of 235 (.8%) reported validity data that had been generated by their users.

Evaluation criteria are poorly defined or obscure (Fordham, May, Boyle, Bentall, & Slade, 1990; Forrest, Elman, Gizara, & Vacha-Haase, 1999; Loesch, 1988). Chevron

and Rounsaville (1993) found that agreement among raters regarding subjective components, when evaluating a specific student, varied across raters, and that when the same rater evaluated the same student using a different source of data evaluation criteria varied.

Difficulties intrinsic to forming well grounded attitudes and beliefs about gatekeeping and making sound gatekeeping decisions can be recognized in the moral and content ground summarized above. Counselor educators may ameliorate any tension those difficulties evoke by use of criteria that are closer home and less obscure.

Other Grounds that may Inform Gatekeeping Attitudes and Beliefs

Personality traits are non-academic competencies and have been explored in the literature; the purpose of which has been to identify those traits that are essential to counseling effectiveness (Bergin & Garfield, 1994; Beutler, Crago, & Arizmendi, 1986/1994; Deysach, Ross, & Hiers, 1977; Harvey & Weary, 1985; Lafferty, Beutler, & Crago, 1991; Lambert & Bergin, 1983/1994; Leverett-Main, 2004; Maciak, 2002; Smith, 2004; Wheeler, 2000; Wiggins & Giles, 1984). However, "it is still difficult to provide a discrete list of characteristics of a good therapist or counselor that is supported by research evidence" (Wheeler, 2000, p. 65).

Counselor educators' attitudes and beliefs about essential counselor personality traits have been found to reflect traits that they use to describe themselves (Wheeler, 2000), and may determine which personality traits are selected for evaluation and gatekeeping decisions concerning applicants (Smith, 2004) and counselors-in-training (Gizara, 1997). Moreover, these self-identified personality traits may represent implied ingroup norms for standards of selection, monitoring, and graduating students.

Wheeler's (2000) study permits a view of how counselor educators construe themselves, since "subjects will tend to describe others using traits, adjectives or attributes that are meaningful to them, revealing much about themselves in the process" (p.68), and "it is assumed that all people tell us something about themselves as they describe others" (Dornbusch, Hastorf, Richardson, Muzzy, & Vreeland, 1965, p. 434). Traits counselor educators most often used in Wheeler's (2000) study included personable, open and flexible, among other attributes of like kind, and they defined themselves in terms of their sanity, professional life, and interpersonal relations.

Counselor educator self-described personality traits and behaviors that are also used as gatekeeping decision benchmarks have support in the research literature. Pope and Kline (1999) asked counselor educators to identify personality traits that they believed were essential to counseling competence; 22 personality traits were identified. The 10 most critical personality traits listed were acceptance, emotional stability, open-mindedness, empathy, genuineness, flexibility, interest in people, confidence, sensitivity, and fairness.

Mearns (1997), commenting on problems that can accompany training programs focusing on personal development, notes that counselor educators favor students whose disorders tend toward the neurotic (taking on excessive responsibility, being emotionally over-responsive, and prone to guilt) and that these disorders are in the same direction as counselor educators' disorders. Further, when counselor educators are faced with students who exhibit opposite responses, although in normal range, or fall along the midpoint of normal, counselor educators may experience fear and be thrown into confusion because they do not understand those who are outside their own paradigm.

Greenwald (1975) studied evaluators' interpersonal perceptions of applicants' interpersonal behavior during a group interview procedure used for evaluating applicants to a clinical psychology doctorate program. He was seeking to answer the question, "What behaviors do those already in the circle value as passports of entry?" He found that interviewees who were viewed positively were described by the evaluators as competitive-narcissistic, and more than half of the evaluators see themselves this way; that applicants were viewed as hostile, but not as hostile as the evaluators; and that selection was clearly taking place on the basis of perceived similarity of interpersonal needs.

Given the similarity between counselor educator self-described personality traits, personality traits used in selecting students, focused on during the course of study, and used as benchmarks for entry through the graduation gate, it seems that the same traits would consistently emerge in empirical research as essential to counseling competence. The research literature does not support this consistency (Rowe, Murphy & De Csipkes, 1975; Schottler, 2004; Scofield & Yoxtheimer, 1983; Smith, 2004; Wheeler, 2000).

Belief in an ideal counselor personality profile. Some counselor educators believe in an ideal counselor personality profile, some do not. Counselor educator self-described personality traits, in addition to informing their attitudes and beliefs about personality traits deemed essential to counseling competence, may relay into belief in an ideal counselor personality profile. These counselor educators seem to agree with Smith (2004) that "effective counselors have unique and identifiable personal characteristics" (p. 23), the ideal counselor personality profile. There are other counselor educators, however, who believe with Berger (1959) that "personality factors should not enter into

the selection of students…the profession should be able to accept the eccentric," and warned of the "danger of producing over-conformity and eliminating creative, nonconforming individuals" (p. 651).

Level of counseling skills required before being permitted to graduate. The evaluation criteria (required level of competence) mandated in state licensure requirements is *minimal counseling competence*. Paradoxically, the research is scant with respect to defining this important element in gatekeeping decisions (Forrest, Elman, Gizara, & Vacha-Haase, 1999). Effective counseling is ultimately decided by the client (McLeod, 1992; Stern, 1984), but client evaluations of counselor competence are not often included when counselor educators evaluate students or make gatekeeping decisions concerning them. What constitutes minimal counseling competence (evaluation criteria) varies widely across and within faculty, departments, colleges, and universities (Forrest, Elman, Gizara, & Vacha-Haase, 1999; Pope & Kline, 1999). It seems that each counselor educator has an *a priori* standard of *minimal counseling competence*. These multiple frames of reference inform and give rise to a wide range of attitudes and beliefs about the level of skills required before being permitted to graduate, and inconsistency in required levels of student achievement in gatekeeping decisions.

Individual differences in objectivity and subjectivity. The terms *objective* or *rational* and *subjective* or *experiential* are used interchangeably in this study. As presented above, attitudes and believes are mediated through decision making processes and range between subjective and objective. "One of the most important dimensions on which decisions vary is in terms of *objectivity*" (Leary, Shepperd, McNeil, Jenkins, & Barnes, 1986, p. 32, italics in the original). Moreover, as Miller and Tesser (1986) noted,

"when an evaluator's cognition and affect are not congruent, different types of thought about the same object can lead to different general evaluations" (p. 271). Consequently, individual differences in decision making processes (objective or subjective) result in differences in evaluated content, how it is evaluated and evaluation criteria among faculty.

Theoretical orientation. Each counselor educator works from a theory of counseling, their theoretical orientation. The importance of cognitive-behavioral and humanistic/experiential theories as bases for interpreting behavior represent opposing poles of the therapeutic spectrum (Poznanski & McLennan, 2003; Strupp, 1950a; Wheeler, 2000), and by implication counselor educators "following one path or the other are themselves likely to have different qualities and views of the world" (Wheeler, 2000, p. 68). Theoretical orientation may be a potent factor for informing counselor educators' attitudes and beliefs about gatekeeping. However, counselor educators hold different theoretical orientations, and those differences may contribute to different evaluations of the same student.

Professional counseling experience before becoming a counselor educator. "…It is expertness [experience] which determines the type of relationship which is set as a goal by therapists" (Fiedler, 1950a, p. 244; see also Strupp, 1955b). Professional counseling experience is individualized, individually informing attitudes and beliefs about the ideal counseling relationship. This may relay into differences in global evaluations of what is important for counseling competence and what is evaluated in gatekeeping decisions.

Current Practice as a Professional Counselor. Current practice as a professional counselor may, also, inform counselor educator's attitudes and beliefs about gatekeeping.

Counselor educators who recognize the value of and are, therefore, currently performing professional counseling outside of their role as counselor educator are positioned to remodel their attitudes and beliefs concerning counseling competence. Current practice keeps counselor educators astride of cultural shifts and ways of relating that impact counseling effectiveness, but not all counselor educators engage in professional practice in addition to their role of counselor educator.

Primary role identity. Another source of influence on attitudes and beliefs may be counselor educators' primary role identity (counselor, researcher, supervisor, teacher; Leary, Shepperd, McNeil, Jenkins, & Barnes, 1986). One's primary role identity relates to the primary focus of one's affective and cognitive professional self and preferred professional activities. Some counselor educators see themselves primarily as counselors, teachers, supervisors or researchers. These may indicate differences in points of focus regarding what is evaluated, how evaluations are conducted, and evaluation criteria.

<div align="center">Importance of Study</div>

Moral pluralism. Gatekeeping practices are espoused on the primary basis of *monprimum non nocere* (do no harm) to the public it serves (Forest, Elman, Gizara, & Vacha-Haase, 1999; Frame & Stevens-Smith, 1995; McAdams & Foster, 2007; Remley & Herlihy, 2007; Schoener, 1999; Vacha-Haase, Davenport, & Kerewsky, 2004), and a counselor educator's personal moral code governs the interpretation of this injunction. Codes mandating this protection, nonmalficience, also mandate beneficence and autonomy. However, beneficence, nonmaleficence, and autonomy all stand in potential conflict. The outcome is that one's personal moral theory governs which of these prevail,

e.g., a utilitarian will emphasize the public good and a deontologist will advocate a duty to *above all do no harm* (Jonsen, 1977).

> Important moral arguments in our culture are systematically unsettleable. They become all too soon exercises in assertion and counter-assertion. But it is not simply the case that we lack the means to convince each other rationally. If two reasonable parties to such a moral debate cannot discover criteria, appeal to which will settle impersonally for both, then neither party can be basing his own conviction on such an appeal. Confronted with the dilemma which creates the debate, each individual can only make explicitly or implicitly an arbitrary choice: Unreason and arbitrariness are internalized... This frustration and this arbitrariness...arise from... moral pluralism (MacIntyre, 1975, p. 198-199).

Researchers have recognized that in counseling practice, professional and personal values are bound together and may be impossible to differentiate among them (Beutler, Clarkin, Crago, & Bergin, 1994; Bergin & Garfield, 1994; Khan & Cross, 1983). Professionals who are recognized as ethical and conscientious can review the same facts and use the same reasoned methodology and yet come to different conclusions (Jordon & Meara, 1990).

This study may encourage counselor educators to more carefully consider how in meeting the primary responsibility to their students, this relays into meeting their commitment to the public; how in thus considering and responding to these constituents

they best meet the moral imperative of both the principle of double effects and to above all *do no harm.*

Content ill-defined. Gatekeeping decisions derive from counselor educator's attitudes and beliefs about self, the profession, counseling competence (knowledge and skills) and counselors-in-training personality traits deemed essential to that competence (e.g., Pope & Kline, 1999; Wheeler, 2000). However, as was previously noted, content that is essential to counseling competence has not been verified by sound research, and a set of stable personality characteristics that predict counseling competence does not have the support of empirical evidence (Rowe, Murphy, & De Csipkes, 1975; Schofield & Yoxtheimer, 1983; Smith, 2004; Wheeler, 2000). Consequently, subjectivity plays a large role in informing counselor educator's attitudes and beliefs about gatekeeping, which become overt in gatekeeping decisions.

Subjective decision making refers to a variety of practices, but primarily includes allowing decision makers to base their decisions on subjective criteria rather than on a set of objective criteria. Subjective decision making is sometimes associated with *unfettered discretion* and an abuse of authority in order to discriminate (Klein, 2006, pp. 132-133). Courts, sociologists, and social psychologists have long recognized the inherent danger in subjective decision making because it can be a conduit of discrimination which can be covertly concealed (Klein). Courts have expressed concern about subjective decision making at both individual and class levels (Klein).

How much of an evaluation can legitimately be derived from subjectivity has not been addressed in the research literature. Polanyi (1958/1962) has shown that all decisions have some element of subjectivity. Further, de Charms (1983) has shown that

when an object contains both affective and cognitive components, then the object cannot be defined objectively, and has remarked that "attempts to objectify a concept that must contain both elements are doomed to failure" (p. 270). This problem is underscored by the absence of a stable set of admissions criteria that predict counseling competence (Leverett-Main, 2004), personality precursors that are empirically linked with and essential for counseling effectiveness (Murphy, Rowe, & De Csipkes, 1974; Scofield & Yoxtheimer, 1983; Wheeler, 1996; Wheeler, 2000), and construct validity for the term *counseling competence* (Stearn, 1984) which relays into wide variability in evaluation criteria (Scofield & Yoxtheimer, 1983; Schöttler, 2004).

The initial outcome of these vacuums may be that counselor educators resort to what they know best, their subjective selves, as the ground for informing their attitudes and beliefs about gatekeeping, their basis of evaluating students. However, as Lankshear (1990) questioned with respect to clinical nurse educators, "When you like them do you actually look at what they are doing?" (p.65). In which case, gatekeeping considerations do not emerge for those students who are liked. As for those students who are not liked, attribution theory has shown that evaluators "weigh negative aspects of a person (or object) more heavily than positive ones" (Kanouse & Hanson, 1972, p. 47). In which case, gatekeeping decisions emerge and are more severe for those students who are not liked.

Personal preference may inadvertently govern gatekeeping decisions that favor applicants or trainees who are similar to the gatekeeper or liked, and may be the line of demarcation between gatekeeping decisions concerning competent and incompetent

trainees. This study may increase awareness of criteria that inform counselor educators' gatekeeping decisions.

The sheer number of published works concerning gatekeeping (Baldo, Softas-Nall, & Shaw, 1997; Bernard, 1975; Bhat, 2005; Boxley, 1986; Daigle, 2005; Gizara, 1997; Kerl, Garcia, McCullough, & Maxwell, 2002; Knoff & Prout, 1985; Lumadue & Duffey,, 1999; Lamb, *et al.,* 1987; McAdams & Foster, 2007; McAdams, Foster, & Ward, 2007; Meyer, 1980; Miller & Rickard, 1983; Tribbensee, 2003; Vacha-Haase,1995; Vacha-Haase, Davenport, & Kerewsky, 2004) speaks to gatekeeping being recognized as a high calling.

The absence of construct validity of the term *counseling competence*, with the outcome of having little empirical support for what is evaluated leave counselor educators vulnerable to unfettered ingroup norms that favor students most like themselves. Further, since evaluation methods fitted to measure the specific complexities associated with counseling knowledge, skills, and personality traits as these relate to counseling competence and which have sound psychometric properties have not been forthcoming (Scofield & Yoxtheimer, 1983), gatekeeping decisions are especially prone to and encourage the use of personal biases (self identiy) in evaluations and unfettered ingroup norms (social identity) in gatekeeping practices.

Attitude-behavior consistency has been shown to be stronger after exposure to an attitudinally-congruent ingroup norm when the importance of group membership is heightened (Wellen, Hogg, & Terry, 1998). Counselor educators in any department are more or less associated as a professional ingroup. However, during gatekeeping, risks of failure to meet the requirements of professional regulatory organizations (e.g., ACA),

department and university standards (Custer, 1994), and the public (Nugent, Gill, & Plauat, 1996) heighten both the importance of agreement within and between faculty (individual social identity) and the importance of the ingroup to each individual faculty member (individual self-identity). Moreover, since counselor educators are enjoined by professional regulatory agencies to gate keep, motivation in the evaluation process may be contaminated from the outset because professional identities and livelihoods of counselor educators are at stake (Gizara, 1997). Consequences of the foregoing may be that counselor educator's accessibility to their moral code becomes impaired (Smith & Terry, 2003), and objectivity disengaged (Detert, Trevino, & Sweitzer, 2008; Milgram, 1964; Wong, Kwong, & Ng, 2008). This study may bring this potentiality to the foreground and, in consequence, give counselor educators cause for pause and reconsideration of the grounds of gatekeeping.

Process ground. There is a substantial corpus of literature on gatekeeping (Baldo, Softas-Nall, & Shaw, 1997; Bernard, 1975; Bhat, 2005; Boxley, 1986; Daigle, 2005; Gizara, 1997; Kerl, Garcia, McCullough, & Maxwell, 2002; Knoff & Prout, 1985; Lamb, *et al.,* 1987; Lumadue & Duffey, 1999; McAdams & Foster, 2007; McAdams, Foster, & Ward, 2007; Meyer, 1980; Miller & Rickard, 1983; Tribbensee, 2003; Vacha-Haase, 1995; Vacha-Haase, Davenport, & Kerewsky, 2004). However, there is little systematic, empirical research that attempts to explore counselor educators' attitudes and beliefs as these relate to gatekeeping decisions. This study contributes to filling this gap in the literature.

Clients find counselors attractive who are like themselves (LaCross, 1980). Counselor educators select students who are like themselves (Mearns, 1997), and the

most frequently selected traits deemed essential to counseling competence (Pope & Kline, 1999) are also traits that counselor educators use to describe themselves (Wheeler, 2000). Thus, many counselors-in-training are very much like their professors who are personable, open, and so forth. These counselors-in-training will likely become professional counselors. Wheeler (2000) pointed out that not all clients are personable, open, or flexible (traits used by counselor educators to describe themselves). Given that clients like counselors who are like themselves, it may be that this study will increase counselor educators' willingness to include a more personality-diverse group of counselors-in-training to meet the needs of these clients.

Researchers have long recognized evaluator attitudes and beliefs as potential factors in assessment scores, and have urged research that examines the performance assessment process from an attribution theory or person perception framework (Borman, 1982; Cooper, 1981a, 1981b; Scofield & Yoxtheimer, 1983). Further, it has been maintained that the first step toward controlling the influence of evaluator attitudes and beliefs would be "isolating and understanding confounding assessor effects" (Scofield & Yoxtheimer, 1983, p. 418). This study is a first step in isolating assessor effects that occur in gatekeeping.

<div align="center">Purpose of the Study</div>

This study is a departure from previous studies about gatekeeping in three important ways. First, the topics of this study were introduced by bringing to the forefront a number of factors that contribute to the intrinsic difficulties in forming sound gatekeeping attitudes and beliefs. Second, this study explored counselor educators' attitudes and beliefs about gatekeeping which become overt in gatekeeping decisions

along a stringent –less stringent continuum. Third, this study explored a number of variables, extraneous to trainees' competence, which may inform counselor educators' attitudes and beliefs about gatekeeping and influence gatekeeping decisions. This new knowledge is central to developing gatekeeping protocols that are predominately free of assessor effects and a gatekeeping platform that answers to both a commitment to *do no harm* and the principle of double effects.

In the preface to de Charms (1983) rigorous study of the internal affective determinants of behavior, *Personal Causation,* he commented on the fact that his work was a departure from previous research on that topic, and then remarked, "I think of it as a break with a way of thinking but not with the results that have been produced by that way of thinking. I hope this research contribution builds on rather than detracts from what exists" (p. *v*). I echo de Charm's (1983) hope.

More specifically, the purpose of this study was to explore counselor educators' attitudes and beliefs about gatekeeping as reflected in their gatekeeping decisions, and some factors that may influence their gatekeeping decisions that are extraneous to the competence of counselors-in-training: belief in an ideal counselor personality profile, beliefs about the level of skills required before permitting a counselor-in-training to graduate, objectivism (rationality; Leary, Shepperd, McNeil, Jenkins, & Barnes, 1986), theoretical orientation, number of years of experience as a professional counselor before becoming a counselor educator, number of hours currently practicing as a professional counselor and primary professional role identity (counselor, researcher, supervisor, teacher).

Research Questions

This study investigated the following two research questions: Do objectivism, belief in an ideal counselor personality profile, belief about the level of skills required before being permitted to graduate, years of experience as a professional counselor prior to becoming a counselor educator exclusive of practicum and internship, current practice as a professional counselor outside of working as a counselor educator, primary role identity, and theoretical orientation predict stringent gatekeeping decisions? And, does objectivism or theoretical orientation predict stringent gatekeeping decisions over and above belief in an ideal counselor personality profile, beliefs about required level of skills acquisition before being permitted to graduate, years of experience as a professional counselor prior to becoming a counselor educator exclusive of practicum and internship, current practice as a professional counselor outside of working as a counselor educator, or primary role identity?

Limitations and Delimitations

The participants in this study were recruited from full-time faculty in CACREP approved programs throughout the United States and Canada, who were asked to complete a survey via email. Although the survey was expected to take about 15 minutes, some faculty did not respond, and, in consequence, responses that were received may not generalize to the population of counselor educators at large.

Social desirability has been defined as the need of participants to obtain approval by responding in a culturally appropriate, acceptable manner (Crowne & Marlowe, 1964). Because gatekeeping is mandated (ACA, 2005, ACES, 1993; CACREP, 2001), and counselor educators tend to define themselves by their relationships (Wheeler, 2000), there is the potential that participants disengaged from their beliefs, primary role identity,

and typical decision making processes, with the outcome that they responded in a socially desirable way.

Parts I, III, IV and V of the survey were designed specifically for use in this study. Every effort was made to insure validity and reliability. However, this was the first time it had been used and responses may reflect differences in the interpretation of questions.

Assumptions of the Study

It was assumed that counselor educator attitudes and beliefs about gatekeeping became overt in their responses to the gatekeeping scenarios. It was further assumed that the survey was understood by all of participants and that participants answered the gatekeeping questions honestly with little influence from social desirability, and responded on the basis of what their attitudes and beliefs really were about an ideal counselor personality type and the level of counseling skills that they believe must be acquired before permitting a student to graduate. It was also assumed that counselor educators' answered each question honestly.

Definition of Terms

The terms below are defined as they are used in this particular study:

Academic competence:	Intelligence, course grades, and completion of degree requirements.
Assessment:	Scores, whether grades are pass/fail or derived from formal evaluation methods.
Attitude:	Global evaluation based on affective and cognitive components regarding the target of evaluation.

Belief: Attitudes toward the target of evaluation in which

                                 objective or subjective components are most salient.

Clinical judgment: Decisions based on experience, affect, intuition,

                                 training, and other internal states.

Experiential Decision Making: Use of intuition in decision processes. It is

                                 automatic, holistic, rapid, intimate, and relates to

                                 affect.

Evaluation: Formal evaluations are scheduled and written,

                                 whereas informal evaluations may occur without

                                 appointments, or without being memorialized in

                                 writing. Evaluations are the outcome of counselor

                                 educators' interpretations of assessments,

                                 judgments of students' academic and non-academic

                                 competencies.

Explicit Attitudes and Beliefs: Gatekeeping responses which rely on conscious

                                 thought.

Gatekeeper: Counselor educators who screen and select students

                                 into counselor educator programs, monitor and

                                 evaluate counselors-in training, decide which

                                 students need remediation in personal and

                                 professional performance; who decide the level of

                                 performance required, and decode who will and will

                                 not be allowed to graduate.

Gatekeeping: Counselor educator attitudes and beliefs about the components and attributes of counseling competence, and which become overt in gatekeeping decisions.

Ideal counselor personality profile: A group of personality traits or characteristics identified by counselor educators and deemed essential to counseling competence.

Implicit Attitudes and Beliefs: Gatekeeping responses which do not rely on conscious introspection.

Ingroup: Those who have accepted and internalized implicit or explicit rules of behavior with respect to gatekeeping decision making, and constitute ingroup norms.

Ingroup norms: Rules of gatekeeping decisions, implicit or explicit, that reflect counselor educator attitudes and beliefs about the components and attributes of counseling competence.

Level of required counseling skills: An *a priori*, subjective, evaluative criterion which defines and differentiates between competent and incompetent counselors-in-training.

Less stringent gatekeeping
Decisions: Mild or gentle; scores less than or equal to three on any gatekeeping scenario.

Minimal level of counseling

<u>competence:</u>	Required by state licensure boards for licensing.
<u>Non-academic competence:</u>	Refers to subjective criteria associated with personality traits that are believed to mediate interviewing skills, counseling effectiveness, interpersonal relations, classroom behavior, and internship.
<u>Objectivism:</u>	The tendency to prefer and seek empirically derived information under conditions of uncertainty and a tendency to emphasize logical and rational considerations when making decisions and forming beliefs.
<u>Objective decision making:</u>	The practice of basing decisions on well-defined, observable data with an emphasis on logical and rational considerations.
<u>Professional counseling experience:</u>	Counseling practice in which one-on-one clinical counseling and group counseling work occurs outside of a counselor preparation program. This may be in a community agency, private practice, private or public school, or other appropriate contexts.
<u>Primary role identity:</u>	Relates to the primary focus of one's affective and cognitive professional self and preferred

professional activities, e.g., counselor, researcher, supervisor, or teacher.

Rational Decision Making: The use of abstract inferential processes, general rules guided by analysis and logic. Rational decision making uses verbal and analytical processes before making a decision. It is relatively slow, conscious, and relatively affect free.

Subjective decision making: The practice of basing decisions on experience, intuition, and feelings; collectively, perception. Objective data is of secondary importance.

Stringent gatekeeping decisions: Rigorous or exacting; scores greater than three on any gatekeeping scenario.

Theoretical orientation: Provides a construct system for interpreting behavior. It is bounded on one end with humanistic/experiential and the opposite end with psychoanalytic/psychodynamic theories.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Seven factors that may inform counselor educators' attitudes and beliefs about gatekeeping in the field of counseling will be discussed. Counselor educators' belief in an ideal counselor personality profile will be explored in the context of three competing claims: researchers who have found that there is no stable set of personality characteristics that predict counseling competence; personality traits that counselor educators believe are essential to counseling competence; and, personality matching as a predictor of counseling effectiveness (similar/symmetrical or opposite/asymmetrical). The level of counseling competence required before being permitted to graduate will be explored within the context of frames of reference as these are benchmarks for interpreting *magnitude* of trainee competence. The literature on professional counseling experience, theoretical orientation, and primary role identity will be briefly reviewed as these are potential factors that may inform counselor educators' attitudes and beliefs about gatekeeping.

Relevant Literature

Belief in an ideal counselor personality profile

The search for a stable set of counselor personality characteristics. "The point is not the technique...the personality and attitude of the [counselor] are of supreme importance... (Jung, 1934, cited in Parloff, Waskow, & Wolfe, 1978, p. 235). It took about 15 years before Jung's (1934) asserted importance of the counselor's personality as it relates to counseling competence attracted research interest. Since the 1950's it has

been one of the most frequently reported topics in the literature (Beutler, Machado, &

Neufledt, 1994). By the end of that decade of research, however, some educators had

come to believe that "there are no techniques available at the present time for adequately

predicting professional success [counseling competence] as related to personality

characteristics" (Berger, 1959, p. 651).

During the 1960's, Mischel (1968, 1969) brought to the forefront psychological

findings that consistently demonstrated a lack of consistent personality traits across

people in general. He observed that when behavior is measured in one situation and then

correlated with the same behavior in another situation, the correlation is invariably below

.30 (Mischel, 1968; Mischel, 1969). Mischel (1968) contended that with the exception of

intelligence, generalized behavioral consistencies have not been demonstrated and that

"the concept of personality traits as broad predispositions is thus untenable" (p. 146).

The next decade, 1970s, included and extended earlier findings. Rowe, Murphy,

and De Csipkes (1975) reviewed research literature on counselor personality

characteristics as predictors of counseling competence that had been published between

1960 and about 1974. Summarizing their findings, they concluded that "it would seem

purposeless to attempt to locate characteristics that have less than a chance association

with the behaviors of interest (p. 242)." Parloff, Waskow, and Wolfe (1978), in the

introduction to their chapter on therapist variables, remarked, "So great is the need to

maintain the conviction of potency of selected [counselor] variables, that even in the face

of an accumulating body of nonsupporting evidence, researchers appear to persist in their

beliefs" (pp. 233-234).

In the 1980's, Scofield and Yoxtheimer (1983) analyzed the procedures and instruments that were employed to measure competence of counselors and therapists in all studies published in four of the most respected journals from 1977 to mid-1982. Their (Scofield & Yoxtheimer, 1983) study focused on whether the indicators used for various competencies actually measured the variables, traits, characteristics, and abilities that were of interest. Their conclusion was "There is little evidence to suggest that any of these scales [used to measure traits, characteristics, and abilities of interest] have validities that broadly generalize to real clinicians performing actual professional tasks and who are being evaluated by peers, supervisors, experts, or clients. We do not mean they *cannot* generalize across assesses and settings, but there is yet no data to suggest that they do" (p. 417, italics in the original).

Fordham, May, Boyle, Bentall, and Slade (1990) asked 84 experienced supervisors of trainee clinical psychologists (81 responded) to complete a set of 24 nine-point scales related to "your stereotype of a good trainee; a good trainee well known to you; a bad trainee well known to you; and your stereotype of a bad trainee." They concluded that, "Further research is needed before the characteristics of good clinical trainees can be identified with any certainty" (p. 114).

Wheeler (2000), who had spent years studying the components of counselor competence, commented that "it is still difficult to provide a discrete list of characteristics of a good therapist or counselor that is supported by research evidence" (p. 65). Schottler (2003) remarked that "there is little agreement concerning which specific components are prerequisite for non-academic competence (therapist personality qualities and interpersonal skills)" (p. 2), and Smith (2004), a counselor educator who believed

that "effective counselors have unique and identifiable personal characteristics" (p. 23), noted that "The personality characteristics of effective counselors have been widely studied, but results remain inconclusive" (p. 28).

Counselor educator identified essential counselor personality traits. Three studies were selected to identify counselor personality traits that counselor educators believe are essential to counseling competence. The first two studies (Fordham, May, Boyle, Bentall, & Slade. 1990; Wheeler, 2000) were selected on the basis of near identical research questions. The third (Smith, 2004) was selected on the basis of an extensive literature review from which essential counselor personality traits were extracted and their importance agreed upon by counselor educators who participated in one part of Smith's (2004) study.

Fordham, May, Boyle, Bentall, and Slade (1990) asked 84 experienced supervisors of clinical psychologist trainees (81 responded) to complete a set of 24 nine-point scales generated in a brain-storming session by a group of course directors and lecturers who were attending a professional conference. Participants were to rate four concepts: your stereotype of a good trainee; a good trainee well known to you; a bad trainee well known to you; and your stereotype of a bad trainee. Univariate tests of the analysis of variance revealed that differences between the concepts on all the 24 scales were all highly significant ($p < .01$).

Two factors (dimensions) were extracted and revealed that supervisors tended to judge trainees on two dimensions. The first dimension related to personal presentation and interpersonal skills (72.5% of the variance). The second dimension related more to organizational skills (5.4% of the variance).

Wheeler's (2000) study focused on two research questions. These were "In what ways do counselor trainers distinguish between good and not so good (bad) counselor trainees," and "Is there a difference between the way that trainers construe good and bad counselor trainees?" Experienced counselor trainers in universities, colleges, and private or voluntary training organizations (N= 28, only data from 27 participants could be used) were invited to participate.

Wheeler (2000) constructed a triangulated repertory, rating grid. The grid, completed by each participant, provided elements (good and bad students), and descriptive constructs were elicited from participants with their own students in mind. After all constructs were chosen, participants were asked to rate each student for each construct on a scale of 1-5, 5 represented the positive end of the continuum and 1 represented the negative end. Constructs (N= 262) provided by participants were conflated to 22 constructs after three rounds of reviews by two independent raters and the principal investigator.

Smith's (2004) study was concerned with developing admissions criteria and processes that included both academic (e.g., undergraduate GPA) and non-academic competencies or personality traits. Of specific interest to this study is the outcome of her literature review from which she extracted 22 personality characteristics of effective counselors, which she subsequently conflated to 13 traits, and that portion of her study that included review of these characteristics by counselor educators to ascertain their attitudes and beliefs concerning the importance of these characteristics. Using a structured telephone interview protocol, she spoke with 9 counselor educators (10 were selected and 9 responded) who were the program chair, CACREP liaison, or admissions

coordinator of programs. During the telephone interview, she asked each participant, "What do you believe are the characteristics of effective counselors?" and logged their responses as *I* (for important) or *S* (screens for this characteristic during admissions) based on their responses to each characteristic from the conflated construct list, one trait at a time. Data analysis revealed that counselor educators believed the characteristics of an effective counselor corresponded to those Smith (2004) had extracted from the literature.

Table 1 presents personality traits deemed essential by more than 100 counselor educators represented in research reported by Fordham, May, Boyle, Bentall, and Slade (1990), Wheeler (2000), and Smith (2004), and may be viewed as the *ideal counselor personality profile*.

Table 1   Ideal Counselor Personality Profile

Fordham, May, Boyle, Bentall & Slade (1990)[*]	Wheeler (2000)	Smith (2004)[*]
1. Accepting	1. Personable	1. Empathic/ Compassionate/ Understanding
2. Warm	2. Open	
3. Communicative	3. Secure	2. Intuitive
4. Tolerant	4. Self aware	3. Emotionally well adjusted/low neuroticism
5. Appropriate Smiling	5. Animated	
	6. Sincere	
6. Self-confident	7. Confident	4. Genuine
7. Good physical Appearance	8. Self reflective	5. Trusting
	9. Generous	6. Developed Inter-Personal skills
8. Relaxed	10. Sense of humor	
9. Careful about Hygiene	11. Flexible	7. Developed Intra-Personal skills
	12. Intelligent	
10. Meets deadlines	13. Committed	8. Flexible
11. Punctual	14. Independent	9. Positive Regard/ Respectful/ Accepting/Warm
12. Sets deadlines	15. Receptive to Feedback	
13. Attends classes regularly	16. Conformist	10. Internal Locus of Control/ Independent/ Self-Managing/ Self Motivating
14. Formulates plan	17. Professionally Skilled	
	18. Clear boundaries	
	19. Focused	11. Personal Maturity
	20. Insightful	12. Strong Self Esteem
	21. Culturally aware	
	22. Good health	13. Optimist

*Note, not rank ordered

Personality Matching as a predictor of counseling outcome: Similar(symmetrical) or opposite (asymmetrical). Clients find counselors attractive who are like themselves (LaCross, 1980). One assumption that has been drawn from LaCross's (1980) work is that similarity of client and counselor personalities will result in increased counseling effectiveness. However, research has shown that client-counselor relationships in which personalities of client and counselor are opposite (asymmetrical relationships in which matching of clients and counselors occurs on opposite or dissimilar dimensions) were consistently effective, whereas limited effectiveness occurred when client-counselor personalities were similar.

The Indiana Matching Project (Berzins, 1977) was a research project in which matching of clients and counselors occurred on opposite or dissimilar dimensions of personality. This project spanned four years (1967-1971). Participants were 751 students (M = 391, F= 360) who had been seen at Indiana University Student health Clinic and received crisis-oriented, time-limited therapy. There were 10 therapists (M = 6; F = 4) involved, and a number of theoretically relevant patient and therapist variables were assessed. The clinic philosophy was that patients' problems were to be modified in 3-4 weeks. There was controlled assignment of clients to counselors of contrasting personality characteristics.

Following the terminal session, clients and therapists completed short post-therapy rating scales. Patient improvement scores were analyzed in a series of analyses of variance employing a 3-factor partially hierarchical factorial design (therapists trichotomized on each personality dimension; three therapists nested within each level; patients dichotomized at the median of each patient symptom or expectancy measure).

Analyses were conducted separately for dyads involving male and female patients. There were eight possible main effects for patients, six possible main effects for therapists, and 48 possible therapist-patient interaction effects.

Beutler, Crago, and Arizmendi (1986) remarked that Berzins' (1977) study was the most methodologically sound study that had been published at that time, and they succinctly summarized the outcome of that study:

> The most consistent and persuasive results suggested that therapists who were most effective with dependent, submissive, inhibited, and attachment-oriented patients were those who were autonomy oriented, dominant, and individualistic in their own views and personality styles. The opposite relationship was also observed. Dependent and submissive therapists did best with autonomy-oriented and individualistic patients. Complementarity pervaded other matching dimensions as well, particularly among male patients. Indeed, the little evidence that emerged for the benefits of personality similarity were observed only in the social roles of female patients and their therapists. (p. 271)

Required Level of Counseling Competence

The evaluation criteria mandated by state counselor licensure boards is *minimal counseling competence*. Defining this term has not been a focus of interest in the research literature and what constitutes minimal counseling competence varies across and within faculty, departments, colleges, and universities (Forrest, Elman, Gizara, & Vacha-Haase, 1999). Published studies describing evaluations (Frame & Stevens, 1995; Lumadue & Duffey, 1999) seem to suggest that the definition of *minimal counseling competence* is stable. However, Pope and Kline (1999) observed that evaluations vary

"in an uncontrolled manner" (p. 1343). The standard defining the term *minimum* is not and cannot be present in the term; this standard is provided by counselor educators' *a priori* standard derived from their individual frames of reference.

Frames of reference are involved in and form the backdrop for all decisions (Sherif & Cantril, 1946). They are scales and magnitudes, e.g., *minimum* implies and is understood in terms of its corollary, *maximum*. *Minimal counseling competence* is a judgment derived from comparison (usually outside of awareness) with previous experience that became embedded as *maximum* or *outstanding counseling competence*, and forms counselor educator's frames of reference.

The changeableness of this judgment varies inversely with the determinateness of the frame of reference (Sherif & Cantril, 1946). At least three factors decrease determinateness of frames of reference and increase changeableness of judgment of *minimal counseling competence*, which forestall consistent gatekeeping decisions regarding the level of counseling skills that are required before permitting a student to graduate. First, counselor educators have different frames of reference since these are informed by personal experience, training, world views and individual differences.

Second, frames of reference are subject to selectivity of perception; present experience activates prior frames of reference regarding the same or similar behavior, topic, or event, which becomes the standard by which current events are evaluated (Hastorf & Cantril; 1954),

> The particular occurrences that different people experience...[are] a limited series of events from the total matrix of events *potentially* available to them. People experience...those occurrences that reactivate significances they bring to the

occasion; they fail to experience those occurrences which do not reactivate past significances. We do not need to introduce "attention" as an "intervening third" (to paraphrase James on memory) to account for the selectivity of the experiential process (p. 132, italics in the original)

When multiple evaluators evaluate counseling competence for any given counselor-in-training, they are likely to be evaluating different things and different things will be evaluated from different scales of magnitude (Sherif & Cantril, 1945).

Third, counselor educators' judgment of what constitutes the level of skills required before being permitted to graduate shifts when perceptual relationships to what is judged shifts (Sherif & Cantril, 1945). Chevron & Rounsaville (1983) were able to compare supervisor's original ratings of therapists, based on case presentations during supervision, with the supervisor's ratings based on viewing videotapes of the session discussed in supervision six to 12 months prior. "It was the striking impression on the part of the supervisors that their judgment of their supervisees' work was markedly changed on the basis of observation of videotaped sessions" [perceptual relationship shift] (p. 1131). Perceptual shifts are not limited to evaluating the same person under different conditions, but occur anytime a present event regarding one person activates a prior and similar event that occurred historically with a different person and in a different context. Thus, a trainee's competence evaluation scores today may be the outcome of a perceptual shift based an evaluator's experience with a different student that occurred a decade ago; this occurs instantaneously and is usually outside of awareness.

Individual Differences in Objective and Subjective for Gatekeeping Decisions

Counseling competence has been described as, "a host of interactive and arbitrarily defined dimensions" (Beutler, Crago, & Arizmendi, 1986, p. 257), and may contribute to the wide variation in evaluation criteria that has been recognized in the literature (Forrest, Elman, Gizara, & Vacha-Haase, 1999). Further, this host of interactive and arbitrarily defined dimensions of counseling competence, the focus of evaluations, may increase margins of possibility for the contribution of subjectivity in gate keeping decisions (Sherif & Cantril, 1945). "One of the most important dimensions on which decisions vary is in terms of *objectivity*" (Leary, Shepperd, McNeil, Jenkins, & Barnes, 1986, p. 32, italics in the original).

Objective decisions are based on cognition and information that derives from data or facts that are empirical (observable by anyone in the same place at the same time), and rational and logical inference. Cognition is salient and decisions are impersonal (Epstein, 1994; Epstein, Pacini, Denes-Raj, & Heier, 1996; Leary, Shepperd, McNeil, Jenkins, & Barnes, 1986; Pacini & Epstein, 1999).

Subjective decisions are primarily based on affect and information that cannot be observed, intuition, experience and impressions. What is observed is secondary to the feeling the object or person under consideration evokes. Affect is salient and decisions are personal. "Strong experientiality may interfere with logical thinking; that is, people who are strongly experiential tend to accept their thinking as rational" (Epstein, Pacini, Denes-Raj, & Heier, 1996, p. 401).

Objectivity and subjectivity are not mutually exclusive and are not opposites on a bipolar continuum. They are interactive; decisions are the outcome of their joint operation. The relative dominance of cognition or affect may be determined by various

parameters, including individual difference in style of thinking (objective or subjective) and situational variables, such as whether formal analysis is required in some identified situations; and, it may be that emotional arousal and relevant experience shifts the balance of influence in the direction of subjectivity (Epstein, 1994; Hastorf & Cantril, 1954).

Subjective or objective focus. Counselor educators more or less rely on objective or subjective decision making processes (Epstein, Pacini, Denes-Raj, & Heier, 1996). Although gatekeeping is expected to be objective, some components are subjectively evaluated (Frame & Stevens, 1995). The difficulty intrinsic to this context is that when a person is cognitively focused on the task (gatekeeping) but must evaluate something subjectively (personality traits), or when a person is subjectively focused on the task (gatekeeping) but must evaluate something objectively (some components of counseling competence) evaluations fail in accurately assessing. Millar and Tesser's (1986) study showed that when a person is predominately objectively focused but must evaluate subjectively, fewer positive statements about the object will be made, $(M = 1.43)$, $F(1, 59) = 44.12$, $p < .001$, and when a person is predominately subjectively focused but must evaluate objectively, they, too, will produce fewer positive statements about the object, $(M = 0.15)$, $F(1,59) = 51.87$, $p < .001$.

Objective or subjective focus in evaluating students might have an impact on trainee evaluations, and is illustrated in Chevron and Rounsaville's (1983) study. Face-to-face supervision is likely to be more subjective and viewing a videotape of the case presented in supervision is likely to be more objective or, alternatively, supervision may be more objective and viewing videotaped sessions may be more subjective. Chevron

and Rounsaville found that one therapist was rated poorly based on the supervision hour, but when the supervisor viewed a videotape of the actual counseling hour verbally reported in supervision, the therapist was evaluated positively. The opposite situation was exemplified in evaluation of a different therapist, who received excellent ratings based on supervision, but when the tapes of the session discussed in supervision were viewed, the supervisor negatively rated the therapist.

Self and social identity. Although rational (objective) thinking has more often been linked with better decisions than decisions made on the basis of subjectivity (Epstein, 1994; Meehl, 1986), rational thinking can become biased in favor of retaining a decision based on prior successful decision making when self or social identity or ingroup norms are perceived to be at risk, e.g., self-worth (Knight & Nadel, 1986), mental health (Wong, Yik, & Kwong, 2006).

The gatekeeping context is emotionally (subjectively) charged for some and may become emotionally charged for all that are involved in some instances (e.g., McAdams & Foster, 2007). The relative dominance of affect or cognition in decision making may be the outcome of emotional arousal and relevant experience (Hastorf & Cantril, 1954) which shifts the balance of influence away from objectivity and rationality and toward subjectivity (Epstein, 1994; Wellon, Hogg, & Terry, 1984).

Wong, Kwong, and Ng (2008) examined the relationship between rational thinking style and escalation of commitment to a current decision mediated by the strength of decision-makers' prior beliefs in a decision. Outcomes from their study may imply that individuals (self identity) or groups (social identity) may increase commitment to a previous decision in the absence of evidence supporting that decision in order to

protect self or social identity (Knight & Nadel, 1986; Whyte, Saks, & Hook, 1999; Wong, Yik, & Kwong, 2006). It may also imply that individuals or groups who routinely make good decisions use self and social identities associated with those good decisions to lend credibility to and gain support for a current biased decision. Gizara (1997) observed that gatekeeping decisions may be contaminated from the outset since professional identities and livelihoods are at stake.

<div align="center">Professional Counseling Experience</div>

Professional counseling experience prior to becoming a counselor educator, and beyond practicum and internship, may influence gatekeeping decisions in several ways, and may be a sound predictor of gatekeeping decisions. Professional experience allows integration of direct counseling information about therapeutic change. This knowledge may well initiate perceptual shifts and relay into knowledge of how effectiveness is formed and increased (Hayden, 1975). Counselor educators with more experience as professional counselors may logically be presumed to differ in counseling competences from counselor educators who have less experience (Stern, 1984).

Professional counseling experience has been shown to be the most important factor in discriminating between effective and ineffective counselors (Hayden, 1975). Experienced counselors vary in what they select to convey and how this information is conveyed and directed (personality style). For example, Hayden (1975) observed that years of experience determine the pattern of some specific behaviors, such as making statements and assuming responsibility in the therapy exchange. Whereas experienced counselors do not use these behaviors since they know that they do not contribute to effectiveness or process, they are commonplace among inexperienced counselors. By

implication, experienced professional counselors who have become counselor educators may be more selective and more accurate in their selections of counselors-in-training behaviors for assessment as these relate to counseling competence than counselor educators who have counseling experience limited to practicum and internship.

Fiedler (1950a) found that the ability of counselors to describe their concept of an ideal therapeutic relationship was an outcome of experience *and* training. By implication, experience as a professional counselor may influence how the definition of an effective therapeutic relationship is conceptualized and communicated, and that those best able to effectively conceptualize and communicate a therapeutic relationship are those who have also been highly trained in the course of hands-on professional practice and formal training before becoming counselor educators.

Strupp (1955b) inquired into the effect of length of professional experience upon technique. He found that experienced psychiatrists use more interpretations than inexperienced psychiatrists. Hayden (1975) found that the number of years of experience of each professional therapist in his study was positively and significantly related to therapist effectiveness (r=.42, $p < .05$), level of empathy ($r= .43, p < .05$), therapist positive regard ($r = .37$, p = $< .10$), and genuineness ($r = .43, p < .05$; p. 387).

Professional counseling experience may directly have an impact on gatekeeping decisions, whether attained prior to becoming a counselor educator, current practice, either or both, in that the definition of the term *counseling competence* has been or is being forged in professional practice. This may increase an understanding of the role of any given personality trait, the complexity of evaluation, the utility of techniques and how to segregate evaluation components for objective evaluation. Counselor educators

with professional counseling experience, beyond practicum and internship, may be less apt to prematurely judge inasmuch as they walked the road of developing counseling competence and found it is a skill developed across time and in practice (Stern, 1984), that it is not an immediate outcome of graduation. Having forged counseling competence in the trenches of professional practice, these counselor educators' magnitudes of scale, e.g., minimum and maximum, are likely to be unlike those counselor educators with limited experience. However, years of professional experience vary across faculty; these variations are likely to cause wide variability across all domains of decision making at the gatekeeping nexus.

<div align="center">Theoretical Orientation</div>

Classical analyst and behavior therapists place a premium on technique, while humanists and existentialists place primary value on the uniquely human qualities of the therapist as contributing to effective psychotherapy (Parloff, Waskow, & Wolfe, 1978). Theoretical orientation may influence what is selected for evaluation when counselors-in-training are being assessed.

Strupp (1955a) was one of the first to empirically explore differences that may exist among counselors on the basis of theoretical orientations. Strupp (1955a) examined differences between Rogerian (client-centered) and psychoanalytically (psychodynamic) oriented counselors. He found highly significant (beyond the .001 level) differences in almost all categories of intervention. Specifically, Rogerian therapists relied heavily on a single technique (reflection) with a lack of responses in other responsive categories. On the other hand, analytically oriented therapists distributed their responses more evenly over a range of techniques, showing a preference for exploration at the early stage of

therapy. And, Sudland and Barker (1962) found differences in counselors could be better accounted for based on their theoretical orientation, whether Rogerians, Sullivanians, or Freudians, than on years of experience.

Some assessments, used in identifying personality traits essential to counseling competence and the components of counseling competence, are firmly rooted in specific theoretical orientations. For example, Carkhuff's (1969) and Barrett-Lennard's (1986) assessments are rooted in the client-centered perspective. Whereas the Therapist Strategy Rating Form (Chevron & Rounsaville, 1983) is couched in an interpersonal theory of behavior (McLeod, 1992). Importantly, when these assessments have been used in research, there is no mention of the theoretical orientation from which they are derived.

Some counseling techniques are theory specific. "Techniques are a means for mediating the value influence intended by the therapist" (Bergin, 1980, p. 97; Khan & Cross, 1983). Counseling techniques are thought to be central to counseling competence and trainee's technical skills are evaluated although effective practice is not always dependent on them (Moncher & Prinz, 1991). Many techniques are theory specific, and counselors-in-training are permitted to choose their own theory of counseling. Unless an evaluator and trainee are working from the same theoretical orientation, it may be that the trainee will be penalized on the basis of the evaluator's theory, and not on the basis of techniques used that derive from the trainee's theory. Not all trainees espouse the same theoretical orientation, nor do counselor educators.

Counselors-in-training facilitative conditions of warmth, empathy, and genuineness are assumed to be critical to counseling competence. These conditions have failed to consistently predict positive counseling outcomes (Bergin & Suinn, 1975;

Gormally & Hills, 1974; Sloane, Staples, Cristol, Yorkston, & Whipple, 1975).

Moreover, these conditions are theory specific; they are primarily related to humanistic or

experiential counseling theories. Some counselors-in-training have not espoused

humanistic or experiential theories (e.g., Orlinski & Howard, 1967), may not use skills

that are specific to those theories and may, therefore, be penalized by humanistic or

experiential counselor educators through their evaluations for failure to use them,

although the trainee is using skills specific to the theory he or she has espoused.

Counselor educators representing different theoretical orientations reflect

differences in values, and qualities (Fiedler, 1950b; Poznanski & McLennan, 2003;

Wheeler, 2000), and by implication would be looking for different behaviors in trainees.

Specifically, a client-centered counselor educator would be looking for warmth and

empathy, a psychodynamic counselor educator would be looking for insight, and a

behaviorist counselor educator would be looking for the ability to design a treatment plan

(Wheeler, 1996). Poznanski and McLennan (2003) found significant differences across

four broad-band theoretical orientations (Summarized in Figure 1).

Figure 1   Individual Differences Based on Theoretical Orientation

Factor	*Cognitive-Behavioral*	*Psychodynamic*	*Family-Systemic*	*Experiential*
Age Band	Younger	Older	NG*	NG
Allegiance in Therapeutic Interventions	Relatively "pure"	Relatively pure	Eclectic	Eclectic
Emotionality	Relatively low in emotional expressivity and openness to experience	Relatively high in emotional expressivity	NG	NG
Basis of Belief	Rationality and objectivity	Rationality and subjectivity	NG	Intuitive and subjective
Family of Origin	Stable family	Stressful, chaotic or disengaged families	Assumed responsibility for other family members at an early age	Emotionally constricted families
Influence	University training in psychology (strongly)	Supervision experiences and personal therapy (strongly)	NG	Somewhat dismissive of the importance of their university training in psychology
Source of Attraction to Chosen Theory	Practical problem solving nature	Emphasis of ongoing self-healing	Belief in the potency of family dynamics as a determinant of behavior and experience	Personal therapy and emphasis on ongoing self-exploration

Adapted from Poznanski & McLennan (2003); *NG = Not given

As can be seen, important individual differences emerge along the spectrum of cognitive-behavioral and humanistic/experiential theoretical orientations (Poznanski & McLennan, 2003; Strupp, 1950a; Wheeler, 2000).

Although the purpose of Wheeler's (2000) study was to explore ways that counselor educators construe counselors-in-training and ways in which they differentiate between good and bad students as potential professional counselors, the methodology and analyses she employed provides information about the influence of counselor educators' theoretical orientation on their attitudes and beliefs about gatekeeping.

The construct *attitude* encompasses a global evaluation of a person (or object) under consideration based on affect and cognition (Millar & Tesser, 1992). Attitudes and beliefs are construct systems, and are cognitively and affectively charged (Fleming, 1967; Millar & Tesser, 1992).

Construct systems (Landfield & Epting, 1987) may be tight or loose. Individuals with tight construct systems tend to stereotype and judge people on one dimension of performance, whereas individuals with construct systems that are loose tend to have a broad view of the world and when evaluating people are less prone to stereotyping, and more readily differentiate between good and bad qualities.

Person centered trainers tend to have tight construct systems. In Wheeler's (2000) study, person centered trainers used fewer constructs to judge their students, suggesting person centered counselor educators viewed their students one-dimensionally. This may imply that counselor educators who work from a person centered theoretical orientation judge their students dichotomously, e.g., as either genuine, kind, warm or not. On the other hand, psychodynamic counselor educators judged their students using more divergent criteria, suggesting more latitude in judging behavior (Wheeler, 2000).

Wrenn (1960) remarked that most counselors cannot state an explicit theoretical position, and a large majority of counselors who describe themselves as eclectic react like

client-centered counselors in counseling situations. Wheeler (1996) noted that "The core components of counselor competence have been suggested by various authors but vary in detail according to the theoretical model preferred" (p. 6).

Primary Role Identity

Counselor educators' primary role identity (counselor, researcher, supervisor, teacher) may influence gatekeeping decisions (Leary, Shepperd, McNeil, Jenkins, & Barnes, 1986). One's primary role identity relates to the primary focus of one's affective and cognitive professional self and preferred professional activities. These may indicate the degree to which a person prefers working with objective information, which information is selected for consideration, and how information is weighted and decisions are made pertaining to that information. Primary role identity may express itself in responsibility assumption [accuracy and basis of decisions] and satisfaction (O'Flynn & Britten, 2006). By implication, one's primary role identity may influence the selection of what is evaluated, the weight of importance assigned to any given component of counseling competence and personality traits deemed essential to counseling competence, and the definition of *minimum counseling competence.*

Summary

Seven potential sources of influence on counselor educators' attitudes and beliefs about gatekeeping which become overt in gatekeeping decisions in the field of counseling were discussed in this chapter. Counselor educators' belief in an ideal counselor personality profile was explored in the context of three competing claims: researchers who have found that there is no stable set of personality characteristics that predict counseling competence; personality traits that counselor educators believe are essential to

counseling competence; and, personality matching of counselor and client as a predictor of counseling outcomes (similar/symmetrical or opposite/asymmetrical). Level of counseling competence required before being permitted to graduate was explored within the context of frames of reference as these are the backdrops for interpreting *magnitude* of trainee competence. Some implications of individual differences in objectivity and subjectivity for gatekeeping decisions were discussed. An overview of the literature on professional counseling experience, theoretical orientation, and primary role identity was presented, as these are potential factors that may inform counselor educators' attitudes and beliefs about gatekeeping.

CHAPTER THREE

METHODOLOGY

Research Questions and Hypothesis

The specific research questions this study addressed were

Research Question #1: Do objectivism, belief in an ideal counselor personality profile, belief about the level of skills required before being permitted to graduate, years of experience as a professional counselor prior to becoming a counselor educator exclusive of practicum and internship, current practice as a professional counselor outside of working as a counselor educator, primary role identity, and theoretical orientation predict stringent gatekeeping decisions?

Research Question #2: Does objectivism or theoretical orientation predict stringent gatekeeping decisions over and above belief in an ideal counselor personality profile, beliefs about required level of skills acquisition before being permitted to graduate, years of experience as a professional counselor prior to becoming a counselor educator exclusive of practicum and internship, current practice as a professional counselor outside of working as a counselor educator, or primary role identity?

The hypotheses for this study included the following:

$H_o 1$ Stringent gatekeeping decisions can be predicted from a combined knowledge of several other variables (objectivity, belief about the level of skills required before being permitted to graduate, belief in an ideal counselor personality profile, years of experience as a professional counselor prior to becoming a counselor educator exclusive of practicum and internship, current practice as a professional counselor

outside of being a counselor educator, theoretical orientation, and primary role identity).

H_o2 Objectivity or theoretical orientation predict gatekeeping decisions over and above belief in an ideal counselor personality profile, beliefs about required level of skills acquisition before being permitted to graduate, years of experience as a professional counselor prior to becoming a counselor educator exclusive of practicum and internship, current practice as a professional counselor outside of working as a counselor educator, or primary role identity.

Participants

A list of all full-time counselor educators who serve in the role of liaison to the Council on Accreditation of Counseling and Related Educational Programs (CACREP) and who teach at universities that have CACREP accredited programs in the United States and Canada was obtained through Internet information provided by CACREP and, for those counselor educators who were not listed on the internet, by telephone requesting their e-mail addresses.

There were approximately 763 counselor educators in the United States and Canada based on the number of CACREP accredited programs (N= 218) and an average number of full-time faculty members in each program (N= 3.5; three full-time faculty are required by CACREP for certification at the doctoral level). It was expected that the survey would be forwarded by CACREP liaison faculty members to 50% of the 763 eligible counselor educators, which meant that approximately 382 faculty members would receive invitations to participate in the study. It was further expected that 30% of

the individuals invited to participate in this research project would return useable surveys which meant that the expected number of participants was .30 (382) = 114.

Measures

Expert Review. Six scenarios (Appendix D) that comprised Part I of the original questionnaire was sent to 11 expert counselor educators to help establish content validity of the instrument. These experts were asked if each gatekeeping scenario, decision made, and level of participant agreement with the decision made differentiated between counselor educators who are stringent when making gatekeeping decisions about candidates and those who are less stringent. There was a 55% (N=6) response rate. Descriptive expert participant data are provided in Appendix E, and an expert summary review for each scenario is presented in Appendix F.

All comments made by the experts were carefully considered. The six original scenarios were retained as originally written since experts generally agreed that they would discriminate between counselor educators who were more stringent and less stringent in making gatekeeping decisions and, following the advice of the experts, an additional scenario was added to the final survey. The final survey instrument contained seven gatekeeping scenarios.

Questionnaire

This survey was approved by the Institutional Review Board (IRB). The survey used in this study was comprised of 5 parts, and should not have taken more than 10-15 minutes to complete. Part I provided faculty decisions regarding student behavior, described in seven brief gate keeping scenarios representing seven different gates that counselors-in-training must pass though before becoming a professional counselor. Part

II was the Objectivism Scale (Leary, Shepperd, McNeil, Jenkins, & Barnes, 1986). Part III asked participants about their belief in an ideal counselor personality profile and what level of counseling skills should be required before permitting counselors-in-training to graduate. Part IV asked for institutional affiliation, biographical and professional information, and Part V asked counselor educators for their thoughts about their role as a gatekeeper for the counseling profession, specifically related to their comfort in the role of gatekeeper and whether they believe counselor educators do a good job as gatekeepers for the counseling profession. Each section of the survey is described below, and the full survey is provided in Appendix A.

Gatekeeping Scenarios. Part I of the survey presented 7 gates (gatekeeping scenarios) that counselors-in-training must pass through before entering the field of professional counseling and the faculty decision that was made on the basis of student behavior provided in the scenario. The scenarios were brief and should not have taken more than 7 to 10 minutes to complete. The scenarios were developed for this study to describe typical situations that counselor educators encounter in when evaluating students (gatekeeping decisions). Participants were asked to indicate their level of agreement (strongly disagree, disagree, tend to disagree, tend to agree, agree, or strongly agree) with the gatekeeping decision that was made. Counselor educators' scores on the seven gatekeeping scenarios were coded numerically, strongly disagree = 1; disagree = 2; tend to disagree = 3; tend to agree = 4; agree = 5; and strongly agree = 6. Questions A, C and E were reverse coded. Scores could range between less stringent (1) and more stringent (7). Scores on each gatekeeping scenario formed the 7 criterion variables.

Objectivism. Part II of the survey was The Objectivism Scale (Leary, Shepperd, McNeil, Jenkins, & Barnes, 1986). Leary and colleagues (1986) developed the Objectivism Scale to assess individual differences in objectivism, the tendency to base one's judgments and beliefs on empirical information and rational considerations. Convergent evidence for the validity of the Objectivism Scale (Leary, Shepperd, McNeil, Jenkins, & Barnes, 1986) was assessed and determined by positive correlations with The Need for cognition Scale (Cacioppo & Petty, 1982), Myers-Briggs Type Indicator (Myers, 1975), Objectivity-subjectivity Scale (Blass, 1974) and Self-Consciousness Scale (Fenigstein, et al., 1975). Criterion validity was established through correlations with five studies, representing career choices in psychology, preferences for objective and nonobjective decision criteria, and decision making. Internal consistency was attained through including items on the Objectivism Scale that correlated at least .35 with the sum of all other items in the measure. These 11 items demonstrated acceptable internal consistency, Chronbach's α = .80. There was acceptably high item-total correlations (*rs* > .35) and interitem reliability (α = .83) (Appendix I).

The Objectivism Scale (Leary, Shepperd, McNeil, Jenkins, & Barnes, 1986) item responses were coded numerically 1-5, with 5 indicating that the statement evaluated was extremely characteristic of the participant, 4 indicating that the statement was very characteristic of the participant, 3 indicating that the statement was moderately characteristic of the participant, 2 indicating that the statement was slightly characteristic of the participant, and 1 indicating that the statement did not at all describe the participant. So that objectivism was differentiated, Questions 3, 6, 8, and 11 were reverse-scored before summing High scorers (>27.5) indicated more objectivity and low

scorers (<27.5) indicated less objectivity. Responses across all questions were summed to form an Objectivism score, and formed the first predictor variable.

Beliefs about an ideal counselor personality profile. Question 1 of Part III of the survey asked participants to indicate their level of agreement (strongly disagree, disagree, tend to disagree, tend to agree, agree, and strongly agree) with the statement *I believe there is an ideal counselor personality profile*. Responses to this question were coded numerically, strongly disagree = 1; disagree = 2; tend to disagree = 3; tend to agree = 4; agree = 5; and strongly agree = 6. Any given response formed the score for this question, and was the second predictor variable. Scores could range from 1 to 6. A score of 1 indicated that the participant probably does not strongly believe there is an ideal counselor personality profile, and a score of 6 indicates that the participant probably does strongly believe there is an ideal counselor personality profile.

Beliefs about required level of counseling skills acquisition to be permitted to graduate. Question 2 of Part III of the survey asks participants to strongly disagree, disagree, tend to disagree, tend to agree, agree, and strongly agree with the statement *In order to graduate, I believe that counseling graduate students should be able to demonstrate outstanding counseling skills*. Responses to this question were coded numerically, strongly disagree = 1; disagree = 2; tend to disagree = 3; tend to agree = 4; agree = 5; and strongly agree = 6. Scores could range between 1 and 6, with 6 representing strong belief that counselors-in-training should be required to demonstrate outstanding counseling skills before being permitted to graduate. Any given response to this question formed the score for this question, and was the third predictor variable.

Theoretical orientation. The fourth predictor variable was counselor educators'

theoretical orientation as evidenced by self-report in Part IV, question 9, of the survey.

Question 9 of the survey consists of 7 theoretical orientations and describes the focus of

counseling (Prochaska & Norcross, 2003). Space was provided for participants to

indicate a theoretical orientation that was not included in the list, "Other, please specify".

Responses were coded numerically with behavioral = 1; biopsychosocial = 2; cognitive =

3; experiential-existential= 4; multicultural-feminist = 5; psychodynamic=interpersonal =

6; systemic=constructivist = 7; and other = 8. This variable was coded dichotomously,

with 0 representing humanistic and experiential theoretical orientations and 1

representing psychodynamic orientations, and formed the 4th predictor variable.

Biopsychosocial, experiential-existential, multicultural-feminist, and systemic-

constructivist were coded as humanistic and experiential theoretical orientations.

Behavioral, cognitive, and psychodynamic-interpersonal were coded as psychodynamic

theoretical orientations.

Prior professional counseling experience. Counselor educators' years of

experience as a professional counselor before becoming a counselor educator, as well as

the context of professional practice (community service agency, private practice, public

school, private school, other, or not applicable), was recorded by self-report in Part IV,

question 2, of the survey. Responses to years of experience were coded dichotomously,

five or more years of prior experience exclusive of practicum and internship = 0, all other

responses were coded 1. Years of experience prior to becoming a counselor educator was

also coded into three groups, with 0 = no experience, 1 = < 5 years, and 2 = > 5 years.

Years of prior experience formed the fifth predictor variable. Context of professional

practice was coded dichotomously with community services boards coded 0 and all other contexts coded 1.

Current professional counseling experience. In addition to asking participants to indicate the number of years spent practicing as a professional counselor *before* becoming a counselor educator, participants were asked in Part IV, question 3, of the survey to indicate the number of hours per week they are *currently* practicing as a professional counselor (consultant, trainer, private practice) outside of their role as a counselor educator, and the context (community service agency, private practice, public school, private school, or other) of current professional practice. Response to the number of hours currently practicing as a professional counselor was a single score, coded dichotomously with any current professional practice outside their role as a counselor educator coded as 0 = yes or 1 = no, and formed the sixth predictor variable. Context of professional practice was coded dichotomously with private practice and consultant/trainer combined and coded as 0, all other responses were coded as 1.

Primary role identity. Counselor educators' primary role identity (counselor, researcher, supervisor, teacher, or other) was assessed by self-report to question 8 in Part IV of the survey and was coded dichotomously, with teacher coded as 0 and all other responses coded as 1. Primary role identity formed the seventh predictor variable.

Biographical, institutional and professional information. Part IV of the survey asked 9 questions pertaining to personal and professional information. Personal information responses pertained to gender and ethnicity, and were dummy-coded. Gender was coded with males assigned a code of zero (0) and females a code of one (1). Ethnicity was coded as Afro-American= 0; Alaska native = 1; American Indian = 2;

Asian = 3; Latino(a) = 4; native Hawaiian = 5; Other Pacific Islander = 6; White = 7, and

Other (please specify) = 8 (OMB, 1997) . Institution affiliation was coded as type of

institution (private = 0 or public = 1) and highest degree conferred in their department

(MA = 0, Ph.D= 1).   Questions pertaining to counselor educators' professional life

related to the highest degree attained and in which discipline (counselor education = 0,

counseling psychology = 1 or other, please specify = 2); and whether participants were

tenure track = 0 or not tenure track = 1.

Counselor educators' thoughts about gatekeeping. Part V of the survey asked

participants in an open-ended item to write their thoughts about their role as gatekeeper

for the counseling profession, specifically related to their comfort in the role of

gatekeeper and whether they believe counselor educators do a good job as gatekeepers

for the counseling profession.   To examine responses to this question, initially four files

were set-up that were categorized on the basis of specific questions in this part of the

survey: good at gatekeeping, not good at gatekeeping, comfortable at gatekeeping, and

not comfortable at gatekeeping.   After these responses had been extracted, four

additional files were set-up that represented dominate themes that had not been requested

in this question: difficulty in gatekeeping, gates cited for gatekeeping, level of skills

required before being permitted to graduate, and purpose of gatekeeping. Finally, direct

quotes from participants were included to represent individual voices of the participants.

Data Collection Procedures

The CACREP liaison at each of the 218 universities that had an accredited

CACREP program were contacted via email (Appendix G) and asked to forward to each

full-time counseling program faculty member in that university a request to participate in

this study . The message described the study and asked counselor educators to complete the survey (Appendix A) available by clicking the URL provided in the invitation (Appendix H).

The message indicated that participation was voluntary; no harm was expected to occur as a result of participating and that if they would like a copy of the results to send such request to the email address included in the message asking for their participation. The message also stated that participation in the survey was not required to obtain a copy of the results. Counselor educators choosing to participate gave informed consent via their participation. All information was kept confidential and anonymous; e-mails were not coded or collected, the CACREP liaison distributed the e-mails, and the researcher did not request participant's names or any other personally, identifying information. Data for each participant was retrieved from Survey Monkey by use of username and pass code.

The survey used in this study was comprised of 5 parts. Part I provided faculty decisions regarding student behavior, described in brief gate keeping scenarios representing seven different gates that counselors-in-training must pass before becoming a professional counselor. Part II was the Objectivism Scale (Leary, Shepperd, McNeil, Jenkins, & Barnes, 1986). Part III asked participants about their belief in an ideal counselor personality profile and what level of counseling skills counselors-in-training should attain before being permitted to graduate. Part IV asked for biographical, institutional and professional information, and Part V asked counselor educators for their thoughts about their role as a gatekeeper for the counseling profession, specifically related to their comfort in the role of gatekeeper and whether they believe counselor

educators do a good job as gatekeepers for the counseling profession. Each section of the survey was described above and the full survey is provided in Appendix A. It was expected that the survey took participants about 10 to 15 minutes to complete all five sections.

Data Analysis

Data analysis was conducted using Version 17 of the SPSS Data Analysis System. Before proceeding with data analyses, all participants were provided a case identification (caseid) number and 11 nominal variables (gender, ethnicity, primary role identity, and theoretical orientation, contexts of prior and current experience, and status of university, highest degree conferred in the department, highest degree attained, tenure and non-tenure) were dummy-coded. Responses on the admissions, classroom behavior, and internship gates (gatekeeping scenarios, Part I of the survey) were reverse scored, as were questions 3, 6, 8, and 11 on the Objectivism Scale, using SPSS 17.0 transform and compute. With respect to primary role identity, a nominal variable, the output showed disproportionate numbers of participants identified themselves as teachers (68%). To eliminate the severe unequal subsample size this disproportionality would have produced, a new role identity variable was created, teacher or other. Theoretical orientation was dichotomously coded. Professional counseling experience prior to becoming a counselor educator was retained as a continuous variable, dichotomously coded (0= yes, no= 1), and as three groups (those with no prior experience exclusive of practicum and internship, <5 years of experience and $\geq$ 5 years of experience).

All variables were screened for missing values and possible code and MANOVA assumption violations using SPSS frequencies, explore, plot, and regression procedures

(Meyers, Gamst, & Guarino, 2006). The 84 participants were screened for missing

values on 12 continuous variables (belief in an ideal counselor personality profile; belief

about the level of skills required before being permitted to graduate; objectivism score;

experience prior to becoming a counselor educator, exclusive of practicum and

internship; current experience as a professional counselor outside of role as counselor

educator; 7 gatekeeping decision gates) and two categorical variables (primary role

identity and theoretical orientation). Missing values were 5% or less for all variables of

interest except for primary role identity ($N = 77$) for which there were 7 missing values;

current hours ($N = 77$) for which there were 7 missing values; and prior experience ($N =$

79) for which there were 5 missing values. Mean substitution was used to replace

missing values for gatekeeping scores, belief in an ideal personality type, belief about

level of skills required before being permitted to graduate and an overall objectivism

score. Missing values for prior and current experience, primary role identity and

theoretical orientation were detected and deleted through listwise deletion while

analyzing the data.

All variables were examined for code violations and univariate outliers.

Kolmogorov-Smirnov and the Shapiro-Wilk tests of univarite normality was non-

significant at the .01 alpha level. Data for three responses related to prior years of

experience prior to becoming a counselor educator and two responses related to current

practice did not download accurately from the survey site and were corrected by

reentering data as it appeared in responses on the original surveys. Univariate outliers

were assessed with box plots for each dependent variable. Examination of box plots

revealed no univariate outliers for the interpersonal relations gate. There were multiple

univariate outliers at the admissions, classroom behavior, internship, national exam, and ethics gates, none of which were considered extreme enough to require deletion or transformation.

Ten continuous (admissions, skills, classroom behavior, interpersonal relations, internship, national exam and ethics gates; objectivism; belief about an ideal personality personality profile; belief about the level of skills required before being permitted to graduate), dichotomously coded variables and one variable coded as three groups (years of professional counseling experience prior to becoming a counselor educator) were examined for multivariate outliers. Multivariate outliers were screened by computing Mahalanobis distance for each case. There were none detected that were inappropriate to the variable, e.g.,years of experience as a professional counselor prior to becoming a counselor educator.

The predictor variables were objectivism, belief in an ideal counselor personality profile, belief about the required level of skills acquisition before being permitted to graduate, professional counseling experience before becoming a counselor educator exclusive of practicum and internship, current professional counseling experience in addition to working as a counselor educator, primary role identity and theoretical orientation.

The criterion variables were scores at the admissions, skills, classroom behavior, interpersonal relations, internship, national exam and ethics gates.

Correlation coefficients were computed among the 14 variables used in this study. Correlations were evaluated in terms of relationships between the predictor and criterion variables, between the seven gatekeeping scenarios, and all predictor variables.

With respect to counselor educator's thoughts about gatekeeping, responses to specific questions were examined for frequencies and the number of participants who responded to each question compared to those who did not respond to specific questions. Concerns that were voiced and that had not been requested were categorized and, also, examined in terms of frequencies of the same response. In addition, direct quotes of participants were included to demonstrate the individual voices of the participants.

Stepwise multiple regressions was used to answer the first research question, "Do objectivism, level of skills acquisition required before being permitted to graduate, belief in an ideal counselor personality profile, years of experience as a professional counselor prior to becoming a counselor educator exclusive of practicum and internship, current practice as a professional counselor outside of working as a counselor educator, theoretical orientation, and primary role identity (first set of predictors) predict stringent gatekeeping decisions?".

The second research question, "Does objectivism or theoretical orientation predict stringent gatekeeping decisions over and above belief in an ideal counselor personality profile, beliefs about required level of skills acquisition before being permitted to graduate, years of experience as a professional counselor prior to becoming a counselor educator exclusive of practicum and internship, current practice as a professional counselor outside of working as a counselor educator, or primary role identity?" was assessed using several different statistical designs.

Theoretical orientation was evaluated using a Hotelling's T^2 or two-groups between-subjects multivariate analysis of variance (MANOVA); objectivism was evaluated using linear regression analysis; and theoretical orientation and objectivism

combined were evaluated using a between-subjects multivariate analyses of variance (MANOVA).

Internal and External Validity Threats

Internal validity is concerned with whether the content of the gatekeeping scenarios provide appropriate coverage of the gates selected for inclusion in this study, the gatekeeping scenarios provided sufficient information, and participants' level of agreement with the gatekeeping decision discriminated between stringent and less stringent gatekeeping decisions. With respect to appropriate coverage of the gates, and following from the advice of expert reviewers, an additional scenario was added so that all gates, with the exception of practicum, were covered. It was concluded that the experts validated the scenarios as discriminating between stringent and less stringent gatekeeping decisions about candidates.

Internal validity threats that were considered in this study included history, social desirability, instrumentation, and selection. In terms of history, participants' direct experiences with gatekeeping (a dismissal being challenged in court) may have influenced their responses such that their responses are significantly unlike responses by participants who have had no direct experience with gatekeeping (have only read about gatekeeping). Social desirability is an internal validity threat; scores on the Objectivism Scale correlated .18 with scores on the Crowne-Marlowe Social Desirability Scale (1964), .18, p< .05, indicating slightly biased responses in favor of socially desirable responses. Instrumentation threats may result from at least one source, researcher bias. The seven gatekeeping scenarios were specifically developed for this study. These

gatekeeping scenarios were subject to the researcher's bias. This is an instrumentation threat.

External validity is concerned with the magnitude to which the new knowledge gained in a study (the effect) can be applied to the larger population and setting represented in the study; succinctly generalizibility (Campbell & Stanley, 1963). Generalizibility may be a threat to this study since the number of respondents from within the population represented is not expected to be large. It may be, for this reason, that this study is best viewed as exploratory.

Selection threat is also present in this study. It is assumed that some CACREP liaisons did not forward the instrument to their colleagues, as they were asked to do. In addition, participation occurred through self-selection. Therefore, differences may exist between those to whom the instrument was forwarded, as well as individuals who chose to and chose not to respond to this survey.

External validity threats should be considered a limitation to this study. The number of counselor educators who responded to the survey represented an estimated 11% ($N = 84$) of the total population of counselor educators in the United States and Canada. Consequently, the results of the study may not generalize to the total population of counselor educators, and it a limitation of this study.

CHAPTER FOUR

RESULTS

This study explored counselor educators' attitudes and beliefs about gatekeeping which, in this study, were assumed to become overt in gatekeeping decisions. In addition, various factors that could influence gatekeeping decisions which are extraneous to the competence of counselors-in-training (assessor effects) were studied. This chapter reports the results of the study. First, descriptive data for institutions and participants represented are presented. Second, descriptive data for the variables of interest are presented. Third, correlations between all variables are reported. Fourth, qualitative responses to Part V of the survey as these relate to gates that are evaluated, levels of required competence and the purpose of gatekeeping are reported. Fifth, results of analyzing the data with respect to the research questions and hypotheses of this study are presented.

Descriptive Data for Institutions Represented and Participants

There were approximately 218 CACREP accredited counselor educator programs in the United States and Canada. Each program had a CACREP liaison who taught in the counselor education program and interfaced with all counselor education faculties. Two-hundred and eighteen ($N = 218$) invitations to participate in this study were sent to CACREP liaisons in the United States and Canada. CACREP liaisons were asked to forward the invitation to participate to each of their full time faculty. Eighty-four participants ($N=84$) responded to the survey. Because it was not possible to determine how many of the 218 CACREP liaisons forwarded the invitation to participate in this

study to faculty members in their programs, it is not possible to determine the response

rate in this study.

Institutions represented

Public and private institutions were represented in this study; 69.4% (N=. 54) of

the respondents indicated they were faculty members at public universities and 31.6%

(N = 25) of the respondents were faculty members at private universities. A total of

50.6% (N = 41) of the respondents taught in programs that awarded master's degrees

only, and 49.4% (N = 40) of the respondents taught in programs that awarded both

master's and doctoral degrees. These data are summarized in detail and presented in

Appendix J.

Participants

Responses from 81 participants who responded to the question regarding gender

indicated that 65.4% (N=53) were female and 34.6% (N=28) were male. Of the 77

participants who provided information about their ethnicity 6.5% (N=5) were Afro-

American, 1.3% (N=1) were Asian, 2.6% (N=2) were Latino(a) and 89.6% (N=69) were

White. Eighty-one participants (N=81) provided information regarding their highest level

of education attained. Of the 81, 70.4 % (N= 57) held a doctorate in counselor education,

17.3% (N=14) in counseling psychology, and 12.3% (N=10) in other disciplines,

e.g.,engineering and medicine.

Variables of Interest

Criterion Variables

Gatekeeping Scores. Counselor educators' attitudes and beliefs about

gatekeeping, which become overt in gatekeeping decisions, were explored in the context

of their level of agreement with gatekeeping decisions made at 7 gates, which counselors-in-training must pass through to graduate. The highest possible score at any gate was 6, indicating stringent decision making and the lowest possible score was 1, indicating less stringent gatekeeping decisions. Gatekeeping scores were examined along a continuum from less stringent ($\leq$3) to more stringent (>3) across all respondents. Gatekeeping scores were also examined across respondents in terms of group membership, counselor educators' years of experience prior to becoming a counselor educator; current practice as a professional counselor in addition to their role of counselor educator; primary role identity; and theoretical orientation. With respect to responses to the gatekeeping scenarios across all participants a summary of descriptive statistics are provided in Table 2.

Table 2   Summary Statistics: Gatekeeping Decision Scores

	Mean	Standard Deviation	N
Admissions Gate	4.19	1.05	84
Skills Gate	3.37	1.30	83
Classroom Behavior Gate	4.11	1.30	80
Relationship Gate	3.47	1.48	83
Internship Gate	3.01	1.11	83
National Examination Gate	3.33	1.39	83
Ethics Gate	3.62	1.22	81

Predictor Variables

Variables that were examined as potentially informing counselor educators'

attitudes and beliefs about gatekeeping which become overt in gatekeeping decisions, and

are extraneous to the competence of counselors-in-training (assessor effects), were

objectivism (Leary, Shepperd, McNeil, Jenkins, & Barnes, 1986), beliefs about an ideal

counselor personality profile; beliefs about the level of skills required before graduation;

years of experience prior to becoming a counselor educator, exclusive of practicum and

internship; current practice as a professional counselor, in addition to their role as

counselor educator; primary role identity; and theoretical orientation.

Objectivism. Counselor educators' level of self-perceived objectivity (objectivism

score) was derived from responses on the Objectivism Scale (Leary, Shepperd, McNeil,

Jenkins, & Barnes, 1986). Respondents were asked how well each of 11 statements

described themselves. Maximum score was 55, indicating more objectivity and minimum

score was 11, indicating less objectivity. The Mean score for Objectivism was 32.52 and

the standard deviation was 2.74.

Belief in an Ideal Counselor Personality Profile. Counselor educator belief in an

ideal counselor personality profile was assessed from participant responses (strongly

disagree, disagree, tend to disagree, tend to agree, agree, strongly agree) to the statement

I believe there is an ideal counselor personality profile. The maximum score that could

be attained was 6, representing strong agreement with the statement. The minimum score

that could be attained was 1, representing strong disagreement with the statement. Mean

score across all participants was 2.88, standard deviation was 1.08.

Belief about the Level of Skills Required. Belief about the level of skills that are

required before being permitted to graduate was evaluated based on responses (strongly

disagree, disagree, tend to disagree, tend to agree, agree, strongly agree) to the statement,

In order to graduate, I believe that counseling graduate students should be able to

demonstrate outstanding counseling skills. The maximum score that could be attained

was 6, representing strong agreement with the statement. The minimum score that could

be attained was 1, representing strong disagreement with the statement. The Mean score

across all participants was 4.03 and the standard deviation was 1.01. Table 3 provides a

summary of statistics for the three foregoing continuous variables.

Table 3   Summary Statistics, Continuous Variables

	Objectivism	*Belief in an Ideal Personality Profile*	*Belief about the Level of Skills Required*
Mean	32.52	2.88	4.03
Standard Deviation	2.74	1.08	1.01

Years of Experience Prior to becoming Counselor Educator and Context of

Practice. Most counselor educators (91.1%, N=72) had professional counseling

experience exclusive of practicum and internship prior to becoming counselor educators.

Only 8.9% (N=7) did not. Of those with experience prior to becoming counselor

educators, 62.0% (N = 49) had five or more years and 29.1% (N = 23) had less than five

years of professional counseling experience before becoming counselor educators. The

mean number of years practicing as a professional counselor prior to becoming a

counselor educator was 8.03 years ($SD = 7.60$), and the mode was five years of prior experience.

Prior years of experience was examined to determine whether years of experience was related to gatekeeping scenario scores. Responses at the admissions gate was the only gate where all participants scored higher than 4, on a scale from 1 to 6. Participants with no prior experience had a mean score of 4.57 ($SD = .98$), those with less than 5 years had a mean score of 4.23 ($SD = .93$), and those with 5 years or more of prior experience had a mean score of 4.06 ($SD = 1.06$). Participant responses for each gatekeeping scenario (gates), as a function of no prior experience, less than five years of experience, and five or more years of experience (3-group comparisons across all gatekeeping scenario responses) are provided in tabular form in Table 4 and Figures 2.1 - 2.7 provide boxplots showing these comparisons.

Table 4   Means and Standards Deviations for Gatekeeping Scenario Scores as a
                 Function of Experience, Three-Groups

Gate	No Prior Experience		Less than 5 Years Experience		More than 5 Years Experience	
	Mean	*SD*	*Mean*	*SD*	*Mean*	*SD*
Admissions	4.57	.98	4.23	.93	4.06	1.06
Skills Gate	3.14	1.86	3.36	1.25	3.30	1.19
Classroom Behavior	3.85	1.35	4.09	.92	4.20	1.38
Relationship	3.29	1.80	3.73	1.52	3.17	1.40
Internship	2.71	.95	3.32	.99	2.93	1.16
National Exam	3.86	1.07	3.64	.85	3.15	1.23
Ethics	4.00	1.15	3.55	1.14	3.71	1.15

Figure 2.1   3-Group Comparison of Gatekeeping Scores at the
Admissions Gate as a Function of Prior Years of Experience
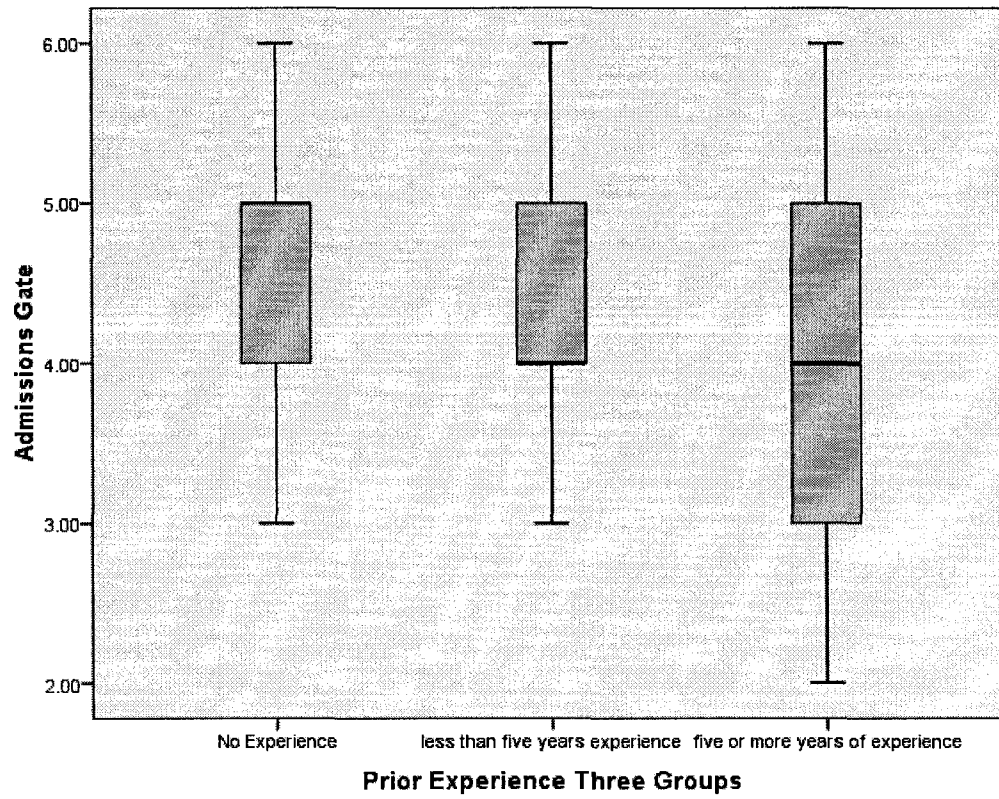
Figure 2.2   3-Group Comparison of Gatekeeping Scores at the
              Skills Gate as a Function of Prior Years of Experience
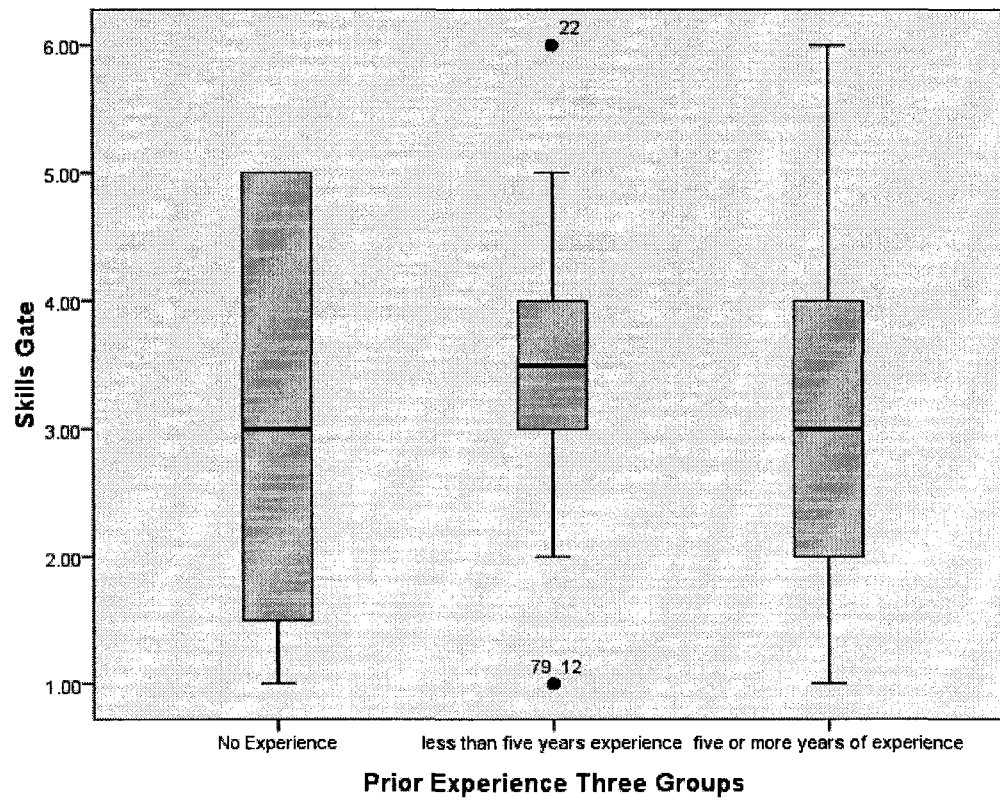
Figure 2.3   3-Group Comparison of Gatekeeping Scores at the
             Classroom Behavior Gate as a Function of Prior
             Years of Experience
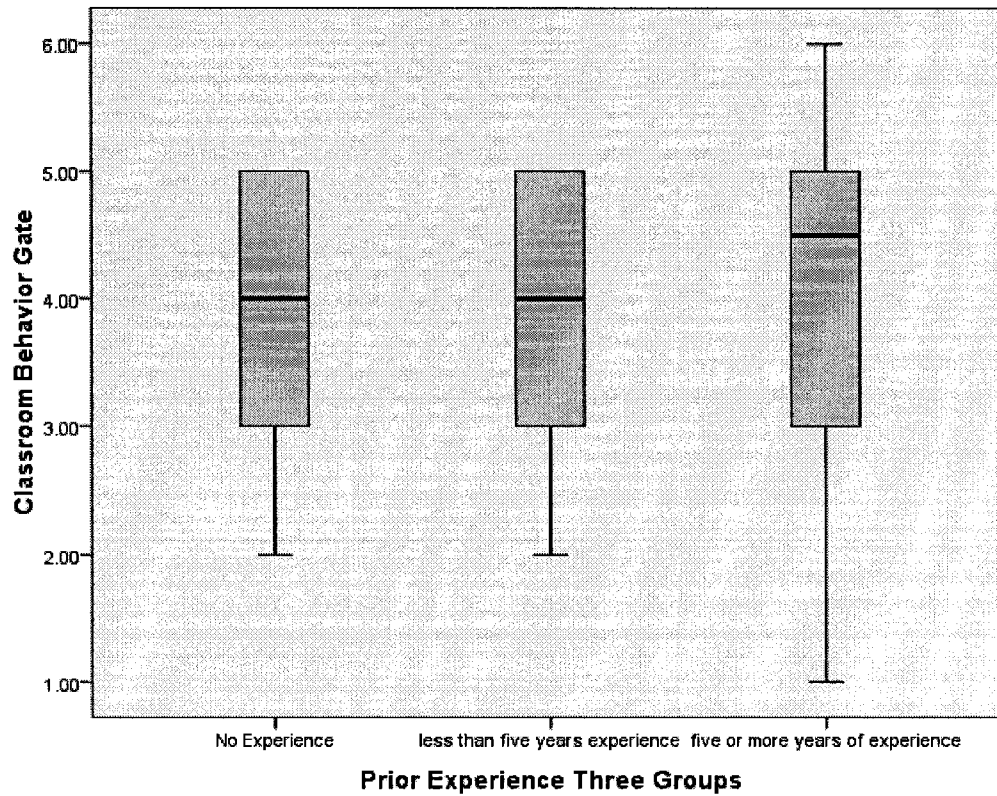
Figure 2.4   3-Group Comparison of Gatekeeping Scores at the
Relationship Gate as a Function of Prior
Years of Experience
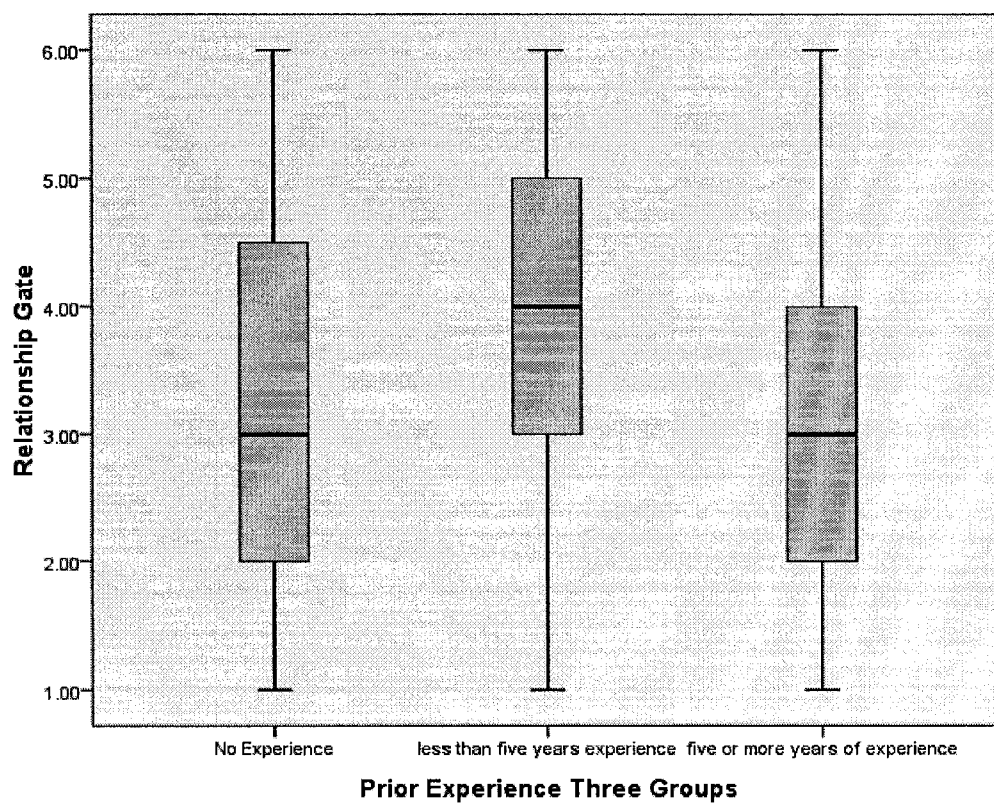
Figure 2.5   3-Group Comparison of Gatekeeping Scores at the
              Internship Gate as a Function of Prior
              Years of Experience
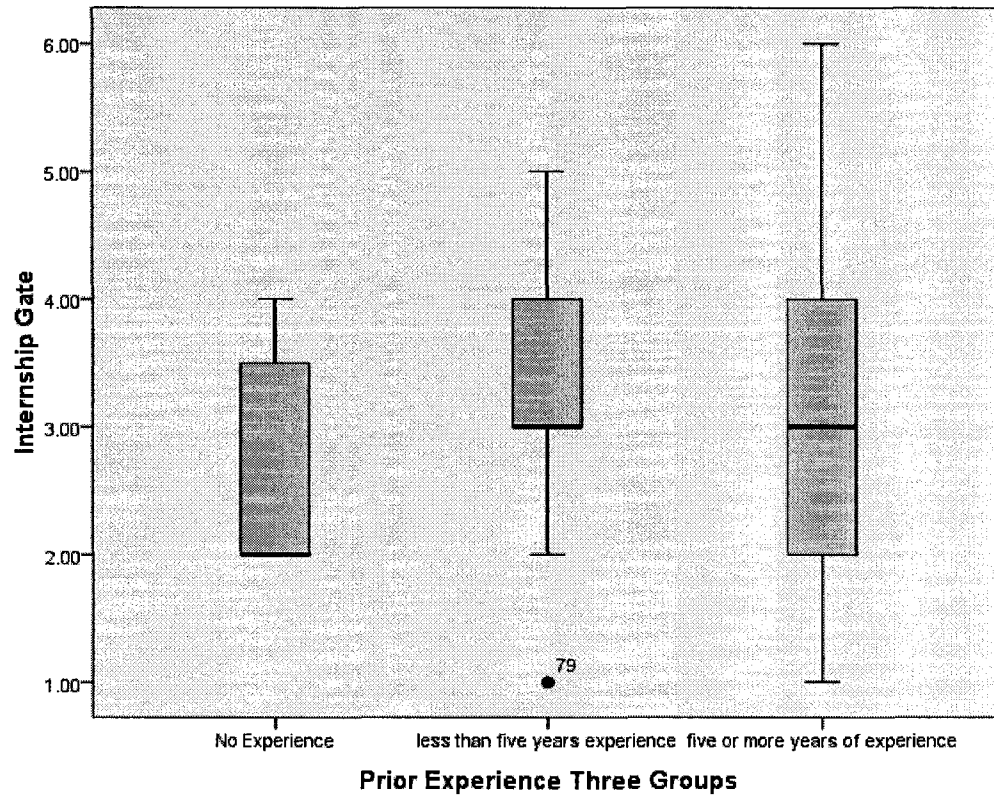
Figure 2.6   3-Group Comparison of Gatekeeping Scores at the
               National Exam Gate as a Function of Prior
               Years of Experience
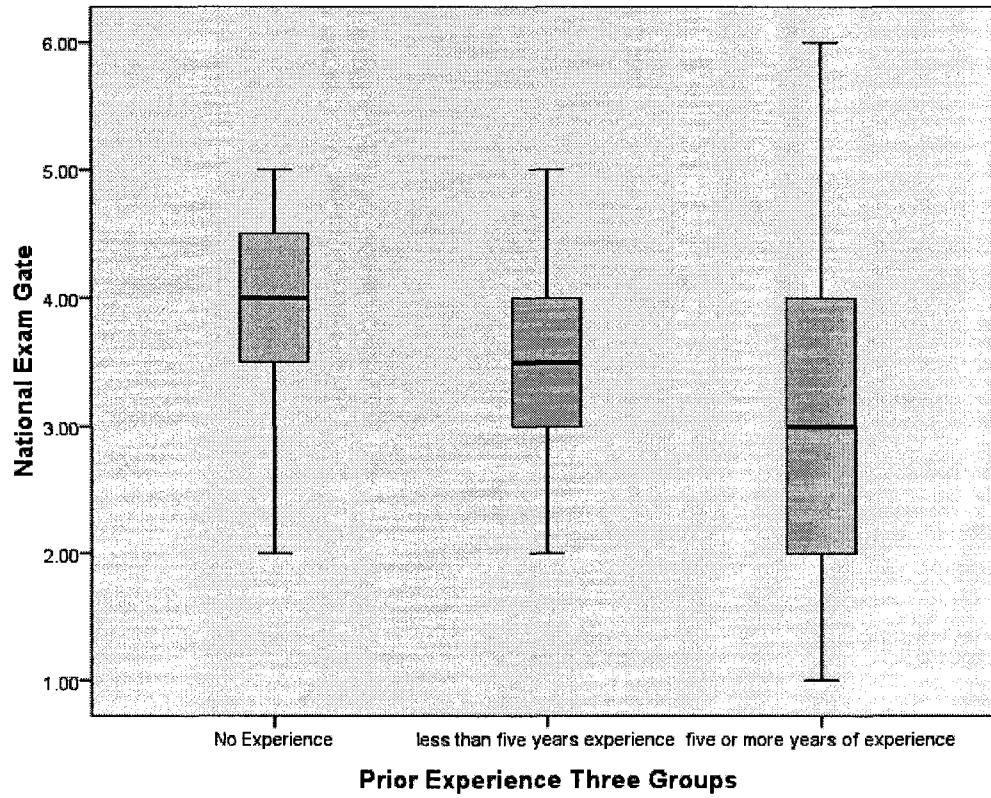
Figure 2.7   3-Group Comparison of Gatekeeping Scores at the
             Ethics Gate as a Function of Prior
             Years of Experience
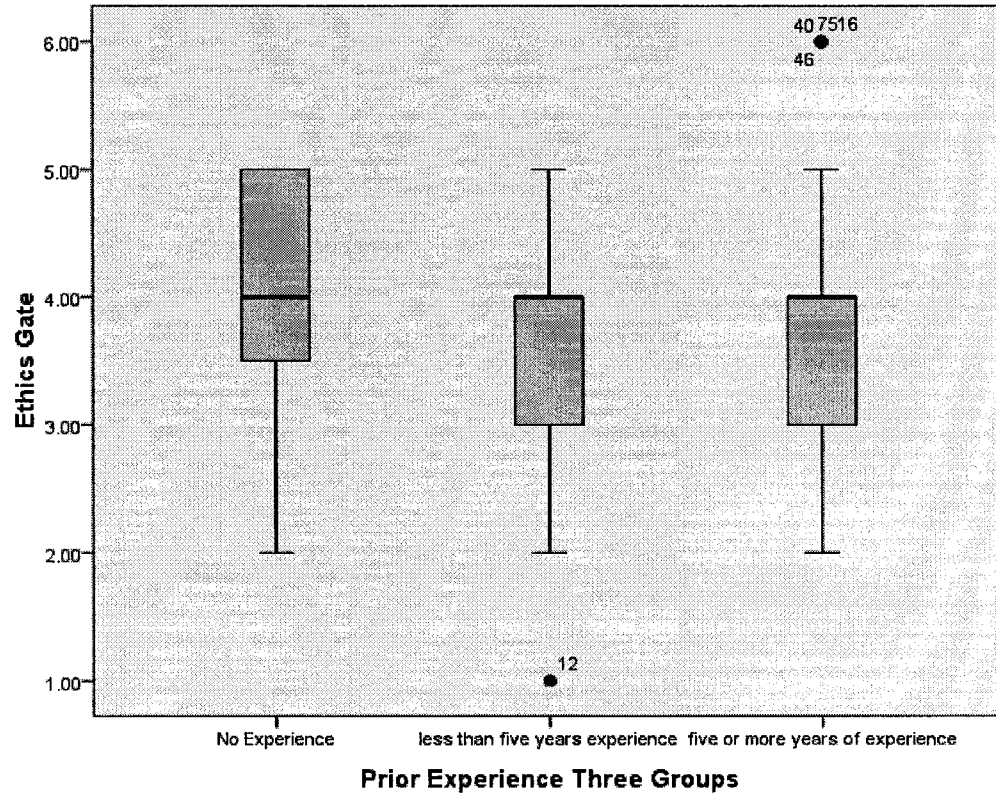
The survey provided six options (community services agency, private practice, public school, private school, other, and not applicable) for reporting context of professional practice prior to becoming a counselor educator. A seventh option was added to differentiate college or career counseling from *other*. Although it is recognized that college and career counseling are not in practice always the same, they were combined as career counseling for this analysis without prejudice to central research questions or hypotheses. The primary context in which prior experience in professional practice occurred was community services boards (35%, N=28). Public schools (17.5%, N=14), private practice (14.3%, N=12) and college counseling (13.8%, N=11) were also reported.

Current Professional Practice. Current professional counseling practice, in addition to the role of counselor educator, ranged from 0-25 hours per week; 56.0% (N =47) do engage in professional practice outside their role of counselor educator and 44.0% (N=37) do not. Current professional practice representing two groups, those who do and those who do not currently practice as professional counselors outside their role of counselor educator was examined in terms of gatekeeping scenario scores; summary statistics for these data are provided in Table 5. Most frequent contexts of current professional counseling were private practice (26.7%, N=20) and consultant/trainer (18.7%, N=14). Community Service Agency site practice accounted for 8% (N=6).

Table 5   Means and Standard Deviations for Gatekeeping Scenario Scores as a
                 Function of Current Practice, Two-Group Comparisons

	Currently Practicing		Not Currently Practicing	
Gate	Mean	SD	Mean	SD
Admissions	4.26	1.07	4.11	1.02
Skills	3.52	1.41	3.19	1.10
Classroom Behavior	4.14	1.31	4.08	1.23
Relationship	3.35	1.54	3.62	.38
Internship	2.81	1.08	3.27	1.10
National Exam	3.41	1.90	3.22	1.06
Ethics	3.44	1.24	3.84	1.12

Primary Role Identity. Participants were asked to select the role which best

described how they see themselves from among 4 options (counselor, supervisor,

researcher, teacher); 13.0% (N=10) saw themselves as counselors, 1.3% saw self as a

researcher (N=1), 5.2% (N=4) as supervisors, and 75.3% (N = 58) saw themselves as

teachers. Some participants (N=4) reported other but did not elaborate sufficiently to

create a separate category.

Primary role identity (counselor, researcher, supervisor, teacher) was also

examined in terms of gatekeeping scores. Primary role identity was disproportionately

weighted in favor of the role of teacher, hence this variable was analyzed as two groups,

teacher or other. Table 6 provides means and standard deviations of gatekeeping scores

based on these two groups.

Table 6   Means and Standard Deviations for Gatekeeping Scores as a Function of
                 Primary Role Identity, Two-Group Comparison

	Teacher[1]		Other[2]	
	Mean	SD	Mean	SD
Admissions Gate	4.19	1.03	4.19	1.07
Skills Gate	3.13	1.24	3.48	1.30
Classroom Behavior Gate	3.62	1.47	4.33	1.11
Relationship Gate	3.71	1.28	3.36	1.54
Internship Gate	2.88	1.78	3.07	1.07
National Exam Gate	3.24	1.30	3.36	1.05
Ethics Gate	3.39	1.27	3.72	1.22

[1] $N= 58$
[2] $N= 19$; Counselor, Researcher, Supervisor, other

Primary Theoretical Orientation. Participants were asked to select their primary

theoretical orientation from among 8 options (biopsychosocial, experiential-existential,

multicultural-feminist, systemic-constructivist, behavioral, cognitive, and

psychodynamic-interpersonal and Other. A total of 78 respondents indicated their

theoretical orientation. When Other was selected and further specification provided, e.g.,

Adler, that response was included with the appropriate theoretical orientation from the

options provided. In addition to exploring theoretical orientation across all levels

provided in the survey, theoretical orientation was examined dichotomously. One pole of

this psychotherapeutic spectrum was anchored by humanistic-existential theories,

represented by biopsychosocial, experiential-existential, multicultural-feminist, systemic-

constructivist, and the opposite pole was anchored by psychodynamic theories

represented by behavioral, cognitive, and psychodynamic-interpersonal choice.

Humanistic-experiential theory represented 53.6% (N=45) of counselor educators and

psychodynamic theory represented 46.4% (N= 39). Primary theoretical orientations, two

group comparisons on gatekeeping scenario scores, are presented in Table 7.

Table 7   Means and Standard Deviations on Gatekeeping Scores as a Function of
                Primary Theoretical Orientation, Two-Group Comparison

Gate	Psychodynamic-Behavioral		Humanistic-Experiential	
	Mean	SD	Mean	SD
Admissions	4.36	1.01	4.04	1.07
Skills	3.24	1.46	3.49	1.12
Classroom Behavior	3.90	1.41	4.29	1.12
Relationship	3.45	1.48	3.49	1.47
Internship	2.95	1.22	3.07	1.10
National Exam	3.24	1.11	3.40	1.16
Ethics	3.61	1.24	3.62	1.17

Bivariate Correlations Between all Variables

Preliminary to statistical analysis with respect to the research questions, bivariate

correlations were computed among all variables. First, the concern was whether the

predictor variables correlated with the seven gatekeeping scenarios. Statistically significant correlations were found between some of the predictors and criterion variables. Higher objectivism scores were associated with more stringent gatekeeping decisions at the admissions gate, $r(82) = .188$, $p< .05$. More professional counseling experience prior to becoming a counselor educator was associated with less stringent decisions at the admissions gate, $r(77) = -.279$, $p< .001$, and respondents who are currently practicing as professional counselors in addition to the role of counselor educator were more likely to make less stringent decisions at the admissions gate, $r(75) = -.232$, $p <.05$. Respondents whose attitudes and beliefs about the level of skills required before being permitted to graduate were stringent was associated with stringent gatekeeping decisions at the internship gate, $r(82) = .186$, $p< .05$; however, more professional counseling experience prior to becoming a counselor educator was associated with less stringent decisions at the internship gate, $r(77) = -.300$, $p< .001$. More professional counseling experience prior to becoming a counselor educator was associated with less stringent decisions at the ethics gate, $r(77) = .-.187$, $p< .05$; whereas respondents who indicated that they were currently practicing as a professional counselor in addition to the role of counselor educator were more likely to make more stringent decisions at the ethics gate, $r(75) = .217$, $p< .05$. Lastly, counselor educators whose primary role identity was teacher was associated with more stringent gatekeeping decisions at the classroom behavior gate, $r(82) = .259$, $p< .001$.

Correlations between all variables were examined to determine whether any given gate was associated with a different gate. Gatekeeping scenarios in this study focused on seven gates that trainees must pass through before being permitted to graduate. However,

each gate scenario included multiple factors attendant to counseling competence (knowledge, skills, personality), either one of which may have been salient for one but not another respondent. In addition, while in this study there were seven intentionally selected gates, in practice any given gate, e.g.,skills, may become, instead, a personality gate. As an example, an opportunity for this gate-change focus was present in the second scenario (skills gate) in this study (Appendix A). Consequently, when respondents were evaluating a gate the researcher designated "internship gate", the respondent may have been evaluating it as an "ethics" or "personality" gate. Therefore, it was important to ascertain whether the gates were correlated. The ethics gate and internship gate were positively associated, $r(82) = .228$, $p< .05$, indicating that more stringency at the ethics gate is associated with more stringency at the internship gate. The ethics gate and the relationship gate were negatively associated, $r(82) = -.243$, $p< .05$, indicating that more stringency at the ethics gate is associated with less stringency at the relationship gate.

Finally, correlations between all variables were examined to determine whether the predictor variables were related to each other. Counselor educators bring to the gatekeeping context multiple and different attitudes and beliefs about gatekeeping, theoretical orientations, frames of reference and so forth, and these influences do not operate one at a time, but, more or less, all at once. Therefore, the predictor variables may, also, be related one to the other. Consequently, it was important to evaluate whether the predictor variables were related to each other. Belief in an ideal counselor personality profile and belief about the level of skills required before being permitted to graduate were statistically significantly correlated, $r(75) = .217$, $p< .05$, indicating that more belief in an ideal counselor personality profile is associated with more stringency in

the level of skills required before being permitted to graduate . More practice as a professional counselor before becoming a counselor educator was associated with an increased likelihood of currently practicing as a professional counselor in addition to the role of counselor educator, $r(74) = .212, p< .05$. Respondents with more professional experience as a professional counselor before becoming a counselor educator were more likely to professionally identify themselves as teachers (primary role identity), $r(77) = .271, p< .001$. Table 8 provides a summary of means and standard deviations for variables that were significantly correlated with the exception of primary role identity (nominal variable). Please refer to Table 6 for comparisons of means and standard deviations for gatekeeping scores as a function of primary role identity, teacher or other. In addition, please refer to Table 4 for means and standard deviations at each gate as a function of prior experience; and Table 5 for means and standard deviations for gatekeeping scores as a function of current experience, since both of these variables showed wide variability which is not unusual for variables of this nature.

Table 8   Means and Standard Deviations for all Variables Where Statistically
          Significant Correlations were Observed
          Exclusive of Primary Role Identity (Nominal Variable)

Variable	M	SD
Gates:		
Admissions Gate	4.19	1.05
Skills Gate	3.37	1.30
Classroom Behavior Gate	4.11	1.30
Relationship Gate	3.47	1.48
Internship Gate	3.01	1.11
National Examination Gate	3.33	1.39
Ethics Gate	3.62	1.22
Predictors:		
Objectivism	32.52	2.74
Prior Experience as Professional Counselor Before becoming Counselor Educator[1]	8.03	7.60
Current Practice as a Professional Counselor in Addition to the Role of Counselor Educator[2]	3.51	5.32
Belief in an Ideal Counselor Personality Profile	2.88	1.08
Belief about the Level of Skills Required before Being Permitted to Graduate	4.03	1.01

[1]There was wide variability in the number of years of experience prior to becoming a
counselor educator, which is not unusual for this variable; see Table 4
[2]There was wide variability in the number of hours spent in professional counseling
outside the role of counselor educator, which is not unusual for this variable; see Table 5

Counselor Educators' Thoughts About the Role of Gatekeeping

Part V of the survey stated, "Please write below your thoughts regarding your role as gatekeeper for the counseling profession, specifically related to your comfort in the role of gatekeeper. Do you believe counselor educators do a good job as gatekeepers for the counseling profession? Write as much or as little as you would like." In the planning and design of this study, it became clear that the multiplicity of factors that determine counselor educators' attitudes and beliefs about gatekeeping could not be specified or captured in a single study, having conducted an extensive literature review regarding gatekeeping and counseling competence. Therefore, the purposes of this open-ended question were to assess the magnitude of concerns and give voice to individual participants by use of their direct quotes, and help inform further research.

Of the total number of participants, 64% (N=54) responded to the question in Part V of the survey. Many counselor educators (N=19, 35%) stated that they take the role of gatekeeping seriously, that it is important, or a critical function. For example, one participant stated, "I believe that we do need to take our duties as gatekeepers seriously. Another example is, "I know that shepherding someone away from the profession or into the profession is an important and life-altering act," and "I value it tremendously."

With respect to being good at gatekeeping, 26% (N=14) stated that they were good or reasonably good at gatekeeping. Some random examples are, "Generally, I believe we usually manage to do the right thing; occasionally not." "We are only moderate." "We have found a fairly good way to deal with the situations as best we can." "Overall, I think some programs do a better job of providing gatekeeper evaluations than

others." "Generally, I believe most counselor educators are very conscientious about their gatekeeping role and do a good job."

With respect to not being good at gatekeeping, 20% (N=11) made comments. One respondent wrote, "Overall, I'm not sure that I think we do a good job as gatekeepers, although there are ultimately few lawsuits or ethical complaints against counselors that one could argue otherwise". Other comments were, "I don't know whether we are doing a good job as gatekeepers." "No, I do not believe all programs do a good job at gatekeeping. Most appear to ignore it."

With respect to comfort level regarding the role of gatekeeping, 7% (N= 4) wrote that they were comfortable in the role of gatekeeping. For example, "I am fairly comfortable with this role," or "I'm comfortable with the role." Similarly 7% (N= 4) said they were uncomfortable with the role of gatekeeping. For example, "I am not at all comfortable in the role of gatekeeper...the discomfort arises out of the awareness I have that I am not the "be-all-end-all" of the department...I don't have ALL the facts...and I know that people can grow and change and develop beyond what I might we witness to in any present concern...there are some that we have dismissed and some we have kept that I, in hindsight, found were errors on our part." "In my opinion, the role of gatekeeper should make one uncomfortable because of the serious nature of the decision making process and the impact it can have on the future of a counseling student".

With respect to difficulty in performing the task of gatekeeping, 22% (N=12) remarked that it is tough, a challenge, or difficult. Examples are, "It is a VERY tough job" [emphasis in original]. "Gatekeeping is perhaps the most challenging aspect of our

work as counselor educators." "This is an issue we definitely struggle with within our department." "It is NEVER an easy task" [emphasis in original].

All gates that are cited in the literature were mentioned in participant responses. Participant mention of these gates was not separated from comments regarding comfort in, good at, or responsibility for doing gatekeeping. Examples are, "I believe I have an ethical obligation to the profession to make sure that students graduate from my program with good knowledge, an understanding of ethics, a strong professional identity, and solid basic skills." "...My colleagues and I are clear with students that we expect them to face their own issues and grow while being trained." "'Those "intangibles"...personality characteristics." "The intersection of academic proficiency, clinical skills, and interpersonal/self awareness..." "I strive for objectivity, but objective criteria are sometimes hard to apply –especially when considering the interpersonal/intrapersonal issues." "I think I have an obligation to provide students with adequate opportunities to remediate behaviors before dismissing them from the program (barring any truly egregious behavior such as having sex with a current client) [ethics gate]. "...Additional assistance/time [may be needed] to develop the knowledge, skills or disposition [required]. I believe that counselor educators ...have an obligation to review, evaluate, and address issues related to personal and professional development". "[Graduates] should possess a body of knowledge...and skills." "I see my training of them in skills areas as important, but even more so my helping them form clear decision making processes, foundational principles and clear ethical areas, such as boundaries."

The level of skills [collectively, competence] that should be required before being permitted to graduate was not a segregated topic; it was mentioned. For example, "It is

also my responsibility –as a member of the faculty- to determine" what "solid basic skills are at each level of clinical coursework." " No, I do not think we are doing the best job possible to ensure that excellent counseling skills are demonstrated". "We need to find a more middle ground for those B/C students." "Counselor educators need to ensure (as much as possible) that graduates of counseling programs are not only well trained but are also healthy, functioning professionals." "I have some serious concerns…there appears to be very little quality control regarding minimum standards in the profession." "I believe in setting minimum competency criteria for each clinical course, and if the student doesn't meet them, they try again."

Two purposes of gatekeeping were reported by respondents. The first purpose was to protect the profession, the second was to nurture the student. With respect to protecting the profession, examples are, "One basic question I ask myself when making a decision about a student's clinical skills (related to passing the class) is 'would I refer one of my loved ones to this particular student if they were seeking counseling?' If the answer is "no" then why would I expect someone else to refer their loved ones to the student." "In an environment where universities are moving to performance based budgeting and adopting a corporate, consumer driven orientation, counselor educators must maintain or increase enrollment and must make money to survive. I believe counselor educators have largely abandoned their role as gatekeepers in favor of nurturing the individual counseling students (much as they might nurture a client). I believe that in the short run, this is dangerous to the public, and in the long run, ruinous to the profession." "I often ask the question as to whether I would want this individual to counsel a close friend or family member, and the response can be very elucidating."

"We as a profession should be doing a better job of ensuring we are graduating quality counselors. It is our responsibility to our profession to turn out qualified, competent counselors." I believe I have a responsibility for the counseling profession to see that to the best of my ability counseling students who graduate from our program are well-trained ethical counselors."

With respect to the purpose of gatekeeping for nurturing the student, some examples are, "I like to foster creativity in students, who each have unique strengths and weaknesses...My goal with students is to teach them how to foster and preserve the dignity of others through modeling. I have yet to meet a student who didn't value having his or her dignity preserved through their educational process, and so that trickles down to their interactions with clients." "In the gatekeeping role I must separate myself from the developmental perspectives of a practicing counselor to clarify the problematic issues, and then return to the counselor role of understanding the student before I determine the action I would like to recommend." "I think it is important to consider multiple factors in most situations. Once a student has been accepted or a staff person (post academic) has been offered a position. I also believe I have an obligation to provide both formative and summative feedback to students and if there are problems, to give specifics regarding what needs to change." "I find that we struggle between our gatekeeper role and wanting to support the development of counselors... in training who might require additional assistance/time to develop the knowledge, skills or disposition." "A [gatekeeping] decision is an imposition on the students' life." "I think counselor educators have a hard time being gatekeepers because they are basically nice people and want everyone to succeed." "Gatekeeping is our most difficult role and is made even harder id we must

balance our responsibilities to students we admit v. those to the profession, legal precedent and legal threats." "I...do everything possible to help train students to be outstanding counselors and leaders in the profession". "[Gatekeeping] should make [counselor educators] uncomfortable...[because of the] serious nature of the decision making process and the impact it can have on the future of a counseling student." "Programs need to be evaluated more closely for actual course content and quality of educational experience." "[We are] very careful in the preparation of persons for the counseling role." Table 9 summarizes responses to specific questions asked in Part V of the survey.

Table 9   Qualitative Response Summary for Counselor Educator Attitudes and
             Beliefs about Gatekeeping

Category	N	n	Percent Represented
Participants	84	54	64%
Take the Role of Gatekeeping Seriously		19	35%
Good at Gatekeeping		14	26%
Not Good at Gatekeeping		11	20%
Comfort Level:			
Not Comfortable		4	7%
Very Comfortable		4	7%
Expressed that Gatekeeping Is Difficult		12	22%

Analyses with Respect to
Research Questions and Hypotheses

Research Question 1

The first research question was "Do objectivism, belief in an ideal counselor

personality profile, belief about the level of skills required before being permitted to

graduate, years of experience as a professional counselor prior to becoming a counselor

educator exclusive or practicum and internship, current practice as a professional

counselor outside of working as a counselor educator, primary role identity, and

theoretical orientation predict stringent gatekeeping decisions?" The purpose of this

question was to respond to the wide variability in gatekeeping decisions (Forrest, Elman,

Gizara, Vacha-Haase, 1999) and to evaluate whether factors extraneous to the

competence of counselors-in-training (Scofield & Yoxtheimer, 1983; assessor effects)

were associated with or could predict stringent gatekeeping decisions.

Stepwise multiple regression was used to respond to this first research question.

The dependent variables were scores on the admissions, skills, classroom behavior,

interpersonal relations, internship, national exam, and ethics gatekeeping scenarios and

faculty decisions. The scale for each gate was a 6-level Likert type measure ranging from

1 – 6 (strongly disagree, disagree, tend to disagree, tend to agree, agree, strongly agree).

Consequently, stringent gatekeeping decisions could be operationalized as scores at any

gate that were >3, and less stringent gatekeeping decisions could be operationalized as

scores at any gate that ≤ 3.

The independent variables were objectivism, belief about an ideal counselor

personality profile, belief about the level of skills required before being permitted to

graduate, years of experience before becoming a counselor educator, current practice as a

professional counselor outside of the role of counselor educator, primary role identity, and primary theoretical orientation.

Normality of dependent variables were assessed by an examination of skewness at each gate; Admissions (.252), skills (-.112), classroom behavior (-.544), relationship (.096), internship (.252), national exam (-.269) and ethics (.60) gates and all were within +/- 1, indicating normality. Tolerance indices indicated that all variables exceeded .001.

Step-wise multiple regression analyses were used to examined seven predictor variables that may predict stringent decisions at the admissions, skills, classroom behavior, interpersonal relations, internship, national exam, and ethics gates. Step-wise regression excluded all predictor variables except prior years of experience (M = 7.958, SD = 7.564), which was significant at the admissions, R^2 = F(1,70) = 5.70, p< .020, and internship, R^2 = F(1,70) = 6.57, p< .013, gates.

Variables excluded from the Model were objectivism score, belief in an ideal personality profile, belief about the level of skills required before being permitted to graduate, current practice, primary role identity, primary theoretical orientation. A Model summary is provided in Table 10 and change statistics are provided in Table 11. Correlations between the predictor, prior experience, and the admissions gate was, r= -.274 and the internships gate was r = -.293. Table 12 provides the means, standard deviations, and regression analysis summary for prior experience as a professional counselor before becoming a counselor educator as predictor of gatekeeping scores at the admissions and internship gates. Step-wise regression analysis output with all predictor variables in the model are provided in Appendix M.

Table 10   Model Summary[d], Prior Experience as a Professional Counselor Before Becoming a Counselor Educator Predicting Gatekeeping Scores at the Admissions and Internship Gates

Gate	R	R Square	Adjusted R Square	Std Error of the Estimate
Admissions[b]	.274[a]	.075	.062	1.01425
Internship[c]	.293[a]	.086	.073	1.02215

[a]Predictors: (Constant), Number of years of experience before becoming a counselor educator; [b]Dependent variable: SMEAN (Admissions_Gate); [c]Dependent variable: SMEAN (Internship_Gate); [d]Excluded variables:

Table 11   Change Statistics[d] for Prior Experience as a Professional Counselor Before Becoming a Counselor Educator Predicting Gatekeeping Scores at the Admissions and Internship Gates

Gate	R Square Change	Change Statistics			
		F Change	df1	df2	Sig. F Change
Admissions[a]	.075[a]	5.702	1	70	.020
Internship[c]	.086[a]	6.570	1	70	.013

[a]Predictors: (Constant), Number of years of experience before becoming a counselor educator ; [b]Dependent variable: SMEAN (Admissions_Gate); [c]Dependent variable: SMEAN (Internship_Gate); [d]Excluded variables: objectivism score, belief in an ideal personality profile, belief about the level of skills required before being permitted to graduate, current practice, primary role identity, primary theoretical orientation

Table 12   Means, Standard Deviations, and Regression Analysis Summary for Prior Experience as a Professional Counselor Before Becoming a Counselor Educator Predicting Gatekeeping Scores at the Admissions and Internship Gates

Variable	M	SD	B	SEB	β
Admissions Gate	4.19	1.05	-.038	.016	-.274
Internship Gate	3.01	1.10	-.041	.016	-.293

Results of Testing Hypothesis 1

The first hypothesis was partially retained. Stringent gatekeeping decisions can be predicted from a combined knowledge of several other variables (objectivity, belief about the level of skills required before being permitted to graduate, belief in an ideal counselor personality profile, years of experience as a professional counselor prior to becoming a counselor educator exclusive of practicum and internship, current practice as a professional counselor outside of being a counselor educator, theoretical orientation, and primary role identity). Specifically, prior years of experience predicts less stringent gatekeeping decisions at the admissions and internships gate.

Research Question 2

The second research question was, Does objectivism or theoretical orientation predict stringent gatekeeping decisions over and above belief in an ideal counselor personality profile, beliefs about required level of skills acquisition before being permitted to graduate, years of experience as a professional counselor prior to becoming a counselor educator exclusive of practicum and internship, current practice as a

professional counselor outside of working as a counselor educator, or primary role

identity? The purpose of this question was to follow-up on other research indicating that

agreement on the components of counseling competence diverged on theoretical

orientation (Wheeler, 1996) and that objectivity is one of the most important dimensions

on which decisions vary (Leary, Sepperd, McNeil, Jemkins, & Barnes, 1986).

With respect to theoretical orientation, a Hotelling's T^2 or two-group between

subjects multivariate analysis of variance (MANOVA) was conducted on seven

dependent variables (admissions, skills, classroom behavior, interpersonal relations,

internship, national exam, ethics). The independent variables were humanistic-existential

or psychodynamic theoretical orientations. Box's Test of Equality of Covariance

Matrices indicated that the covariance matrices of the dependent variables were equal

across groups ($p = .001$). Levene's Test of Equality of Error Variance indicated that

error variance was equal across groups, except for the skills gate ($p = .043$). Using

Wilk's criterion, theoretical orientation was not a significant predictor of gatekeeping

scores, Wilks's λ, F(7, 76) = .639, $p < .639$, partial $\eta^2 = .064$.

With respect to objectivism, a linear regression analysis was conducted to

examine the prediction of gatekeeping decisions from overall objectivism score, and was

significant, R^2 change =.05, F Change(1, 82) = 4.62, $p < .04$. The regression equation for

predicting overall stringency was

Predicted overall stringency = .094 *overall objectivism* + 1.323

The 95% confidence interval for the slope, .007 - .180 did not contain the value of zero,

and therefore overall objectivism is significantly related to overall stringency at the

admissions gate.

In addition to evaluating theoretical orientation and objectivism as individual (univariate) predictors, they were also assessed in terms of their conjoint influence on gatekeeping decisions. The MANOVA "can pinpoint group differences that sometimes become masked at the univariate level of analysis" (Gamst, Meyers, & Guarino, 2008, p. 498). Hence, a between-subjects multivariate analyses of variance (MANOVA) was conducted on seven dependent variables (admissions, skills, classroom behavior, interpersonal relations, internship, national exam, ethics). The independent variables were theoretical orientation (psychodynamic- behavioral or humanistic-experiential) and standardized overall objectivism score, less the 4th question responses. Evaluation of the objectivism scale responses indicated that reliability was diminished due to the fourth question having all negative values. Thus, the objectivism score was recomputed without responses on the fourth question, and standardized (Z scores; ZOBJLESSFOUR). There were four univariate outliers for theoretical orientation. Skewness was within +/- 1. A statistically nonsignificant Box's M test (p > .001) indicated equality of variance-covariance matrices of the dependent variables across levels of the independent variables.

Using Wilks's lambda criterion, tests of between-subjects showed that the dependent variables were significantly affected by objectivism x theoretical orientation, Wilks' lambda = .164, $F(56, 280)$ = 1.99, $p < .000$, η^2 = .228. Table 13 provides means and standard deviations for objectivism, psychodynamic and humanistic-existential theoretical orientations as these relate to each gate where significance was observed. Appendix N provides output for tests of between-subjects effects, objectivism and two-group theoretical orientation as predictors at seven gates, which were dependent variables in this study.

Table 13   Mean Scores and Standard Deviations for Gatekeeping Scores as a
Function of Objectivism x Theoretical Orientation

Variable	M	SD	Admissions Gate		Relationship Gate		Ethics Gate	
			M	SD	M	SD	M	SD
Objectivism:								
Psychodynamic	30.48	2.44	4.36	1.01	3.45	1.48	3.61	1.24
Humanistic-Existential	30.79	2.73	4.04	1.07	3.49	1.47	3.62	1.17

Univariate ANOVAs were conducted on each dependent measure separately to determine the locus of the statistically significant multivariate effects. Analysis of between-subjects effects showed that the univariate theoretical orientation significantly affected the admissions gate, $F(1) = 5.52$, $p < .05$, partial $\eta^2 = .096$; and the univariate objectivism significantly affected the relationship gate, $F(16)$, $p < .05$, partial $\eta^2 = .369$. The multivariate objectivism x theoretical orientation significantly affected the admissions gate, $F(8) = 2.26$, $p < .04$, partial $\eta^2 = .258$; the relationship gate, $F(8) = 3.24$, $p < .005$, partial $\eta^2 = .333$; and the ethics gate, $F(8) = 2.15$, $p < .05$, partial $\eta^2 = .249$.

Results of Testing Hypothesis 2

The second hypothesis is partially retained: Theoretical orientation alone does not predict gatekeeping decisions. Objectivism does predict gatekeeping decisions at the admissions gate, as objectivism increases the overall stringency of gatekeeping decisions increases. In addition, objectivism x theoretical orientation predict gatekeeping decisions at the admissions, relationship, and ethics gates.

SUMMARY

This study explored counselor educator attitudes and beliefs about gatekeeping, which were assumed to become overt in gatekeeping decisions, and various factors that may influence gatekeeping decisions but which are extraneous to the competence of counselors-in-training. The survey instrument contained seven gatekeeping scenarios and the faculty decision that was made regarding student behavior articulated in the scenario. Participant level of agreement with the faculty decision made at each of the seven gates provided implicit measures of counselor educators' attitudes and beliefs about gatekeeping, and decisions that were stringent or less stringent. In addition, participants were asked to respond to two explicit measures of attitudes and beliefs about gatekeeping as these pertain to belief in an ideal counselor personality profile and level of skills required before being permitted to graduate. Participants were counselor educators in CACREP accredited colleges and universities throughout the United States and Canada.

Significant correlations between variables were observed between four gates and six predictor variables. Results showed that prior years of experience predicted less stringent gatekeeping decisions at the admissions and internship gates. Gatekeeping decisions at the admissions gate was affected by objectivism, and theoretical orientation and objectivism combined affected the admissions, relationship and ethics gates.

CHAPTER FIVE

DISCUSSION

The results of the study are presented in this chapter. The first section presents the results of bivariate correlations between all variables used in this study. The second section discusses the results of the study as these pertain to counselor educator responses to Part V of the survey in which they were asked to discuss their attitudes and beliefs about gatekeeping. The third section discusses results of the study as these pertain to the first research question, influences on counselor educator attitudes and beliefs about gatekeeping as these are associated with stringent or less-stringent gatekeeping decisions. The fourth section discusses results of the study as these pertain to research question two, the effect of objectivism and theoretical orientation on gatekeeping decisions. The fifth section summarizes findings of the study. Thereafter, limitations of the study are discussed. This chapter concludes with implications for counselor educators, future research directions indicated by this study, and a summary.

Discussion of Findings

Bivariate Correlations Among all Variables

Preliminary to statistical analysis with respect to the research questions, bivariate correlations were computed among all variables. There were three purposes for these analyses. First, the purpose was to determine whether the predictor variables correlated with the seven gatekeeping scenarios. A small but significant relationship between objectivism and stringency at the admissions gate was observed; respondents with higher objectivism scores were more stringent at the admissions gate. This may imply that more objective counselor educators place higher value on objective elements attendant to the

admissions gate, e.g., GRE scores, although GRE scores have not been shown to be related to counseling competence (Thomas, 2004). Respondents who had professional counseling experience prior to becoming a counselor educator were less stringent at the admissions gate. Similarly, respondents who were currently practicing as professional counselors in addition to the role of counselor educator were less stringent at the admissions gate. This seems to imply that counselor educators who have neither prior experience as professional counselors or are not currently practicing as professional counselor in addition to their role of counselor are prone to be more stringent as potential students seek to enter a counselor preparation program.

There was a small but significant correlation between beliefs about the level of skills required before being permitted to graduate and the internship gate. Respondents who believed higher levels of skills should be required before students should be permitted to graduate were more stringent in their decisions at the internship gate. Respondents who had more professional counseling experience prior to becoming a counselor educator made decisions at the internship gate that were less stringent than those with less or no experience. Following from counselor educators' beliefs that outstanding skills are required before being permitted to graduate, it seemed congruent that more gatekeeping stringency would be exercised at the internship gate. However, it seemed that there should have been a significant correlation between beliefs that counselors-in-training should attain outstanding counseling skills and the skills gate scenario, but this result was not observed in the data. It may be that counselor educators expect skills to become stronger (closer to outstanding) during practice in the internship and give trainees the benefit of the doubt during skills training course work.

Counselor educators with professional counseling experience prior to becoming a counselor educator tend to be less stringent at the internship gate. This relationship will be discussed at length is the discussion of the results of the first research question.

Respondents with more professional counseling experience prior to becoming a counselor educator were less stringent at the ethics gate than those with less or no prior experience as a professional counselor before becoming a counselor educator. Respondents who indicated that they were currently practicing as a professional counselor in addition to the role of counselor educator were more stringent in their decisions at the ethics gate than were those not currently practicing as professional counselors in addition to their role of counselor educator. It may be that prior experience that is used to evaluate ethical behavior is based on cultural values that were dominate at the time prior experience was attained, and allows for less stringency at the ethics gate. Current practice may be a better interpreter of what the evaluation criteria should be at the ethics gate since it may be based on current cultural norms.

Lastly, counselor educators whose primary role identity was teacher were more stringent at the classroom behavior gate than those whose primary role identity was supervisor, counselor, researcher, or other. This relationship between the teacher role and classroom behavior may be recognition of this relationship as critical to learning and, thus, stringency may reflect a commitment to both teaching and student learning.

These data show wide variability in evaluation criteria (level of required performance) that has been discussed in the literature (Forrest, Elman, Gizara, & Vacha-Haase, 1999). Decisions at four gates (admissions, classroom behavior, internship, and ethics) were influenced by factors that may be extraneous to the competence of

counselors-in-training. Five out of seven predictor variables were associated with gatekeeping decisions in bivariate correlation analyses; these factors were experience as a professional counselor before becoming a counselor educator, current practice as a counselor educator, objectivism, attitudes and beliefs about the level of skills required before being permitted to graduate, and primary role identity.

Correlations between all variables were examined to determine whether any given gate was associated with a different gate. Although this study focused on seven intentionally selected gates that trainees must pass through before being permitted to graduate, each scenario included all the factors attendant to counseling competence (knowledge, skills, personality) and may have been the occasion for any given component to become salient for some but not all respondents. In which case, although a scenario may have been designated as internship by the researcher, it may have been an ethics gate for the respondent. Consequently, the focus of gatekeeping at any given gate may have been different for each respondent. The second purpose of this correlation analysis was to determine if there was any association between the seven gates, represented in the seven gatekeeping scenarios and which might capture this gate-change focus.

The ethics gate and internship gate were positively associated; respondents who were stringent at the ethics gate were more stringent at the internship gate than respondents who were less stringent at the ethics gate. Both the internship and ethics gatekeeping scenarios took place at an internship site. Gatekeeping decision scores at both gates were stringent. However, the professional ethical violation that occurred at the ethics gate (ethics gate, $M = 3.62$, $SD = 1.20$) which took place at an internship site was

objective, and the overall competency violation at the internship gate ($M = 3.01$, SD =1.10) was, at best, questionable. Consequently, it may be that when the competence factor (evaluation criteria) that is being evaluated is objective, the evaluation criteria (level of performance) is more stringent.

The ethics gate and the relationship gate were negatively associated. Respondents who were stringent at the ethics gatekeeping scenario were less stringent in their decisions at the relationship gate. Gatekeeping scores for both gates were very close in stringency (Ethics gate, $M = 3.62$, $SD = 1.20$; Relationship gate, $M = 3.46$, $SD = 1.48$). However, as indicated previously, the ethics gate violation was objective and in the relationship gatekeeping scenario the violation, if any, was not objective. This may indicate that counselor educators place a premium on both the ethical and relationship factors as these relate to counseling competence, and are less stringent in decisions for any factor that, while important, is more difficult to assess.

Finally, correlations between all variables were examined to determine whether the predictor variables were related to each other. The third purpose of this analysis was to evaluate the confluence of all predictor variables, since counselor educators bring to the gatekeeping context multiple and different attitudes and beliefs about gatekeeping, theoretical orientations, frames of reference and so forth, all of which converge in attitudes and beliefs about gatekeeping. A small but statistically significant relationship was observed between belief in an ideal counselor personality profile and belief about the level of skills required before being permitted to graduate. Counselor educators who believed in an ideal counselor personality profile were more stringent in the level of skills required before being permitted to graduate, than those counselor educators who did not

believe in an ideal counselor personality profile. This is further corroborated by differences in mean scores for respondents who believed and did not believe in an ideal counselor personality profile on level of skills requirement. For those who believed in an ideal counselor personality profile, their mean score for level of skills required before being permitted to graduate was, $M = 4.22$, $SD = .89$. Whereas, for counselor educators who did not believe there is an ideal counselor personality profile, their mean score for level of skills required before being permitted to graduate was, $M = 3.93$, $SD = 1.06$.

Counselor educators who practiced as professional counselors before becoming counselor educators were more likely to be currently practicing as professional counselors in addition to their role of counselor educators. However, respondents who practiced as professional counselors before becoming counselor educators were more likely to be professionally identified with the role of teacher, instead of counselor, researcher, or supervisor. This may be related to counselor educators who, additionally, practice as trainers and consultants. In which case, the primary role identity of teacher would be commensurate with current professional practice.

Counselor Educators' Thoughts about their Role as Gatekeeper for the Counseling Profession

Part V of the Survey stated: Please write your thoughts regarding your role as gatekeeper for the counseling profession, specifically related to your comfort in the role of gatekeeper. Do you believe counselor educators do a good job as gatekeepers for the counseling profession? Write as much or as little as you would like.

A majority of the respondents to this survey responded to this question ($N=54$, 64%). The large number of participants who chose to respond to this optional question

may indicate the high level of interest in or concern about the role of gatekeeping in counselor education. Although the question in this part of the survey specifically asked about the level of comfort experienced in the role of gatekeeper, only 8 participants addressed this issue in their responses. Of these, 4 were comfortable and 4 were not comfortable. These numbers are not large enough to ascertain the overall level of comfort or discomfort that counselor educators experience in the role of gatekeeper.

More participants ($N = 14$) indicated that they believed they were good at gatekeeping than the number of participants who indicated they were not good at gatekeeping ($N = 11$). Feelings of being good at gatekeeping may imply confidence in gatekeeping decisions, support from administrators in decisions they made, recognition and acceptance of the limitations of gatekeeping decisions, and, among other possibilities, freedom to make gatekeeping decisions.

Although some felt they were good at gatekeeping, this does not relay into validity of what is evaluated (criteria of evaluation). Scofield and Yoxtheimer (1983) remarked, following an extensive review of measures used to assess counseling competence spanning five years, that "it is impossible to estimate the effects the imprecision of measurement have had on the veracity of what we currently believe are the components of counseling competence" (p. 419). Difficulties attendant to the imprecision of measurement may have been captured by those participants who commented that gatekeeping was tough, a challenge, and difficult ($N = 12$), and concern about the lack of objectivity in what is evaluated.

Although Part V of the Survey did not ask about how to best protect the public that professional counselors serve, there were two distinct methods articulated in

participant responses. The first was to protect the profession, and the second was to develop the student. Several difficulties emerge when gatekeeping decisions are mediated by a focus on protecting the profession (Knight & Nadel, 1986; Whyte, Saks, & Hook, 1999, Wong, Yi, & Kwong, 2006) rather than developing the student. Wong, Kwong, and Ng (2008) found that social identity (professional identity) may bias decisions in favor of the evaluator in order to protect social identity. Biases may be in favor of some and not all students. In which case, as Epstein (1994) remarked this emotional attachment (positive or negative) may shift the balance of influence away from objectivity and rationality and toward subjectivity (Detert, Trevio, & Sweitzer, 2008; Milgram, 1964; Wong, Kwong, & Ng, 2008). Lankshear (1990) noted, "when you like them do you actually look at what they are doing?" (p. 65). The use of gatekeeping to protect the profession may precipitate compromise in counselor educator's ethical behavior (Smith & Terryk, 2003). In addition, some students may be evaluated unjustly and harshly (Kanousse & Nahson, 1972).

Overall, the responses to this section of the survey suggests that counselor educators are committed to being good gatekeepers, take the role seriously, recognize its hazards resulting from the host of interactive and arbitrarily defined dimensions (Beutler, Crago & Arizmemdi, 1986) that they are evaluating, and wish criteria of evaluation were more objectively defined.

Research Question 1
Factors Associated with Counselor Educators'
Attitudes and Beliefs about Gatekeeping and
Stringent or Less-stringent Gatekeeping Decisions

The first research question was Do objectivism, belief in an ideal counselor personality profile, belief about the level of skills required before being permitted to graduate, years of experience as a professional counselor prior to becoming a counselor educator exclusive of practicum and internship, current practice as a professional counselor outside of working as a counselor educator, primary role identity, and theoretical orientation predict stringent gatekeeping decisions?

The scales used to assess gatekeeping decisions ranged from 1-6, with lower scores representing less stringency and higher scores representing more stringency. This study defined stringent gatekeeping decisions as rigorous or exacting and operationalized stringent scores as those that were > 3. Less stringent gatekeeping decisions were defined as mild or gentle and operationalized less stringent scores as those that were ≤ 3.

"The competitiveness of admission to graduate programs and the emphasis of laws that prohibit discrimination combine to create a challenge as counselor education programs work to develop selection processes that are both *stringent* and fair" (Nelson, Canada & Lancaster, 2003, p. 3; italics added). The admissions gate gatekeeping score (M= 4.19, SD = 1.05) was the most stringent score across all seven gatekeeping scenarios, across all participants, and across participants when evaluated on the basis of a 2-group primary role identity (teacher or other) analysis, in this study.

Although the admissions gate gatekeeping score was the most stringent, the present study discovered that counselor educators with experience as a professional counselor before becoming a counselor educator tend to be 8% less stringent in gatekeeping decisions at the admissions gate, (-.274, R^2 Change = .075) and 9% less stringent at the internship gate (-.293, R^2 Change = .086) than counselor educators who

did not have experience as a professional counselor before becoming a counselor educator.

Research regarding professional counseling experience has most often been concerned with differences that experience makes in the counseling process (Fiedler, 1950a; Hayden, 1975; Strupp, 1955b), rather than how professional counseling experience influences gatekeeping decisions. What has been found among experienced professional counselors may be instructive as to why these counselor educators are more generous at the admissions gate: they are more able to see potential, just as they saw potential in each of their clients while practicing as a professional counselor. Experienced counselors have been through multiple perceptual shifts as to what constitutes effectiveness, how it is attained, and the nature of an ideal therapeutic relationship (Hayden, 1975; Fiedler (1950a). Therefore, counselor educators who tested their knowledge of counseling gained in formal training in the trenches of professional practice may have an informed flexibility about who can attain counseling competence when evaluating applicants. Strupp (1955b) inquired into the effect of length of professional experience upon technique. He found that experienced psychiatrists use more interpretations than inexperienced psychiatrists. Hayden (1975) found that the number of years of experience of each professional therapist in his study was positively and significantly related to therapist effectiveness $(r=.42, p < .05)$, level of empathy $(r= .43, p < .05)$, therapist positive regard $(r = .37, p = < .10)$, and genuineness $(r = .43, p < .05; p. 387)$. Counselor educators with professional counseling experience, beyond practicum and internship, may be less apt to prematurely judge in appropriateness inasmuch as they found it is a skill developed across time plus training. Having forged

counseling competence in professional practice without the safety net of the university, they may be more willing to give unlikely applicants an opportunity to succeed. Professional counseling practice provides a counselor educator with sound grounds of confidence in unlikely students who they can nurture and train.

With respect to counselor educators who have experience as a professional counselor prior to becoming a counselor and who are less stringent at the internship gate, it may be that these counselor educators can more readily recognize the stress attendant to and more intimately connect with multiple and often contradictory demands, e.g.,internship, graduation, personal responsibilities; they may more readily understand that stress may negatively impact performance temporarily, without compromising overall potential and ability. Lastly, experienced professional counselors may be more able to include the total context of a student's life, just as they did with their clients and, given the context, being generous at the internship door is but fair (Rønnestad & Skovholt, 2003).

Research Question 2
Effect of Objectivism or Theoretical Orientation on Gatekeeping Decisions

The second research question was, Does objectivism or theoretical orientation predict stringent gatekeeping decisions over and above belief in an ideal counselor personality profile, beliefs about required level of skills acquisition before being permitted to graduate, years of experience as a professional counselor prior to becoming a counselor educator exclusive of practicum and internship, current practice as a

professional counselor outside of working as a counselor educator, or primary role identity?

Theoretical orientation has been shown to influence how counseling competence is conceptualized (Wheeler, 1996), to emerge in specific skills (e.g.,empathy is Rogerian), underpin some measures used for evaluating competence, e.g.,Carkhuff (1969) and Barrett-Lennard (1986), and as a potential influence in supervision (Bernard & Goodyear, 2004). There does not seem to be any research, however, that inquired into the influence of theoretical orientation on gatekeeping decisions. With respect to the research question, theoretical orientation alone did not predict stringent or less stringent gatekeeping decisions in this study.

Objectivism was significantly related to gatekeeping decisions at the admissions gate, and lends support to the work of Leary and colleagues who remarked that "One of the most important dimensions on which decisions vary is in terms of *objectivity*" (1986, p. 32, italics in the original). Accuracy in predicting the overall stringency score at the admissions gate was small although significant, the correlation between objectivism and the admissions gate was $r = .231, p < .05; R^2$ change $= .05, F(1, 82) = 4.6, p < .05$. Approximately 5% of the variance at the admissions gate was accounted for by objectivism without the influence of other factors.

However, neither objectivism nor theoretical orientation influence decisions as isolated factors in practice: Counselor educators bring to the gatekeeping context the combination of objectivism and theoretical orientation. Gatekeeping scores were significantly affected by the combination of theoretical orientation and objectivism in this study; 25% of the variance at the admissions gate; 33% of the variance at the relationship

gate; and 25% of the variance at the ethics gates were accounted for by the combination of theoretical orientation and objectivism. Objectivism and psychodynamic and humanistic-existential theoretical orientations accounted for 25% of the variance at the ethics gates. These findings suggest that what is evaluated at the admissions, relationship and ethics gates may be a function of theoretical orientation combined with objectivism. Theoretical orientation may be the pivot that governs what is evaluated across all gates, although its influence in skills selection is most readily perceived, e.g.,classical analyst and behavior therapists place a premium on technique, while humanists and existentialists place primary value on the uniquely human qualities of the therapist as contributing to effective psychotherapy (Parloff, Waskow, & Wolfe, 1978). Although this study found the association of theoretical orientation (and objectivism) at the admissions, relationship and ethics gates, rather than at the skills or internship gates, these findings underscore Wheeler's (1996) remark that theoretical orientation appears to initiate differences in what is evaluated in counselor competence, with the further result that a stable set of personality characteristics has not been settled (Rowe, Murphy, & DeCsipkes, 1975).

<div align="center">Summary of Findings</div>

This study explored two broad research questions: What are counselor educators' attitudes and beliefs about gatekeeping? And, what are some factors that influence gatekeeping decisions which are extraneous to the competence of counselors-in-training?

Counselor educators' attitudes and beliefs about gatekeeping are analyzed as these became overt at each of seven gates assessed in this study. With respect to the admissions gate, most counselor educators believe that gaining entrance into counselor

educator programs should be stringent ($M = 4.20$, $SD = 1.05$). This was the most stringent score across all seven gates. With respect to the skills gate (M=3.37, M=1.30), counselor educators' attitudes and beliefs seem to be that skills are important but not as important as who is admitted. Paradoxically, when counselor educators were asked what level of skills should be required before being permitted to graduate, they tended to believe that outstanding skills should be required (M = 4.03, $SD = 1.01$). As can be seen, there is a lack of congruity between responses on measures that assessed counselor educators' attitudes and beliefs about skills. With respect to the classroom behavior gate, counselor educators seem to believe that what happens during class is important and their attitude tends to be stringent ($M = 4.11$, $SD = 1.30$), although as can be seen in the standard deviation, there is more variability around this belief and attitude. With respect to the relationship gate ($M = 3.47$), counselor educators seem to believe relationships are more important than skills ($M = 3.13$), internship ($M = 3.01$, $SD = 1.78$), or performance on the national exam (M=3.33, SD 1.30). Counselor educators believe that ethical behavior is important ($M = 3.62$, $SD = 1.27$). When responses at all gates were examined as a function of primary role identity, teacher or other, counselor educators who identify with the role of teacher believe that admissions ($M = 4.19$, $SD = 1.03$) and relationships ($M = 3.71$, $SD = 1.28$) are the most important and evaluate most stringently at these gates. Across all gates assessed in this study, counselor educators seem to believe that who is admitted into counselor education programs is the most important, and are most stringent at this gate.

With respect to the second broad research question, what are some factors that influence gatekeeping decisions which are extraneous to the competence of counselors-

in-training, the admissions, relationship, internship, and ethics gate were found to be influenced by factors that may be extraneous to the competence of counselors-in-training.

Stringent gatekeeping decisions at the admissions, classroom behavior, relationship, ethics, and skills gates were associated with objectivism, primary role identity of teacher, theoretical orientation x objectivism, or belief in an ideal counselor personality profile.

Less stringent gatekeeping decisions at the admissions and internship gates were associated with prior experience as a professional counselor before becoming a counselor educator, exclusive of practicum and internship. And, current experience as a professional counselor in addition to the role of counselor educator was associated with less stringent decisions at the admissions gate.

Seven predictor variables were associated with six out of seven gates that were assessed for gatekeeping purposes, either in significant correlations or regression analysis. The only gate that did not appear to be associated, either in correlation or regression analyses, with any of the predictor variables was the national exam gate.

Limitations of the Study

Generalizations from this study should be made with caution for several reasons. The first limitation relates to the small number of participants which limits this study on two fronts: representativeness and the reduction in power of the predictor variables. These variables may have prediction power that could not be captured as a result of the small number of participants. In addition, the questionnaire did not request that participants report their state, consequently representativeness as to regions represented is

not known. This study was limited in that participants were not a randomized sample; those who received the survey was determined by CACREP liaisons who either did or did not forward the survey to their counselor educator faculty, and for those who did receive the survey, participation was by self-selection.

Implications for Counselor Educators

Results from this study indicate that counselor educators vary in their gatekeeping decisions when evaluating the same scenario, that this variability is in part accounted for by differences in professional counseling experience prior to becoming a counselor educator, objectivism and objectivism and theoretical orientation combined. This may imply that there is more subjectivity involved in gatekeeping decisions than is presently thought and, if so, it may imply that counselors-in-training are evaluated and receive different evaluation scores for the same behavior. Consequently, serious consideration of how gatekeeping can be accomplished and remain fair may be implied by this study. There appears to be a need for more objective criteria in gatekeeping protocols. This change may decrease the wide variability in evaluations and increase fair play for counselors-in-training.

Implications for Future Research

This study provides at least four directions for future research. The first direction relates to research that extends the present study so that factors that are associated with gatekeeping decisions but which are extraneous to counseling competence (assessor effects) can be identified. The second area of research would be how much of an

evaluation can legitimately be derived from subjectivity. The third direction would be research that seeks to specify the ingredients of counseling competence and who is the final arbiter, client, trainer, trainee or some combination of these. All of the foregoing would then permit the fourth research direction: an evidence-based gatekeeping protocol.

Summary

Counselor educator's attitudes and beliefs about gatekeeping were assessed using seven gatekeeping scenarios, developed for this study. Responses to these scenarios showed that there is wide variability in gatekeeping decisions. This study found that this variability may, in part, be accounted for by two divergent conceptualizations of how the mission of gatekeeping, *do no harm*, can best be realized; whether by protecting the profession or developing the student. Specific factors were found to be associated with gatekeeping decisions. These were professional counseling experience prior to becoming a counselor educator exclusive of practicum or internship, objectivism, and theoretical orientation and objectivism combined. Gatekeeping decisions were assessed in terms of stringent or less stringent gatekeeping decisions made at the admissions, skills, classroom behavior, interpersonal relations, internship, national exam, and ethics gates. This study found that counselor educators who had experience as a professional counselor prior to becoming a counselor educator made less stringent gatekeeping decisions at the admissions and internship. Lastly, this study found that theoretical orientation and objectivism combined are associated with more stringent gatekeeping decisions at the admissions, relationship and ethics gates. Gatekeeping decisions made at four out of

seven gates were shown to be associated with factors that may be extraneous to the

competence of counselors-in-training.

CHAPTER SIX
MANUSCRIPT

The manuscript in this chapter was prepared to be submitted to the journal,

Counselor Education and Supervision.

Attitudes and Beliefs of Counselor Educators

Toward Gatekeeping

Authors:

Joanna W. Campbell

and

Theodore P. Remley, Jr.

Abstract

This study assessed attitudes and beliefs of counselor educators toward gatekeeping along a stringent less-stringent continuum, and factors extraneous to counselor-in-training competence that may influence gatekeeping decisions. Results showed that objective counselor educators are more stringent at the admissions gate; ojectivism and theoretical orientation combined resulted in more stringent gatekeeping decisions at the admissions, relationship and ethics gates, and less stringent gatekeeping decisions were made at the admissions and internship gates by counselor educators who had experience as a professional counselor before becoming a counselor educator.

Counselor Educators Attitudes and Beliefs about Gatekeeping

Gatekeeping in the helping professions (professional counseling, clinical psychology, social work) derives from two gatekeeping standards in the practice of medicine. The first is *monprimum non nocere* (do no harm) and comes from Book 1, Chapter 11 of *Epidemics,* a work in the Hippocratic Corpus. The second relates to licensure and can be traced to the Code of Hammurabi (Englehardt & Spiker, 1977). Counselor educators have incorporated variations of both standards as mandates in their professional codes of ethics (American Counseling Association, 2005; Association of Counselor Educators and Supervision, 1993) and preparation standards (Council for Accreditation of Counseling and Related Educational Programs, CACREP, 2001).

Counselor education programs are especially concerned with preparing students well so that during practicum and internship and, thereafter, as professional counselors they will *do no harm* (McAdams & Foster, 2007; Remley & Herlihy, 2007). Accomplishing the task of preparing counselors-in-training who will do no harm is viewed as an outcome of reasonable mastery of foundation courses and counseling skills acquisition (accomplished through course work, practicum, and internship), personality traits (deemed essential and developed through professional development components of the course of study) that mediate knowledge and skills, and which together form the basis of counseling competence (Borck & Fawcett, 1982). Consequently, the components of counseling competence (knowledge, skills and personality traits) are the foci of gatekeeping evaluations, which become overt in gatekeeping decisions.

Counselor educators' attitudes and beliefs about gatekeeping, self (personal) and social identity (professional) are intimately related to which skills and personality traits will be selected for evaluation, inasmuch as knowledge, skills and counselor personality traits that are essential to counseling competence have not been settled in the research literature (Neufeld & Norman, 1985; Rowe, Murphy & De Csipkes, 1974; Schottler, 2004; Wheeler, 1996, 2000). Scofield and Yoxtheimer (1983) remarked that "It is impossible to estimate the effects the imprecision of measurement have had on the veracity of what we currently believe are the components of counseling competence" (p. 419).

Counseling competence as an outcome of knowledge, skills and personality traits has been described as, "a host of interactive and arbitrarily defined dimensions" (Beutler, Crago, & Arizmendi, 1986, p. 257). Ambiguity attendant to what is evaluated in gatekeeping decisions increases margins of possibility for the contribution of subjectivity and the influence of factors extraneous to the competence of counselors-in-training on counselor educators attitudes and beliefs about gatekeeping, which become overt in gatekeeping decisions (Sherif & Cantril, 1945).

This study evaluated counselor educator attitudes and beliefs about gatekeeping along a stringent, less-stringent continuum and some factors that are extraneous to the competence of counselors-in-training which may influence gatekeeping decisions. Seven, typical gatekeeping scenarios that counselors-in-training must pass through before entering the field of professional counseling and the faculty decision that was made on the basis of student behavior provided in the scenario were used to measure counselor educators attitudes and beliefs about gatekeeping.

Method

Participants

Participants (N =84) were full-time counselor faculty members at universities and colleges in the United States and Canada that were accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP). An email invitation message was sent to all 218 CACREP liaisons and they were asked to forward the survey to their fellow faculty members. It was not possible to determine whether the liaisons did forward the invitation. As a result, it is not possible to determine the response rate to the survey. Respondents were not required nor did they complete all questions on the survey. With respect to those who competed questions regarding personal information (N=81), 65.4% were female (N=53) and 34.6% male (N=28). As to ethnicity (N=77), 6.5% were Afro-American (N=5), 1.3% Asian (N=1), 2.6% Latino(a) (N=2) and 89.6% White (N=69). Eighty-one participants (N=81) provided information regarding their highest level of education attained, of these, 70.4 % (N= 57) held a Ph.D. in counselor education, 17.3% (N=14) in counseling psychology and 12.3% (N=10) in other disciplines, e.g.,engineering and medicine.

Instrument and Scoring

The survey used in this study was comprised of 5 parts. Part I of the survey presented 7 gates (gatekeeping scenarios) and were developed for this study. These scenarios described typical situations that counselor educators encounter when evaluating students (gatekeeping decisions). Participants were asked to indicate their level of agreement with the gatekeeping decision that was made following the scenario. Scores were coded numerically, strongly disagree = 1; disagree = 2; tend to disagree = 3; tend to

agree = 4; agree = 5; and strongly agree = 6. Questions A, C and E were reverse coded. Scores could range between less stringent (1) and more stringent (6). Scores on each gatekeeping scenario formed the 7 criterion variables.

Part II of the survey was The Objectivism Scale (Leary, Shepperd, McNeil, Jenkins, & Barnes, 1986), consisting of 11 items. Item responses were coded numerically 1-5, with 5 indicating that the statement evaluated was extremely characteristic of the participant. So that objectivism was differentiated, Questions 3, 6, 8, and 11 were reverse-scored before summing Responses across all questions were summed to form an Objectivism score, and formed the 1st predictor variable.

Part III of the survey contained two questions. Question 1 asked participants to indicate their level of agreement (strongly disagree, disagree, tend to disagree, tend to agree, agree, and strongly agree) with the statement *I believe there is an ideal counselor personality profile*. This was an explicit measure and formed the 2rd predictor variable.

Question 2, asked participants to indicate their level of agreement with the statement *In order to graduate, I believe that counseling graduate students should be able to demonstrate outstanding counseling skills*. This question was an explicit measure and formed the 3th predictor variable.

Scores on both questions in Part III of the survey could range from 1 to 6. A score of 1 indicated that the participant probably does not strongly believe there is an ideal counselor personality profile or outstanding skills were not required, and a score of 6 indicated that the participant probably does strongly believe there is an ideal counselor personality profile and that outstanding scores were required. Any given response to this question formed the score for this question.

Part IV of the survey, questions 2, asked for information related to *prior*
professional counseling experience exclusive of practicum and internship. This was a
continuous variable and formed the 4th predictor variable. Part IV, question 3, asked
participants whether they were currently practicing as a professional counselor
(consultant, trainer, private practice, other) in addition to their role of counselor educator.
This was a continuous variable, and formed the 5th predictor variable.

Part IV, question 8, asked participants to report their primary role identity
(counselor, researcher, supervisor, teacher, or other), was coded dichotomously, with
teacher coded as 0 and all other responses coded as 1, and formed the 6th predictor
variable.

Part IV, question 9, asked participants their primary theoretical orientation, from
among seven that included the focus of counseling (Prochaska & Norcross, 2003). Space
was provided for participants to indicate a theoretical orientation that was not included in
the list, "Other, please specify". Responses were coded dichotomously.
Biopsychosocial, experiential-existential, multicultural-feminist, and systemic-
constructivist were coded as humanistic and experiential theoretical orientations.
Behavioral, cognitive, and psychodynamic-interpersonal were coded as psychodynamic
theoretical orientations. Primary theoretical orientation formed the 7th predictor variable.

Part V of the survey asked participants in an open-ended item to write their
thoughts about their role as gatekeeper for the counseling profession, specifically related
to their comfort in the role of gatekeeper and whether they believe counselor educators do
a good job as gatekeepers for the counseling profession.

Procedure

This study defined stringent gatekeeping decisions as rigorous or exacting and operationalized stringent scores as those that were > 3. Less stringent gatekeeping decisions were defined as mild or gentle and operationalized less stringent scores as those that were ≤ 3.

Mean substitution was used for missing values on gatekeeping scores, belief in an ideal counselor personality profile, belief about the level of skills required before being permitted to graduate and the objectivism scale.

Results

Bivariate Correlations Between all Variables

Preliminary to statistical analysis with respect to the research questions, bivariate correlations were computed among all variables. Statistically significant correlations were found between some of the predictors and criterion variables. Higher objectivism scores were associated with more stringent gatekeeping decisions at the admissions gate, $r(82) = .188, p< .05$. More professional counseling experience prior to becoming a counselor educator was associated with less stringent decisions at the admissions gate, $r(77) = -.279, p< .001$, and respondents who are currently practicing as professional counselors in addition to the role of counselor educator were more likely to make less stringent decisions at the admissions gate, $r(75) = -.232, p <.05$. Respondents whose attitudes and beliefs about the level of skills required before being permitted to graduate were stringent was associated with stringent gatekeeping decisions at the internship gate, $r(82) = .186, p< .05$; however, more professional counseling experience prior to becoming a counselor educator was associated with less stringent decisions at the internship gate, $r(77) = -.300, p< .001$. More professional counseling experience prior to

becoming a counselor educator was associated with less stringent decisions at the ethics gate, $r(77) = .-.187$, $p< .05$; whereas respondents who indicated that they were currently practicing as a professional counselor in addition to the role of counselor educator were more likely to make more stringent decisions at the ethics gate, $r(75) = .217$, $p< .05$. Lastly, counselor educators whose primary role identity was teacher was associated with more stringent gatekeeping decisions at the classroom behavior gate, $r(82) = .259$, $p< .001$.

Correlations between all variables were examined to determine whether any given gate was associated with a different gate. The ethics gate and internship gate were positively associated, $r(82) = .228$, $p< .05$, indicating that more stringency at the ethics gate is associated with more stringency at the internship gate. The ethics gate and the relationship gate were negatively associated, $r(82) = -.243$, $p< .05$, indicating that more stringency at the ethics gate is associated with less stringency at the relationship gate.

Finally, correlations between all variables were examined to determine whether the predictor variables were related to each other. Belief in an ideal counselor personality profile and belief about the level of skills required before being permitted to graduate were statistically significantly correlated, $r(75) = .217$, $p< .05$, indicating that more belief in an ideal counselor personality profile is associated with more stringency in the level of skills required before being permitted to graduate . More practice as a professional counselor before becoming a counselor educator was associated with an increased likelihood of currently practicing as a professional counselor in addition to the role of counselor educator, $r(74) = .212$, $p< .05$. Respondents with more professional experience as a professional counselor before becoming a counselor educator were more

likely to professionally identify themselves as teachers (primary role identity), $r(77) =$ .271, $p < .001$. Table 1 provides a summary of means and standard deviations for variables that were significantly correlated with the exception of primary role identity (nominal variable).

Research Question 1

Step-wise multiple regression analyses were used to assess seven predictor variables that may predict stringent decisions at the admissions, skills, classroom behavior, interpersonal relations, internship, national exam and ethics gates, and excluded all predictor variables except prior years of experience (M = 7.958, SD = 7.564), which was significant at the admissions, $R^2 = F(1,70) = 5.70$, $p = .020$, and internship, $R^2 = F(1,70) = 6.57$, $p = .013$, gates. For the admissions gate, R^2 Change = .075, F Change (1,70) = 5.702, Significant F Change = .20, and for the internship gate, R^2 Change = .086, F Change (1,70) = 6.570, Significant F Change = .13; bivariate correlations for the admissions gate was -.274 and for the internship gate was -.293. Table 2 provides the means, standard deviations, and regression analysis summary for prior experience as a professional before becoming a counselor educator as predictor of gatekeeping scores at the admissions and internship gates.

Table 1   Means and Standard Deviations for all Variables Where Statistically
               Significant Correlations were Observed
               Exclusive of Primary Role Identity (Nominal Variable)

Variable	M	SD
Gates:		
Admissions Gate	4.19	1.05
Skills Gate	3.37	1.30
Classroom Behavior Gate	4.11	1.30
Relationship Gate	3.47	1.48
Internship Gate	3.01	1.11
National Examination Gate	3.33	1.39
Ethics Gate	3.62	1.22
Predictors:		
Objectivism	32.52	2.74
Prior Experience as Professional Counselor Before becoming Counselor Educator[1]	8.03	7.60
Current Practice as a Professional Counselor in Addition to the Role of Counselor Educator[2]	3.51	5.32
Belief in an Ideal Counselor Personality Profile	2.88	1.08
Belief about the Level of Skills Required before Being Permitted to Graduate	4.03	1.01

[1]There was wide variability in the number of years of experience prior to becoming a counselor educator, which is not unusual for this variable.

[2]There was wide variability in the number of hours spent in professional counseling outside the role of counselor educator, which is not unusual for this variable.

Table 2   Means, Standard Deviations, and Regression Analysis Summary for Prior
                Experience as a Professional Counselor Before Becoming a Counselor
                Educator Predicting Gatekeeping Scores at the Admissions and Internship
                Gates

Variable	M	SD	B	SEB	β
Admissions Gate	4.19	1.05	-.038	.016	-.274
Internship Gate	3.01	1.10	-.041	.016	-.293

Research Question 2

With respect to theoretical orientation, a Hotelling's T^2 or two-group between subjects multivariate analysis of variance (MANOVA) was conducted on seven dependent variables (admissions, skills, classroom behavior, interpersonal relations, internship, national exam, ethics). The independent variables were humanistic-existential or psychodynamic theoretical orientations. Using Wilk's criterion, theoretical orientation was not a significant predictor of gatekeeping scores, Wilks's λ, $F(7, 76)$ = .639, $p < .639$, partial η^2 = .064.

With respect to objectivism, a linear regression analysis was conducted to assess whether gatekeeping decisions could be predicted from overall objectivism score, and was significant, R^2 change =.05, $F(1, 82)$ = 4.6, $p < .05$. The 95% confidence interval for the slope, .007 - .180, did not contain the value of zero, and also indicated that overall objectivism was significantly related to overall stringency at the admissions gate. The regression equation for predicting overall stringency was

Predicted overall stringency = .094 overall objectivism + 1.323

A two-way between-subjects multivariate analyses of variance (MANOVA) was conducted to assess the conjoint influence of theoretical orientation and objectivism on seven dependent variables (admissions, skills, classroom behavior, interpersonal relations, internship, national exam, ethics). Evaluation of the objectivism scale responses indicated that reliability was diminished due to the fourth question having all negative values. Thus, the objectivism score was recomputed without responses on the fourth question, and standardized (Z scores; ZOBJLESSFOUR), and theoretical orientation was standardized to maintain commensurate metrics. There were four univariate outliers for theoretical orientation, normality was assessed by examining skewness of all dependent variables, which were within acceptable range of +/- 1. A statistically nonsignificant Box's M test (p > .001) indicated equality of variance-covariance matrices of the dependent variables across all levels of the independent variables.

Using Wilks's lambda criterion, tests of between-subjects showed the dependent variables were significantly affected by objectivism x theoretical orientation, Wilks' lambda = .164, $F(56, 280) = 1.99$, $p < .000$, $\eta^2 = .228$. Univariate ANOVAs were conducted on each dependent measure separately to determine the locus of the statistically significant multivariate effects. Table 3 provides means and standard deviations for objectivism, psychodynamic and humanistic-existential theoretical orientations.

Table 3   Mean Scores and Standard Deviations for Gatekeeping Scores as a
Function of Objectivism x Theoretical Orientation

			Admissions Gate		Relationship Gate		Ethics Gate	
Variable	M	SD	M	SD	M	SD	M	SD
Objectivism:								
Psychodynamic	30.48	2.44	4.36	1.01	4.04	1.07	3.61	1.24
Humanistic-Existential	30.79	2.73	3.45	1.48	3.49	1.47	3.62	1.17

Analysis of between-subjects effects showed that the univariate theoretical orientation significantly affected the admissions gate, $F(1) = 5.52$, $p< .05$, partial $\eta^2 = .096$; and the univariate objectivism significantly affected the relationship gate, $F(16)$, $p< .05$, partial $\eta^2 = .369$. The multivariate objectivism x theoretical orientation significantly affected the admissions gate, $F(8) = 2.26$, $p< .04$, partial $\eta^2 = .258$; the relationship gate, $F(8) = 3.24$, $p< .005$, partial $\eta^2 = .333$; and the ethics gate, $F(8) = 2.15$, $p< .05$, partial $\eta^2 = .249$.

Discussion

Research Question 1

Scales used to assess gatekeeping decisions ranged from 1-6, with lower scores representing less stringency and higher scores representing more stringency. This study defined stringent gatekeeping decisions as rigorous or exacting and operationalized stringent scores as those that were > 3. Less stringent gatekeeping decisions were defined as mild or gentle and operationalized less stringent scores as those that were ≤ 3.

"The competitiveness of admission to graduate programs and the emphasis of laws that prohibit discrimination combine to create a challenge as counselor education programs work to develop selection processes that are both *stringent* and fair" (Nelson, Canada & Lancaster, 2003, p. 3; italics added). The admissions gate gatekeeping score ($M = 4.19$, $SD = 1.05$) was the most stringent score across all seven gatekeeping scenarios, across all participants, and across participants when assessed on the basis of a 2-group primary role identity analysis, in this study.

However, counselor educators with experience as a professional counselor before becoming a counselor educator tend to be 8% less stringent in gatekeeping decisions at the admissions gate, (-.274, R^2 Change = .075) and 9% less stringent at the internship gate (-.293, R^2 Change = .086) than counselor educators who did not practice as professional counselors before becoming a counselor educator.

Research regarding professional counseling experience has most often been concerned with differences that experience makes in the counseling process (Fiedler, 1950; Hayden, 1975; Strupp, 1955), rather than how professional counseling experience influences gatekeeping decisions. What has been found among experienced professional counselors may be instructive as to why these counselor educators are more generous at the admissions gate: they are more able to see potential. Experienced counselors, having been through multiple perceptual shifts as to what constitutes effectiveness and how it is attained (Fiedler, 1950; Hayden, 1975), may have an informed flexibility about who can be effective counselors.

With respect to counselor educators who have experience as a professional counselor prior to becoming a counselor and who are less stringent at the internship gate,

it may be that these counselor educators can more readily recognize and understand that stress attendant to conflicting demands, e.g.,internship, graduation, personal life, may negatively impact performance temporarily, without compromising overall potential and ability, as elaborated by Rønnestad & Skovholt, 2003.

Research Question 2

Theoretical orientation has been shown to influence how counseling competence is conceptualized (Wheeler, 1996), to emerge in specific skills (e.g.,empathy is Rogerian), underpins some measures used for evaluating competence, e.g.,Carkhuff (1969), and as a potential influence in supervision (Bernard & Goodyear, 2004). There does not seem to be any research, however, that inquired into the influence of theoretical orientation on gatekeeping decisions. With respect to the research question, theoretical orientation alone did not predict stringent or less stringent gatekeeping decisions in this study.

Objectivism was significantly related to gatekeeping decisions at the admissions gate, and lends support to the work of Leary and colleagues who remarked that "One of the most important dimensions on which decisions vary is in terms of *objectivity*" (1986, p. 32, italics in the original). Correlation between objectivism and the admissions gate was $r = .231, p< .05; R^2$ change $=.05, F(1, 82) = 4.6, p< .05$. Approximately 5% of the variance at the admissions gate was accounted for by objectivism without influence from other factors.

Gatekeeping scores were also significantly affected by the combination of theoretical orientation and objectivism; 25% of the variance at the admissions gate; 33% of the variance at the relationship gate; and 25% of the variance at the ethics gates was

accounted for by the combination of theoretical orientation and objectivism. These findings seem to suggest that what is evaluated is largely a function of both objectivity and theoretical orientation, and lend support to one part of Wheeler's (1996) work in which theoretical orientation appears to initiate differences in what is evaluated in counselor competence.

Limitations

This study was conceived as an exploratory study. Generalizations from this study should be done with caution for several reasons. The first limitation relates to the small number of participants which limits this study on two fronts: representativeness and the reduction in power of the predictor variables. These variables may have prediction power that could not be captured as a result of the small number of participants. In addition, the questionnaire did not request that participants report their state, consequently representativeness as to regions represented is not known. This study was limited in that participants were not a randomized sample; those who received the survey was determined by CACREP liaisons who either did or did not forward the survey to their counselor educator faculty, and for those who did receive the survey, participation was by self-selection.

Implications for Future Research

Future research could compass at least the following: How much of an evaluation can legitimately be based on subjectivity? Which factors are influencing gatekeeping decisions that are extraneous to counseling competence (assessor effects)? What constitutes counseling competence and who is the final arbiter, client, trainer, trainee or

some combination of these? All of the foregoing would then permit research into and the development of an evidence-based gatekeeping protocol.

Summary

Counselor educator attitudes and beliefs about gatekeeping vary as a function of professional counseling experience prior to becoming a counselor educator, objectivity and objectivity and theoretical orientation combined. This study found that gatekeeping decisions made at the admissions and internship gates are less stringent by counselor educators who had experience as a professional counselors prior to becoming a counselor educator; objectivism influenced stringent gatekeeping decisions and, theoretical orientation and objectivism combined influence more stringent gatekeeping decisions at the skills, relationship and ethics gates. Four out of seven gates explored may be influenced by factors extraneous to the competence of counselors-in-training.

References

American Counseling Association. (2005). *Code of ethics and standards of practice.* Alexandria, VA: Author.

Association for Counselor Education and Supervision. (1993). *Ethical guidelines for counselor educators and supervisors.* Retrieved August 1, 2009, from http://www.acesonline.net/ethical_guidelines.asp

Bernard, J. M., & Goodyear, R. K. (2004). *Fundamentals of supervision.* Boston: Pearson/Allyn & Bacon.

Beutler, L. E., Crago, M., & Arizmendi, T. G. (1986). Therapist variables in

psychotherapy process and outcome. In A. E. Bergin & S. L. Garfield (Eds.),

Handbook of psychotherapy and behaviour change, (3th ed.; pp. 257-310). New

York: Wiley.

Borck, L. E., & Fawcett, S. B. (1982). *Learning counseling and problem-solving skills*

and instructors' manual. New York: Hayworth Press.

Carkhuff, R. R. (1969). *Helping and human relations* (Vol. 1). New York: Holt, Rinehart

& Winston, 3-75.Council for Accreditation of Counseling and Related

Educational Programs. (2001). *CACREP Accreditation standards and procedures*

manual (4th ed., revised). Retrieved August 1, 2009, from

http://www.cacrep.org/print.html

Englehardt, Jr., H. T., & Spicker, S. F. (1977). Introduction to medical ethics. In S. F.

Spicker & H. T. Englehardt, Jr. (Eds.), *Philosophical medical ethics: Its nature*

and significance (pp. 3-17). Boston: D. Reidel Publishing.

Epstein, S. (1991). Cognitive-experiential self-theory: An integrative theory of

personality: In R. Curtis (Ed.), *The relational self: Convergences in*

psychoanalysis and social psychology (pp. 111-137). New York: Guilford Press.

Epstein, S., Pacini, R., Denes-Raj, V., & Heier, H. (1996). Individual differences in

intuitive-experiential and analytical-rational thinking styles. *Journal of*

Personality and Social Psychology, 71, 390-405.

Fiedler, F. E. (1950a). The concept of an ideal therapeutic relationship. *Journal of*

Consulting Psychology, 14, 239-245.

Fordham, A. S., May, B., Boyle, M., Bentall, R. P., & Slade, P. D. (1990). Good and bad

clinicians: Supervisors' judgments of trainees' competence. *British Journal of Clinical Psychology, 29,* 113-114.

Hayden, B. (1975). Verbal and therapeutic styles of experienced therapists who differ in peer-rated therapist effectiveness. *Journal of Counseling Psychology, 22,* 384-289.

Leary, M. R., Shepperd, J. A., McNeil, M. S., Jenkins, T. B., & Barnes, B. D. (1986). Objectivism in information utilization: Theory and measurement. *Journal of Personality Assessment, 50,* 32-43.

McAdams III, C. R., & Foster, V. A., (2007). A guide to just and fair remediation of counseling students with professional performance deficiencies. *Counselor Education & Supervision, 47,* 2-13.

Nelson, K. W., Canada, R. M., & Lancaster, L. B., (2003). An investigation of nonacademic admission criteria for doctoral-level counselor education and similar professional programs. *Journal of Humanistic Counseling, Education and Development, 42,* 3-13.

Neufield, V. R., & Norman, G. R. (Eds.). (1985). *Assessing clinical competence.* New York: Springer.

Prochaska, J. O., & Norcross, J. C. (2003). *Systems of psychotherapy (5th ed.).* Pacific Grove, CA: Brooks/Cole.

Remley, T. P., Jr., & Herlihy, B. (2007). *Ethical, legal, and professional issues in counseling* (2nd ed. Updated). Upper Saddle River, N.J.: Pearson Education.

Rønnestad, M. H., & Skovholt, T. M. (2003). The journey of the counselor and therapist:

Research findings and perspectivities on professional development. *Journal of Career Development, 30*, 5-44.

Rowe, W., Murphy, H. B., & DeCsipkes, R. A., (1975). The relationship of counselor characteristics and counseling effectiveness. *Review of Educational Research, 45*, 231-246.

Schöttler, T. E. (2004). *Defining and evaluating non-academic (in)competence and personal (un)suitability in clinical training: Exploring the role of personality and interpersonal skills.* Unpublished doctoral dissertation, University of Windsor, Winsor, Canada.

Scofield, M. E., & Yoxtheimer, L. L. (1983). Psychometric issues in the assessment of clinical competencies. *Journal of Counseling Psychology, 6*, 413-420.

Sherif, M., & Cantril, H. (1945). The psychology of 'attitudes', Part I. *The Psychological Review, 52*, 295-319.

Strupp, H. H. (1955). Psychotherapeutic technique, professional affiliation, and experience level. *Journal of Consulting Psychology, 19*, 97-102.

Wheeler, S. (2000). What makes a good counsellor? An analysis of ways in which counselor trainers construe good and bad counseling trainees. *Counselling Psychology Quarterly, 13*, 65-83.

Wheeler, S. (1996). *Training counsellors: The assessment of competence.* Cassell: London. Whyte, G., Saks, A. M., & Hook, S. (1997). When success breeds failure: The role of self-efficacy in escalating commitment to a losing course of action. *Journal of Organizational Behavior, 18*, 415-432.

REFERENCES

American Counseling Association. (2005). *Code of ethics and standards of practice.*
Alexandria, VA: Author.

Association for Counselor Education and Supervision. (1993). *Ethical guidelines for counselor educators and supervisors.* Retrieved August 1, 2009, from http://www.acesonline.net/ethical_guidelines.asp

Baldo, T. D., Softas-Nall, B. C., & Shaw, S. F., (1997). Student review and retention in counselor education: An alternative to Frame and Stevens-Smith. *Counselor Education & Supervision, 36,* 245-253.

Barrett-Lennard, G. (1986). The relationship inventory now: Issues and advances in theory, method and use. In L. Greenberg & W. Pinsof (Eds.), *The psychotherapeutic process: A research handbook* (pp. 439-476). New York: The Guildford Press.

Berger, P. L. (1959). Personality evaluation in the selection of graduate students in clinical psychology. *The American Psychologist, 14,* 650-651.

Bergin, A. E. (1980). Psychotherapy and religious values. *Journal of Consulting and Clinical Psychology, 48,* 95-105.

Bergin, A . E., & Garfield, S. L. (Eds.; 1994). *Handbook of psychotherapy and behavior change (2nd ed.;* pp. 139-189). New York: John Wiley & Sons.

Bergin, A . E., & Lambert, M. J. (1978). The evaluation of therapeutic outcomes. In A. E. Bergin & S. L. Garfield (Eds), *Handbook of psychotherapy and behavior change (2nd ed.;* pp. 139-189). New York: John Wiley & Sons.

Bergin, A. E., & Suinn, R. M. (1975). Individual psychotherapy and behavior therapy.

AnnualReview of Psychology, 26, 509-556.

Bernard, J. L. (1975). Due process in dropping the unsuitable clinical student. *Professional Psychology, 6,* 275-278.

Bernard, J. M., & Goodyear, R. K. (2004). *Fundamentals of supervision.* Boston: Pearson/Allyn & Bacon.

Berzins, J. I. (1977). Therapist-patient matching. In A. S. Gurman & A. M. Razin (Eds.). *Effective psychotherapy: A handbook of research* (pp. 222-251). New York: Pergamon.

Beutler, L. E., Clarkin, J., Crago, M., & Bergin, J. (1986). Client-therapist matching. In. A. E. Bergin & S. L. Garfield (Eds.). Handbook of psychotherapy and behavior change (3th ed.). New York: John Wiley & Sons.

Beutler, L. E., Crago, M., & Arizmendi, T. G. (1986). Therapist variables in psychotherapy process and outcome. In A. E. Bergin & S. L. Garfield (Eds), *Handbook of psychotherapy and behaviour change,* (3th ed.; pp. 257-310). New York: Wiley.

Beutler, L. E., Machado, P.P.P., & Neufeldt, S. A. (1994). Therapist variables. In A. E. Bergin & S. L. Garfield (Eds.). *Handbook of Psychotherapy and Behaviour Change* (4th ed.; pp. 229-269). New York: Wiley.

Bhat, C. S. (2005). Enhancing counseling gatekeeping with performance appraisal protocols. *International Journal for the Advancement of Counselling, 27,* 399-411.

Biaggio, M.K., Gasparikova-Krasnec, M., & Bauer, L. (1983). Evaluation of clinical

psychology graduate students: The problem of the unsuitable student. *Professional Practice of Psychology, 4,* 9-20.

Borck, L. E., & Fawcett, S. B. (1982). *Learning counseling and problem-solving skills and instructors' manual.* New York: The Hayworth Press.

Borman, W. C. (1982). Validity of behavioral assessment for predicting military recruiter performance. *Journal of Applied Psychology, 67,* 3-9.

Boysen, G. A., & Vogel, D. L. (2008). The relationship between level of training implicitbias, and multicultural competency among counselor trainees. *Training and Education in Professional Psychology. 2,* 103-110.

Boxley, R., Drew, C. R., & Rangel, D. M., (1986). Clinical trainee impairment in APA approved internship programs. *The Clinical Psychologist, 3,* 49-52.

Cacioppo, J. T., & Petty, R. E. (1982). The need for cognition. *Journal of Personality and Social Psychology, 42,* 116-131.

Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research.* Chicago, IL: Rand McNally College Publishing Company.

Carkhuff, R. R. (1969). *Helping and Human Relations* (Vol 1). New York: Holt, Rinehart & Winston, 3-75.

Carney, J. S., Cobia, D. C., & Shannon, D. M. (1998). An examination of final evaluation methods used in master's level counseling programs. *Counselor Education and Supervision, 37,* 154-165.

Chevron, E., & Rounsaville, B. (1983). Evaluating the clinical skills of psychotherapists. *Archives of General Psychiatry, 40,* 1129-1132.

Cooper, W. H. (1981a). Conceptual similarity as a source of illusory halo in job

performance ratings. *Journal of Applied Psychology, 66,* 302-307.

Cooper, W. H. (1981b). Ubiquitous halo. *Psychological Bulletin, 90,* 218-244.

Council for Accreditation of Counseling and Related Educational Programs. (2001).

CACREP Accreditation standards and procedures manual (4ᵗʰ ed., revised).

Retrieved August 1, 2009, from *http://www.cacrep.org/print.html*

Crowne, D. P., & Marlowe, D. (1964). *The approval motive: Studies in evaluative*

dependence. New York: Wiley.

Custer, G. (1994). Can universities be liable for incompetent grads? *APA Monitor, 25,* 7.

Daigle, J. Z. (2005). *Counselor educators' perceptions of the gatekeeping process.*

Unpublished doctoral dissertation, University of New Orleans, New Orleans, LA.

de Charms, R. (1983). *Personal causation.* Hillsdale, N.J.: Lawrence Erlbaum

Associates.

Detert, J. R., Trevino, L. K., & Sweitzer, V. L. (2008). Moral disengagement in ethical

decision making: A study of antecedents and outcomes. *Journal of Applied*

Psychology, 93, 374-391.

Deysach, R. E., Ross, A. W., & Heirs, T. G. (1977). Locus of control in prediction of

counselor effectiveness within a therapeutic camp setting. *Journal of Clinical*

Psychology, 33, 273-278.

Dickson, D., & Bamford, D. (1995). Improving the interpersonal skills of social work

students: The problem of transfer of training and what to do about it. *British*

Journal of Social Work, 25, 85-105.

Dornbusch, S. M., Hastorf, A. H., Richardson, S. A., Muzzy, R. E., & Vreeland, R. C.

(1965). The perceiver and the perceived: Their relative influence on the categories of interpersonal cognition. *Journal of Personality and Social Psychology, 1,* 434-440.

Englehardt, Jr., H. T., & Spicker, S. F. (1977). Introduction to medical ethics. In S. F. Spicker & H. T. Englehardt, Jr. (Eds.), *Philosophical medical ethics: Its nature and significance* (pp. 3-17). Boston: D. Reidel Publishing.

Epstein, S. (1991). Cognitive-experiential self-theory: An integrative theory of personality: In R. Curtis (Ed.), *The relational self: Convergences in psychoanalysis and social psychology* (pp. 111-137). New York: Guilford Press.

Epstein, S. (1994). An integration of the cognitive and psychodynamic unconscious. *American Psychologist, 49,* 709-724.

Epstein, S., Pacini, R., Denes-Raj, V., & Heier, H. (1996). Individual differences in intuitive-experiential and analytical-rational thinking styles. *Journal of Personality and Social Psychology, 71,* 390-405.

Fazio, R. H., & Olson, M. A. (2003). Implicit measures in social cognition research: Their meaning and use. *Annual Review of Psychology, 54,* 297-327.

Fiedler, F. E. (1950a). The concept of an ideal therapeutic relationship. *Journal of Consulting Psychology, 14,* 239-245.

Fiedler, F. E. (1950b). A comparison of therapeutic relationships in psychoanalytic, non-directive, and Adlerian therapy. *Journal of Consulting Psychology, 14,* 436-445.

Fleming, D. (1967). Attitude: The history of a concept. *Perspectives in American History, 1,* 287-365.

Fordham, A. S., May, B., Boyle, M., Bentall, R. P., & Slade, P. D. (1990). Good and bad

clinicians: Supervisors' judgments of trainees' competence. *British Journal of Clinical Psychology, 29,* 113-114.

Forrest, L., Elman, N., Gizara, S., & Vacha-Haase, T. (1999). Trainee impairment: A review of identification, remediation, dismissal, and legal issues. *Counseling Psychology, 27,* 627-685.

Frame, M. W., & Stevens-Smith, P. (1995). Out of harm's way: Enhancing monitoring and dismissal processes in counselor education programs. *Counselor Education and Supervision, 35,* 118-130.

Gamst, G., Meyers, L. S., & Guarino, A. J. (2008). *Analysis of Variance Designs.* New York: Cambridge University Press.

Gamst, G., Meyers, L. S., & Guarino, A. J., (2006). *Applied Multivariate Research.* Thousand Oaks, CA: Sage Publications, Inc.

Gizara, S. S. (1997). *Supervisors' construction of intern impairment at APA-accredited internship sites.* Unpublished doctoral dissertation, Michigan State University, East Lansing, Michigan.

GlenMaye, L., & Oakes, M., (2002). Assessing suitability of MSW applicants through objective scoring of personal statements. *Journal of Social Work Education, 38,* 67-82.

Gomes-Schwartz, B., Hadley, S. W., & Strupp, H. H. (1978). Individual psychotherapy and behavior therapy. In M. R. Rosenzweig & S. W. Porter (Eds.), *Annual review of psychology* (Vol 29). Palo Alto, CA: Annual Reviews.

Gormally, J., & Hill, C. E. (1974). Guidelines for research on Carkhuff's training model. *Journal of Consulting Psychology,* 21, 539-347.

Green, S. B., & Salkind, N. J., (2005). *Using SPSS for windows and Macintosh.*

Upper Saddle River, NJ: Pearson.

Greenwald, A. G., McGee, E. E., & Schwartz, J. L. K. (1998). Measuring individual

differences in implicit cognition: The implicit association test. *Journal of*

Personality and Psychology. 6, 1464-1480.

Greenwald, D. S. (1975). Interpersonal perception and evaluation in the group interview

of prospective clinical psychology graduate students. Unpublished doctoral

dissertation. Adelphi University, Garden City, NY.

Harvey, J. H., & Weary, G. (Eds.;1985). *Attribution: Basic issues and applications.*

Orlando, FL: Academic Press.

Hastorf, A. H., & Cantril, H. (1954). They saw a game: A case study. *Journal of*

Abnormal and Social Psychology, 49, 129-134.

Hayden, B. (1975). Verbal and therapeutic styles of experienced therapists who differ in

peer-rated therapist effectiveness. *Journal of Counseling Psychology, 22,* 384-

289.

Hojat, M., Veloski, J. J., & Borenstein, B. D. (1986). Components of clinical competence

ratings of physicians: An empirical approach. *Educational and Psychological*

Measurement, 46, 761-769.

Jonsen, A. (1977). Do no harm: Axiom of medical ethics. In S. Spicker & T. Engelhardt,

Jr. (Eds.), *Philosophical medical ethics: Its nature and significance* (pp. 27-41).

Dordrecht, The Netherlands: Reidel.

Jordan, A. E., & Meara, N. M. (1990). Ethics and the professional practice of

psychologists: The role of virtues and principles. *Professional Psychology: Research and Practice, 21,* 107-114.

Kanouse, D. E., & Hanson, Jr., L. R. (1971/1972). Negativity in evaluations. In E. E. Jones, D. E. Kanouse, H. H. Kelley, R. E. Nisbett, S. Valins, & B. Weiner, *Attribution: Perceiving the causes of behavior (*pp. 47-62). Morristown, N.J.: General Learning Press.

Kerl, S. B., Garcia, J. L., McCullough, C. S., & Maxwell, M. E. (2002). Systematic evaluation of professional performance: Legally supported procedure and process. *Counselor Education and Supervision, 41,* 321-322.

Khan, J. A., & Cross, D. G. (1983). Mental health professional and client values: Similar or different? *Australian Journal of Sex, Marriage and Family, 4,* 71-78.

Klein, D. S. (2006). Bridging the *Falcon* gap: Do claims of subjective decisionmaking in employment discrimination class actions satisfy the Rule 23(a) Commonality and Typicality requirements? *The Review of Litigation, 25(1),* Austin: University of Texas at Austin, *University of Texas at Austin School of Law,* 131-180.

Knight, P. A., & Nadel, J. I. (1986). Humility revisited: Self-esteem, information search, and policy consistency. *Organizational Behavior and Human Decision Processes, 38,* 196-206.

Knoff, H. M., & Prout, H. T., (1985). Terminating students from professional psychology programs: Criteria, procedures, and legal issues. *Professional Psychology: Research and Practice, 16,* 789-797.

LaCrosse, M. (1980). Perceived counselor social influence and counseling outcomes:

Validity of the counselor rating form. *Journal of Counseling Psychology, 27,* 320-327.

Lafferty, P., Beutler, L. E., & Crago, M. (1989). Differences between more and less effective psychotherapists. A study of select therapist variables. *Journal of Consulting and Clinical Psychology, 57,* 76-80.

Lafrance, J., Gray, E., & Herert, M. (2004). Gate-keeping for professional social work practice. *Social Work Education, 23,* 325-340.

Laliotis, D. A., & Grayson, J. H. (1985). Psychologist heal thyself. *American Psychologist, 40,* 84-96.

Lamb, D. H., Presser, N. R., Pfost, K. S., Baum, M. C., Jackson, V. R., & Jarvis, P. A., (1987). Confronting professional impairment during the internship: Identification, due process, and remediation. *Professional Psychology: Research and Practice, 18,* 397-603.

Lambert, M. J., & Bergin, A. E. (1994). The effectiveness of psychotherapy. In A. E. Bergin & S. L. Garfield (Eds), *Handbook of psychotherapy and behavior change (4th ed.;* pp. 142-189). New York: John Wiley & Sons.

Landfield, A. W., & Epting, F. R. (1987). *Personal construct psychology. Clinical and personality assessment.* New York: Human Sciences.   Lankshear, A. (1990). Failure to fail: The teacher's dilemma. *Nursing Standard, 4,* 35-37.

Leary, M. R., Shepperd, J. A., McNeil, M. S., Jenkins, T. B., & Barnes, B. D. (1986). Objectivism in information utilization: Theory and measurement. *Journal of Personality Assessment, 50,* 32-43.

Leverett-Main, S. (2004). Program directors' perceptions of admission screening

measures and indicators of student success. *Counselor Education & Supervision, 43*, 207-219.

Levy, L. H. (1983). Evaluation of students in clinical psychology programs: A program evaluation perspective. *Professional Psychology: Research and Practice, 14*, 497-503.

Loesch, L. C. (1995). Assessment of counselor performance (Report No. EDO CG-95-6). Greensboro, NC: ERIC Clearinghouse on Counseling and Student Services. (ERIC Document Reproduction Service No. ED 388 886).

Lumadue, C. A., & Duffey, T. H. (1999). The role of graduate programs as gatekeepers : A model for evaluating student counselor competence. *Counselor Education & Supervision, 39*, 101-109.

Maciak, A. T. (2002). A study of empathic ability and spirituality in graduate students undergoing clinical skills training. *Dissertation Abstract International*, 63(3-B), 1567. (University Microfilms No. AA13045878).

MacIntyre, A. (1999). *Dependent rational animals*. Chicago : Open Court.

MacIntyre, A. (1977). Patients as agents. In S. F. Spicker & H. T. Englehardt, Jr. (Eds.), *Philosophical medical ethics: Its nature and significance* (pp. 197-212), Boston: D. Reidel Publishing.

McAdams, III, C. R., & Foster, V. A. (2007). A guide to just and fair remediation of counseling students with professional performance deficiencies. *Counselor Education & Supervision, 47*, 2-13.

McAdams, III, C. R., Foster, V. A., & Ward, T. J. (2007). Remediation and dismissal

policies in counselor education: Lessons learned from a challenge in federal court. *Counselor Education and Supervision, 46,* 212-226.

McLeod, J. (1992). What do we know about how best to assess counselor competence? *Counseling Psychology Quarterly, 5,* 359-372.

Mearns, D. (1997). Achieving the personal development dimension in professional counselor training. *Counselling, the Journal of the British Association for Counselling, 8,* 113-120.

Meehl, P. E. (1986). Causes and effects of my disturbing little book. *Journal of Personality Assessment, 50,* 370-375.

Meyer, R. G. (1980). Legal and procedural issues in the evaluation of clinical graduate students. *The Clinical Psychologist, 33,* 15-17.

Meyers, L. S., Gamst, G., & Guarino, A. J. (2006). *Applied Multivariate Research.* Thousand Oaks, CA: SAGE.

Michel, W. (1969). Continuity and change in personality. *American Psychologist, 24,* 1012-1018.

Michel, W. (1968). *Personality and assessment.* New York: Wiley.

Milgram, S. (1964). Group pressure and action against a person. *Journal of Abnormal and Social Psychology, 69,* 137-143.

Millar, M. G., & Tesser, A. (1992). The role of beliefs and feelings in guiding behavior: The mismatch model. In L. L. Martin & A. Tesser (Eds.), *The construction of social judgments* (pp. 277-300). Hillsdale, N.J.: Lawrence Erlbaum Associates.

Millar, M. G., & Tesser, A., (1986). Effects of affective and cognitive focus on the

Attitude-behavior relation. *Journal of Personality and Social Psychology, 51,* 270-276.

Miller, H. L., & Rickard, H. C. (1983). Procedures and students' rights in the evaluation process. *Professional Psychology: Research and Practice, 14,* 830-836.

Moncher, F. J., & Prinz, R. J. (1991). Treatment fidelity in outcome studies. *Clinical Psychology Review, 11,* 247-266.

Murphy, R. R., Garcia, M., Kerkar, S., Martin, C., & Balzer, W. K. (1982). Relationship between observational accuracy and accuracy in evaluating performance. *Journal of Applied Psychology, 67,* 320-325.

Myers, I. B. (1975). *Manual: the Myers-Briggs Type Indicator.* Palo Alto, CA: Consulting Psychologists Press.

Nelson, K. W., Canada, R. M., & Lancaster, L. B. (2003). An investigation of nonacademic admission criteria for doctoral-level counselor education and similar professional programs. *Journal of Humanistic Counseling, Education and Development, 42,* 3-13.

Neufield, V. R., & Norman, G. R. (Eds.). (1985). *Assessing clinical competence.* New York: Springer.

Nugent, C. D., Gill, J. P., & Plaut, S. M. (Eds.). (1996). *Sexual exploitation: Strategies for prevention and intervention – Report of the Maryland Task Force to study health professional-client client sexual exploitations.* Baltimore: Maryland Department of Health and Mental Hygiene.

Office of Management and Budget (1997). *Revisions to the standards for the*

classification of federal data on race and ethnicity. Retrieved August 1, 2008

from http://www.whitehouse.gov/omb/fedreg/1997standards.html

O'Flynn, N., & Britten, N. (2006). Does the achievement of medical identity limit the

ability of primary care practitioners to be patient-centered? A qualitative study.

Patient Education and Counseling, 60, 49-56.

Orlinsky, D. E., & Howard, K. I. (1967). The good therapy hour: Experiential correlates

of patients' and therapists' evaluations of therapy sessions. *Archives of General*

Psychiatry, 16, 621-632.

Pacini, R., & Epstein, S. (1999). The relation of rational and experiential information

processing styles to personality, basic beliefs, and ratio-bias phenomenon. *Journal*

of Personality and Social Psychology, 76, 972-987.

Parloff, M. B., Waskow, I. E., & Wolfe, B. E. (1978). Research on therapist variables in

relationship to process and outcome. In S. L. Garfield & A. E. Bergin (Eds.),

Handbook of psychotherapy and behavior change (2nd ed.; pp. 233-329). New

York: Wiley.

Polanyi, M. (1962). *Personal knowledge.* Chicago: University of Chicago Press.

Pope, V. T., & Kline, W. B. (1999). The personal characteristics of effective counselors:

What 10 experts think. *Psychological Reports, 84,* 1339-1344.

Poznanski, J. J., & McLennan, J. (2003). Becoming a psychologist with a particular

theoretical orientation to counseling practice. *Australian Psychologist, 38,* 223-

226.

Prochaska, J. O., & Norcross, J. C. (2003). *Systems of psychotherapy (5th ed.).* Pacific

Grove, CA: Brooks/Cole.

Remley, T. P., Jr., & Herlihy, B. (2007). *Ethical, legal, and professional issues in counseling* (2nd ed. Updated). Upper Saddle River, N.J.: Pearson Education.

Rønnestad, M. H., & Skovholt, T. M. (2003). The journey of the counselor and therapist: Research findings and perspectivities on professional development. *Journal of Career Development, 30*, 5-44.

Rowe, W., Murphy, H. B., & De Csipkes, R. A., (1975). The relationship of counselor characteristics and counseling effectiveness. *Review of Educational Research, 45*, 231-246.

Schoener, G. R. (1999). Practicing what we preach. *The Counseling Psychologist, 27*, 693-701.

Schöttler, T. E. (2004). *Defining and evaluating non-academic (in)competence and personal (un)suitability in clinical training: Exploring the role of personality and interpersonal skills.* Unpublished doctoral dissertation, University of Windsor, Winsor, Canada.

Scofield, M. E., & Yoxtheimer, L. L. (1983). Psychometric issues in the assessment of clinical competencies. *Journal of Counseling Psychology, 6*, 413-420.

Sherif, M., & Cantril, H. (1946). The psychology of 'attitudes', Part II. *The Psychological Review, 53*, 1-24.

Sherif, M., & Cantril, H. (1945). The psychology of 'attitudes', Part I. *The Psychological Review, 52*, 295-319.

Sloan, R. B., Staples, F. R., Cristol, A. H., Yorkston, N. J., & Whipple, K. (1975a). *Pxychotherapy vs. behavior therapy.* Cambridge, MA: Harvard Universisty Press.

Smaby, M. H., Maddux, C. D., Richmond, A. S., Lepkowski, W. J., & Packman, J. (2005). Academic admission requirements as predictors of counseling knowledge, personal development, and counseling skills. *Counselor Education & Supervision*, 45, 43-57.

Smith, J. (2004). *Assessing prospective students for master's level CACREP counseling programs: Evaluation of personal-emotional characteristics.* Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University, Blacksburg, VA.

Smith, J. R., & Terry, D. J. (2003). Attitude-behavior consistency: the role of group norms, attitude accessibility, and mode of behavioural decision-making. *European Journal of Social Psychology, 33,* 591-608.

Solway, K. S. (1985). Transition from graduate student to internship: A potential crisis. *Professional Psychology: Research and Practice,* 16, 50-54.

Spielthenner, G. (2008). The principle of double effect as a guide for medical decision-making. *Medicine Health Care and Philosophy,* 1-9.

Sprinthall, R. C. (2007). *Basic Statistical Analysis.* Pearson Education: Boston, MA

Stern, S. (1984). Professional training and professional competence: A critique of current thinking. *Professional Psychology: Research and Practice, 15,* 230-243.

Stevens, J. P. (2002). *Applied multivariate statistics for the social sciences* (4th ed.). Hillsdale, NJ: Erlbaum.

Stevenson, J. F., & Norcross, J. C. (1987). Current status of training evaluation in clinical psychology. In B. A. Edelstein & E. S. Berler (Eds.), *Evaluation and accountability in clinical training* (pp. 77-115). New York: Plenum Press.

Strupp, H. H. (1955a). An objective comparison of Rogerian and psychoanalytic

techniques. *Journal of Consulting Psychology, 1*, 1-7

Strupp, H. H. (1955b). Psychotherapeutic technique, professional affiliation, and

experience level. *Journal of Consulting Psychology, 19*, 97-102.

Strupp, H. H., & Hadley, S. W. (1979). Specific versus nonspecific factors in

psychotherapy. *Archives of General Psychiatry, 36, 1125-1136.*

Sundland, D. M., & Barker, E. N. (1962). The orientations of psychotherapists. *Journal

of Consulting Psychology, 26*, 201-212.

Thomas, C. M. (2004). *Functions of gatekeeping: A national survey of

admissions practices among doctoral counselor education programs.*

Unpublished doctoral dissertation. Auburn University, Auburn, AL.

Tribbensee, N. (2003, May). *Remediation and dismissal of trainees: Shifting the focus

from impairment to performance.* Unpublished doctoral dissertation. Arizona

State University, Phoenix, AZ.

Vacha-Haase, T. R. (1995, August). *Impaired graduate students in APA-accredited

clinical, counseling, and school psychology programs.* Unpublished doctoral

dissertation. Texas A&M University, College Station, TX.

Vacha-Haase, T. R., Davenport, D. S., & Kerewsky, S. D. (2004). Problematic students:

Gatekeeping practices of academic professional psychology programs.

Professional Psychology: Research and Practice, 35, 115-122.

Wodarski, J. S., Pippin, J. A., & Daniels, M. (1988). The effects of graduate social work

education on personality, values and interpersonal skills. *Journal of Social Work

Education,* 24, 266-277.

Wellen, J. M., Hogg, M. A., & Terry, D. J. (1998). Group norms and attitude-behavior consistency: The role of group salience and mood. *Group Dynamics: Theory, Research, and Practice, 2,* 48-56.

Wheeler, S. (2002). Nature or nurture: Are therapists born or trained? P*sychodynamic Practice: Individuals, Groups & Organisations, 8,* 427-441.

Wheeler, S. (2000). What makes a good counsellor? An analysis of ways in which counselor trainers construe good and bad counseling trainees. *Counselling Psychology Quarterly, 13,* 65-83.

Wheeler, S. (1996). *Training counsellors: The assessment of competence.* Cassell: London. Whyte, G., Saks, A. M., & Hook, S. (1997). When success breeds failure: The role of self-efficacy in escalating commitment to a losing course of action. *Journal of Organizational Behavior, 18,* 415-432.

Wiggins, J. D., & Giles, T. A. (1984). The relationship between counselors' and students self-esteem as related to counseling outcomes. *The School Counselor, 32,* 18-32.

Wong, K. F. E., Kwong, J. Y. Y., & Ng, C. K. (2008). When thinking rationally increases biases: The role of rational thinking style in escalation of commitment. *Applied Psychology: An International Review, 37,* 246-271.

Wong, K. F. E., Yik, M., & Kwong, J. Y. Y. (2006). Understanding the emotional aspects of escalation of commitment: The role of negative affect. *Journal of Applied Psychology, 91,* 282-297.

Wrenn, R. L. (1960). Counselor orientation: Theoretical or situational? *Journal of Counseling Psychology, 7,* 40-43.

Appendix A
INSTRUMENT

Part I

As a counselor educator you make decisions about counselors-in-training with respect to their appropriateness for entry into the profession of counseling throughout their professional preparation experience. The following scenarios describe some aspect of a student's performance. Although these scenarios include limited information, and understanding that there are variables not addressed in these scenarios that could have an impact on your response, to the best of your ability **please indicate your level of agreement with the decision** that was made regarding the described student.

A. **A student applied for admission to a counseling master's degree program. This applicant had GRE scores that were 30 points lower than the overall score the program faculty would like for applicants to have, met the program's undergraduate GPA requirement, and wrote a personal goal statement essay clearly demonstrating an understanding of the counseling profession, although it contained two grammatical errors. The recommendation letters of reference were not glowing as such letters often are, but those writing the letters did not report any obvious problems. Decision: This applicant was not accepted.**

To what extent do you agree with the action taken in this case?

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Tend to Disagree
- ☐ Tend to Agree
- ☐ Agree
- ☐ Strongly Agree

B. **Week-to-week throughout the semester a student showed minimally acceptable progress in the beginning counseling skills development course. At the end of the semester, the student continued to be somewhat resistant to feedback from the instructor regarding skills development. Decision: The instructor of the course assigned the student a grade of "B" and plans to give extra support to the student during the pre-practicum or practicum course that will follow this course.**

To what extent do you agree with the action taken in this case?

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Tend to Disagree
- ☐ Tend to Agree
- ☐ Agree
- ☐ Strongly Agree

C.   A student often discloses substantial personal information in the course of classroom discussions in a family counseling course, with the result that fellow classmates and the professor are often uncomfortable. The professor for the course met with the student individually and asked the student to avoid the degree of personal disclosure that the student had been providing up to that point. The student persisted in disclosing more personal information in class discussions than the professor believed was appropriate. Decision: The student was informed by the course instructor that this behavior was unacceptable and the instructor informed the student that the instructor planned to recommend to the faculty that the student be placed on probation.

To what extent do you agree with the action taken in this case?

☐ Strongly Disagree
☐ Disagree
☐ Tend to Disagree
☐ Tend to Agree
☐ Agree
☐ Strongly Agree

D.   Many students complained to more than one faculty member that a particular student was disruptive within the peer group, was not well liked, and refused to participate during group social activities outside of class. Decision: No action was taken by faculty members regarding this situation.

To what extent do you agree with the action taken in this case?

☐ Strongly Disagree
☐ Disagree
☐ Tend to Disagree
☐ Tend to Agree
☐ Agree
☐ Strongly Agree

E.   An internship student's on-site supervisor contacted the counseling graduate program coordinator midway through the semester and said that the student was not performing adequately at the internship site. The on-site supervisor was unable to give specific examples of unacceptable performance, but instead spoke of a general dissatisfaction with the student's performance. The on-site supervisor refused to allow the student to continue the student's internship at that site. Decision: The student received an unsatisfactory grade for internship and was required to re-take internship the next semester.

To what extent do you agree with the action taken in this case?

☐ Strongly Disagree

☐ Disagree
☐ Tend to Disagree
☐ Tend to Agree
☐ Agree
☐ Strongly Agree

F. The counseling graduate program uses a national comprehensive examination that is also used by several other universities. The program faculty established a minimum score for passing the examination, which is the same score from year-to-year. A student fails to achieve the minimum passing score after two tries. Your university and program policies state that students must pass the comprehensive examination, but does not provide details beyond that statement. Decision: The student was given an oral examination, passed the test, and graduated.

To what extent do you agree with the action taken in this case?

☐ Strongly Disagree
☐ Disagree
☐ Tend to Disagree
☐ Tend to Agree
☐ Agree
☐ Strongly Agree

G. A student was completing his first semester of internship at a local community mental health center. At the center there was a policy that practicum and intern students must not remove files from the premises, and that all files were to be returned to locked file cabinets at the end of the day. The student got behind in his record keeping, and without permission or knowledge of supervisors took three files home with him with the intention of completing the records and then returning them to the agency. His onsite supervisor was notified by the custodian of records that the three files were missing. His supervisor asked the student about the files and he admitted that he had taken them home and intended to return them as soon as he had completed the records. The agency on-site supervisor notified the student and the university internship coordinator that the student would not be allowed to return to the agency because of this policy infraction, and would not be allowed to complete his internship at the agency. Decision: Program faculty discussed the situation and determined that this was a serious violation of professional responsibility. The faculty assigned a failing grade for internship and dismissed the student from the program.

To what extent do you agree with the action taken in this case?

☐ Strongly Disagree
☐ Disagree
☐ Tend to Disagree

☐ Tend to Agree
☐ Agree
☐ Strongly Agree

Part II

As a counselor educator you routinely make decisions regarding your students and yourself. Please indicate how well each of the following statements describes yourself:

1. I seek as much information as possible before making decisions:

☐ not at all ☐ slightly ☐ moderately ☐ ery ☐ e tremely characteristic of me

2. I think the answers to most questions in life can be found through careful, objective analysis of the situation:

☐ not at all ☐ slightly ☐ moderately ☐ ery ☐ e tremely characteristic of me

3. I do not like to be too objective in the way I look at things:

☐ not at all ☐ slightly ☐ moderately ☐ ery ☐ e tremely characteristic of me

4. Trying to be highly objective and rational does not improve my ability to make good decisions:

☐ not at all ☐ slightly ☐ moderately ☐ ery ☐ e tremely characteristic of me

5. I see myself as a rational and objective person:

☐ not at all ☐ slightly ☐ moderately ☐ ery ☐ e tremely characteristic of me

6. After I make a decision, it is often difficult for me to give logical reasons for it:

☐ not at all ☐ slightly ☐ moderately ☐ ery ☐ e tremely characteristic of me

7. I gather as much information as possible before making decisions:

☐ not at all ☐ slightly ☐ moderately ☐ ery ☐ e tremely characteristic of me

8. The solution to many problems in life cannot be found through an intellectual examination of the facts:

☐ not at all   ☐ slightly   ☐ moderately   ☐ very   ☐ extremely characteristic of me

9. I try to employ a cool-headed, objective approach when making decisions about my life:

☐ not at all   ☐ slightly   ☐ moderately   ☐ very   ☐ extremely characteristic of me

10. I am only confident of decisions that are made after careful analysis of all available information

☐ not at all   ☐ slightly   ☐ moderately   ☐ very   ☐ extremely characteristic of me

11. I tend not to be particularly objective or logical in my approach to life:

☐ not at all   ☐ slightly   ☐ moderately   ☐ very   ☐ extremely characteristic of me

© *1986 Lawrence Erlbaum Associates, Inc.* Used with permission.

Part III

Please indicate your level of agreement with the following statements:

1. I believe there is an ideal counselor personality profile.

☐ Strongly Disagree
☐ Disagree
☐ Tend to Disagree
☐ Tend to Agree
☐ Agree
☐ Strongly Agree

2. In order to graduate, I believe that counseling graduate students should be able to demonstrate outstanding counseling skills.

☐ Strongly Disagree
☐ Disagree
☐ Tend to Disagree
☐ Tend to Agree
☐ Agree
☐ Strongly Agree

Part IV

1. Please indicate your status:

   Number of years as a full-time tenure track counselor educator _____.

   Number of years as a full-time non-tenure track counselor educator _____.

   Number of years as a part-time counselor educator _____.

2. Please indicate the number of years you practiced as a professional counselor, exclusive of practicum and internship, *prior* to becoming a counselor educator:

   _____

   2.1 Primary context of your professional counseling practice prior to becoming a full-time counselor educator:

   ☐ Community Services Agency   ☐ Private Practice   ☐ Public School

   ☐ Private School   ☐ Other _____   ☐ Not applicable

3. Approximately how many hours each week do you *currently* work as a professional counselor outside of your role as a counselor educator: _____

   3.1 Context of *current* practice as a professional counselor, outside of your role as a counselor educator:

   ☐ Community Services Agency counselor

   ☐ Consultant/Trainer

   ☐ Private practice

   ☐ Other (please specify)_____

   ☐ Not applicable

4. My highest degree is in ☐ Counselor Education ☐ Counseling Psychology ☐

   Other (please specify)_____

5. The highest degree conferred in the program where I teach is

   ☐ Master's degree   ☐ Doctoral degree

6. Please indicate your type of institution: ☐ Public ☐ Private

7. Please indicate your gender: ☐ Female ☐ Male

8. Please indicate your ethnicity: ☐ African American ☐ Alaska Native

   ☐ American Indian ☐ Asian ☐ Latino(a) ☐ Native Hawaiian

   ☐ Other Pacific Islander ☐ White ☐ Other (please specify) _____

9. I see myself primarily as a

   ☐ Counselor   ☐ Researcher   ☐ Supervisor   ☐ Teacher

   ☐ Other (please specify) _____

10. My primary theoretical orientation is

    ☐ Behavioral (Choosing effective actions)

    ☐ Biopsychosocial (Connecting body and brain)

    ☐ Cognitive (Exploring functional thoughts)

    ☐ Experiential-Existential (Exploring feelings and personal experiences)

    ☐ Multicultural-Feminist (Adapting to cultural contexts)

    ☐ Psychodynamic-Interpersonal (Modifying interpersonal patterns)

    ☐ Systemic-Constructivist (Living within social systems)

    ☐ Other (please specify)_____

    (Prochaska, J. O. & Norcross, J. C., 2003)

Part V

Please write below your thoughts regarding your role as gatekeeper for the counseling profession, specifically related to your comfort in the role of gatekeeper. Do you believe counselor educators do a good job as gatekeepers for the counseling profession? Write as much or as little as you would like.

THANK YOU FOR TAKING TIME TO RESPOND TO THIS SURVEY.

Appendix B

Table 1

Sequential listing of factors common across therapies
associated with positive outcomes

Support Factors	Learning Factors	Action Factors
Catharsis	Advice	Behavioral regulation
Identification with therapist	Affective experiencing	Cognitive mastery
Mitigation of isolation	Assimilation of problematic experiences	Encouragement of facing fears
Positive relationship		Taking risks
Reassurance	Changing expectations for personal effectiveness	Mastery efforts
Release of tension		Modeling
Structure	Cognitive learning	Practice
Therapeutic alliance	Corrective emotional Experience	Reality testing
Therapist/client active Participation	Exploration of internal frame of reference	Success experience
Therapist expertness		Working through
Therapist warmth, respect, Empathy, acceptance, genuineness	Feedback Rationale	
Trust		

Reprinted with permission of John Wiley & Sons, Inc. Source: Lambert, M. J., & Bergin, A. E., (1994). The effectiveness of psychotherapy. In A. E. Bergin and S. L. Garfield (Eds.), *The Handbook of Psychotherapy and Behavior Change* (4th ed.; p.163). New York: John Wiley & Sons, Inc.

Appendix C

Dear

I am a Ph.D. student in counseling at Old Dominion University in Norfolk, Virginia and Dr. Ted Remley is my dissertation chair and advisor.

I am planning a dissertation study related to the role of counselor educators as gatekeepers for the counseling profession. In my study I will attempt to measure counselor educators' general attitudes as they function as gatekeepers. I am interested in measuring the general tendencies of counselor educators as they approach the task of gatekeeping to be more stringent or less stringent. For the purposes of this study, *stringent* is defined as *rigorous or exacting*.

I am asking for your assistance in the development of the instrument for my study because of your extensive experience as a counselor educator and because of your knowledge of the gatekeeping process.

I believe your review will require about 10 minutes of your time, and would appreciate your evaluating the scenarios that follow this introduction. You may complete this review and make your comments on the word document attached to this e-mail, and return it to me via email. I would very much appreciate receiving your expert review within the next two weeks. In the event more time is needed, kindly let me know.

The attachment is seven pages. Each page consists of a shaded box that contains a gatekeeping scenario (A-F) and a place for *participants in the study* to indicate their level of agreement with the decision that was made. Following the shaded box, you are asked to indicate the degree to which you believe the preceding scenario and the participants' level of agreement differentiates between counselor educators who are more stringent when making gatekeeping decisions about candidates versus those who are less stringent. After evaluating gatekeeping scenario F, there is space to provide additional comments about this instrument, and a space to provide some personal information about your background.

Please evaluate each scenario. Specifically, do these scenarios differentiate between counselor educators who are more stringent or less stringent when making gatekeeping decisions about candidates?

I sincerely appreciate your time in helping me develop this instrument for my research study. Please contact me via return email or call me at 804.484.0178 if you have questions.

Sincerely,
Joanna Campbell

Appendix D

A.

A student applied for admission to a counseling master's degree program. This applicant had GRE scores that were 30 points lower than the overall score the program faculty would like for applicant's to have, met the program's undergraduate GPA requirement, and wrote a personal goal statement essay clearly demonstrating an understanding of the counseling profession, although it contained two grammatical errors. The recommendation letters of reference were not glowing as such letters often are, but those writing the letters did not report any obvious problems. Decision: This applicant was not accepted.

To what extent do you agree with the action taken in this case?

☐ Strongly Disagree ☐ Disagree ☐ Tend to Disagree ☐ Tend to Agree ☐ Agree ☐ Strongly Agree

To what extent will responses to this scenario differentiate between counselor educators who are more stringent or less stringent when making gate-keeping decisions about candidates?

☐ Not at all ☐ Somewhat ☐ A lot

Comments, edits and suggestions:

B.

Week-to-week throughout the semester a student showed minimally acceptable progress in the beginning counseling skills development course. At the end of the semester, the student continued to be somewhat resistant to feedback from the instructor regarding skills development.   Decision: The instructor of the course assigned the student a grade of "B" and plans to give extra support to the student during the pre-practicum or practicum course that will follow this course.

To what extent do you agree with the action taken in this case?

☐ *Strongly Disagree* ☐ *Disagree* ☐ *Tend to Disagree* ☐ *Tend to Agree* ☐ *Agree* ☐ *Strongly Agree*

To what extent will responses to this scenario differentiate between counselor educators who are more stringent or less stringent when making gate-keeping decisions about candidates?

☐ Not at all   ☐ Somewhat   ☐ A lot

Comments, edits and suggestions:

C.

A student often discloses substantial personal information in the course of classroom discussions in a family counseling course, with the result that fellow classmates and the professor are often uncomfortable. The professor for the course met with the student individually and asked the student to avoid the degree of personal disclosure that the student had been providing up to that point. The student persisted in disclosing more personal information in class discussions than the professor believed was appropriate. Decision: The student was informed by the course instructor that this behavior was unacceptable and the instructor informed the student that the instructor planned to recommend to the faculty that the student be placed on probation.

To what extent do you agree with the action taken in this case?

☐ *Strongly Disagree* ☐ *Disagree* ☐ *Tend to Disagree* ☐ *Tend to Agree* ☐ *Agree* ☐ *Strongly Agree*

To what extent will responses to this scenario differentiate between counselor educators who are more stringent or less stringent when making gatekeeping decisions about candidates?

☐ Not at all ☐ Somewhat ☐ A lot

Comments, edits and suggestions:

D.

Many students complained to more than one faculty member that a particular student was disruptive within the peer group, was not well liked, and refused to participate during group social activities outside of class. Decision: No action was taken by faculty members regarding this situation.

To what extent do you agree with the action taken in this case?

☐ *Strongly Disagree* ☐ *Disagree* ☐ *Tend to Disagree* ☐ *Tend to Agree* ☐ *Agree* ☐ *Strongly Agree*

To what extent will responses to this scenario differentiate between counselor educators who are more stringent or less stringent when making gatekeeping decisions about candidates?

☐ Not at all   ☐ Somewhat ☐ A lot

Comments, edits and suggestions:

E.

An internship student's on-site supervisor contacted the counseling graduate program coordinator midway through the semester and said that the student was not performing adequately at the internship site. The on-site supervisor did not give specific examples of unacceptable performance, but instead spoke of a general dissatisfaction with the student's performance. The on-site supervisor refused to allow the student to continue the student's internship at that site. Decision: The student received an unsatisfactory grade for internship and was required to re-take internship the next semester.

To what extent do you agree with the action taken in this case?

☐ *Strongly Disagree* ☐ *Disagree* ☐ *Tend to Disagree* ☐ *Tend to Agree* ☐ *Agree* ☐ *Strongly Agree*

To what extent will responses to this scenario differentiate between counselor educators who are more stringent or less stringent when making gatekeeping decisions about candidates?

☐ Not at all ☐ Somewhat ☐ A lot

Comments, edits and suggestions:

F.

The counseling graduate program uses a national comprehensive examination that is also used by several other universities. The program faculty established a minimum score for passing the examination, which is the same score from year-to-year. A student fails to achieve the minimum passing score after two tries. Your university and program policies state that students must pass the comprehensive examination, but does not provide details beyond that statement. Decision: The student was given an oral examination, passed the test, and graduated.

To what extent do you agree with the action taken in this case?

☐ *Strongly Disagree* ☐ *Disagree* ☐ *Tend to Disagree* ☐ *Tend to Agree* ☐ *Agree* ☐ *Strongly Agree*

To what extent will responses to this scenario differentiate between counselor educators who are more stringent or less stringent when making gatekeeping decisions about candidates?

☐ Not at all ☐ Somewhat ☐ A lot

Comments, edits and suggestions:

Summary

Can you suggest additional scenarios or situations that could be developed as scenarios that would help distinguish between counselor educators who are more stringent or less stringent when making gatekeeping decisions about candidates? If yes, please describe below.

Comments and suggestions:

Please provide any additional comments below that would be helpful in designing and implementing this study on gatekeeping in the counseling profession.

Comments and suggestions:

Please indicate the following:

Number of years as a full-time tenure track counselor educator:

Number of years as a full-time counselor prior to becoming a counselor educator:

Title of your doctoral degree program:

Your Gender:

Your Ethnicity:

THANK YOU VERY MUCH FOR YOUR TIME AND ASSISTANCE

Appendix E

Expert Respondent Demographics[1]

Respondents	#1	#2	#3	#4	#5	#6
Number of years as a full-time tenure track counselor educator:	7	7	40	13	4	18
Number of years as a full-time counselor prior to becoming a counselor educator:	0	8	3	14	8	7
Title of your doctoral degree program:	CE	CE	CE	CE	CE	CE
Your Gender:	F	M	M	M	F	F
Your Ethnicity:	W	W	W	W	W	W

[1] Note: CE= counselor educator; F=female; M=male; W=White

Appendix F

Expert Review Summary[1]

Experts	Scenario A Admissions Gate			Scenario B Skills Gate			Scenario C Classroom Behavior Gate			Scenario D Interpersonal Relationships Gate			Scenario E Internship Gate			Scenario F National Exam Gate		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
#1		x				x		x			x		x				x	
#2			x			x			x		x				X			x
#3		x			x				x			x			X		x	
#4		x				x		x				x			X			x
#5		x				x		x			x			x			x	
#6		x				x		x				x			X			x
TOTAL		5	1		1	5		4	2		3	3	1	1	4		3	3

Note: [1] In response to the question: "Please evaluate each scenario. Specifically, do these scenarios differentiate between counselor educators who are more stringent or less stringent when making gatekeeping decisions about candidates?" Counselor educators were asked to 1 = Disagree; 2 = Agree, or 3 = (Agree) A lot.

Appendix G

Dear CACREP Liaison:

I am conducting a dissertation study on gatekeeping in counselor education. Dr. Ted Remley is my dissertation committee chair. **Below** this email message to you, there is a letter inviting each member of your counselor education faculty to participate in the survey, which can be accessed by clicking the URL located in the letter of invitation.

Please forward this email message to all of the full-time counseling faculty members in your program. I believe your colleagues will be interested in this topic and hopefully they will click **the URL located in the letter below this e-mail** and complete the survey, which will take 10-15 minutes. I greatly appreciate your assistance.

Sincerely,
Joanna Campbell, Ph.D. Candidate
Counseling Graduate Program
Old Dominion University
Norfolk, Virginia

Appendix H

Dear Counselor Educator:

I am a Ph.D. student in counseling at Old Dominion University in Norfolk, Virginia and Dr. Ted Remley is my dissertation chair and advisor. Counselor educators must serve as gatekeepers although there is significant variation in criteria that are evaluated, evaluation methods, and evaluation criteria. This research project is meant to help counselor educators understand the process of gatekeeping more fully.

This Survey contains five parts, will take about 10 to 15 minutes of your time, and can be accessed by clicking

http://www.surveymonkey.com/s.aspx?sm=2tTvR_2bJ7ul77beYyV9eB_2bg_3d_3d

Please complete the Survey. To protect confidentiality of respondents, your survey has not been coded in any way.

Participation in this study is voluntary. Although you may stop at any time, I encourage you to answer all questions. Because of the processes used to protect your confidentiality, once the information has been received, I will not be able to eliminate any part of it. It is not expected that this research project will pose any psychological or physical harm to you. This research project has been approved by the Human Subjects Institutional Research Board at Old Dominion University.

You may request a summary of results by e-mailing me even if you do not participate. My e-mail address is jcamp049@odu.edu.

Sincerely,
Joanna Campbell, Ph.D. Candidate
Counseling Graduate Program
Old Dominion University
Norfolk, Virginia

Appendix I

Scales Used to Establish Criterion Validity of the Objectivism Scale

Leary, M. R., Shepperd, J. A., McNeil, M. S., Jenkins, T. B., & Barnes, B. D. (1986).

Objectivism in information utilization: theory and measurement. *Journal of Personality*

Assessment, 50, 32-43.

The Need for Cognition Scale (Cacioppo & Petty, 1982): $r = .47, p < .001$.

Myers-Briggs Type Indicator (MBTI; Myers, 1975):

> Individual differences correlated with each of the eight subscales on the Myers-
>
> Briggs Type Indicator (MBTI; Myers, 1975). Objectivism correlated positively
>
> with thinking scores, $r = .27, p < .001$, and negatively with feeling scores, $r = -$
>
> $.29, p < .001$; objectivism correlated positively with sensing, $r = .17, p < .03$,
>
> and negatively with intuitive scores, $r = -.24, p < .002$; objectivism correlated
>
> positively with judging scores, $r = .38, p < .001$ and negatively with perception, r
>
> $= -.41, p < .001$; objectivism did not correlate with extraversion or introversion.
>
> Subjectivism correlated negatively with objectivism, $r = -.32, p < .005$.

Objectivity-subjectivity Scale (Blass, 1974):

> Blass's (1974) scale is a measure of respondents' reactions to imbalanced
>
> interpersonal relationships. Leary's et al (1986) Objectivism scale is concerned
>
> with the tendency to seek empirically derived information and rational
>
> considerations with making decisions and forming beliefs. Consequently, there
>
> are substantial differences in the way Blass and Leary et al. conceptualized
>
> objectivity, and therefore, no correlation emerged between Leary's et al scale and

Blass's scale, r = -.02, NS. When responses were tested for social desirability,

there was a slight tendency toward socially desirable responses (.18, p < .05).

<u>Self-Consciousness Scale</u> (Fenigstein, et al., 1975):

Objectivism correlated with public self-consciousness, r = .22, p < .01 but not

for private self-consciousness, r = .47. p < .09.

<u>Criterion Validity:</u>

Established through correlations with five studies, representing career choices in

psychology, preferences for objective and nonobjective information, objective and

nonobjective decision criteria, and decision making.

<u>Internal Consistency:</u>

Only items that correlated at least .35 with the sum of all other items were

retained in this measure. These 11 items demonstrated acceptable internal

consistency; Cronbach's α = .80. There was acceptably high item-total

correlations (rs> .35) and interitem reliability (α = .83).

Appendix J

Descriptive Statistics
Institutions Represented

Highest Degree Conferred in Dept

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	master's degree	41	48.8	50.6	50.6
	doctorate degree	40	47.6	49.4	100.0
	Total	81	96.4	100.0	
Missing	System	3	3.6		
Total		84	100.0		

Type of Institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private	25	29.8	31.6	31.6
	Public	54	64.3	68.4	100.0
	Total	79	94.0	100.0	
Missing	System	5	6.0		
Total		84	100.0		

Appendix K
Primary Role Identity 2-Group Comparison on Gatekeeping Scenario Responses

Case Processing Summary

	Teacher or Other	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Admissions Gate	other	26	100.0%	0	.0%	26	100.0%
	teacher	58	100.0%	0	.0%	58	100.0%
Skills Gate	other	26	100.0%	0	.0%	26	100.0%
	teacher	58	100.0%	0	.0%	58	100.0%
Classroom Behavior Gate	other	26	100.0%	0	.0%	26	100.0%
	teacher	58	100.0%	0	.0%	58	100.0%
Relationship Gate	other	26	100.0%	0	.0%	26	100.0%
	teacher	58	100.0%	0	.0%	58	100.0%
Internship Gate	other	26	100.0%	0	.0%	26	100.0%
	teacher	58	100.0%	0	.0%	58	100.0%
National Exam Gate	other	26	100.0%	0	.0%	26	100.0%
	teacher	58	100.0%	0	.0%	58	100.0%
Ethics Gate	other	26	100.0%	0	.0%	26	100.0%
	teacher	58	100.0%	0	.0%	58	100.0%

Two Groups, Teacher or Other

Descriptives

Teacher or Other				Statistic	Std. Error
Admissions Gate	other	Mean		4.1923	.20015
		95% Confidence Interval for Mean	Lower Bound	3.7801	
			Upper Bound	4.6045	
		5% Trimmed Mean		4.2009	
		Median		4.0000	
		Variance		1.042	
		Std. Deviation		1.02056	
		Minimum		2.00	
		Maximum		6.00	
		Range		4.00	
		Interquartile Range		1.00	
		Skewness		.318	.456
		Kurtosis		.129	.887
	teacher	Mean		4.1897	.14013
		95% Confidence Interval for Mean	Lower Bound	3.9091	
			Upper Bound	4.4703	
		5% Trimmed Mean		4.1743	
		Median		4.0000	
		Variance		1.139	
		Std. Deviation		1.06716	
		Minimum		2.00	
		Maximum		6.00	
		Range		4.00	
		Interquartile Range		2.00	
		Skewness		.234	.314
		Kurtosis		-.925	.618

Two Groups Teacher or Other

Skills Gate					
	other	Mean		3.1297	.24401
		95% Confidence Interval for Mean	Lower Bound	2.6272	
			Upper Bound	3.6323	
		5% Trimmed Mean		3.1014	
		Median		3.0000	
		Variance		1.548	
		Std. Deviation		1.24422	
		Minimum		1.00	
		Maximum		6.00	
		Range		5.00	
		Interquartile Range		2.00	
		Skewness		-.002	.456
		Kurtosis		-.104	.887
	teacher	Mean		3.4828	.17083
		95% Confidence Interval for Mean	Lower Bound	3.1407	
			Upper Bound	3.8248	
		5% Trimmed Mean		3.4808	
		Median		4.0000	
		Variance		1.693	
		Std. Deviation		1.30103	
		Minimum		1.00	
		Maximum		6.00	
		Range		5.00	
		Interquartile Range		1.00	
		Skewness		-.184	.314
		Kurtosis		-.451	.618

Two Groups Teacher or Other

Classroom Behavior Gate	other	Mean		3.6240	.28916
		95% Confidence Interval for Mean	Lower Bound	3.0285	
			Upper Bound	4.2196	
		5% Trimmed Mean		3.6378	
		Median		4.0000	
		Variance		2.174	
		Std. Deviation		1.47445	
		Minimum		1.00	
		Maximum		6.00	
		Range		5.00	
		Interquartile Range		3.00	
		Skewness		-.099	.456
		Kurtosis		-.809	.887
	teacher	Mean		4.3315	.14619
		95% Confidence Interval for Mean	Lower Bound	4.0387	
			Upper Bound	4.6242	
		5% Trimmed Mean		4.3683	
		Median		5.0000	
		Variance		1.240	
		Std. Deviation		1.11334	
		Minimum		2.00	
		Maximum		6.00	
		Range		4.00	
		Interquartile Range		1.00	
		Skewness		-.624	.314
		Kurtosis		-.316	.618

Two Groups Teacher or Other

Relationship Gate	other	Mean		3.7104	.25146
		95% Confidence Interval for Mean	Lower Bound	3.1925	
			Upper Bound	4.2283	
		5% Trimmed Mean		3.6782	
		Median		3.0000	
		Variance		1.644	
		Std. Deviation		1.28219	
		Minimum		2.00	
		Maximum		6.00	
		Range		4.00	
		Interquartile Range		2.00	
		Skewness		.477	.456
		Kurtosis		-.892	.887
	teacher	Mean		3.3621	.20237
		95% Confidence Interval for Mean	Lower Bound	2.9568	
			Upper Bound	3.7673	
		5% Trimmed Mean		3.3467	
		Median		3.0000	
		Variance		2.375	
		Std. Deviation		1.54123	
		Minimum		1.00	
		Maximum		6.00	
		Range		5.00	
		Interquartile Range		3.00	
		Skewness		.075	.314
		Kurtosis		-1.294	.618

Two Groups Teacher or Other

Internship Gate	other	Mean		2.8851	.23091
		95% Confidence Interval for Mean	Lower Bound	2.4095	
			Upper Bound	3.3606	
		5% Trimmed Mean		2.8296	
		Median		3.0000	
		Variance		1.386	
		Std. Deviation		1.17740	
		Minimum		1.00	
		Maximum		6.00	
		Range		5.00	
		Interquartile Range		1.26	
		Skewness		.557	.456
		Kurtosis		.889	.887
	teacher	Mean		3.0690	.14100
		95% Confidence Interval for Mean	Lower Bound	2.7866	
			Upper Bound	3.3513	
		5% Trimmed Mean		3.0766	
		Median		3.0000	
		Variance		1.153	
		Std. Deviation		1.07380	
		Minimum		1.00	
		Maximum		5.00	
		Range		4.00	
		Interquartile Range		2.00	
		Skewness		.123	.314
		Kurtosis		-.675	.618

Two Groups Teacher or Other

National Exam Gate	other	Mean		3.2433	.25591
		95% Confidence Interval for Mean	Lower Bound	2.7162	
			Upper Bound	3.7703	
		5% Trimmed Mean		3.2276	
		Median		4.0000	
		Variance		1.703	
		Std. Deviation		1.30487	
		Minimum		1.00	
		Maximum		6.00	
		Range		5.00	
		Interquartile Range		2.00	
		Skewness		-.379	.456
		Kurtosis		-.244	.887
	teacher	Mean		3.3621	.13848
		95% Confidence Interval for Mean	Lower Bound	3.0848	
			Upper Bound	3.6394	
		5% Trimmed Mean		3.3851	
		Median		3.0000	
		Variance		1.112	
		Std. Deviation		1.05462	
		Minimum		1.00	
		Maximum		5.00	
		Range		4.00	
		Interquartile Range		1.00	
		Skewness		-.133	.314
		Kurtosis		-.571	.618

Two Groups Teacher or Other

Ethics Gate	other	Mean			3.3936	.22095
		95% Confidence Interval for Mean	Lower Bound		2.9386	
			Upper Bound		3.8487	
		5% Trimmed Mean			3.3690	
		Median			3.3086	
		Variance			1.269	
		Std. Deviation			1.12665	
		Minimum			1.00	
		Maximum			6.00	
		Range			5.00	
		Interquartile Range			1.00	
		Skewness			.376	.456
		Kurtosis			1.075	.887
	teacher	Mean			3.7175	.16083
		95% Confidence Interval for Mean	Lower Bound		3.3955	
			Upper Bound		4.0396	
		5% Trimmed Mean			3.7245	
		Median			4.0000	
		Variance			1.500	
		Std. Deviation			1.22488	
		Minimum			1.00	
		Maximum			6.00	
		Range			5.00	
		Interquartile Range			2.00	
		Skewness			-.082	.314
		Kurtosis			-.434	.618

Appendix L

Theoretical Orientation 2-Group comparison on Gatekeeping Scenario Responses

Case Processing Summary

		Cases										
		Valid				Missing				Total		
THEORETICAL ORIENTATION		N		Percent		N		Percent		N		Percent
Admissions Gate	Humanistic	48		100.0%		0		.0%		48		100.0%
	Psychodynamic	30		100.0%		0		.0%		30		100.0%
Skills Gate	Humanistic	48		100.0%		0		.0%		48		100.0%
	Psychodynamic	30		100.0%		0		.0%		30		100.0%
Classroom Behavior Gate	Humanistic	48		100.0%		0		.0%		48		100.0%
	Psychodynamic	30		100.0%		0		.0%		30		100.0%
Relationship Gate	Humanistic	48		100.0%		0		.0%		48		100.0%
	Psychodynamic	30		100.0%		0		.0%		30		100.0%
Internship Gate	Humanistic	48		100.0%		0		.0%		48		100.0%
	Psychodynamic	30		100.0%		0		.0%		30		100.0%
National Exam Gate	Humanistic	48		100.0%		0		.0%		48		100.0%
	Psychodynamic	30		100.0%		0		.0%		30		100.0%
Ethics Gate	Humanistic	48		100.0%		0		.0%		48		100.0%
	Psychodynamic	30		100.0%		0		.0%		30		100.0%

THEORY_TWO_GROUPS COMPARISONS			Statistic	Std. Error
ADMISSIONS GATE	Humanistic	Mean	4.0625	.15008
		95% Confidence Interval for Mean — Lower Bound	3.7606	
		95% Confidence Interval for Mean — Upper Bound	4.3644	
		5% Trimmed Mean	4.0602	
		Median	4.0000	
		Variance	1.081	
		Std. Deviation	1.03977	
		Minimum	2.00	
		Maximum	6.00	
		Range	4.00	
		Interquartile Range	2.00	
		Skewness	.345	.343
		Kurtosis	-.276	.674
	Psychodynamic	Mean	4.3333	.18152
		95% Confidence Interval for Mean — Lower Bound	3.9621	
		95% Confidence Interval for Mean — Upper Bound	4.7046	
		5% Trimmed Mean	4.3148	
		Median	4.0000	
		Variance	.989	
		Std. Deviation	.99424	
		Minimum	3.00	
		Maximum	6.00	
		Range	3.00	
		Interquartile Range	1.25	
		Skewness	.159	.427
		Kurtosis	-.954	.833

SKILLS GATE	Humanistic	Mean			3.5417	.16023
		95% Confidence Interval for Mean	Lower Bound		3.2193	
			Upper Bound		3.8640	
		5% Trimmed Mean			3.5463	
		Median			4.0000	
		Variance			1.232	
		Std. Deviation			1.11008	
		Minimum			1.00	
		Maximum			6.00	
		Range			5.00	
		Interquartile Range			1.00	
		Skewness			-.158	.343
		Kurtosis			.222	.674
	Psychodynamic	Mean			3.2333	.27827
		95% Confidence Interval for Mean	Lower Bound		2.6642	
			Upper Bound		3.8025	
		5% Trimmed Mean			3.2037	
		Median			3.0000	
		Variance			2.323	
		Std. Deviation			1.52414	
		Minimum			1.00	
		Maximum			6.00	
		Range			5.00	
		Interquartile Range			2.25	
		Skewness			.078	.427
		Kurtosis			-.948	.833

CLASSROOM BEHAVIOR GATE	Humanistic	Mean		4.2755	.16495
		95% Confidence Interval for Mean	Lower Bound	3.9437	
			Upper Bound	4.6074	
		5% Trimmed Mean		4.3061	
		Median		4.1125	
		Variance		1.306	
		Std. Deviation		1.14280	
		Minimum		2.00	
		Maximum		6.00	
		Range		4.00	
		Interquartile Range		1.75	
		Skewness		-.398	.343
		Kurtosis		-.562	.674
	Psychodynamic	Mean		4.1038	.24610
		95% Confidence Interval for Mean	Lower Bound	3.6004	
			Upper Bound	4.6071	
		5% Trimmed Mean		4.1523	
		Median		4.5563	
		Variance		1.817	
		Std. Deviation		1.34792	
		Minimum		1.00	
		Maximum		6.00	
		Range		5.00	
		Interquartile Range		2.00	
		Skewness		-.655	.427
		Kurtosis		-.464	.833

RELATIONSHIP GATE	Humanistic	Mean		3.4792	.21674
		95% Confidence Interval for Mean	Lower Bound	3.0431	
			Upper Bound	3.9152	
		5% Trimmed Mean		3.4769	
		Median		3.0000	
		Variance		2.255	
		Std. Deviation		1.50162	
		Minimum		1.00	
		Maximum		6.00	
		Range		5.00	
		Interquartile Range		3.00	
		Skewness		.061	.343
		Kurtosis		-1.155	.674
	Psychodynamic	Mean		3.3333	.26839
		95% Confidence Interval for Mean	Lower Bound	2.7844	
			Upper Bound	3.8822	
		5% Trimmed Mean		3.3148	
		Median		3.0000	
		Variance		2.161	
		Std. Deviation		1.47001	
		Minimum		1.00	
		Maximum		6.00	
		Range		5.00	
		Interquartile Range		3.00	
		Skewness		.212	.427
		Kurtosis		-1.161	.833

INTERNSHIP GATE	Humanistic	Mean		3.1042	.15540
		95% Confidence Interval for Mean	Lower Bound	2.7915	
			Upper Bound	3.4168	
		5% Trimmed Mean		3.1157	
		Median		3.0000	
		Variance		1.159	
		Std. Deviation		1.07663	
		Minimum		1.00	
		Maximum		5.00	
		Range		4.00	
		Interquartile Range		1.75	
		Skewness		-.108	.343
		Kurtosis		-.287	.674
	Psychodynamic	Mean		2.9333	.21937
		95% Confidence Interval for Mean	Lower Bound	2.4847	
			Upper Bound	3.3820	
		5% Trimmed Mean		2.8889	
		Median		3.0000	
		Variance		1.444	
		Std. Deviation		1.20153	
		Minimum		1.00	
		Maximum		6.00	
		Range		5.00	
		Interquartile Range		2.00	
		Skewness		.647	.427
		Kurtosis		.102	.833

NATIONAL EXAM GATE	Humanistic	Mean		3.3750	.16477
		95% Confidence Interval for Mean	Lower Bound	3.0435	
			Upper Bound	3.7065	
		5% Trimmed Mean		3.3935	
		Median		3.5000	
		Variance		1.303	
		Std. Deviation		1.14157	
		Minimum		1.00	
		Maximum		6.00	
		Range		5.00	
		Interquartile Range		1.00	
		Skewness		-.350	.343
		Kurtosis		.080	.674
	Psychodynamic	Mean		3.3000	.20982
		95% Confidence Interval for Mean	Lower Bound	2.8709	
			Upper Bound	3.7291	
		5% Trimmed Mean		3.3148	
		Median		3.0000	
		Variance		1.321	
		Std. Deviation		1.14921	
		Minimum		1.00	
		Maximum		5.00	
		Range		4.00	
		Interquartile Range		2.00	
		Skewness		-.056	.427
		Kurtosis		-1.032	.833

ETHICS GATE	Humanistic	Mean		3.5833	.16799
		95% Confidence Interval for Mean	Lower Bound	3.2454	
			Upper Bound	3.9213	
		5% Trimmed Mean		3.5602	
		Median		3.5000	
		Variance		1.355	
		Std. Deviation		1.16388	
		Minimum		1.00	
		Maximum		6.00	
		Range		5.00	
		Interquartile Range		1.00	
		Skewness		.212	.343
		Kurtosis		-.286	.674
	Psychodynamic	Mean		3.8206	.23533
		95% Confidence Interval for Mean	Lower Bound	3.3393	
			Upper Bound	4.3019	
		5% Trimmed Mean		3.8562	
		Median		4.0000	
		Variance		1.661	
		Std. Deviation		1.28895	
		Minimum		1.00	
		Maximum		6.00	
		Range		5.00	
		Interquartile Range		2.00	
		Skewness		-.361	.427
		Kurtosis		.177	.833

Appendix M

Step-Wise Regression, All Predictor Variables Model and Analysis

Admissions

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.274[a]	.075	.062	1.01425

a. Predictors: (Constant), Number of Years Experience before becoming Counselor Educator

b. Dependent Variable: SMEAN(Admissions_Gate)

Model Summary[b]

Model	Change Statistics				
	R Square Change	F Change	df1	df2	Sig. F Change
1	.075	5.702	1	70	.020

b. Dependent Variable: SMEAN(Admissions_Gate)

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.866	1	5.866	5.702	.020[a]
	Residual	72.009	70	1.029		
	Total	77.875	71			

a. Predictors: (Constant), Number of Years Experience before becoming Counselor Educator

b. Dependent Variable: SMEAN(Admissions_Gate)

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.866	1	5.866	5.702	.020[a]
	Residual	72.009	70	1.029		
	Total	77.875	71			

a. Predictors: (Constant), Number of Years Experience before becoming Counselor Educator

b. Dependent Variable: SMEAN(Admissions_Gate)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.511	.174		25.903	.000
	Number of Years Experience before becoming Counselor Educator	-.038	.016	-.274	-2.388	.020

a. Dependent Variable: SMEAN(Admissions_Gate)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.511	.174		25.903	.000
	Number of Years Experience before becoming Counselor Educator	-.038	.016	-.274	-2.388	.020

a. Dependent Variable: SMEAN(Admissions_Gate)

Excluded Variables[b]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	TOTAL_OBJECTIVISM_W_ MEAN_SUB	.195[a]	1.721	.090	.203	.996
	SMEAN(Belief_in_an_Ideal_ Personality_Type)	-.072[a]	-.623	.535	-.075	.993
	SMEAN(Belief_About_Level_ of_Required_Skills)	.042[a]	.356	.723	.043	.963
	Primary Role Identity	-.084[a]	-.672	.504	-.081	.856
	Primary Theoretical Orientation	-.183[a]	-1.570	.121	-.186	.951
	Current Hours per Week	-.170[a]	-1.456	.150	-.173	.955

a. Predictors in the Model: (Constant), Number of Years Experience before becoming Counselor Educator

b. Dependent Variable: SMEAN(Admissions_Gate)

Internship

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Number of Years Experience before becoming Counselor Educator	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

a. Dependent Variable: SMEAN(Internship_Gate_R)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.293[a]	.086	.073	1.02215

a. Predictors: (Constant), Number of Years Experience before becoming Counselor Educator

b. Dependent Variable: SMEAN(Internship_Gate_R)

Model Summary[b]

Model	Change Statistics				
	R Square Change	F Change	df1	df2	Sig. F Change
1	.086	6.570	1	70	.013

b. Dependent Variable: SMEAN(Internship_Gate_R)

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.864	1	6.864	6.570	.013[a]
	Residual	73.136	70	1.045		
	Total	80.000	71			

a. Predictors: (Constant), Number of Years Experience before becoming Counselor Educator

b. Dependent Variable: SMEAN(Internship_Gate_R)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.327	.175		18.959	.000
	Number of Years Experience before becoming Counselor Educator	-.041	.016	-.293	-2.563	.013

a. Dependent Variable: SMEAN(Internship_Gate_R)

Excluded Variables[b]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	TOTAL_OBJECTIVISM_W_ MEAN_SUB	-.071[a]	-.618	.538	-.074	.996
	SMEAN(Belief_in_an_Ideal_ Personality_Type)	.000[a]	.000	1.000	.000	.993
	SMEAN(Belief_About_Level_ of_Required_Skills)	.115[a]	.986	.328	.118	.963
	Primary Role Identity	.163[a]	1.327	.189	.158	.856
	Primary Theoretical Orientation	-.088[a]	-.745	.459	-.089	.951
	Current Hours per Week	.106[a]	.904	.369	.108	.955

a. Predictors in the Model: (Constant), Number of Years Experience before becoming Counselor Educator

b. Dependent Variable: SMEAN(Internship_Gate_R)

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.7652	3.3271	2.9972	.31234	79
Residual	-2.20381	2.87840	.04073	1.07446	79
Std. Predicted Value	-3.971	1.052	-.009	1.005	79
Std. Residual	-2.156	2.816	.040	1.051	79

a. Dependent Variable: SMEAN(Internship_Gate_R)

Appendix N

Tests of Between-Subjects Effects, Objectivism and Two-Group Theoretical Orientation as predictors at Seven Gates as Dependent Variables

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Admissions Gate	37.407a	25	1.496	1.666	.061	.445
	Skills Gate	42.487b	25	1.699	1.022	.459	.329
	Classroom Behavior Gate	40.785c	25	1.631	.965	.525	.317
	Relationship Gate	86.246d	25	3.450	2.230	.007	.517
	Internship Gate	26.837e	25	1.073	.870	.640	.295
	National Exam Gate	24.695f	25	.988	.716	.817	.256
	Ethics Gate	41.790g	25	1.672	1.384	.160	.399
Intercept	Admissions Gate	757.133	1	757.133	842.910	.000	.942
	Skills Gate	445.793	1	445.793	267.991	.000	.837
	Classroom Behavior Gate	642.325	1	642.325	379.843	.000	.880
	Relationship Gate	510.586	1	510.586	330.093	.000	.864
	Internship Gate	342.375	1	342.375	277.529	.000	.842
	National Exam Gate	425.834	1	425.834	308.547	.000	.856
	Ethics Gate	506.165	1	506.165	418.951	.000	.890

ZTheoretical_Orientation_Hu mExp_Psychodynamic_Dicho tomy	Admissions Gate	4.957	1	4.957	5.519	.023	.096
	Skills Gate	.063	1	.063	.038	.846	.001
	Classroom Behavior Gate	.755	1	.755	.447	.507	.009
	Relationship Gate	2.410	1	2.410	1.558	.218	.029
	Internship Gate	.117	1	.117	.095	.760	.002
	National Exam Gate	.819	1	.819	.593	.445	.011
	Ethics Gate	.003	1	.003	.002	.963	.000
ZOBJ_LESS_FOUR	Admissions Gate	17.000	16	1.063	1.183	.312	.267
	Skills Gate	22.785	16	1.424	.856	.619	.208
	Classroom Behavior Gate	23.962	16	1.498	.886	.588	.214
	Relationship Gate	46.944	16	2.934	1.897	.042	.369
	Internship Gate	12.661	16	.791	.641	.835	.165
	National Exam Gate	18.293	16	1.143	.828	.649	.203
	Ethics Gate	21.254	16	1.328	1.100	.380	.253
ZTheoretical_Orientation_Hu mExp_Psychodynamic_Dich otomy * ZOBJ_LESS_FOUR	Admissions Gate	16.261	8	2.033	2.263	.037	.258
	Skills Gate	21.115	8	2.639	1.587	.152	.196
	Classroom Behavior Gate	15.351	8	1.919	1.135	.356	.149
	Relationship Gate	40.111	8	5.014	3.241	.005	.333
	Internship Gate	11.169	8	1.396	1.132	.358	.148
	National Exam Gate	7.129	8	.891	.646	.736	.090
	Ethics Gate	20.806	8	2.601	2.153	.047	.249

Error	Admissions Gate	46.708	52	.898
	Skills Gate	86.500	52	1.663
	Classroom Behavior Gate	87.933	52	1.691
	Relationship Gate	80.433	52	1.547
	Internship Gate	64.150	52	1.234
	National Exam Gate	71.767	52	1.380
	Ethics Gate	62.825	52	1.208
Total	Admissions Gate	1455.000	78	
	Skills Gate	989.000	78	
	Classroom Behavior Gate	1458.000	78	
	Relationship Gate	1067.000	78	
	Internship Gate	799.000	78	
	National Exam Gate	990.000	78	
	Ethics Gate	1168.000	78	
Corrected Total	Admissions Gate	84.115	77	
	Skills Gate	128.987	77	
	Classroom Behavior Gate	128.718	77	
	Relationship Gate	166.679	77	
	Internship Gate	90.987	77	
	National Exam Gate	96.462	77	
	Ethics Gate	104.615	77	

a. R Squared = .445 (Adjusted R Squared = .178);
b. R Squared = .329 (Adjusted R Squared = .007);
c. R Squared = .317 (Adjusted R Squared = -.012)
d. R Squared = .517 (Adjusted R Squared = .285);
e. R Squared = .295 (Adjusted R Squared = -.044);
f. R Squared = .256 (Adjusted R Squared = -.102)
g. R Squared = .399 (Adjusted R Squared = .111)

VITA

Joanna W. Campbell holds a master of arts in psychology from New York University, a master of science in clinical community counseling from Johns Hopkins University, and a post-master's certificate in counseling culturally and linguistically diverse persons from George Washington University. Professional experience includes 20+ years in the corporate environment in human resource functions, including recruitment, college relations and training, and managing close to 275 employees. She has been a loaned executive to United Way, served on a Family and Children's Services board, and managed more than 300 volunteers.