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A CACREP-INFORMED COUNSELOR EDUCATOR DEVELOPMENTAL MODEL:
IDENTIFYING COUNSELOR SKILLS AND SUPPORTS NEEDED FOR NEOPHYTE
COUNSELOR EDUCATORS

A Dissertation

Submitted to the School of Education

Duquesne University

In partial fulfillment of the requirements for
the degree of Doctor of Philosophy

By

Ryan Bowers, M.A.

May 2017

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Ryan Bowers

2017

DUQUESNE UNIVERSITY
SCHOOL OF EDUCATION
Department of Counseling, Psychology, and Special Education

Dissertation

Submitted in Partial Fulfillment of the Requirements
For the Degree of Doctor of Philosophy (Ph.D.)

Executive Counselor Education and Supervision Program

Presented by:

Ryan Bowers
B.S., Albright College, 2011
M.A., Immaculata University, 2014

January 19, 2017

**A CACREP-INFORMED COUNSELOR EDUCATOR DEVELOPMENTAL MODEL:
IDENTIFYING COUNSELOR SKILLS AND SUPPORTS NEEDED FOR NEOPHYTE
COUNSELOR EDUCATORS**

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ABSTRACT

A CACREP-INFORMED COUNSELOR EDUCATOR DEVELOPMENTAL MODEL: IDENTIFYING COUNSELOR SKILLS AND SUPPORTS NEEDED FOR NEOPHYTE COUNSELOR EDUCATORS

By

Ryan Bowers

May 2017

Dissertation supervised by Fr. Louis Jocelyn Gregoire, CSSp., Ed.D.

The field of counseling has been undergoing radical change for the past 40 years as it changes with the demands of the population and as new problems arise with changes in societal needs. Groups such as the Council for Accreditation of Counseling and Related Educational Programs are working to create a program of counselor education that is singular and comprehensive to meet the needs of these changes. This mixed-methods study explored skills and supports that are needed to help counseling education students become effective future counselor educators. The researcher introduces a model of counselor educator development that will help to identify the skills and supports needed at different phases of the counseling student's development. Bronfenbrenner's Ecological System of Development (1979) and Super's Archway Model of Career Development (1957) act as the base for creating this developmental model which

includes an integration of counseling skills and mentor support to help students progress through the model. Eight participants were recruited to use Q-Methodology and Think Aloud Protocol to construct Q-sorts for specified phases of the developmental model to better understand the interaction skills and supports in counseling education programs. The researcher asks the following questions: (a) What are the core skills needed for counselors to traverse the proposed developmental model? (b) What are the core supports needed for counselors to traverse the proposed developmental model? (c) Do counselor educators agree on stages of skill development and the support constructs needed for successful navigation through the proposed developmental model. The findings include that counselor educators agree on the statements of skill and support development at the doctoral level, but are not in agreement about students at the masters level. The study also addresses the practical implications of counselor educator identity in the midst of change in counselor education program names, the diversity of specialized counselors, and the ever-changing counseling core curriculum to meet the needs of diverse populations. Finally, the study addresses some of its limitations and the recommendation of future research.

DEDICATION

To Beth, my first and, hopefully, only wife. Thank you for being an editor and taking good care of the cats for the last 12 years (and counting)...Bruce especially appreciates the number of times you've sewn Toast back together for him. Thank you for letting me get a "doctor car" before it was official. (Side note: Thank you to Dr. Gregoire for coining that term which I feel really helped my argument regarding the purchase.) Thank you for countless hours of entertainment in the car to and from Pittsburgh. (Another side note: Thank you to all of the geniuses writing Yelp reviews and posting *Missed Connections* on Craigslist. Who knew that reading these literary gems, and correcting them for grammar mistakes, could be such an enjoyable hobby while traversing the Pennsylvania Turnpike). Thank you for keeping such detailed spreadsheets wherein you literally counted the miles traveled these past 3 years. I look forward to many more years of shenanigans with you, and I truly enjoy your singing and dancing. You should have been a ballerina...maybe someday if this whole lawyer business doesn't work out. And, finally, thank you for writing your own dedication. You are truly a wordsmith, and are clearly quite humble about your role in this process. #houseoflearneddoctors

ACKNOWLEDGEMENT

This research study was funded in part by the Richard Duncan Memorial Student Resource Fund from Duquesne University's School of Education.

I would first like to recognize my dissertation chair, Dr. Gregoire for his educational and spiritual guidance through the program and the dissertation process. You gave me reasons to believe in myself, when at times, there was doubt. Also, the Rosary beads were a nice touch at the defense. I would also like to acknowledge my other dissertation committee members, Dr. Bundick and Dr. Stinchfield. Thank you, Matt for sharing all of your expertise on assessments and research, as well as your superior knowledge of 90's rap and 2Live Crew references. Tracy, thank you for being my mentor since I started my masters-level counseling program. I was heading down a different academic path before I met you, and I never imagined that I would now be starting my academic career at the same place this all began.

This dissertation would not have been possible without my Duquesne Pi-cohort family. While there was much to learn in our classes, the greatest value that I took away from each semester was what I learned from each of you. I would also like to recognize the outstanding faculty at Duquesne University who prepared me to enter into a career in academia. Finally, I would like to recognize my family and friends who supported me throughout the educational process. I know that it seems that I have been missing for the past six years, and I am looking forward to returning to a normal life of not traveling 1,500 miles a week. I should probably acknowledge the great people of Exeter Automotive, as they kept my car running for the entire doctoral program, while traveling back and forth from the Philadelphia area to Pittsburgh on a weekly basis.

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DEVELOPMENTAL MODEL

A CACREP-Informed Counselor Educator Developmental Model: Identifying Counselor Skills and Supports Needed for Neophyte Counselor Educators

Chapter 1: Introduction

Overview

This study was conducted to help create a developmental model, called the CACREP-Informed Counselor Educator Development Model (CICEDM) to explain how counselor educators develop, which in turn may serve to aid in recruiting, training, and retaining future counselor educators and thereby strengthening the overall field of counselor education. The proposed developmental model employs Super's Archway Model of Career Development (1957) as a foundational framework, which is augmented by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) doctoral standards as a way to measure skill development, as well as Bronfenbrenner's (1979) Ecological Development mapping to explain how counselor support might be a mediator for development from the masters-level counseling student to the neophyte counselor educator. This research addresses how counseling students develop counseling skills by way of the CICEDM, if/how level of supports mediate the development of counseling skills, and how counselor supports change through the acquisition of skill through the CICEDM. While the researcher acknowledges that fully validating the proposed CICEDM would require many studies over many years, an important starting point for the creation and preliminary evidence for the validity of this model involves an investigation of the subjective opinions on this identity development process of current CACREP-accredited program counselor educators.

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Statement of the Problem

In the field of professional counseling, developmental models for clinical supervision and for counselor identity development are abundant, but, to date, there are no developmental models of counselor educator identity, from the masters-level counseling student to the professional counselor educator. Developmental models for clinical supervision have been studied to a greater extent due to the need for support of clinical competencies. There could be a parallel made that clinical supervision has become more important to the field of counseling as state licensing boards for professional counselors may require licensed counseling supervisors to have training in clinical supervision, as well as neophyte counselors to continue with professional supervision after graduation from a counselor education program. The researcher hypothesizes a similar need for a counselor educator development model will be needed as CACREP-accredited programs become more attractive to counselor education programs.

In the past, counselors have been taught in counselor education programs by mainly counseling psychologists and clinical psychologists. This has caused a rift in the identity development of counselors over the years. Traditionally, psychologists have been and are trained by other psychologists to understand their history of psychology and their place within the human service field. Consequently, social workers have worked within their own social work programs to create human service workers who identify as social workers. The counseling field was missing the component where counselors would teach counselors to help create the identity of what it means to be a counselor, to understand the history of counseling, and to juxtapose the way counselors perform in human service environments with that of psychologists and social workers.

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Recent Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016) standards mandate that, in order for educators to be part of the core faculty of a counselor education program, the educator needs to have a doctoral degree in counselor education, not psychology or social work. “Core counselor education program faculty have earned doctoral degrees in counselor education, preferably from a CACREP-accredited program, or have related doctoral degrees and have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013” (CACREP, 2016, p. 6).

With states like Ohio passing laws that require professional counselors to have graduated from CACREP-accredited programs to be eligible for professional licensure, the expansion of CACREP accreditation should start to grow exponentially. The expansion of CACREP-accredited programs, coupled with the mandate that core faculty in counselor education programs be graduates of CACREP-accredited doctoral programs, leads to the logical hypothesis that there will be a growing need for more counselor educators. The use of a Counselor Educator Development Model that addresses doctoral competencies in and for a CACREP-accredited program may help to groom the next generation of counselor educators.

Purpose and Research Questions

The purpose of this study is to introduce a model of counselor educator development where one has not existed in the past. The model of development will encompass years of skill-building and myriad internal and external supports that might be needed for a masters-level student to gain the understanding, skills, and supports needed to successfully complete his or her degree, embark on the journey of completing a doctoral degree, and, finally, apply for professional positions as counselor educators. The researcher of this study would have liked to

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explore all facets of this developmental model in this research study, but the undertaking of studying many students at many different levels of instruction would be too overwhelming and time-consuming to meet the requirements for a dissertation. This specific study will act as the starting point for what is to be a long-term research project to create and validate the entire CICE DM.

The CACREP mandate requires current counselor educators to develop future counselor educators for the continued growth and development of the professional counseling field. The CICE DM will help to bridge the gap in literature and practice to identify and support students who may have the capability to become future counselor educators. The researcher planned to explore the skill and support concepts that counselor educators believe are needed for students to bridge the span between counseling student and counselor educator. The exploratory questions asked include: (a) What are the core skills needed for counselors to traverse the proposed developmental model, (b) What are the core supports needed for counselors to traverse the proposed developmental model, and (c) Do counselor educators agree on stages of skill development and the support constructs needed for successful navigation through the proposed developmental model?

Statement of Potential Significance

The creation of a counselor educator developmental model could impact the field of counseling by helping to create a sense of identity in future counselor educators. The researcher hopes that, by helping counselor educators create a strong sense of identity, they will be able to help create strong counselor identity within the students they teach. Counseling education programs, starting at the masters level, are typically created to promote the skill development of various counselors, including clinical mental health counselors, school counselors, career

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counselors, addiction counselors, and other field-specific counselors. The introduction of a counselor educator developmental model would allow instructors and faculty to identify high potential students at the masters level, in these specific disciplines of counseling, and introduce them to the concept of growing student skills beyond the clinical skills taught at the masters level. The lack of a counselor educator developmental model may inhibit the recruitment and support of students wishing to advance their skill set beyond the clinical level. The hope of the researcher is that the faculty would be able to use the counselor educator developmental model with the identified student to work through the personal and professional growth processes of becoming a counselor educator.

The mentoring aspect of counselor education development may be key to the development of identity and counselor education skills within the student counselor educators. There needs to be a level of collaboration between a mentor, a person who has had the experience of working through programs to learn the skills needed to be a counselor educator, and the student. To date, there is little research that has been conducted on mentorship in the counseling field, and, more specifically, how supports may help students progress through a counselor educator developmental model. Also, it is not known what types of supports may be needed, or when they may be needed during the development of the student into a counselor educator. While not every counselor education student will become a counselor educator, it can be argued that all students need to have some level of support to complete a counselor education program. This research might indicate some of the supports needed for students to successfully complete their educational programs, thereby, increasing retention rates of the students as well as identifying the future counselor educators who have built a strong sense of counselor educator identity through support, and, more specifically, counselor educator mentorship.

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Conceptual Framework

The researcher proposed a counselor educator developmental model based on several theories of development and support which are viewed through the lenses of CACREP-counselor education requirements. The researcher hypothesized that there are two mechanisms which help students progress through the proposed Developmental Model. The first mechanism is through skill acquisition where CACREP has identified five skills in which all doctoral candidates in counselor education and supervision programs need to be proficient. The second mechanism of counselor educator development is through support of the student through the counselor education program. The researcher used Super's Archway Model of Career Development (1957) and augmented the model to better fit the needs of counseling students in counselor education programs.

The Archway Model address two domains of development, internal and external. The internal domain encompasses the person's need for values, intelligence, aptitudes, and interests. The external domain includes the environmental influences: family; school; peer group; and labor markets (Zunker, 2012). The first mechanism of the CICEEDM deals with skill acquisition through the 2016 CACREP Doctoral Counselor Educational Standards, which include counseling; education; scholarship/research; leadership/advocacy; and supervision. These categories make up the internal domain of Super's Archway Model, which has been modified by the researcher. This replaces the person's need for values, intelligence, aptitudes, and interests. This modified side of the Archway Model is consistent with the 2016 CACREP Doctoral Counselor Educational Standards, as counselor educator's need for counseling, education, scholarship/research, leadership/advocacy, and supervision skills.

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The external domain of the Counseling Educator Developmental Model, support of the student through the counselor education program, is explained in this research through the Ecological Systems Map proposed by Bronfenbrenner (1979). Bronfenbrenner stated that there were five levels of environment which play key roles in the development of individuals: microsystems; mesosystems; exosystems; macrosystems; and chronosystems (Yarrow & Zaslow, 1981). The researcher adapted the external domain of the Archway Model of Career Development (1990) to develop a system that allows students to create counselor education identities through supports. The supports that are closer to the center of the Ecological System Map, the microsystem, represents the relationship between the counseling student and a mentor. It is hypothesized that the student enters into the counselor education program through the macrosystem and, as he or she progresses through the counselor education program, he or she will also progress through the support structures to develop a counseling educator identity and ultimately become a counselor educator.

Table 1.1 shows the CICE DM and how it uses the structure of CACREP-accredited counseling programs to guide students from the application of a masters-level counselor education program to the final destination of becoming faculty and progressing through the ranks of professorship.

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Figure 1.1 CACREP-Informed Counselor Educator Developmental Model

	Position A	Position B	Position C	Position D
Phase 4 (Neophyte Counselor Educator)	Professional Counselor (D 0-11, S 0-10)	Professional Counselor and Adjunct Educator (D 16, S 15)	Future Counseling Ed. Assistant Professor (D 18, S 18)	Future Counseling Ed. Professor (D 20, S 20)
Phase 3 (Counselor Educator Doctoral Graduate)	Marginal Professional Counselor (D 0-6, S 0-10)	Professional Counselor (D 11-14, S 11-14)	Professional Counselor and Adjunct Educator (D 15-16, S 15-17)	Recommended Counselor Educator (D 18-20, S 19-20)
Phase 2 (Professional Counseling Graduate)	Corrective Potential Counselor (D 0-6, S 0-6)	Marginal Professional Counselor (D 7, S 11-13)	Professional Counselor (D 9-10, S 12-15)	Doctoral Recommended Professional Counselor (D 13, S 17-20)
Phase 1 (Counseling Education Student)	Inappropriate Candidate (D 0, S 0-1)	Corrective Potential Counselor (D 1, S 5-11)	Marginal Potential Counselor (D 3-5, S 10-16)	Potential Counselor (D 6-8, S 14-20)

Figure 1.1 Represents the Phases a counseling education student will travel through as he or she learns new skills and has proper supports.

Summary of Methodology

A review of the professional literature in the field of professional counseling indicates that developmental models for clinical supervision and for counselor identity development are abundant, but, to date, there are no developmental models regarding counselor educators, from masters-level counseling student to professional counselor educator. Recent Council for Accreditation of Counseling and Related Educational Programs standards mandate that, in order for educators to be part of the core faculty of a counselor educator program, the educator needs to have a doctoral degree in counselor education, not psychology or social work. “Core counselor education program faculty have earned doctoral degrees in counselor education, preferably from a CACREP-accredited program, or have related doctoral degrees and have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013” (CACREP, 2016, p. 6).

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The CACREP mandate requires current counselor educators to develop future counselor educators for the continued growth and development of the professional counseling field. The CITEDM will help to bridge the gap in literature and practice to identify and support students who may have the capability to become future counselor educators. The researcher intends to explore the skill and support concepts that counselor educators believe are needed for students to bridge the span between the roles of counseling student and counselor educator.

The research has chosen Q-Methodology as the way to measure counselor educators' perceptions of counselor educator skill development and support structure. Q-Methodology, originally developed by Stephenson is both a technique and a methodology to study participant subjectivity, that is, people's viewpoints (Brown, 1996).

Definition of Key Terms

Archway Model of Career Development – A career developmental model that helped to take into account the various aspects of biological, psychological, and socioeconomic factors that may help or hinder a person while exploring career options (Super, 1957).

Counseling – A professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals (ACA, 2014).

Counselor Educator – A professional counselor who holds a terminal doctoral degree in a counseling-related field and teaches in a graduate counselor education program.

CACREP-Informed Counselor Educator Developmental Model – A model created for this study to explain the development of the counselor educator identity over time from the student's masters-level program to the completion of the counselor education doctoral degree and vocational placement in a counselor education program.

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Counselor Education Requirements – A set of standards that defines the core areas of development for all counselors and counselor educators, as well as standards for counselor educator faculty to meet the requirements of core faculty status (CACREP, 2016).

Counsel for Accreditation of Counseling and Related Educational Programs – Accreditation program responsible for setting standards for counseling education programs (CACREP, 2016).

Mentorship – Interpersonal exchange between a senior experienced colleague and a less experienced colleague, sometimes referred as a mentor and a protégé (Russell & Adams, 1997).

Person-in-Environment Model of Development – The idea that the structure of the environment affects how children learn and are able to learn in the said environment (Bronfenbrenner, 1979).

Q-Methodology – A technique and a methodology to study participant subjectivity, that is, people’s viewpoints (Brown, 1996).

Q-Methodology Concourse – A collection of items, typically statements, about the topic that have been collected by the researcher (McKeown & Thomas, 1988).

Organization of the Dissertation

In Chapter 1, the researcher provides an introduction to the CICE DM and details the need to conduct research in the area of counselor education in an effort to grow the counseling profession on a positive track. Chapter 2 provides the reader of this paper with a review of current literature on counselor educator development, current trends in the counseling education professions, literature on developmental constructs outside of the counseling profession, and student supports. The theoretical frameworks presented in this chapter include The Ecological Systems Map proposed by Bronfenbrenner and Super’s Archway Model of Career Development, and helps to inform the research on skills and supports that may be needed by counseling education students. Chapter 3 provides a description of the quantitative and the qualitative

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methodology used in this study, along with the recruitment strategy, data collection, and the data analysis for this research project. Chapter 4 provides the reader with the study's findings by way of statistical data outputs and through statements made by the participants during and after the completion of the methodological exercises. In Chapter 5, the researcher provides a discussion of the findings, limitations, practical indications for the counseling education profession, and proposed future research.

Chapter 2: Literature Review

Introduction

Teaching counselor education skills and understanding supports needed to help facilitate the process from a masters-level student to becoming a counselor educator has many constructs and issues beyond pedagogy and recognition. The topics presented in Chapter 2 include reviewing literature of counseling education standards and counselor educator identity development on a continuum from masters-level student, to doctoral candidate, to counselor educator. Theoretical topics that are presented in Chapter 2 include reviewed literature for career developmental theories, and, more specifically, Donald Super's segmental model for career development. Also reviewed is the literature on Person-in-Environment models of development, specifically Bronfenbrenner's Ecological Systems.

The review of the literature was conducted mostly through electronic sources. These sources included library research database searches for scholarly articles which included peer-reviewed journal articles, electronic news articles, book chapters, and article reviews. Other areas of literature review were conducted in physical libraries where source books and textbooks were reviewed for relevant literature construct information. Theoretical literature reviewed was conducted primarily through the use of counselor education textbooks, as little research has been conducted on the efficacy of the models, and to ensure that the context of the theoretical literature review falls directly within the realm of counselor education.

Due to the dearth of information concerning counselor educator developmental models and defined support constructs for counselor education students (Adkison-Bradly, 2013), many of the scholarly literature searches were conducted outside of the field of counselor education. Some of the fields that were tapped for review included psychology, social work, psychiatry, and

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college research settings. While conducting searches for appropriate scholarly and theoretical literature, the following set of terms were used to facilitate academic literature search:

Counseling Education; Counselor Identity; Mentorship; Developmental Models; Person-in-Environment; Ecological Systems; CACREP; Educational Standards; Life Span Development; and Counseling Constructivism. Since the literature review had to be conducted with such a wide scope, due to the lack of research in the areas of counselor educator development and support models, the literature review conducted went much deeper beyond the typical recommendations of 5-6 years (APA, 2010). To capture the primary source theoretical literature and review the width and depth needed for this topic, the research publications started at 1979 and ended in 2016.

Description of Scholarly Literature

Brief Counselor Education History. Doctoral programs for counselor educators have been the gateway for counselor educators to secure tenure-track counseling education positions, but this has not always been the case. In 2009, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) mandated that all future counselor educators needed to have graduated from doctoral-level, CACREP-accredited programs (CACREP, 2009).

Previous to 2009, the counseling profession had been characterized as having flexible standards and ambiguous definitions of counselor identity which led to outside entities, more specifically the field of psychology, to create the definition of counselor identity (Foster, 1977; Sweeny & Witmer, 1977). CACREP was created in 1981 to create a set of standards for the counseling profession by working with the Association of Counselor Educators and Supervisors to help define the counselor identity through standards in masters-level and doctoral-level counseling programs (Adkison-Bradley, 2013).

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More recently, CACREP has identified learning areas in which all counseling students in masters-level and doctoral-level programs need to have training, and these include counseling, education, scholarship, research, supervision, leadership, and advocacy (CACREP, 2016). Adkison-Bradley (2013) indicated that, since the 2009 CACREP standards for counselor education doctoral programs were implemented, there has been virtually no research on doctoral standards. Recommendations for the counseling profession include thinking creatively about doctoral study in counselor education to meet the current and future needs of the counseling education profession.

One focus of CACREP, since the 1990's when the Fourth Force of counseling was introduced, has been for counselors and counselor educators to work on creating more diversity in the field, as approximately 3-5% of all faculty minority are doctors of philosophy (CACREP, 2009; CACREP, 2016; Bradley & Holcomb-McCoy, 2004; Ivey, D'Andrea, Ivey & Simek-Morgan, 2007). The preamble of the ACA's 1995 *Code of Ethics and Standards of Practice* stated, "Association members recognize diversity in our society and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of each individual" (p. 1). Bradley & Holcomb-McCoy (2004) stated that participants in their research study of African-American counseling educators, through qualitative methods, indicated not having any mentorship or collegial support in their academic positions. The authors recommended that the African-American junior faculty learn to work alone, as they should have a clear understanding that no assistance will be offered for guidance. The preamble of the ACA's 2014 *Code of Ethics and Standards of Practice* still states the following core professional values of the counseling profession: "enhancing human development through the life span; honoring diversity and

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embracing multicultural approaches in support of worth, dignity, potential, and uniqueness of people within their social and cultural contexts” (ACA, 2014, p. 3).

While CACREP has been able to create a more stable platform for counseling programs, and to operate and create more uniformity in the quality of counselors graduating from counselor education programs, CACREP fails to be descriptive in the way that counselors are educated. The Bradley & Holcomb-McCoy (2004) article briefly touches on the issues that still exist in the counseling profession, specifically diversity and support of students. The preamble of the ACA’s 1995 *Code of Ethics* and the 2014 *Code of Ethics* have remained virtually identical in the approach of needing to support the diversity of the counseling profession but, as previously documented in this section, fail to offer constructs for supporting students as they navigate graduate school and are recruited for counselor educator positions.

Counselor Educator Identity Development. The concepts of counselor development and counselor identity are often recognized as a necessary aspect of counseling success, although the definitions can be ambiguous and interpretive (Ritchie, 1994). Historically, there has been tension between the factions of the helping profession, which include social work, counseling psychology, and clinical psychology (Hanna & Bemak, 1997). Counselor identity development starts in the counselor education programs and needs to be intentionally included in curriculum to help students create an identity that defines them in the professional field (CACREP, 2009). The advent of the CACREP areas of educational development, the eight-core competencies, helps the student create a distinct counselor identity and a knowledge base (CACREP, 2009; CACREP, 2016; Hanna & Bemak, 1997). Research conducted by Orlinsky and Rønnestad (2005) indicated that most research in counseling education has been directed towards the process and outcome, and not towards the development of therapists.

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Ritchie (1994) was apt when the description was made about counselor identity development and the necessity to create strong identities in our counselors, and even 22 years after the publication, it still rings true. Again, CACREP has done a good job of being able to identify the areas of knowledge needed by practicing counselors and counselor educators, but falls short when it comes to the implementation for some of the ideas behind creating strong counselor identity. Orlinsky and Rønnestad (2005) complement the last statement by conducting research that shows the gap in research for development of counselors and counselor educators.

Stage Models of Counselor Development. The development of masters-level counseling students' identities starts as they progress from class to class in their respective counselor education programs. Chang (2011) indicates that counselor educators and supervisors will often conceptualize and develop their own theories of counselor development through the lenses of their own theoretical orientations. Some of these theoretical orientations include Bowen family system theory, cognitive theories, person-centered theory, psychodynamic theory, post-modern theory, and social learning theory (Papero, 1988; Wessker & Elis, 1983; Patterson, 1983, Symington, 1996; Larson, 1998; Crocket, 2004; Winslade, 2003). According to Chagnon and Russell (1995), counselor education students will start their academic careers learning about the different theories, history, and practice in the first stage of counselor development. The second stage of development in the Chagnon and Russell model is that the students will need to have individual experience in experiential supervision settings. The combination of the didactic and experiential learning components of counselor development is currently in place in most counselor education programs, where the didactic information is taught to the students before they are allowed to start experiential learning through the practicum and internship experience.

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The Chagnon and Russell model of development is a good start to identifying the mechanisms for development of counseling students, but is far too simplistic to use as a model to identify high potential students, or students in need of extra help. Chang (2011) identified that counselor educators and supervisors will often conceptualize the developmental theories through the lens of theoretical orientations, which works well with supervision models but fails to bridge the gaps of development between masters-level student and doctoral student and finally, counselor educator.

Many developmental models come from the field of counseling supervision, which may be loosely translated to the overall development of counselors and counselor educators. In 1982, Loganbill, Hardy, and Delworth created a developmental model which is considered to be the first published comprehensive model of counselor development, but there has been little to no follow-up research conducted on this model (Bernard & Goodyear, 2014). Loganbill et al. chose the developmental tasks of youth conceptualized by Chickering (1969) and redefined them into professional issues for training therapists: competence, emotional awareness, autonomy, personal identity, respect for individual differences, purpose and direction, personal motivation, and professional ethics (Bernard & Goodyear, 2014). Loganbill et al. indicated that there were several stages in which trainees might find themselves during their training: Stagnation Stage; Confusion Stage; or Integration Stage.

Adapted from the Loganbill et al. model of development, Stoltenberg, McNeil, and Delworth (1998) created the Integrated Developmental Model (IDM) of supervision. The IDM model of supervision is used to describe counselor development of three overriding structures: Self-Other Awareness; Motivation; and the Development Through Four Levels (Level 1, Level 2, Level 3, and Level 3i). Level 1 was defined as “A supervisee having limited training or

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limited experience in which he or she is being supervised” (Bernard & Goodyear, 2014, p. 36). Level 2 was defined as “A supervisee who is making the transition from being highly dependent, imitative and unaware in responding to a highly structured, supportive and largely instructional supervisory environment” (Bernard & Goodyear, 2014, p. 36). Level 3 is reached when “Supervisees ... are focusing more on a personalized approach to practice and on using and understanding of [the] self in therapy” (Bernard & Goodyear, 2014, p. 36). Finally, Level 3i was defined as when the supervisee reaches Level 3 across multiple domains, which were adapted from Loganbill et al.’s professional issues (Bernard & Goodyear, 2014).

Rønnestad and Skovholt (1993, 2003; Skovholt & Rønnestad, 1992) created a lifespan developmental model which addresses the development of the counselor past the internship and graduate phases of training. Rønnestad and Skovholt (2003) first created eight different stages in the model, which were reduced to six phases in their research. The six phases as indicated in are: Phase 1 – The Lay Helper Phase; Phase 2 – The Beginning Student Phase; Phase 3 – The Advanced Student Phase; Phase 4 – The Novice Professional Phase; Phase 5 – The Experienced Professional Phase; and Phase 6 – The Senior Professional Phase. While the students are working through the first three stages and working into the professional final three stages, Rønnestad and Skovholt indicate student support for the first three stages should come by way of supervision and that support for the final stages should come by way of professional mentorship (2003).

The Loganbill, Hardy, and Delworth Developmental Model (1982) serves as the springboard from which other developmental models can build. The one issue with this model was the lack of practicality for using it with counselor education students. Stoltenberg, McNeil, and Delworth (1998) were able to create the Integrated Developmental Model (IDM) of

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supervision from the Loganbill, Hardy, and Delworth Developmental Model which helped to make this more practical in application, but relegated for use in supervision only, and did not act as a development model for overall student development. The Rønnestad and Skovholt Developmental Model (2003) has come the closest to delineating the development of counselor education students and the needs to become successful clinicians. The negative critique of this model is that it only shows the development of students if they chose to be counselors only and does not address the development of counselors who intend to become counselor educators.

Masters-Level Identity Development. Auxier, Hughes, and Kline (2003) indicate that professional identity development is constructed through the interactions with self, others, and the professional community. Jorgensen and Duncan (2015a) explored how masters-level counseling students developed a research identity. The researchers used ($N=17$) participants who were current students in a CACREP-accredited counselor education program. The researchers found that how participants viewed research affected their research interests. More importantly, the participants of this study indicated that they were negatively affected by faculty not discussing research with the participants. The researchers recommend that faculty communicate more with students about research and research interests to help support research interests (Jorgensen & Duncan, 2015a). The Auxier, Hughes, and Kline (2003) article identified that faculty communication was a good predictor for students to successfully create a research identity, but did not identify the type and frequency of faculty communication that would have had the greatest effect on the identity development.

Jorgensen and Duncan (2015b) conducted a follow-up study to identify themes of identity development. The researchers used the concept of Kozina, Grabovari, De Stefano, and Drapeau (2010) to demonstrate that identity of the counselor develops through deliberate actions which

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are aimed at helping the counseling student in the development of attitudes, behaviors, and beliefs. In this study, the researchers again studied research identity development in ($n=12$) masters-level counselor students who were enrolled in CACREP-accredited counselor education programs through the use of interview techniques. Jorgensen and Duncan were able to identify three themes of identity development which included Stagnation, Negation, and Stabilization.

The researchers indicated factors that helped progress the development of research identity:

...more infusion of research across courses and continuing education training, open and frequent communication about research, teaching more critical thinking skills, supervisors providing directives such as having supervisees read research articles, knowledge of alternative methodologies, challenging views of research and working to help them establish a new conceptualization, and more research programming such as assignments that require research activities (Jorgensen & Duncan, 2015b, p. 335).

As in the previous research conducted, (Jorgensen & Duncan, 2015a), the students who participated in the study indicated that frequent contact with faculty about research and research-related topics equated to more positive outcomes and an increased sense of identity development. Jorgensen and Duncan came to a similar conclusion as Auxier, Hughes, and Kline (2003) who proposed there might be a correlation between faculty contact and identity development, but the former used a small sample size and a convenient sample for the research.

Auxier, Hughes, and Kline (2003) used a grounded theory approach to develop a theory of counselor identity development. The researchers selected eight masters-level students who were enrolled in the second year of their counseling education programs. The researchers explored the idea of counselor identity development through the use of open interviews and

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coded for themes using axial coding along with selective coding. The researchers identified three formation processes: conceptual learning, experiential learning, and external evaluation. The process of identity formation came from (a) conceptual learning that happened in the classroom, (b) the experiential learning that happened in classroom exercises, practicums, and internships, and (c) external evaluation that happened in the form of feedback from professors. The researchers described the external evaluation as being needed in the beginning phases of the counselor education program, but evaluation became less necessary as students came to the end of their programs due to the nature of becoming more autonomous. Auxier, Hughes, and Kline used appropriate methodology for this study with a large enough sample of students to gain a better understanding of phenomenon, but it seems to contradict previous studies which indicated that faculty communication was beneficial in greater quantities.

The development process of counselor identity can be considered both an intrapersonal and interpersonal process. Gibson, Dollarhide, and Moss (2010) indicate in their research that the interpersonal process of identity development happens in the context of contact with professional community members. The researchers explain the process of interpersonal development through the analogy of learned behavior by interacting with “native speakers” in a new culture, in that it is necessary for the professionals to help facilitate the learning process through “observation, supervision, consultation and practice” (Gibson, Dollarhide, & Moss, 2010, p. 22). The researchers conducted group data collection through interviews. The data collected revealed that external validation was needed from peers, professors, supervisors, and counselors at the start of identity development, but not needed towards the completion of the development. The researchers indicated that professional identity emerges as a result of training experience, more specifically, external authority, which was defined as client contact and

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specific course information (Gibson, Dollarhide, & Moss, 2010). Similar to the previous study, Gibson, Dollarhide, and Moss conducted research using interviews to gather data about identity development. One negative critique of this article is the use of group interviews for data collection which could have skewed the data due to the reluctance of people to speak up about personal opinions in group settings or due to the process of groupthink.

Doctoral-Level Identity Development. Building on the study conducted by Gibson, Dollarhide, and Moss in 2010, Limberg et al. (2013) studied intentional experiences designed by doctoral-level counselor educators. CACREP standards state that doctoral education programs need to facilitate experience for doctoral students to work with program faculty in core developmental areas for future professional endeavors (CACREP, 2009; CACREP, 2016). The researchers conducted their study using ($n=18$) first, second, and third-year doctoral counselor education students. The data collected for this study indicated teaching domains significantly strengthened counselor identity development. Supervision of students was the second leading contributor of identity development. Additionally, conducting research, conference attendance, cohort membership, and program design were all variables of creating doctoral-level identity (Limberg et al., 2013). The researchers also indicated that “the mentoring relationship was beneficial in the CEDS’ professional identity development, which was identified in the data, but was not part of the original start list of domains” (Limberg et al., 2013, p. 50). Limberg et al. also stated, “Faculty (including those outside of one’s program) helped their students grow into the identity of counselor educator through (a) consultation, (b) developing research interests, (c) believing in and treating the students as counselor educators, (d) encouraging students to present at conferences, and (e) mentorship” (p. 51). Limberg et al. used a good swath of doctoral-level counseling students for this research. By including years one through three, the researchers

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would get a good sampling, but Limberg et al. stated in the article that they sampled the students at the university in which they taught, which indicates a sample of convenience.

Counselor Educator Development. In an earlier article, Newgent and Fender-Scarr (1999) explored the concept of the development of the counselor educator as he or she starts the journey into the professional academic setting and offered recommendations to the developing counselor educator. The authors of the article state that doctoral counseling education students should advocate for themselves, engage in networking with professionals, and speak with counselor educators from other institutions to learn about requirements for becoming a counselor educator. Newgent and Fender-Scarr state that support from family members, colleagues, and cohort members can greatly help the process of searching, applying, and interviewing for counselor education positions. Newgent and Fender-Scarr do a good job of indicating the skills that developing counselor educators need, but do not offer any scientific proof that their own experiences are generalizable to the rest of the field.

As doctoral-level counselor education students transform from the identity of a student to that of a counselor educator, they will need to continue with the augmentation of identity development to an instructor or professor identity. More often, the transition for many counselor educator students holds many uncertainties and transitions that were not expected (Baldwin, Lunceford, & Vanderlinden, 2005). Magnuson, Norem, and Lonneman-Doroff (2009) reviewed longitudinal data for a period of six years to reflect on the experiences of new counselor educators. The researcher conducted interviews to explore the experience and found common themes between the participants, specifically “reference to tenure and promotion, the work environment, sources of satisfaction and pleasure, interplay between professional and personal domains, and change and transformation” (p. 60). The participants in this study indicated that,

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initially they felt supported, encouraged, and valued when they assumed the position of a new counselor educator, but, as counselor educators progressed from year one to two, and then two to three, they experienced increased levels of isolation and decreased levels of workplace satisfaction. “Prominent themes included the desire for or appreciation of strong mentoring, pleasure or disappointment related to scholarship, satisfaction or dissatisfaction based on fitting with the university environment, and endeavors to balance professional and personal obligations” (Magnuson, Norem, & Lonneman-Doroff, 2009, p. 70). Magnuson, Norem, and Lonneman-Doroff used longitudinal data, which is a benefit to the field of counseling to understand how constructs change and this method is not used often due to the difficulty of obtaining data, but the sample is dated as compared to contemporary literature review standards.

Counseling Education Mentorship. Counselor educator supports can come in many different forms, but the most intimate form that has the potential to cause the greatest amount of change is the mentor relationship. The term mentor refers to the interpersonal exchange between a senior experienced colleague and a less experienced colleague, sometimes referred as a mentor and a protégé (Russell & Adams, 1997). Two mentor functions were identified by Kram (1983): career support and psychosocial support. Some of the typical functions a mentor will provide to the protégé are “sponsorship, exposure, visibility, coaching, protection and challenging assignments” (Russell & Adams, 1997, p. 2). Russell and Adams (1997) argue that benefits of the relationship between the mentor and the protégé may be so impactful that the identification with a mentor should happen with great care and should happen very early in the career of the protégé. Both Kram, and Russell and Adams are able to identify the impact that mentors have on protégés, but there is also a lack of scientific methodology in the research that they conducted.

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As presented earlier in the chapter, Bradley and Holcomb-McCoy (2004) stated that participants in their research study of African-American counseling educators, through qualitative methods, indicated not having any mentorship or collegial support in their academic positions. Seven years prior to Bradley and Holcomb-McCoy, Russell and Adams (1997), indicated that women and people of color are entering into the workforce in greater numbers and there will need to be a greater emphasis on mentoring. This also fits with the prescription of doctoral education programs needing to facilitate experience for doctoral students to work with program faculty in core developmental areas for future professional endeavors (CACREP, 2009; CACREP, 2016).

Evidence is growing which would indicate that mentoring relationships can cause positive outcomes, but a study conducted by Briggs and Phersson (2008) indicated that, while some report having had a mentor relationship in their graduate studies, only 30% of the participants indicated that the mentors and the mentorship were focused on his or her needs. Hill, Leinbaugh, Bradley, and Hazler (2005) indicated that there is a lack of mentorship for female and African-American faculty and stated that 70% of study respondents reported little or no research collaboration and 45% reported no mentorship resources were available in their program. While the need for mentorship may exist in many areas of the counselor education field, Borders et al. (2012) all recognize that mentorship may be difficult for most faculty due to the large time constraints of departmental needs and the high demand of time to facilitate efficacious mentoring. Briggs and Phersson (2008), Hill et al. (2005), and Borders et al. (2012) use data to help back up the claims that mentorship is needed in academic settings by giving numerical statistics, and Borders et al. in particular kept mentorship in perspective by noting that

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mentorship may take time, which might correlate to the low numbers reported by the other authors.

Allen, Eby, Poteet, Lentz, and Lima (2004) conducted a meta-analysis to identify the career benefits for people who were mentored versus people who were not mentored. The researchers hypothesized that individuals who have been career-mentored will have greater and more positive career outcomes, that psychosocial mentoring would relate to career outcomes, that objective career outcomes would have a stronger relationship with career mentoring than psychosocial mentoring, and that subjective career outcomes would have a stronger relationship with career mentoring than psychosocial mentoring. The results indicated that mentored individuals were more satisfied with their career, more likely to believe that they would advance in their career, and more likely to be committed to their career than their nonmentored counterparts. The researchers found that the data supported all of their hypotheses, except for the one that subjective and objective career outcomes would have a stronger relationship with career mentoring than psychosocial mentoring, which indicated mixed results. Like the previously reviewed articles, Allen, Eby, Poteet, Lentz, and Lima are able to produce actual quantitative data to help the readers to understand the data collected.

While there is a good deal of mentorship literature in areas such as business, nursing, and education that may be related to counseling and counselor education, Black, Suarez, and Medina (2004), found that there is limited mentoring research literature (less than 1% of peer-reviewed publications) specifically for the counseling field. Black, Suarez, and Medina state that there are factors which can help facilitate the creation of mentorships in the counseling field, including mentors having relationships with protégés before the traditional mentorship starts. Once a relationship has been created between the potential mentor and the protégé through classes,

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advisement, and having discussions, the protégé should feel empowered to seek out the mentorship. Black, Suarez, and Medina indicate that seeking mentorship can be a valuable activity for the protégé. The researchers noted that "... it is not known to what degree or in what manner professional counselors and counselor educators are being mentored or are acting as mentors" (Black, Suarez, & Medina, 2004, p. 54). Black, Suarez, and Medina write in a way that is both optimistic and realistic in that there is a good deal of mentorship research to be reviewed, and that those in the counselor education field is not taking advantage of the available data by using it to construct their own research on mentorship.

It is important to note that women frequently lack the professional mentorship to help navigate the layout of professional settings (Cawyer, Simonds, & Davis, 2002). Some researchers would argue that mentoring is a curtail component for female students to gain the knowledge and skills to be effective and successful in their respective professional fields (Casto, Caldwell, & Salazar, 2005). Hurte (2002) argued that female mentors can provide a more personalized level of attention which some female students may need and that a female mentor would be able to provide a higher level of proficiency in dealing with problems specific to women in academic environments. Cawyer, Simonds, and Davis agreed with their research in female faculty mentoring and came to the conclusion that, although mentoring takes time, involves effective communication, flexible boundaries, and adjustments to rules, female mentors can provide more support through graduate programs or the faculty tenure process because women have the ability to help other women in distinctive ways. The researchers in this section have done a good job of identifying the need for minority mentorship in academia, but they have not indicated the demographics of the counseling profession. For example, it might be assumed

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that, traditionally, there is a great number of females in graduate counselor education programs as compared to the number of males and an even smaller number of minority males.

Practical Application of Mentorship. Mentorship programs have existed beyond the counseling education profession for some time. Even in the medical profession, the practitioners are finding a need to mentor new residents as a way to reduce stress and increase professional identity. Cohen and Kassam (2016) reported on a mentorship program that was created for residents in a psychiatry program. Cohen and Kassam set out to create a competency-based mentorship program that would support residents during training in hopes of creating more confident residents who would be skilled at career planning. One of the caveats that the researcher speaks to is the program being non-evaluative to provide formative feedback that is safe and confidential. While the article by Cohen and Kassam did not engage in comparative research, the authors indicate that residents reported that dyadic or one-on-one mentoring was the preferred method for conducting mentorship. The authors admit that the following steps for the mentorship program would be to study the efficacy of resident mentorship in a rigorous and controlled environment. This article is a great example of professionals understanding the need for mentorship and proposing a way to offer mentorship to a population in need. One critique of this article is that there is nothing scientific and there are no comparisons to show if the program has efficacy.

While formal mentorship programs for the development of counselor educators might still be a goal for the future, authors have developed principles for good mentorship practice within counselor educator programs. Borders et al. (2011) studied five (junior) tenure-track professors who were nearing the time where tenure application would be possible. The researchers reviewed Sorcinelli's (2000) *10 Principles of Good Practice* and asked the faculty to

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rate the mentoring activities for each of the principles. Borders et al. found that three junior faculty reported a negative experience related to at least one mentoring activity. When reviewing Principle 5: *Good Practice Encourages Mentoring by Senior Faculty*, it was noted that junior faculty members have individual strengths and weaknesses, thus informal mentorship might be best suited for protégés as they can choose senior faculty to work with on certain areas of opportunity. Borders et al. were able to use an existing population ready to apply for tenure, which would be difficult for researchers to find a similar population. The downside is that the researchers only asked the participants to comment on Sorcinelli's (2000) *10 Principles of Good Practice*, rather than interviewing open-endedly for a better understanding of their situations.

Mentorship can often lead to positive outcomes, but there are times when mentorship can lead to negative outcomes in a graduate program. Johnson and Huwe (2002) sought to define some of the traditional pitfalls for mentors and protégés that would lead to a negative mentoring experience for the mentor, the protégé, or both. The authors compare the dissertation chair who is unaware of methodologies and subject matter and therefore is unable to help the student successfully navigate the dissertation process with the mentor who does not have the technical mentor skills to predict and respond to the common phases of graduate student development. Johnson and Huwe listed the most common issues in a mentoring relationship that will have a negative effect on the participants: Mentor Relationship Incompetence; Mentor Neglect; Relational Conflict; Boundary Violations; Exploitation; Attraction; Unethical or Illegal Behavior; Abandonment; Cross-Gender and Cross-Race Mentoring; Mentor discomfort with Cross-Gender Relationships; Socialization Practices; and Protégé Traits and Behaviors. The authors conclude the article by giving examples of how mentors and protégés can reduce the likelihood of encountering many of these negative traits in the mentor relationship including:

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Seeking Consultation; Honest Communication and Evaluation; Considering Ethical/Professional Obligations; Documenting Mentoring Meetings; Creating Clear Structure; and Monitoring of Mentorship by Program Administrators. The majority of the mentoring articles discuss the positive aspects of mentoring, whereas Johnson and Huwe listed the issues that can result from mentors who are not ready to take on that role. The issue with the article is the assumption that cross-gender and cross-racial individuals may not work well together and need to be monitored by administration.

Conceptual Framework for Forthcoming Study

CACREP Counselor Education Requirements. CACREP (2016) has introduced a set of standards that defines the core areas of development for all counselors and counselor educators, as well as standards for counselor educator faculty to meet the requirements of core faculty status. CACREP-accredited programs require that "... the academic unit must employ a minimum of three full-time core counselor education program faculty members who teach in the entry-level program" (pp. 6-7), as well as that "core counselor education program faculty have earned doctoral degrees in counselor education, preferably from a CACREP-accredited program, or have related doctoral degrees and have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013" (CACREP, 2016, p. 7). CACREP indicates the reason that program faculty with earned doctoral degrees in counselor education are preferred make certain a full-time equivalent ratio is not exceeded, thus ensuring students are being taught primarily by core counselor education program faculty (CACREP, 2009; CACREP, 2016)

CACREP indicates that doctoral students in counselor education programs need to have competency in five specific areas to qualify for graduation and be eligible to work as core faculty

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in counselor programs. “Doctoral programs in counselor education address professional roles in five doctoral core areas: counseling; supervision; teaching; research/scholarship; and leadership/advocacy. These five doctoral core areas represent the foundational knowledge required of doctoral graduates in counselor education” (CACREP, 2016, p. 35). While CACREP standards do not mandate specific supports for students in either the masters-level or doctoral programs, it is recognized that some level of support is needed for students to help navigate through their intended programs of study as “Students in entry-level programs have an assigned advisor at all times during the program who helps them develop a planned program of study” (CACREP, 2016, p. 6).

Counselor Educator Developmental Model

Overview. Figure 2.1 shows the CICE DM and how it uses the structure of CACREP-accredited counseling programs to guide students from the application to a masters-level counselor education program to the final destination of becoming faculty and progressing through the ranks of professorship. The levels of academic progression are indicated on the table as Phases. Phase 1 represents the category where counselor education students are starting their respective counseling programs. Phase 2 represents the students who are ending their masters-level counselor education programs and are recommended to start in a clinical practice, or counselor education students who have been recognized and recommended as high potential doctoral students. Phase 3 indicates doctoral-level students who are engaged in a doctoral-level counselor education and supervision program. Phase 4 indicates the level when doctoral counseling students begin a career as counselor educators. There may be some overlap between Phase 3 and Phase 4 as some doctoral students may already be engaged in teaching in counselor education programs prior to graduating from their doctoral programs.

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Figure 2.1 CACREP-Informed Counselor Educator Developmental Model

	Position A	Position B	Position C	Position D
Phase 4 (Neophyte Counselor Educator)	Professional Counselor (D 0-11, S 0-10)	Professional Counselor and Adjunct Educator (D 16, S 15)	Future Counseling Ed. Assistant Professor (D 18, S 18)	Future Counseling Ed. Professor (D 20, S 20)
Phase 3 (Counselor Educator Doctoral Graduate)	Marginal Professional Counselor (D 0-6, S 0-10)	Professional Counselor (D 11-14, S 11-14)	Professional Counselor and Adjunct Educator (D 15-16, S 15-17)	Recommended Counselor Educator (D 18-20, S 19-20)
Phase 2 (Professional Counseling Graduate)	Corrective Potential Counselor (D 0-6, S 0-6)	Marginal Professional Counselor (D 7, S 11-13)	Professional Counselor (D 9-10, S 12-15)	Doctoral Recommended Professional Counselor (D 13, S 17-20)
Phase 1 (Counseling Education Student)	Inappropriate Candidate (D 0, S 0-1)	Corrective Potential Counselor (D 1, S 5-11)	Marginal Potential Counselor (D 3-5, S 10-16)	Potential Counselor (D 6-8, S 14-20)

Figure 2.1 Represents the Phases a counseling education student will travel through as he or she learns new skills and has proper supports.

The CICIPDM delineates the Phases that a counseling education student will progress through as he or she ascends to the ranks of academia; the Positions indicated on the Model show students' progress towards skill development. Position A describes the student who is not appropriate for the Phase in which he or she is currently stationed. This might mean that the student is more developmentally appropriate position at a different level. Position B describes a student who may not yet be appropriate for the Phase that he or she is currently in, but, with some guidance, may be able to move to the next Position. Position C represents a student who is well-suited for his or her particular Position. Finally, Position D represents a student who has been able to master the skills of the position he or she is currently in and is recommended to advance to the next Position.

Developmental Typology. Phase 1/Position A (1A) typology is titled, *Inappropriate Candidate*. This person is defined as someone who is not appropriate to enter into a masters-

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level counselor education program. Typically, these people will be not accepted into the program during the application process. Phase 1/Position B (1B) typology is titled, *Corrective Potential Counselor*. This is the student who was admitted into a counselor education program, but needs substantial supports from the faculty to complete the program. This may be the student who is not appropriate for the program, but was granted access to the program during the admission process. Phase 1/Position C (1C) typology is titled, *Marginal Potential Counselor*. This is the student who is on his or her way to completing a degree in a counseling field. The student might need to have some remedial skill-building or support from faculty, but has the ability to complete the counselor education program. Phase 1/Position D (1D) typology is titled, *Potential Counselor*. This is the student who has been able to gain all of the necessary skills needed to be a professional counselor after graduation. This student typically performs at a high academic level, exhibits the inter and intra-personal skills to work with others, and participates in extracurricular counseling activities in his or her program.

Phase 2/Position A (2A) typology is titled, *Corrective Potential Counselor*. This student may not be appropriate to be a professional counselor, but has been able to complete the academic portion of the counseling education program; these students will need serious remediation to correct the issues affecting their ability to be professional counselors or gatekeeping may need to be enforced to prevent them from entering into the counseling profession. Phase 2/Position B (2B) typology is titled, *Marginal Professional Counselor*. This is the student who will be able to provide competent counseling skills to a narrow group of the population and/or will need to have substantial professional clinical supervision to help grow skills to work with more symptomatic or diverse populations. Phase 2/Position C (2C) typology is titled, *Professional Counselor*. This student is the standard for counseling education

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programs: students who are prepared to be competent professionals in the field of counseling without reservation from the counseling faculty. Phase 2/Position D (2D) typology is titled, *Doctoral Recommended Professional Counselor*. The 2D student has excelled academically, has shown promise to be a competent counselor, shows the ability to be a leader in the counseling profession, and has indicated a desire to become a counselor educator.

Phase 3/Position A (3A) typology is titled, *Marginal Professional Counselor*. Much like the 1A and the 2A students, the 3A student has been incorrectly placed in a doctoral program due to a lack of clinical skills and/or a lack of intra/interpersonal skills. Gatekeeping may need to be enforced with this student to help the student exit the counselor education program. Phase 3/Position B (3B) typology is titled, *Professional Counselor*. This student may be able to complete the doctoral education program, but will be better suited as a Professional Counselor due to lack of skill-building in pedagogy, leadership, supervision, or scholarship. Phase 3/Position C (3C) typology is titled, *Professional Counselor and Adjunct Educator*. This student shows the ability to complete the doctoral education program and can balance as both a Professional Counselor and an Adjunct Educator. The student's skill set in pedagogy, leadership, supervision, or scholarship may not be strong enough to warrant the recommendation of a full-time professor position. Phase 3/Position D (3D) typology is titled, *Recommended Counselor Educator*. This student has shown the capability to be a proficient and competent counselor, and also has demonstrated proficient skills in pedagogy, leadership, supervision, or scholarship.

Phase 4/Position A (4A) typology is titled, *Professional Counselor*. This typology depicts the person who has graduated from the doctoral counselor education program and has tried to teach either as an adjunct instructor or full-time professor, and has not been able to gain

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any further skills in pedagogy, leadership, supervision, or scholarship, and thus is no longer recommended to teach. Phase 4/Position B (4B) typology is titled, *Professional Counselor and Adjunct Educator*. This person has completed the doctoral education program and can balance as both a Professional Counselor and an Adjunct Educator. The educator's skill set in pedagogy, leadership, supervision, or scholarship may not be strong enough to warrant the recommendation of a full-time professor position, but may be developed with the support of senior faculty. Phase 4/Position C (4C) typology is titled, *Future Counseling Educator Assistant Professor*. This person has completed the doctoral education program and has shown mastery of the skill sets in pedagogy, leadership, supervision, or scholarship. This future Assistant Professor is teaching at a proficient level and may not wish to pursue tenure as a faculty member. Phase 4/Position D (4D) typology is titled, *Future Counseling Educator Professor*. This person has completed the doctoral education program and has shown mastery of the skill sets in pedagogy, leadership, supervision, or scholarship. This future Assistant Professor is teaching at a proficient level and wishes to pursue tenure as a faculty member. This faculty member will also demonstrate strong leadership skills in the classroom, in the profession, in his or her respective educational program, and with his or her peers.

Person-in-Environment Model of Development. Bronfenbrenner (1979) posited the idea that the structure of the environment affects how children learn and are able to learn in the said environment. Bronfenbrenner stated that there were five-levels of environment which play key roles in the development of individuals: microsystems; mesosystems; exosystems; macrosystems; and chronosystems. The first level of system, the microsystem, consists of the person. The second level of the system, the mesosystem, consists of co-workers, peer groups, and schoolmates. The third level, the exosystem, is constructed of friends, family, extended

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family, neighbors, and acquaintances within religious institutions. The fourth level is the macrosystem, which is compiled of broad ideologies that are molded by socio-cultural groups. The final level of the system is the chronosystem, which takes into account the time that people move through the levels of environment.

This system was later refined and known as the Person-in-Environment Perspective of development, which focuses on the contextual interactions over the individual's life-span (Zunker, 2012). The overarching theory posed by Bronfenbrenner (1979) was that one's development is influenced and constructed within several environments. Ecological systems, the understanding of human development, and the Person-in-Environment perspective are often used interchangeably, but are not used in career development (Cromier, Nurius, & Osborn, 2009). The ecological systems perspective, along with the Person-in-Environment perspective of development, allows counselors and others to view individuals in a holistic fashion and allows for individualization as the person develops.

Bronfenbrenner (1979) expanded on the notion of ecological environmental development and defined levels of support that will often lead to positive development. The early work of Bronfenbrenner focused on development of children with their mothers. It was stated in Bronfenbrenner's work that a child's development and success in school rested with the attachment to parents.

Bronfenbrenner later focused his understanding of development into 10 propositions. Proposition I posited that a critical element of development and definition of the ecological model is experience. Bronfenbrenner defined experience as it pertains to the realm of subjective feelings as they emerge in childhood and continue through life. Proposition II indicated that human development takes place over time through interactions with progressively more complex

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interactions between the individual, others, objects, and the immediate external environment. Proposition III introduces proximal development as a joint function of the interaction between the characteristics of the developing person, then between environment and the developmental outcomes under consideration. Proposition IV states that, in order for development (intellectual, emotional, social, and moral) to continue, the developing person needs to engage in a progressively more complex set of activities. Proposition V states that strong emotional mutual ties to a parental figure leads to the internalization and motivation of interest and engagement in activities. Proposition VI states that there should be a maintenance of patterns of progressively more complex interactions between the developing person and the parental figure and the introduction of outside parental figures to progress development. Propositions VII through X are working hypotheses and have not been empirically studied, thus, will not be discussed in this chapter.

Bronfenbrenner's focus of development hinged on the relationships one has with others as he or she moves through the developmental cycle. Bronfenbrenner addressed the systems model of development and stated that, while the dyad ($N+2$) system is very important for the developing individual, there is equal importance to triads, tetrads, and interpersonal structures. Triads, tetrads, and interpersonal structures can take the form of third parties, such as spouses, family, friends, and neighbors, but they have the tendency to offer either support in development or can be detrimental. It is also noted that the capacity of a setting, or environment, to function effectively can have impact on the developing person. These capacities include the existence and the nature of social connections, communication and participation with others in the environment. "The environmental events that are most immediate and potent in affecting a

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person's development are activities that are engaged in by others with that person or in his or her presence" (Bronfenbrenner, 2005, p. 53).

As Zunker (2012) presented, the researcher is using the levels of the ecological system, not as a basis of social learning, but as the basis for social support. The first level of system, the microsystem, consists of the person. The researcher interprets Bronfenbrenner's microsystem in counseling education programs as being the most intimate form of support which includes the student and his or her mentor. It is hypothesized that this is the level needed to help students successfully navigate the CICEDM. Mentorship support is operationally defined as being very time-consuming for both the mentor and the protégé, and has the potential to be the most beneficial or harmful due to the closeness of the dyad (Johnson & Huwe, 2002).

The researcher interprets Bronfenbrenner's second level, the mesosystem, as being important to the support of skill development of the student in counseling education programs, but may not have the same impact as that of a more intimate relationship (like the mentor located in the microsystem). These supports that fall into the mesosystem might include Supervisors, Instructors, Counseling Co-Workers, Academic Peers, Research Partners, and Research or Teaching Assistants.

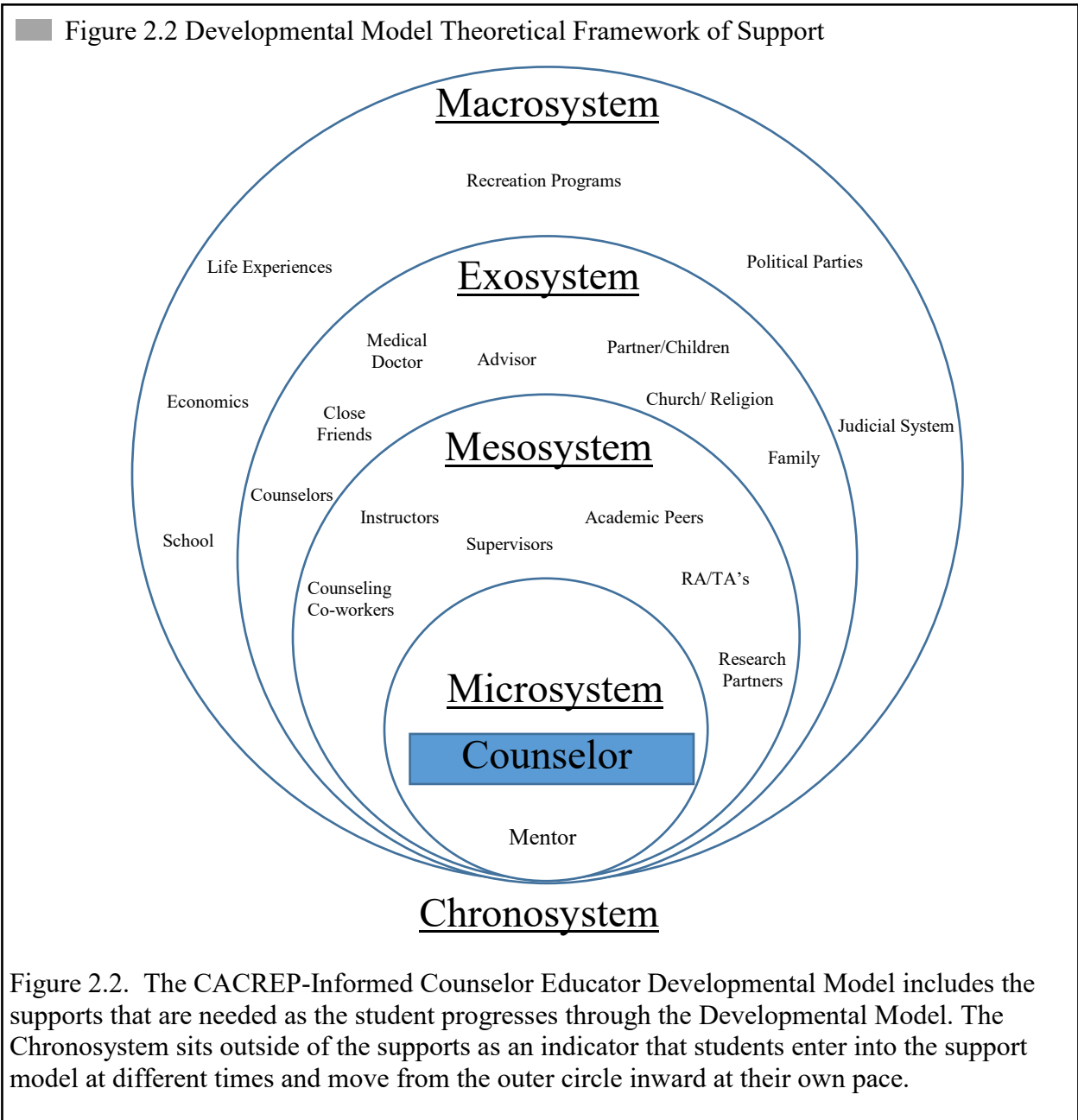
The third level, the exosystem, is constructed of friends, family, extended family, neighbors, and acquaintances in religious institutions. The researcher interprets Bronfenbrenner's exosystem in counseling education programs as being important to the emotional support of the student, but may not have the impact of the mesosystem because the constructs located in the exosystem are outside of the professional identity of the counseling student. These supports constructs include Family, Schools, Close Friends, Doctors,

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Church/Religious Affiliation, Advisors, Counselors, Partners/Children, and engagement in Self-Care.

The fourth level is the macrosystem, which is compiled of broad ideologies which are molded by socio-cultural groups. The researcher interprets Bronfenbrenner's macrosystem in counseling education programs as being important to the student's initial and ongoing support in a counseling education program. These supports might include Life Experiences, Contact with Judicial System, Political Affiliation, Economics, Recreational Programs, Intrinsic Values, and Family Upbringing.

The final level of the system is the chronosystem, which takes into account the time that people move through the levels of environment. The researcher interprets Bronfenbrenner's chronosystem in counseling education programs as the time between when a student enters into a counselor education program and leaves the support system, and when he or she reaches an endpoint in the developmental model. This is not to say that support stops happening once a person reaches a level of termination, for example, 3C or 4B; rather, support in conjunction with the development of skills stops at the level of termination.



Lifespan Developmental Model. Counselors come from all different age groups, ethnic backgrounds, life experiences, and stages of career development. One could argue that counselors will transform their careers, as they receive more experiences, moving from counselors to clinical supervisors, possibly administration, or even into the work of counseling education. Within each of these categories, there are steps of career development happening,

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even before moving to a new faction of the counseling field. Barclay, Stoltz, and Chung (2011) indicated that, while there has been little data to substantiate career mobility, there are data available from career professionals that can help show trends in the American workplace. Despite this lack of data, several theories of career development have been created to explain career transition over a person's lifespan.

A segmental model for career development was created to help explain the changing diversity of life roles experienced by individuals over time (Zunker, 2012). Super (1957) was credited for creating the segmental model of career development and, more specifically, the Archway Model of Career Development. The Archway Model helped to take into account the various aspects of biological, psychological, and socioeconomic factors that may help or hinder a person while exploring career options. One of the bases of the Archway is grounded in psychological characteristics, while the other base of the Archway supports societal aspects of development, including economic resources, community, school, family, and other supports. Like all arches, the Archway Model is constructed of two columns. The internal domain encompasses the person's need for values, intelligence, aptitudes, and interests, while the opposite column includes the environmental influences: family; school; peer group; and labor markets. Super believed that these bases and columns supported the development of personality and social policy which translated into the development of the individual to create role self-concepts, and ultimately to understanding the self. Zunker (2012) highlights interactive learning in the Archway Model of Career Development as "...the fundamental concept that forms the keystone (self) of the archway as the individual encounters people, ideas, facts, and objects in personal development" (p. 50).

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The Archway Model of Career Development acts as a good template for understanding of how students move through the CICODEM. The researcher used the structure of the Archway Model of Career Development to develop the system that allows students to create counselor education identities through supports from Bronfenbrenner's Ecological System Map which has been augmented by this researcher to represent supports, rather than development. The Ecological System Map has replaced Super's column of environmental influences to account for the support constructs needed to support student development. There are similarities between Bronfenbrenner's Ecological System Map and Super's column of environmental influences as they both try to explain development of the person through external systems. This is similar to the supports that are being proposed for this developmental model, as external supports are hypothesized as being needed for counselor educator identity development.

The Archway Model of Career Development has an external domain that is used in the development of individuals. The 2016 CACREP Doctoral Counselor Educational Standards, which include counseling, education, scholarship/research, leadership/advocacy, and supervision, make up the opposite column of Super's Archway Model. This replaces the person's need for values, intelligence, aptitudes, and interests. This side of the Archway Model is consistent with the CACREP (2016) Doctoral Counselor Educational Standards, as counselor educators' need for counseling, education, scholarship/research, leadership/advocacy, and supervision skills, much like a person's need for values, intelligence, aptitudes, and interests, are vital for career development, according to Super.

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Figure 2.3 CACREP-Informed Counselor Educator Developmental Model Theoretical Framework

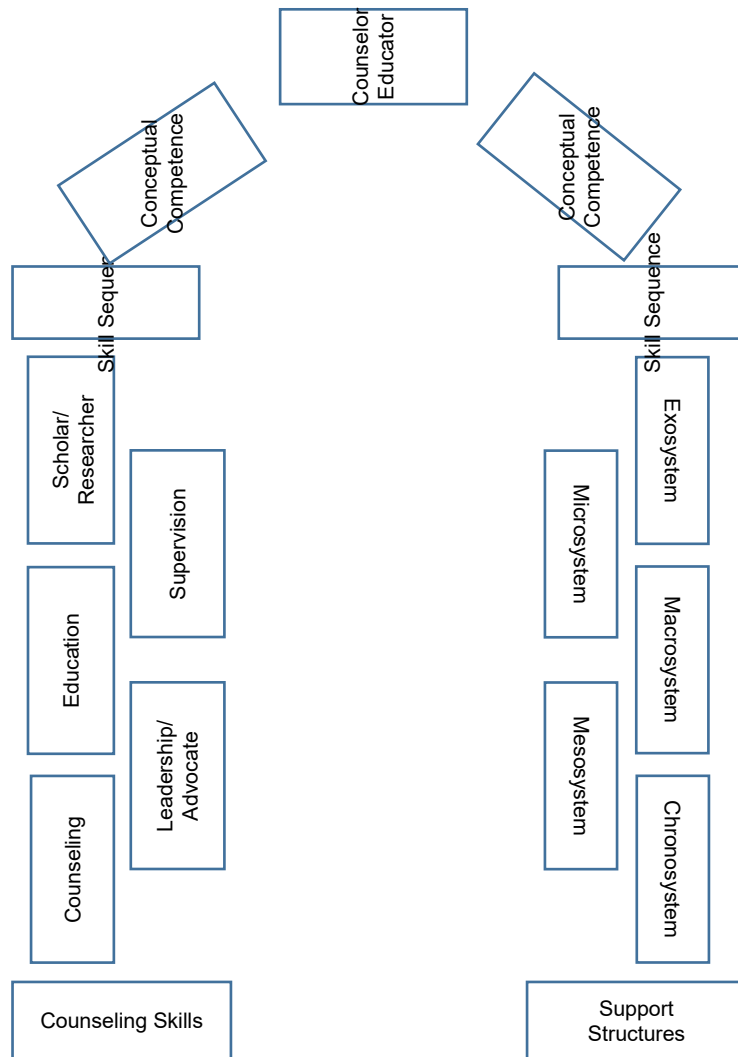


Figure 2.3. Skill sequence is defined by the Phase of the student (1, 2, 3, or 4). Conceptual competence is defined by Position of the student (A, B, C, or D). Counseling Skills and Support Structures help progress the student from 1B, 1C, or 1D up and through 4B, 4C, or 4D.

Summary of the Literature

The history of counseling is brief in comparison to other social service professions such as psychiatry, psychology, and social work, and thus professional identity for the counseling

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profession is still an ongoing process. During this brief time, few theorists and researchers have created developmental models for counselor development which has led to a lack of research in master-level and doctoral-level counselor identity models. Even fewer researchers have explored the identity development of counselor educators. In conjunction with the development of counselor educator identity is the notion that mentorship may help to bring a positive identity for counselors due to the one-on-one nature of the working relationship between the mentor and the protégé. The literature that supports this concept is scarce, but the literature does support the idea that, overall, there is a positive correlation between individuals who participate in a mentor relationship and a positive career outcome.

The lack of research in the areas of counselor identity, specifically counselor educator identity, leaves much to be explored by future researchers. CACREP identifies that skills that need to be demonstrated during doctoral-level graduate programs, which include counseling skills, supervision skills, teaching skills, research skills, and leadership/advocacy skills. The literature review revealed that, while the skills for counselor educators are well-defined, there is no recommendation of how the skills should be taught or the supports that should be provided to help students successfully complete their respective counselor education programs.

To better understand the developmental process, a literature review for the proposed CICE DM included research on developmental typology, Person-in Environment Model of Development, and the Lifespan Developmental Model. The literature does not speak directly to the creation of a counselor educator identity, but it specifies how skills and supports combine to help people in general career outcomes. The Person-in-Environment Model of Development literature indicates there are levels of learning that happen from people being in environments where learning is supported and encouraged. The literature speaks to the possibility that

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environmental learning happens in conjunction with the interaction of individuals who act as facilitators of learning, much like mentorship does for the protégé. The Lifespan Developmental Model literature is also presented as a way to understand the symbiotic relationship between skills and supports that help individuals research their career goals and aspirations.

The review of this literature helps to inform the proposed CICEEDM by understanding the history of counseling, how counselor identities are developed, and the need for developing counselor educators. The research has been reviewed and presented to also understand how people learn and develop over their careers and how this can be applicable to the counseling profession. The synthesis of creating counselor educator identity through the process of career development by way of skill-building and mentor support are the core concepts that help to inform the CICEEDM proposed in this paper.

Chapter 3: Methods

Overview of Methodology

This study focused on the exploration of the skill and support concepts that counselor educators believe are needed for students to bridge the span between counseling student and counselor educator. The participants recruited for this study include counselor educators who currently teach in a CACREP-accredited or a CACREP-similarly styled counselor education program. Participants are required to have a terminal degree (Ph.D. or Ed.D.) in Counselor Education or Counselor Education and Supervision. Participants who met the criteria of having a terminal degree and teaching in an approved counselor education program have been recruited via biographical review from their publically available counselor education program websites.

The CACREP website provides a list of counselor education programs that are accredited and was used to identify the schools to target for participation inquiry. Programs were selected by distance from the researcher's university and home addresses. Once a CACREP program was identified and prospective participants were vetted by information publically available on each program's website to see if inclusion criteria were met, an invitation was sent via email (as collected from the program's website) to request participation in the study. Names of the participants and/or the name and location of the institutions were collected as data.

The total sample size needed for this research was intended to be between 5-10 participants. Participants who accepted the invitation to participate in the study were asked via email to schedule a one-hour interview time spot for the researcher to visit the participant. Once a time and date were scheduled and accepted by both the participant and the researcher, the researcher traveled to the participant's institution for the meeting. During the meeting, the participant was asked to use Q-sorting techniques to force-rank the participant's subjective views

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on necessary clinical counseling skills and the support concepts that may help a student counselor on his or her journey to becoming a counselor educator.

A review of the professional literature in the field of professional counseling indicates that developmental models for clinical supervision and for counselor identity development are abundant, but, to date, there are no developmental models regarding counselor educators, from masters-level counseling student to professional counselor educator. Recent Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016) standards mandate that, in order for educators to be part of the core faculty of a counselor educator program, the educator needs to have a doctoral degree in counselor education, not psychology or social work. “Core counselor education program faculty have earned doctoral degrees in counselor education, preferably from a CACREP-accredited program, or have related doctoral degrees and have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013” (CACREP, 2016, p. 6).

The CACREP mandate requires current counselor educators to develop future counselor educators for the continued growth and development of the professional counseling field. The CICEEDM will help to bridge the gap in literature and practice to identify and support students who may have the capability to become future counselor educators. The researcher explored the skill and support concepts that counselor educators believe are needed for students to bridge the span between the roles of counseling student and counselor educator.

The research has chosen Q-Methodology as the way to measure counselor educators’ perceptions of counselor educator skill development and support structure. Q-Methodology, originally developed by Stephenson, is both a technique and a methodology to study participant subjectivity, that is, people’s viewpoints (Brown, 1996).

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Foreshadowed Problems, Conjectures or Exploratory Questions

The CACREP mandate requires current counselor educators to develop future counselor educators for the continued growth and development of the professional counseling field. The CICEDM will help to bridge the gap in literature and practice to identify and support students who may have the capability to become future counselor educators. The researcher explored the skill and support concepts that counselor educators believe are needed for students to bridge the span between counseling student and counselor educator. The exploratory questions asked were: (a) What are the core skills needed for counselors to traverse the proposed developmental model, (b) What are the core supports needed for counselors to traverse the proposed developmental model, and (c) Do counselor educators agree on stages of skill development and the support constructs needed for successful navigation through the proposed developmental model? The researcher looked for similar factor loadings in the data analysis using Q-Methodology. The factors include themes from the three research questions and show interactions between the factors.

Research Procedures

Q-Methodology allows the participants of the study to express their opinions in a way that is subjective, yet allows for the use of quantitative methods of factor analytic data-reduction to be conducted to provide insights into a generally testable hypothesis (Valenta & Wigger, 1997). The primary research statement is the set of statements called either the concourse or the Q-sample (Valenta & Wigger, 1997). The development of this instrument was to represent discussions about specific topics that are presented in the language of the participants (Valenta & Wigger, 1997). This means that psychologists, counselors, and social workers could write the

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statements using technical language, or jargon, to receive a more accurate subjective opinion about the construct being studied.

Research Participants. A total of eight ($N=8$) participants responded to the recruitment email and agreed to participate in the research study. The participants were all doctoral-level counselor educators with either a Ph.D. or an Ed.D. in Counselor Education. At the time of this research project, all participants currently teach in a CACREP-accredited counselor education program. Four of the participants teach in a masters-only counselor education program and the other four teach in masters/doctoral counselor education programs. The eight participants graduated from six different doctoral education programs located in the United States. Seven of the eight participants graduated from CACREP-accredited doctoral programs. One participant did not graduate from a CACREP-accredited doctoral program due to CACREP standards not being implemented in counselor education programs until after the individual graduated. Professional teaching experience ranged from 1 years to 37 years for the participants with a sample average of 10.125 years. Four of the participants were female and the other four were male.

■ Table 3.01

Participant Demographics

Participant	1	2	3	4	5	6	7	8
Gender	M	M	F	M	F	M	F	F
Years Teaching	4	5	9	37	1	18	2	5
Degree	Ph.D.	Ph.D.	Ph.D.	Ph.D.	Ph.D.	Ph.D.	Ph.D.	Ed.D.

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Sampling and Recruitment. The participants were recruited from four different universities located in the Northeast with a total distance from the furthest universities being 319 miles apart. The researcher used the CACREP website, which gives a list of counselor education programs that are accredited and was used to identify the schools to target for participation inquiry. Programs were selected by driving distance from the researcher's university and home addresses. Once a CACREP program was identified and prospective participants were vetted by information publically available on each program's website to see if inclusion criteria are met, an invitation was sent via email (as collected from the program's website) to request participation in the study. A total of 36 counselor educators who met the inclusionary criteria were contacted with 10 individuals responding to the recruitment email. The researcher also recruited for participants on the CESNET-Listserve, an electronic listing of counseling related posts that is sent to subscribers. The CESNET-Listserve is one of the most popular ways to recruit for research projects in the counseling field. The researcher also advertised for participation at the NARACES Conference, held in Syracuse, New York on September 22-24, 2016.

The final sample included 8 of the 10 people who responded to the recruitment email. One of the individuals interested in participating in the research study was unable to meet due to the Pennsylvania State School System of Higher Education being on strike at the time of this study. Another participant was accepted into the study, but was unable to complete the study process in a timely manner, and the participant and the researcher were not able to meet again to complete the research procedures. All data from this participant was destroyed as protocol requirements stated in the approved IRB from Duquesne University.

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Research Design. Conducting Q-Methodology involves a three stage process: (a) Develop a concourse of statements that can be sorted; (b) Study participants must sort the statements along a continuum or preference; and (c) The data must be analyzed and interpreted (Valenta & Wigger, 1997). Any Q-Methodology study commences with the development of the concourse which is a collection of items, typically statements, about the topic that have been compiled by the researcher (McKeown & Thomas, 1988). The concourse can be collected several ways including personal interviews with professionals, journal articles, editorials, essays, or other sources that are pertinent to the topic (Valenta & Wigger, 1997). Q-Methodology concourses can also consist of self-study statements, surveys, and a collection of statements taken from student learning assessments (Ramlo, 2015). Previous studies have stated that a concourse which consists of 40 to 80 statements is considered to be satisfactory for a given topic (Shinebourne, 2009).

The second stage consists of selecting participants for the research study. There is no set amount of participants needed to conduct Q-Methodology techniques. Shinebourne (2009) stated that 40 to 60 participants are recommended, but effective studies have been conducted with far fewer than 40 participants. Single-case studies have been conducted, as well as pilot studies that require a small number of participants who are selected strategically to provide a wide range of viewpoints, from a variety of perspectives (Shinebourne, 2009). The participants are asked to sort through the concourse and arrange the statements into a ranked order, known as creating a Q-sort. The order can either be forced-ranked, meaning that the participants have to select a predetermined number of statements that they do or do not agree with, ranked freely, where the participants can rank as many statements as they wish in any degree of agreement or disagreement (Watts & Stenner, 2005). Before starting the Q-sorting activity, the participant was

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given instruction on the process of engaging in Q-sort techniques. The instructions will include the 12-steps that the counselor educators need to follow to create the Q-sort constructs. The 12-steps for the participants to complete are the following:

Step 1a: Please identify and rank the necessary Skills of New Masters-level Counseling Students.

Step 1b: Please identify and rank the necessary Student Supports of New Masters-level Counseling Students.

Step 2a: Please identify and rank the necessary Skills of Masters-level Counseling Students nearing Graduation.

Step 2b: Please identify and rank the necessary Student Supports of Masters-level Counseling Students nearing Graduation.

Step 3a: Please identify and rank the necessary Skills of Masters-level Counseling Students who are recommended for Doctoral Counselor Education Studies.

Step 3b: Please identify and rank the necessary Student Supports of Masters-level Counseling Students who are recommended for Doctoral Counselor Education Studies.

Step 4a: Please identify and rank the necessary Skills of New Doctoral Counselor Education Students.

Step 4b: Please identify and rank the necessary Student Supports of New Doctoral Counselor Education Students.

Step 5a: Please identify and rank the necessary Skills of Doctoral Counselor Education Students nearing Graduation.

Step 5b: Please identify and rank the necessary Student Supports of Doctoral Counselor Education Students nearing Graduation.

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Step 6a: Please identify and rank the necessary Skills of Doctoral Counselor Education Candidate who are recommended for faculty Counselor Educator positions.

Step 6b: Please identify and rank the necessary Student Supports of Doctoral Counselor Education Candidate who are recommended for faculty Counselor Educator positions.

During each of these steps, the participants were asked to take the content cards, which contain the concourse statements, and force-rank them into the Q-sort. As the participant completed the Q-sort for the question asked, the researcher copied the numerical code on each card onto the Q-sort Data Collection Sheet which identified the placement of the statement on the Q-sort board.

The participants were asked to use the concourse consisting of 36 statement cards – which consist of 20 Counseling Skill Comments Cards and 16 Support Comments Cards – and separate them into three piles. The three piles represented: (a) Comments with which I do not agree; (b) Comments about which I have neutral feelings; and (c) Comments with which I strongly agree. Once the participant had separated the cards into the respective piles, they were asked to force-rank them in the Q-sort paradigm. The paradigm is constructed like an upside-down pyramid and the participant placed each comment card on a designated spot within the inverted pyramid. This inverted pyramid is sectioned off into 36 sections, with each spot giving options for the participant to rank whether he or she agrees or does not agree with the statement and to what degree he or she agrees or disagrees.

Counseling Skills Concourse Statements.

1. Counselors act to avoid harming their clients, trainees, and research participants, and to minimize or to remedy unavoidable or unanticipated harm (ACA, 2014, A.4.a).
2. Counselors are aware of – and avoid imposing – their own values, attitudes, beliefs, and behaviors (ACA, 2014, A.4.b).

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3. Counselors make every effort to ensure that privacy and confidentiality of clients are maintained (ACA, 2014, B.3.a).

4. Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience (ACA, 2014, C.2.a).

Education Skills Concourse Statements.

5. Counselor educators who are responsible for developing, implementing, and supervising educational programs are skilled as teachers and practitioners (ACA, 2014, F.7.a).

6. Counselor educators provide instruction within their areas of knowledge and competence and provide instruction based on current information and knowledge available in the profession (ACA, 2014, F.7.b).

7. Counselor educators promote the use of techniques/procedures/modalities that are grounded in theory and/or have an empirical or scientific foundation (ACA, 2014, F.7.h).

8. Counselor educators infuse material related to multiculturalism/diversity into all courses and workshops for the development of professional counselors (ACA, 2014, F.7.c).

Supervision Skills Concourse Statements.

9. Counseling supervisors monitor client welfare and supervisee performance and professional development (ACA, 2014, F.1.a).

10. Supervisors make supervisees aware of client rights, including the protection of client privacy and confidentiality in the counseling relationship (ACA, 2014, F.1.c).

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11. Counseling supervisors are aware of and address the role of multiculturalism/ diversity in the supervisory relationship (ACA, 2014, F.2.b).

12. Supervisors make their supervisees aware of professional and ethical standards and legal responsibilities (ACA, 2014, F.4.c).

Research/Scholarship Skills Concourse Statements.

13. Counselors plan, design, conduct, and report research in a manner that is consistent with pertinent ethical principles, federal and state laws, host institutional regulations, and scientific standards governing research (ACA, 2014, G.1.a).

14. Counselors seek consultation and observe stringent safeguards to protect the rights of research participants when research indicates that a deviation from standard or acceptable practices may be necessary (ACA, 2014, G.1.d).

15. Counselors conducting research involving clients make clear in the informed consent process that clients are free to choose whether to participate in research activities (ACA, 2014, G.2.c).

16. Counselors take reasonable measures to honor all commitments to research participants. (ACA, 2014, G.2.f).

Leadership/Advocacy Skills Concourse Statements.

17. Counselors advocate at individual, group, institutional, and societal levels to address potential barriers and obstacles that inhibit access and/or the growth and development of clients (ACA, 2014, A.7.a).

18. Counselors obtain client consent prior to engaging in advocacy efforts on behalf of an identifiable client to improve the provision of services and to work toward removal of

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systemic barriers or obstacles that inhibit client access, growth, and development (ACA, 2014, A.7.b).

19. Counselors actively participate in local, state, and national associations that foster the development and improvement of counseling (ACA, 2014, p. 20).

20. Promotion of the well-being of individuals, groups, and the counseling profession within systems and organizations. Advocacy seeks to remove barriers and obstacles that inhibit access, growth, and development (ACA, 2014, p. 20).

Macrosystem Support Concourse Statements.

21. A high level of social support can be a valuable coping tool in managing the stress that is often experienced in graduate school (Tompkins, Brecht, Tucker, Neander, & Swift, 2016, p. 103).

22. Social support is often cited as an important source of strength and coping for graduate students (Tompkins, Brecht, Tucker, Neander, & Swift, 2016, p. 103).

23. Social support from many sources may serve as a buffer against stressors (Tennant, Demaray, Malecki, Terry, Clary, & Elzinga, 2015, p. 495).

24. Support in the form of increased practice opportunities may directly increase academic achievement (Tennant, Demaray, Malecki, Terry, Clary, & Elzinga, 2015, p. 495).

25. Research has identified the importance of social support for various aspects of the well-being of persons (Rintala, 2013).

Exosystem Support Concourse Statements.

26. Peer support is a broad and robust approach to reaching and benefiting those too often hardly reached (Sokol & Fisher, 2016, p. 2).

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27. The most important social support sources of students are their families and friends (Sivrikaya, Kaya, & Özmutlu, 2013, p. 29).

28. Students who receive adequate support from their families and friends are able to solve their problems and are more successful in their courses (Sivrikaya, Kaya, & Özmutlu, 2013, p. 29).

29. Religious support makes a contribution to mental health, above and beyond general social support (Tennant, Demaray, Malecki, Terry, Clary, & Elzinga, 2015, p. 495).

30. Support networks formed by these informal helpers are thought to have a major impact on the psychological adjustment by providing direct assistance (Tennant, Demaray, Malecki, Terry, Clary, & Elzinga, 2015, p. 495).

Mesosystem Support Concourse Statements.

31. Supervision has been reported to contribute to student decisions to undertake a doctorate, degree completion, time-to-candidacy, doctoral student well-being, and satisfaction with the overall doctoral experience, competencies developed while studying (Pyhältö, Vekkaile, & Keskinen, 2015, p. 4)

32. Positive and productive working alliance along with effective management of interpersonal conflicts are essential for achieving successful outcomes (Hindes & Andrews, 2011, p. 241)

33. Emotional support in the form of caring about the students' success may indirectly increase academic achievement by influencing student motivation (Tennant, Demaray, Malecki, Terry, Clary, & Elzinga, 2015, p. 495).

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34. A student might feel that his or her teacher is almost always available to help explain something when he or she has trouble understanding or needs advice (Tennant, Demaray, Malecki, Terry, Clary, & Elzinga, 2015, p. 495).

35. Succession of high quality teachers powerfully contributes to establishing a student on a positive academic growth trajectory (Jimerson & Haddock, 2015, p. 494).

Microsystem Support Concourse Statements.

36. A mentoring relationship is a unique work relationship through which protégés receive career and psychosocial support from mentors, expediting their progression and development within a particular job, organization, or career path (Humberd & Rouse, 2016, p. 435).

37. Career development and career trajectories are at the heart of the relationship between a mentor and protégé, and identification is considered one of the defining features of mentoring relationships (Humberd & Rouse, 2016, p. 435).

38. Through observational learning, protégés model the behaviors and activities of their mentors and identify with them, viewing the mentors as models of who they want to become in the future (Humberd & Rouse, 2016, p. 435).

39. Mentoring relationships are of high quality where both protégés and mentors experience additional functions, such as mutual growth, learning, and career development (Humberd & Rouse, 2016, p. 435).

40. The key purpose of mentoring is the development of the protégés' career and career-based skills. Such development occurs through career and psychosocial support provided by the mentor (Humberd & Rouse, 2016, pp. 436-437).

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These statements were then given to a professional technical writer who rewrote them as to disguise the main premise of the statement without obscuring the meaning of the statement. This was done because the researcher wished to allow the participants to interpret the statement accurately without the theme of the statement being obvious to the participant. After the professional writer returned the statements in their new form, the statements were sent to five professional counselors, all of who have training in counselor education, but were otherwise ineligible for participating in the research project due to not meeting the participant criteria, to confirm that the rewritten statements stayed thematically accurate to the original statement. After feedback was collected and changes made to the statements, and four statements were removed from the original concourse, the final concourse was created:

Revised Counseling Skills Concourse Statements.

1. Avoid harming their clients, trainees, and research participants, and to minimize or to remedy unavoidable or unanticipated harm.
2. Awareness of – and avoid imposing – their own values, attitudes, beliefs, and behaviors.
3. Ensure that privacy and confidentiality of clients are maintained.
4. Practice only within the boundaries of competence, based on education, training, supervised experience, state and national professional credentials, and appropriate professional experiences.

Revised Education Skills Concourse Statements.

5. Individuals responsible for developing, implementing, and supervising educational programs are skilled as teachers and practitioners.

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6. Provide instruction within their areas of knowledge and competence, and provide instruction based on current information and knowledge available for the profession.
7. Promote the use of techniques/procedures/modalities that are grounded in theory and/or have an empirical or scientific foundation.
8. Infuse material related to multiculturalism/diversity into all courses and workshops for the development of professional counselors.

Revised Supervision Skills Concourse Statements.

9. Monitor client welfare and supervisee performance on personal development.
10. Make supervisees aware of client rights, including the protection of client privacy and confidentiality in the counseling relationship.
11. Awareness of, and address the role of multiculturalism/diversity in, the supervisory relationship.
12. Make supervisees aware of professional and ethical standards and legal responsibilities.

Revised Research/Scholarship Skills Concourse Statements.

13. Plan, design, conduct, and report research in a manner that is consistent with pertinent ethical principles, federal and state laws, host institutional regulations, and scientific standards governing research.
14. Seek consultation and observe stringent safeguards to protect the rights of research participants when research indicates that a deviation from standard or acceptable practices may be necessary.
15. Make clear in the informed consent process that clients are free to choose whether to participate in research activities.

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16. Take reasonable measure to honor all commitments to research participants.

Revised Leadership/Advocacy Skills Concourse Statements.

17. Advocate at individual, group, institutional, and societal levels to address potential barriers and obstacles that inhibit access and/or the growth and development of clients.

18. Obtain client consent prior to engaging in advocacy efforts on behalf of an identifiable client to improve the provision of services and to work toward removal of systemic barriers or obstacles that inhibit client access, growth, and development.

19. Participating in local, state, and national associations that foster the development and improvement of counseling.

20. Promotion of the well-being of individuals, groups, and the counseling profession within systems and organizations.

Revised Macrosystem Support Concourse Statements.

21. A high level of social support can be a valuable coping tool in managing the stress that is often experienced in graduate school.

22. Social support is often cited as an important source of strength and coping for graduate students.

23. Social supports from many sources may serve as a buffer against stressors for graduate students.

24. Support in the form of increased opportunities may directly increase academic achievement.

Revised Exosystem Support Concourse Statements.

25. The most important social support sources of students are their families and friends.

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26. Students who receive adequate support from their families and friends are able to solve their problems and are more successful in their courses.

27. Religious supports make a contribution to mental health, above and beyond general social supports.

28. Support networks formed by informal helpers are thought to have a major impact on the psychological adjustment by providing direct assistance.

Revised Mesosystem Support Concourse Statements.

29. Supervision has been reported to contribute to student decisions to undertake a doctorate, degree completion, time-to-candidacy, doctoral student well-being, and satisfaction with the overall doctoral experience, competencies developed while studying.

30. Positive and productive work alliance along with effective management of interpersonal conflicts are essential for achieving successful outcomes.

31. Emotional supports from educators, in the form of caring about the students' success, may indirectly increase academic achievement by influencing student motivation.

32. Succession of high quality teachers powerfully contributes to establishing a student on a positive academic growth trajectory.

Revised Microsystem Support Concourse Statements.

33. Receiving career and psychological support from mentors, expediting their profession, and development within a particular job, organization, or career path.

34. Career development and career trajectory are at the heart of the relationship between a mentor and protégé, and identification is considered one of the defining features of mentoring relationships.

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35. Mentoring relationships are of high quality where both protégés and mentors experience additional functions, such as mutual growth, learning, and career development.

36. Development occurs through career and psychosocial support provided by the mentor.

Stage three consisted of data collection and analysis. Once all of the Q-sorts were completed by the participant, the data were entered into a data analysis program. PQ Method is a popular statistical program tailored to the requirements of Q-studies. Specifically, it allows one to easily enter data (Q-sorts) the way they are collected, i.e., as “piles” of statement numbers. The program computes intercorrelations among Q-sorts, which are then factor-analyzed with the Centroid, or alternatively, the Principle Components Analysis (PCA) method.

Data Collection

Participants that accepted the invitation to participate in the study were asked via email to schedule a one-hour interview time spot for the researcher to visit the participant. Once the time and date had been scheduled and accepted by both the participant and the researcher, the researcher traveled to the institution for the meeting. During the meeting, the participant was asked to use Q-sorting techniques to force-rank the participant’s subjective views on necessary clinical counseling skills and the support concepts that may help a student counselor on his or her journey of becoming a counselor educator. Before starting the Q-sorting activity, the participant was given instruction on the process of engaging in Q-sort techniques. As the participant completed the Q-sort for the question asked, the researcher copied the alphanumeric code on each card onto the Q-sort Data Collection Sheet. All data sheets were assigned a non-identifiable code number, rather than using the participants’ names, to maintain confidentiality of the data.

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All data sheets were kept separate from the assigned informed consent forms so no person could identify the participant's data sheet. While the participants were completing the Q-sorts, the researcher asked the participants to speak their thoughts out loud, which were recorded on a password-protected, electronic audio recording device. The researcher named the electronic audio file with the code numbers used in place of participants' names to identify data – the code numbers were not associated with specific subject names. Once the Q-sorts were completed by the participant, the data were entered in and analyzed using SPSS software. The audio of the spoken thoughts were transcribed into written form and coded for themes using ATLAS.ti software. Any data recorded with identifying information were deleted from the transcription to ensure anonymity of the participants.

Data Management and Analysis

While PQ Method is popular with Q-Methodology researchers, the researcher chose to analyze the data using Principle Axis Factoring (PAF) in the SPSS statistical package program, version 24. PAF was selected for measurement over the Principle Components Analysis (PCA) method, due to the tighter variable controls offered by PAF, as opposed PCA measurement, which is a to the more traditional measurement used with Q-Methodology (Zabala & Pascual, 2016). The data were then rotated using an orthogonal method, more specifically, direct oblimin, as opposed to the traditional oblique method of varimax rotation due to the researcher already having knowledge of the variables that were included in the data set. Q-Methodology employs factor analysis applied to the processing of data with the aim of measuring individual traits, qualities, or attitudes about topics in which the participants have knowledge, but have little conscious awareness (Woods, 2012). The researcher must then take the data outputs collected

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from the program and analyze in a way that captures overall structures, as well as factor loadings which indicate similar constructs from between participants.

All data sheets were assigned a non-identifiable code number, rather than using the participants' names, to maintain confidentiality of the data. All data sheets have been kept separate from the assigned informed consent forms so no one could identify the participant who completed the data sheet. The data sheets are stored in a locked filing cabinet in the researcher's home. Once all of the Q-sorts were completed by the participant, the data were entered in and analyzed using IBM's SPSS Statistical Analysis Software. While other factor analysis software exists specifically for identifying factors in Q-Methodology, including PQ Method (a statistical program tailored to the requirements of Q-studies), SPSS was chosen due to the fact that the same analytical ends could have been met without the somewhat prohibitive logistical and practical constraints of having to purchase and learn a new statistical package. Regardless of the software, Q-Methodology analysis entails the computation of intercorrelations among Q-sorts, which are then factor-analyzed typically with the Centroid or, alternatively, the Principle Components Analysis (PCA) method. The aim of these analyses is to measure individual traits, qualities, or attitudes about topics in which the participants have knowledge, but have little conscious awareness (Woods, 2012).

Using SPSS allows the researcher to identify trends and themes that may exist in the already-known constructs within which the participants are working. The researcher chose to use Principle Components Analysis (PCA) in the SPSS statistical package program, version 24. PCA was selected for measurement over the Principle Axis Factoring (PAF), which is traditionally used in Q-Methodology research due to the tighter variable controls offered by PCA (Zabala & Pascual, 2016). A direct oblimin rotation was completed to extract the strongest factor

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loadings in an attempt to identify factors that are unknown to help explain the thematic trends. The SPSS program displayed structural matrix data using the direct oblimin rotation which helped to show component loading on each factor.

The researcher also used the Think Aloud Protocol qualitative approach to research. The participants were asked to speak their thoughts out loud as they were analyzing the constructs for each sort. Speaking out loud gives the researcher a better understanding of the cognitive processes that were happening and a deeper understanding of the decisions that were being made, as opposed to simply collecting quantitative data (Ericsson & Simon, 1993). The researcher recorded the verbalized thoughts via an electronic voice recorder. The researcher then sent the electronic voice recordings to a private transcription service to create transcribed documents that were coded for themes using the Atlas.ti qualitative coding software. A simple coding method was used to identify themes in the transcribed data. The researcher used the concepts of skills and supports that were hypothesized as important variables in this study, specifically the concepts of skills and supports, as the primary coding for the statements. The researcher then used the constructs for each concept to create more specific coding which included counseling, supervision, education, research, and leadership/advocacy construct for the skills concept, and macrosystem, exosystem, mesosystem, and microsystem for the supports concept. The data were also coded with the position of the statement as it occurred in relation to the Q-sort. The researcher used this method of coding as it kept the qualitative data themes consistent with the quantitative data that were being collected through the Q-sort activity. The code book was used to code the data in the following method:

1. Analyze all transcripts and identify statements where the participant is speaking about skill concepts or support concepts.

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2. Code each statement with either Skill Concept or Support Concept.
3. Analyze each Skill Concept statement and code with the type of skill that is being discussed with Counseling Skill, Supervision Skill, Education Skill, Research Skill, or Leadership/Advocacy Skill.
4. Analyze each Support Concept statement and code with the type of support that is being discussed with Macrosystem Support, Exosystem Support, Mesosystem Support, or Microsystem Support.
5. Finally, analyze each Skill and Support code and code again with the position of the statement with codes: Sort 1, Sort 2, Sort 3, Sort 4, or Sort 5.

The researcher was then able to match the statement being made with the position of the statement within the context of sort completion to better match with the quantitative data. This allowed for the quantitative and qualitative data to be viewed simultaneously and within the context of the developmental mode.

Human Participants and Ethical Precautions

There were no aspects of the research project that caused risk or discomforts to the participants beyond those present in everyday life. The participants were free to schedule the completion of the Q-sort activity at their leisure and the researcher respected the one-hour time slot so as not to put an undue burden on the participant's schedule. Participants were asked to complete the Q-sorts in this study on a voluntary basis only and were able to discontinue participation in the study at any time without penalty. The participants were informed of their rights through the informed consent procedure (See Appendix B).

Confidentiality was maintained throughout the research project through the following methods: (a) Code numbers were used in place of participants' names to identify data; (b) The

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informed consent forms are stored separately from the data sheets; (c) The data sheets are stored in a locked filing cabinet in the researcher's home. Voice recordings were permanently deleted once the finalized typed transcripts were returned to the researcher. The researcher analyzed all of the typed transcripts and deleted any information that may identify the participant. Once any and all identifying data were deleted from the document, the document was saved and filed with the consent forms and quantitative data sheets, in a locked filing cabinet in the researcher's home.

The participants were under no obligation to participate in this study. The participants were free to withdraw their consent to participate at any time by emailing the researcher before the start of the survey, or by letting the researcher know at any time during the completion of the survey. All data collected will remain anonymous and are not distinguishable from other collected data. Once the data were collected and the data were separated from the informed consent forms and entered into the database, it was not possible to withdraw the participants from the study. If the participants decided to withdraw from the study while the data were being collected, the data were destroyed at that moment. All data from this research project will be destroyed five years after the study has been concluded.

Participants were informed of the study in a recruitment email. Once a participant expressed interest in participating in the research study, an electronic copy of the informed consent was sent to the participants' email address. When the researcher met the participant to conduct the Q-sort, the informed consent document was provided and reviewed with the participant and consent was obtained by the participant signing the informed consent document. The participant was also given the opportunity to keep an extra copy of the informed consent document for his or her files.

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Summary of the Chapter

This mixed-method study seeks to explore the constructs that help to inform the creation of a CICE DM. The researcher chose to use Q-Methodology for quantitative analysis and Think Aloud Protocol for qualitative exploration of the constructs of skills and supports counseling education students need to move through the proposed developmental model. The participants were asked to complete Q-sorts activities that involved the force-ranking of a 36-card concourse into areas of agreement, disagreement, and neutral stances about the statements on the cards. The concourse contained an equally-divided number of constructs that included skill and support concepts. The target population of doctoral-level counselor educators, teaching in CACREP-accredited counseling programs, were asked to complete a Q-sort activity for each step of the CICE DM. While the participants completed the Q-sorts, they were asked to speak their thoughts out loud as the researcher recorded their thoughts for data analysis. The researcher used factor analysis software to uncover significant factors from the Q-sort quantitative data and qualitative coding software to analyze themes that support or refute the quantitative data in this study.

Chapter 4: Results

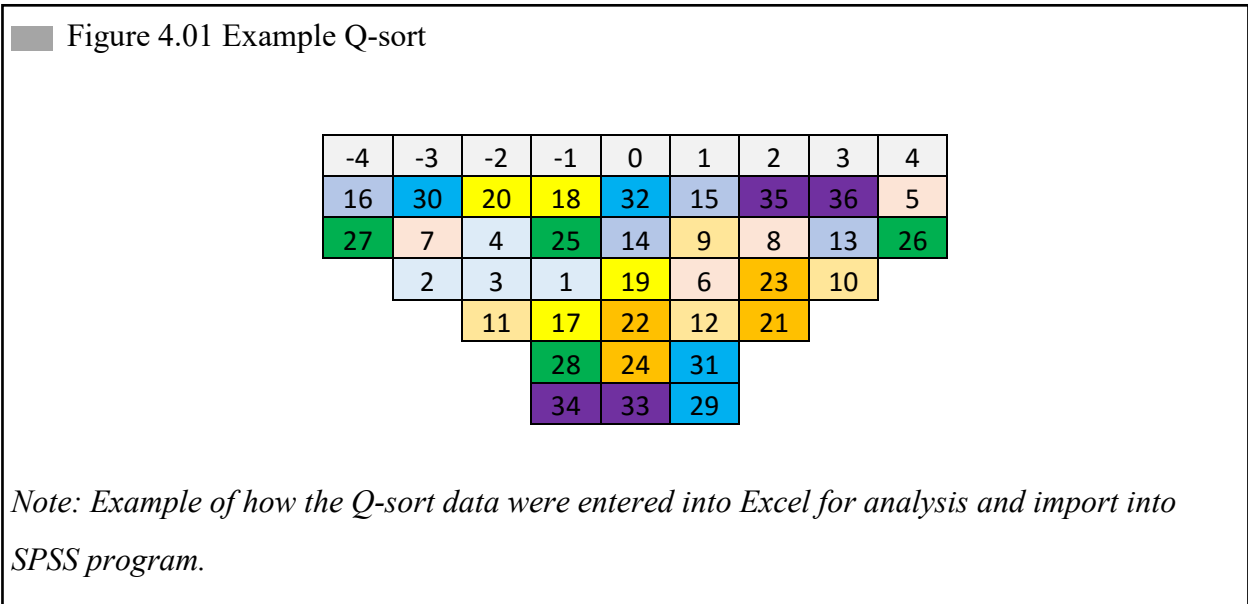
Overview of Results

A Q-Methodological study of participants' perceptions of the counseling skills and supports needed for a counseling education student to traverse the proposed developmental model was conducted using eight ($N=8$) doctoral-level participants. The participants were asked to complete a total of five Q-sorts that represented counselor education students moving from (a) Phase 1, Position D to Phase 2, Position C, (b) Phase 2, Position C to Phase 2, Position D, (c) Phase 2, Position D to Phase 3, Position C, (d) Phase 3, Position C to Phase 3, Position D, and (e) Phase 3, Position D to Phase 4, Position C. A total of 40 Q-sorts were completed by the group of participants. The concourse statements used in this research project included 36 cards that were derived from nine themes: counseling skills; supervision skills; teaching skills; research/scholarship skills; leadership/advocacy skills; macrosystem supports; exosystem supports; mesosystem supports; and microsystem supports. Participants were asked to use Think Aloud Protocol by speaking their thoughts during the completion of the sorts and after the completion of each sort to obtain an understanding of why statement positions were selected for the particular sort.

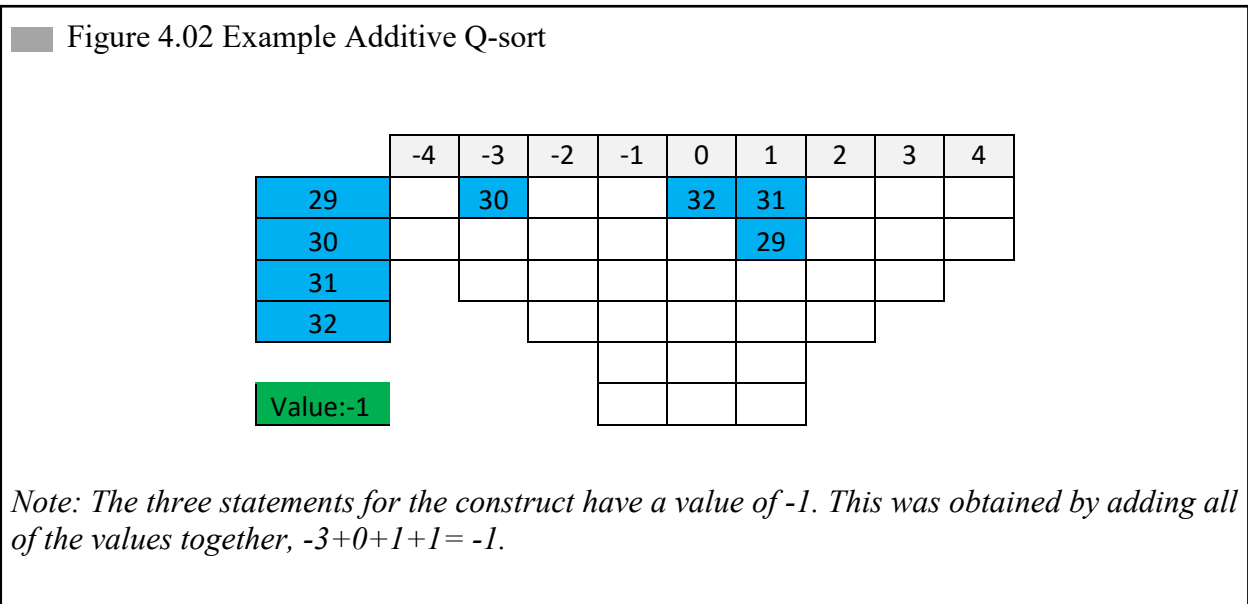
Quantitative Procedures

The themes were measured over the five Q-sorts for each of the eight participants, which yielded 360 points of data. The data were obtained through the completion of the Q-sort activity. Once a participant placed his or her statements onto the Q-sort board, the statement numbers were recorded onto the data sheet. The numerical sort values were transposed from the data sheet and entered into a Microsoft Excel template for analysis. The sort board was recreated in Excel (see Figure 4.01) as an example of the participants' sorts created through this project.

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The researcher then extracted the statements for each construct and placed them in a separate Q-sort to obtain the additive value for the measured construct (see Figure 4.02). The statements were coded with a number from 1-36 which correlated to a specific construct. For example, statements cards 1-4 were correlated with Counseling Skill statements. The researcher was able to extract Counseling Statement position (cards 1, 2, 3, and 4), and place them in a blank Q-sort to identify values. The values of each statement were added together to obtain an overall measure for the construct. The researcher was then able to discern the difference between the counseling construct, as well as the other constructs, from sort to sort and from participant to participant. Overall, the construct values could be summed and averaged amongst the participants to better understand trends happening at the meta level, where themes could be identified through the factor analysis process.

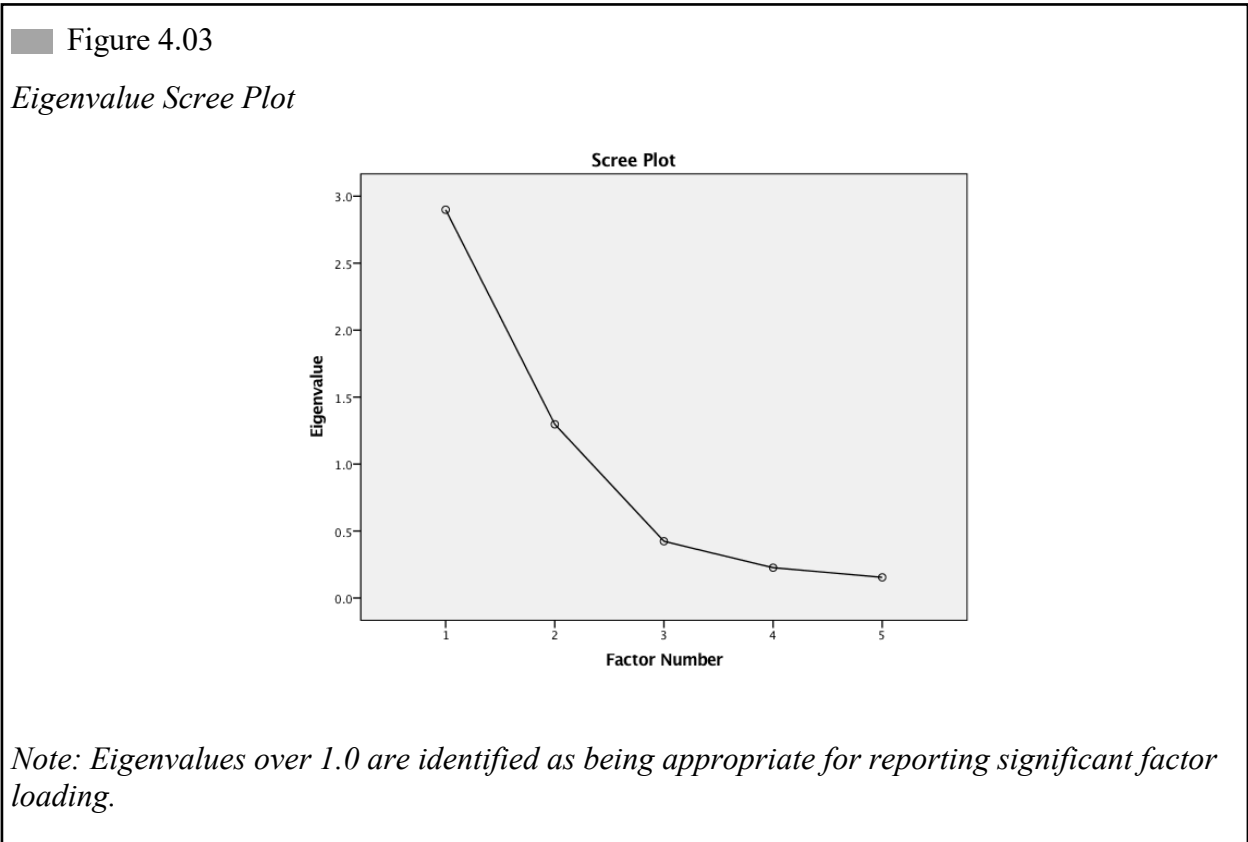


Quantitative Data Results

Principle Axis Factoring (PAF) in the SPSS statistical package program was used to identify factors in the data set. The data were then rotated using the direct oblimin rotation method which yielded the following results. The factor solutions were rotated with the oblimin method due to the oblique nature, due to expected factors to be correlated, rather than using a varimax rotation which assumes the expected factors are orthogonal in nature (Bundick, 2010). Kaiser-Meyer-Olkin (KMO) Measure of Sample Adequacy (.684) indicated the sample size was adequate for a data set. Generally, a KMO test of sampling adequacy with a value above a .600 is considered to be adequate (Bundick, 2010). The Bartlett’s Test of Sphericity indicated statistical significance ($p < .000$). A scree plot was created to measure for Eigenvalues over 1.0. The scree plot indicated that two factors were observed with Eigenvalues over the 1.0 threshold, as present analysis currently use the 1.0 Eigenvalue as a cut off for significant data (Tabachnick & Fidell, 2007). The SPSS data output showed Factor 1 with a 2.899 Eigenvalue and Factor 2

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with a 1.297 Eigenvalue in Figure 4.03. Three other factors were indicated with less than an Eigenvalue of 1. Factors 1 and 2 accounted for a cumulative value of 83.916% of the total variance of the data set, as indicated in Table 4.01.



■ Table 4.01

Total Model Variance Explained

Factor	Eigenvalue	% of Variance	Cumulative %
1	2.899	57.979	57.979
2	1.297	25.937	83.916

Note: Data from Initial Eigenvalue. Extraction Method: Principal Axis Factoring with Direct Oblimin Rotation

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The Structural Matrix, in Table 4.02, shows how the constructs load onto each of the factors with an Eigenvalue of < 1.0 . The table indicates that Sorts 3, 4, and 5 load onto Factor 1 with respective values of (.917), (.861), and (.890). The table also indicates significant loading Factor 2 for Sorts 1 (.745) and 2 (.818).

■ Table 4.02

Factor Loading Structural Matrix

	Factor 1	Factor 2
Sort 1	.262	.745*
Sort 2	.319	.818*
Sort 3	.917*	.347
Sort 4	.861*	.278
Sort 5	.890*	.368

*Note: *. Significant factor loading*

Correlation coefficients were computed among the two factors, Factor 1 (Sorts 3, 4, & 5), and Factor 2 (Sorts 1 & 2). Using the Bonferroni approach to control for Type I error across the correlations, a p value of less than 0.025 ($0.5/2=.025$) was required for significance (Green & Salkind, 2009). The data indicated correlations in Factor 1 as follows: strong correlation between Sort 3 and Sort 4 ($r = .931, p \leq .001$), strong correlation between Sort 3 and Sort 5 ($r = .929, p \leq .001$), and a strong correlation between Sort 4 and Sort 5 ($r = .944, p \leq .001$). The data indicated correlations in Factor 2 as follows: moderate, but non-significant correlation between Sort 1 and Sort 2 ($r = .631, p \leq .069$). The results of the correlational analysis presented

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in Table 4.03 shows that three out of the five correlations were significant and were correlated greater than or equal to .35.

■ Table 4.03

Factor 1 Correlations

	Sort 3	Sort 4	Sort 5
Sort 3	-	-	-
Sort 4	.931**	-	-
Sort 5	.929**	.944**	-

*Note: **. Correlation is significant at the 0.01 level (2-tailed)*

A graphical representation of the factor analysis was created to represent the relationships between the loading variables for the sorts and how they correlate with constructs. Figure 4.04 shows Factor 1, where Sort 3 loaded at .917, Sort 4 loaded at .861 and Sort 5 loaded at .890. The Table represents the nine constructs used in the creation of the research concourse. The mean value for each construct was calculated from the additive and summative raw data from individual Q-sorts. For example, the additive data were obtained for each of the participants for each of the nine constructs and then summed. The mean value of each construct was then obtained and plotted to represent the mean value for Sorts 3, 4, and 5. Figure 4.04 represents the combination of the mean construct values for each sort.

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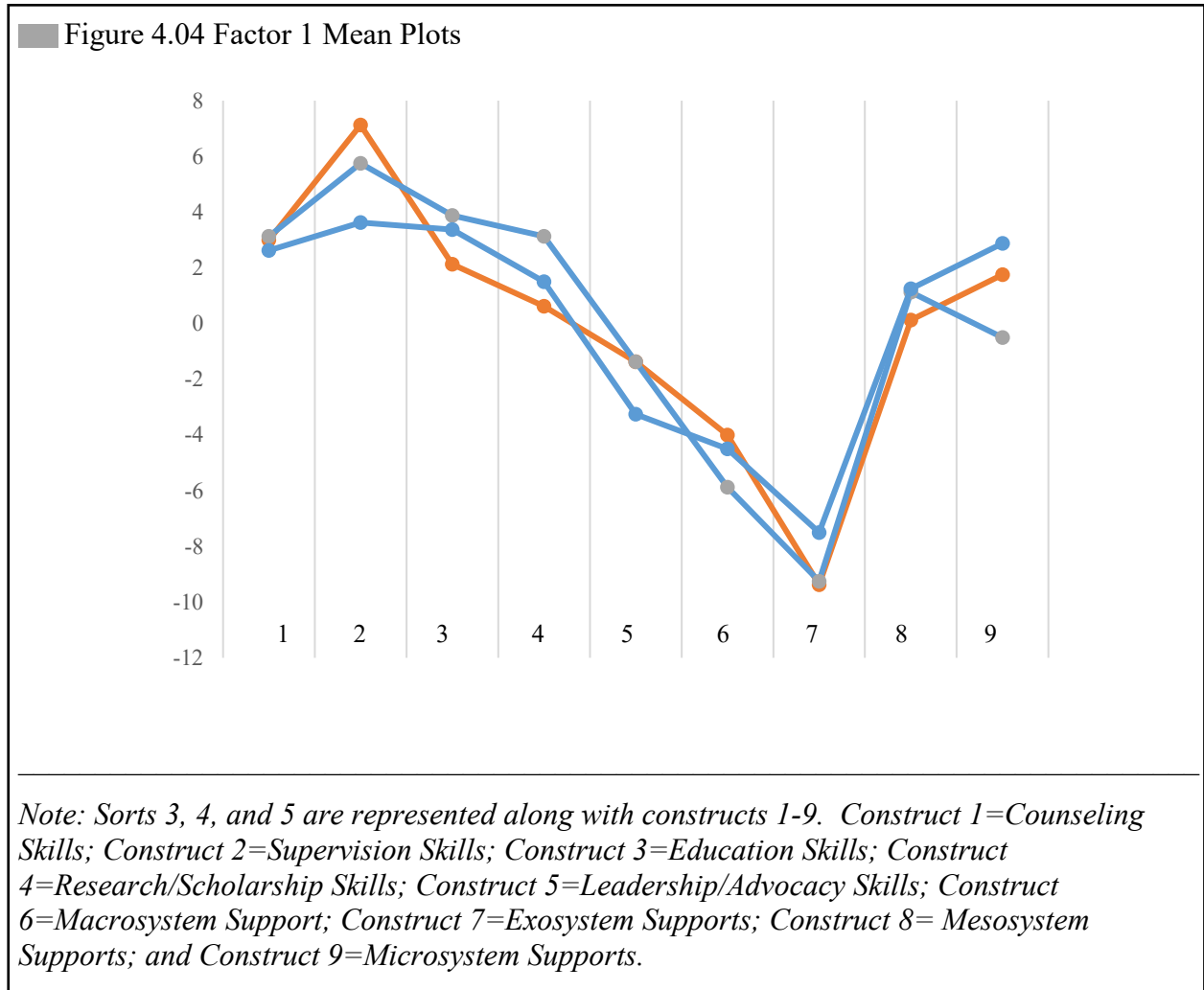
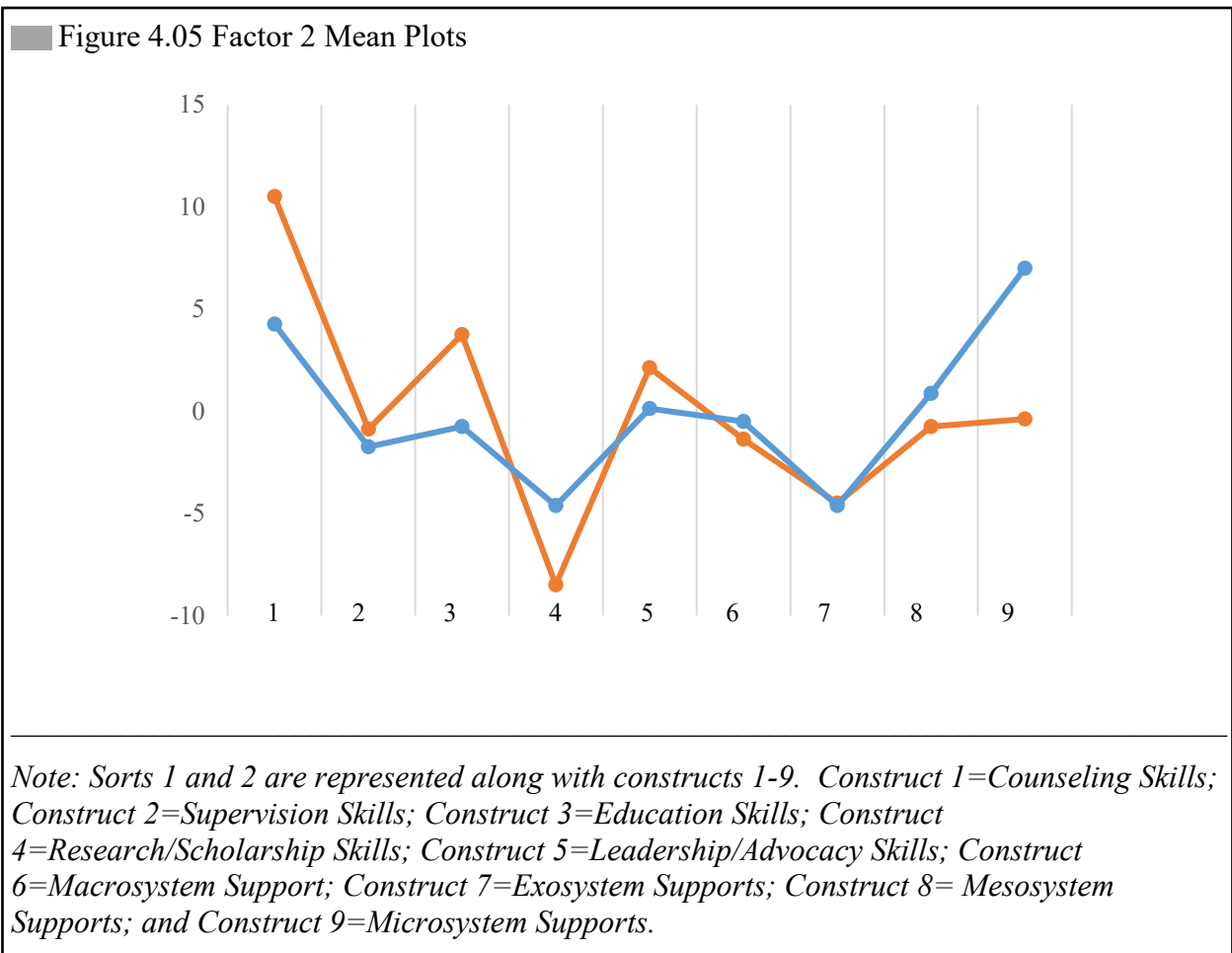


Figure 4.05 shows Factor 2, where Sort 3 loaded at .745 and Sort 2 loaded at .818. The Figure represents the nine constructs that were used in the creation of the research concourse. The mean value for each construct was calculated from the additive and summative raw data from individual Q-sorts. For example, the additive data were obtained for each of the participants for each of the nine constructs and then summed. The mean value of each construct was then obtained and plotted to represent the mean value for Sorts 1 and 2. The Figure represents the combination of the mean construct values for each sort.



Qualitative Procedures

Qualitative data were collected from the participants during the completion of the five Q-sorts. The data were collected using the Think Aloud Protocol method of gathering data and an electronic audio recording was made of the comments (Ericsson & Simon, 1993). The comments were professionally transcribed and entered into the Atlas.ti qualitative data program to identify themes. A code book was created using the nine concourse themes. The data were coded via the following procedure: (a) All transcripts were coded for either skill statements or support statements; (b) The statements were recoded using the nine construct themes consisting

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of counseling skills, supervision skills, teaching skills, research/scholarship skills, leadership/advocacy skills, macrosystem supports, exosystem supports, mesosystem supports, and microsystem supports; (c) The transcripts were then coded with Agree, Neutral, and Disagree; and (d) The comments were coded with the position for which they were made within the sorts (Sort 1, Sort 2, Sort 3, Sort 4, or Sort 5).

Qualitative Data Results

The data represented in this section are statements made by the participants while completing the Q-sorts, or at the conclusion of the Q-sort. The researcher attempted to use verbatim data when possible. Some limitations to providing verbatim data included data that could potentially identify the participant, inaudible utterances, and data that were not able to be transcribed due to poor voice quality in the recordings. While data containing these issues represented only a few incidences, the researcher took appropriate steps to edit these data to make the statements readable and inclusive for the purposes of better understanding cognitive motives and processes.

The qualitative result section is broken into nine separate statement constructs. The first set of statement constructs represented are the skill statements: Counseling Skills statements; Supervisor Skill statements; Education Skill statements; Research/Scholarship Skill statements; and Leadership/Advocacy statements. The next set of constructs represents the support statements: Macrosystem Support statements; Exosystem Support statements; Mesosystem Support Statements; and Microsystem Support statements. Along with the statements from each construct, the statements are further represented in the order of each sort completed. For example, the Counseling Skills statements are reported in order of statements made in Sort 1, then Sort 2, Sort 3, Sort 4, and finally Sort 5.

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Counseling Skill Comments

The Participants were asked to place Counseling Skill comments, located in the concourse, on the Q-sort board in order of perceived importance as students move through the developmental model. The researcher conceptualizes counseling skills as the skills that are displayed in the counseling therapy setting. The counseling skills associated with the concourse are: Avoid harming their clients, trainees, and research participants, and to minimize or to remedy unavoidable or unanticipated harm; Awareness of – and avoid imposing – their own values, attitudes, beliefs, and behaviors; Ensure that privacy and confidentiality of clients are maintained; and Practice only within the boundaries of competence, based on education, training, supervised experience, state and national professional credentials, and appropriate professional experiences. The researcher presents the comments in context of the sort where the comment was made. This will help the reader understand at what point in the developmental model the participant made the statement about the skill.

Counseling Skill Construct Sort 1 Comments. Sort 1 is defined as the time where masters-level students are in the process of completing the requirements of a masters-level counselor education program. Comments made by participants looked at the skills that are needed by counselors in the beginning of a counselor education program:

I looked at things like practice standards and skill sets, like techniques and modalities, and being aware of their own internal biases, avoiding harming clients. Those are the things that I think belong to the skill set of a masters-level clinician, moving forward as a professional practitioner. Those things you learn and develop, and they are key to becoming professional (Participant 8).

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One participant remarked about the role of a counseling student and not needing to engage in supervision or research and the skills needed for masters-level students:

As the role of potential counselor to professional counselor you're not really taking a supervisory role and you're typically not doing much research outside of classroom work. So really, these for me are ones that I don't see being directly related to the day-to-day experience of a counseling student. My most agree are really about privacy, confidentiality, ethical, legal issues – they can be really big screw-ups. Avoiding and posing one's beliefs, and awareness of one's attitudes and behaviors, and practicing within competence, and those kinds of things are important (Participant 1).

Another participant noted the skills that are needed, but also stressed the importance of having a multicultural component to the program:

Awareness of imposing own values, beliefs, attitudes. This is really closely connected to multiculturalism, so I'm keeping that in the plus two column for right now. Avoiding harm of clients, -- I mean, that's a really high, important goal, not to harm clients, trainees, or others. I'm looking at avoiding harm of clients being something that surfaces to a higher category. This is kind of an overarching, do no harm policy, that covers so much, so it's a rule that kind of guides all the other rules I guess you could say. When we get to cultural issues, avoiding imposing your cultures or values onto others is a way of not harming clients, but the kind of subcategory I guess you could say, in my mind, of that overarching theme of avoiding harming (Participant 2).

The same participant also spoke about the importance of career development for the masters-level student, but continued to stress the importance of infusing multicultural competencies in counseling education programs:

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Monitor client welfare, supervising performance and professional development. Yeah, that's a really important part, just monitoring clients, which goes back to avoiding harm. High on my list here (Participant 2).

Other participants were able to sum up their feelings and opinions about the skills needed at the masters level that pertain to the practicality of being a competent practitioner, while also speaking about the skills needed for practitioners to become advanced clinicians through the licensure process:

What the students need to be competent. To be a competent practitioner. That's the priority I was thinking. The professional, ethical, legal responsibilities they need to be aware. That I think is the most important thing (Participant 4).

Client rights, including protection of privacy, ethical and legal responsibilities, and how about this one, modalities that are grounded in theory. So it looks like right now in your plus-four category you have more supports, and then plus-three. I'm thinking about licensure and the fact that this is a profession that's regulated, these are all practice things. So for example, Practice life within the boundaries of competence (Participant 5).

Continuing with the theme of counseling skills, the next participants confirmed the need for skills are related to ethics and how the need for ethical behavior is important and should be of high priority for the counseling student:

So the way I organize it is the first thing is ethics, is important, which means ethics seem very important. I think clients are maintained practice all are laid out within the boundary of competency based on education, training, and supervised. So as you see, ethics has, ethical practice, has a high priority along with promoting the use of technique procedure because development and practice is the foundation for their development at

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this point. I would emphasize with they really take into the ethical aspect of the counselling, and also using techniques (Participant 7).

While some participants were focusing on the skills needed at this point in the sort, Participant 7 articulated why some other skills are not needed for counseling students, even though they are in this part of the developmental model:

The rest of these are more involved research, and supervision, and teaching activity, and we don't technically train them to be counselor educator, rather we are training them to be more of a counselor. So that's why I focused more on ethics techniques and social support, as they are the most important for them (Participant 7).

Counseling Skill Construct Sort 2 Comments. Sort 2 is defined as the time where masters-level students are completing their masters-level program or have completed their program and are being recommended to a doctoral-level program. Here, the participants started to explain how counseling skills seem to be moving from the most important issues, towards the left side of the board, where participants place statements for which they do not agree:

I was really taking some of the practice statements, some of the less critical practice statements and moving them to the disagree side, because hopefully someone in that position from C to D in phase two would be mastered or close to mastered these skills (Participant 1).

I left in on my two and one columns, some of the practicals, the use of techniques, procedures, modalities grounded in theory. I moved some of the practicals towards disagree. It doesn't mean they're not important, but I think it means that for this phase they're less important. A few of the practicals, ethical kind of things, and research is down there (Participant 5).

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Counseling Skill Construct Sort 3 Comments. Sort 3 is defined as the time where doctoral-level students are in the process of completing the requirements of a CACREP-accredited doctoral-level counselor education and supervision program. Few participants commented about skills during Sort 3, but focused on other areas of skill and support development. One participant articulated his or her understanding of counseling skills for a student at this point in his or her development:

I'd be looking for in a doctoral applicant having some exposure to practice at this point (Participant 6).

Counseling Skill Construct Sort 4 Comments. Sort 4 is defined as the time where doctoral-level students are completing their doctoral-level program or have recently completed their program and are being recommended to an assistant professor position in academia. Participants 3 and 8 were the only participants to comment in this section and had express conflicting views. One participant stated that some counseling skills are going to be needed at this part of the model, and that there will always be skills which need to be at the forefront of the counselors mind, whereas the other participant stated that these counseling skills are not as important as the other skills discusses in the developmental model:

I have a real problem of removing that number one out of that statement because of the ethics code. And no matter what level you are, it makes it hard to get that out of there (Participant 3).

Some of the practice skills, they're statements that I think link to practice skills, like the multiculturalism moved to the agree side of the board a little bit. I still think that avoiding harm is hard to move out of there" (Participant 3).

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The client-focused skill sets are not necessarily needed in one who's teaching researching, and doing scholarship, and service (Participant 8).

Counseling Skill Construct Sort 5 Comments. Sort 5 is defined as the time where doctoral-level candidates have completed their counselor education and supervision program and are now in a position as neophyte counselor educators in academia. The participants continued to share their thoughts and feelings about moving counseling skills to the disagree side of the Q-sort board and possibly some conflict in doing so:

Some of the other things that are moving over into the disagree side are skills that someone at that point in their career should have mastered, and awareness of one's attitudes, beliefs, and behaviors should be-- while I still think it should go on the agree side (Participant 1).

Practice within the boundaries, I'm looking at that as private practice more than instruction. I think that's less of a focus right now, in teaching, for me (Participant 2).

It's hard for me to avoid the harming clients, or students, or research subjects, or anything we deal with, since it's kind of the prime directive. At least one of the prime directives.

So I have trouble moving that out of the most agreed spot, quite frankly (Participant 3).

Other participants completing this sort had less conflict about the counseling skill constructs and articulated how these skills can be integrated with other skills.

Towards the end here, the least important were some of the ethical things that seemed more to do with if you're in clinical practice rather than being an educator. I guess some of the things in the middle are so-- kind of like a mix, you need to have good clinical skills because you would talk about them in the classroom and supervising (Participant 5).

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Education Skill Comments

The participants were asked to place education skill comments, located in the concourse, on the Q-sort board in order of perceived importance as students move through the developmental model. The researcher conceptualizes education skills as the skills that are displayed in the classroom setting while teaching counselor education students. The education skills associated with the concourse are: Individuals responsible for developing, implementing, and supervising educational programs are skilled as teachers and practitioners; Provide instruction within their areas of knowledge and competence, and provide instruction based on current information and knowledge available for the profession; Promote the use of techniques/procedures/modalities that are grounded in theory and/or have an empirical or scientific foundation; and Infuse material related to multiculturalism/diversity into all courses and workshops for the development of professional counselors. The researcher presents the education skills comments in context of the sort where the comment was made. This will help the reader understand at what point in the developmental model the participant made the statement about the skill.

Education Skill Construct Sort 1 Comments. Sort 1 is defined as the time where masters-level students are in the process of completing the requirements of a masters-level counselor education program. Participants were able to identify the educational skills needed for masters-level students that may not be very practical at this point:

Infused material related to multicultural diversity in all courses, it's not the student's job to infuse that material, it's the instructor's. So teaching, some degree supervision, and scholarship, really are kind of falling on the disagree side (Participant 1).

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Education Skill Construct Sort 2 Comments. Sort 2 is defined as the time where masters-level students are completing their masters-level program or have completed their program and are being recommended to a doctoral-level program. As students move from the phase of learning in masters-level programs to the completion of the program, the participants continued to identify the education skills as something that is not necessary, but will become important at a later stage:

Responsibility for developing, implementing educational programs, teachers. That's really going to come later, though, after they finished the program (Participant 2).

Education Skill Construct Sort 3 Comments. Sort 3 is defined as the time where doctoral-level students are in the process of completing the requirements of a CACREP-accredited doctoral-level counselor education and supervision program. Sort 3 is a turning point for some of the participants as they articulated that there is starting to be a need for students to learn education skills at this phase:

Some of the themes are keeping the focus on the clients, avoiding harm, mentoring and supervision as a core element of counselor education, and then the instruction piece was really important. Planning, designing programs, and even teaching, really, is supporting other more important issues to me (Participant 2).

Another participant stated that the end goal for someone in a counselor education program is to teach in a counseling education program:

I mean, if this is the job that one is going to be doing as an educator, they should be striving for being able to provide competent instruction. Then I put my second top one (most agree) is, provide instruction within their area of knowledge and competence (Participant 5).

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Education Skill Construct Sort 4 Comments. Sort 4 is defined as the time where doctoral-level students are completing their doctoral-level program or have recently completed their program and are being recommended to an assistant professor position in academia. A few participants explained their thoughts about the needs of education skills at this point in the development of the counselor education student:

I think that counselor educators are more focused on the educational part (Participant 8).

Their responsibility at this point of their development research and teaching would be the big part (Participant 7).

And providing instruction, I left that one up at the top because I think that's like a core aspect of what it is to be a counselor educator. So I want to be aware if that person is able to be competent to provide instructions, and then some of the practical things about the clinical stuff I've moved to the far end there (Participant 5).

As in the previous sorts, the importance of education skills is starting to emerge, but there were thoughts of incorporating other areas of responsibility for counselor educators:

A counselor educator is going to need to plan, design, conduct, report research, infuse multicultural material provide instruction in the areas of their competence. I've bumped up responsibility for developing, implementing, supervising educational programs, skilled as teachers providing instruction in the areas of knowledge and competence. Infusing material, multiculturalism, these are really important jobs as an educator (Participant 2).

One participant combined responsibilities of counselor educators, including research and leadership, with the role of being an educator:

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I still don't move those core. I think plus four (most agree) just because I think you're going to be the leader and teaching, involve research, training, program development. Yeah, so I think that awareness is important or knowing what's happening in the accreditation, that kind of stuff. I feel like it's a lot more-- we have a lot more responsibilities (Participant 4).

Education Skill Construct Sort 5 Comments. Sort 5 is defined as the time where doctoral-level candidates have completed their counselor education and supervision program and are now in a position as neophyte counselor educators in academia. The participants commented about the need for education skills at this phase, due to the nature of teaching in academia as a neophyte counselor educator:

I think the things that I moved towards the right (agree) were things that I thought represented skills or abilities that I would expect them to be able to function independently with, that they're teaching, they're planning. But I think that what finally moved up to the most agreeable, plus fours, is that responsibility for developing, implementing, and supervising programs (Participant 3).

Another participant reiterated that teaching and training are functions that counselor educators will use on a daily basis, and these skills might be more important than others, at this phase:

Just that we're going to encounter teaching and training. So they're still there. We're encountering that pretty much every day, right? More frequently than research. Also, some sort of training and teaching skills are also important. More important than the advocacy of the clients because-- we are advocating clients but not within the context of mental health agency or schools (Participant 4).

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One participant stated that there is a need to have skills in both education and counseling to be an effective counselor educator:

When you're in a doc program you get some experience doing the things that an educator does but, in the same way, you need more experiences as a counselor. I think it's helpful to have-- the more you do the teaching, or the supervising, or the research, the better, hopefully, that you get (Participant 5).

Supervision Skill Comments

The Participants were asked to place supervision skill comments, located in the concourse, on the Q-sort board in order of perceived importance as students move through the developmental model. The researcher conceptualizes supervision skills as the skills that are displayed when a more skilled counselor works with a lesser skilled counselor on therapeutic techniques and interpersonal issues. The supervision skills associated with the concourse are: Monitor client welfare and supervisee performance on personal development; Make supervisees aware of client rights, including the protection of client privacy and confidentiality in the counseling relationship; Awareness of, and address the role of multiculturalism/diversity in, the supervisory relationship; and Make supervisees aware of professional and ethical standards and legal responsibilities. The researcher presents the supervision comments in context of the sort where the comment was made. This will help the reader understand at what point in the developmental model the participant made the statement about the skill.

Supervision Skill Construct Sort 1 Comments. Sort 1 is defined as the time where masters-level students are in the process of completing the requirements of a masters-level counselor education program. Participants commented on how and when supervision skills should be introduced to students, but, at stage one, this participant commented about how the

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skills of supervision may not be needed at the masters-level, but also understanding multicultural issues need to be addressed at all levels:

Awareness of the role of multicultural on some in the supervision relationship because at this level, supervision isn't a big part of their training in their day to day living. It's very important for them to address the multicultural aspect of this provisional relationship (Participant 7).

Supervision Skill Construct Sort 2 Comments. Sort 2 is defined as the time where masters-level students are completing their masters-level program or have completed their program and are being recommended to a doctoral-level program. Participants stated that supervision skills are going to become a skill of which students need to be aware:

We're kind of shifting from more of a supervisory, leadership, role. Courses, yes, this is going to be important (Participant 2).

And while some participants stated that supervision skills were going to become more important at this stage, some of the participants struggled to rank supervision skills as high as they wanted to at this time, due to the other skills that were still needed:

I just think supervision is such a big leap at this stage that I'm having trouble getting some of these as high as I want them without losing some of the other things that I value. In the situation where I was trying to encourage a high-performing professional counselor to move into expanding their role according to the doctorate and looking at things like research and supervision (Participant 3).

Supervision Skill Construct Sort 3 Comments. Sort 3 is defined as the time where doctoral-level students are in the process of completing the requirements of a CACREP-accredited doctoral-level counselor education and supervision program. The participants made

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statements about the need for supervision skills as they are going to become part of the role of the doctoral student at this phase:

Responsibility and developing implement supervising educational programs as skilled teachers and practitioners. Yeah, this is really important and kind of-- I don't know. That's going to kind of shift everything because this is going to be an umbrella that covers all of this. Make supervisees aware of professional ethical standards and legal responsibilities. Yeah, that's really important. Supervision is reported to contribute to student's decision to undertake.... I believe that's true. Not necessarily the most important piece to success in the hierarchy of things, but I definitely agree with it (Participant 2).

Another participant stated that there are practical needs for students at this level to learn supervision skills, that the students will start to supervise masters-level students who are in clinical practicum or internship:

An idea of that supervision research and instruction of teaching are part of their big training. But still through that they can learn more, and this is as you see it's more about their responsibility like make supervisor aware because supervision is part of their training. They're going to start supervising students, so they have to know that supervision. And also make clear in the informed consent -- so how they do all the supervision and-- are important at this level (Participant 7).

Supervision Skill Construct Sort 4 Comments. Sort 4 is defined as the time where doctoral-level students are completing their doctoral-level program or have recently completed their program and are being recommended to an assistant professor position in academia. Where some of the participants were starting to put an emphasis on supervision skills in the last sort,

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this participant felt that supervision was still not a skill that the students in this phase of the developmental model would need:

The supervision questions that ranked a little bit lower for me..., coming out at the potential counselor level, they shouldn't be supervisors, but I saw them as their roles and skills that needed developed as a supervisee, so some of them were clearly, to me anyway, I interpreted them as something that a supervisor should be attending to. So that's the excuse I used to move those important things lower (Participant 3).

Some of the participants felt that supervision skills were ranked high in the third sort and felt that they did not need to move any of the statements to more or less importance on the Q-sort, as the students move through the developmental model:

Supervision, I didn't move much as well in terms of supervision from the last number three section to this section. I don't move much because they would involve supervision (Participant 4).

Some participants felt that the supervision skills were becoming more important, as opposed to the previous participants who believed that supervision skills were not important yet, or that they had just as much importance as the last sort:

There was a little bit more emphasis, thinking of the person working with students, so a little bit more emphasis on variables that emphasize supervision, teaching, ensuring that supervisees are aware of client safeguards, right to privacy, confidentiality. There's obviously a lot of variables that are important but not as important as training and supervision (Participant 6).

Supervision Skill Construct Sort 5 Comments. Sort 5 is defined as the time where doctoral-level candidates have completed their counselor education and supervision program and

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are now in a position as neophyte counselor educators in academia. Participants were now articulating the need for supervision skills at the highest phase of the model. One participant succinctly stated supervision skills as:

Our direct responsibility is training and supervision (Participant 4).

While other participants seemed to struggle with the skills that were important to students in this phase of the developmental model:

I was looking at things that I agreed most with, would be things that I would expect to see independent functioning. I would have liked one more space to move supervision ideas a little bit more to the agree side. I don't think I have them high enough (Participant 3).

Developing your own philosophy or principle or the way you approach yourself or the way you approach teaching or supervision is very important (Participant 7).

Research/Scholarship Skill Comments

The participants were asked to place research/scholarship skill comments, located in the concourse, on the Q-sort board in order of perceived importance as students move through the developmental model. The researcher conceptualizes research/scholarship skills as the skills that are displayed while involved in scholarship including creating, conducting, and synthesizing research and academic literature. The research/scholarship skills associated with the concourse are: Plan, design, conduct, and report research in a manner that is consistent with pertinent ethical principles, federal and state laws, host institutional regulations, and scientific standards governing research; Seek consultation and observe stringent safeguards to protect the rights of research participants when research indicates that a deviation from standard or acceptable practices may be necessary; Make clear in the informed consent process that clients are free to choose whether to participate in research activities; and Take reasonable measure to honor all

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commitments to research participants. The researcher presents the research skills comments in context of the sort where the comment was made. This will help the reader understand at what point in the developmental model the participant made the statement about the skill.

Research/Scholarship Skill Construct Sort 1 Comments. Sort 1 is defined as the time where masters-level students are in the process of completing the requirements of a masters-level counselor education program. The statements made by the participants reflected their thoughts about how research/scholarship skills may apply to students at the lowest level of the developmental model:

I am putting over on the disagree side tend to focus on research and while that's not necessarily completely accurate all the time, I think that and some around supervision as well. Research. Again, the ones from the neutral pile that are moving towards the left side of the board (disagree) are things that are on supervision and research, again because as a new student, as a counselor in training who's not even in the field, and they're not supervising anyone yet (Participant 1).

There certainly is potential for counselors to be doing research, but also having clients who are engaged in research that might bring up those questions about, "Hey do I have to do this, am I thrown out of the institution if I don't?" That's what I was thinking about in terms of the research (Participant 3).

Two participants stated that research/scholarship skills may be valuable for counseling students, the practicality of engaging in research in clinical practice is not very likely as compared to a counselor educator:

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And the section of this one is about the research, which I think I put in here because they might encounter research in their-- probably not directly involved, but they might be part of the research requirement for an agency (Participant 4).

I guess basically, globally, what's down here (disagree) is the stuff that seems more about counselor educators and research: honoring commitments to research participants, planning and conducting research. It's true that some of our students could be doing that or the grads, but they're probably not doing it as much as a counselor educator (Participant 5).

Whereas things related to research, I didn't think had much place. Those are very counselor educator-y things. Research related things, not necessarily practitioner related things (Participant 8).

Research/Scholarship Skill Construct Sort 2 Comments. Sort 2 is defined as the time where masters-level students are completing their masters-level program or have completed their program and are being recommended to a doctoral-level program. The participants did not make any comments that were coded for research/scholarship skills during Sort 2.

Research/Scholarship Skill Construct Sort 3 Comments. Sort 3 is defined as the time where doctoral-level students are in the process of completing the requirements of a CACREP-accredited doctoral-level counselor education and supervision program. The participants in Sort 3 began to make comments that were coded as identifying thoughts about research/scholarship at the doctoral level. One of the observations related to how important research skills are at this point. One participant stated that, although research/scholarship skills are important, they are not the most important:

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I didn't want to make it all heavy on the research, because I think the role of a counselor educator isn't all about the research. So, for the person to be able to be successful and to graduate, they need to know those things, but it isn't all that (Participant 5).

While other participants made statements suggest that they may expect students to need research/scholarship skills at this point:

I think it takes me awhile to put it here because at this point I may expect them to do-- what's important for them is more learning about planning and designing, then conducting research (Participant 7).

And other participants felt that the need for research/scholarship skills were very important at this stage of the developmental model:

Research is one of the major criteria in this stage, major task. The research on top of the practice, that's absolutely important, but the research skills: that is important (Participant 4).

I think that can be for the doctoral-- the person pursuing that, they could feel that they're capable of doing that maybe if they've had some good quality teachers or teachers who bring them into the process beyond just being a student and doing the kinds of things like reading things and writing papers and whatnot, but to be involved in research (Participant 5).

Research/Scholarship Skill Construct Sort 4 Comments. Sort 4 is defined as the time where doctoral-level students are completing their doctoral-level program or have recently completed their program and are being recommended to an assistant professor position in academia. The participants were agreeing that research/scholarship skills are needed in the last

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two sorts, but the participants continued to make statements about the importance of these skills, which vary from one participant to the next:

Their responsibility at this point of their development research and teaching would be the big part (Participant 7).

Another participant stated that, even at this point in the developmental model, students may be more involved in being practitioners, rather than being involved with research, which would necessitate the learning and use of research skills:

As you know, a lot of counselor educators aren't that active in research. They're more practitioners. So while research is important, it's not necessarily going to be required for the person who's going on to academia (Participant 6).

Research/Scholarship Skill Construct Sort 5 Comments. Sort 5 is defined as the time where doctoral-level candidates have completed their counselor education and supervision program and are now in a position as neophyte counselor educators in academia. In the final stage of counselor development, and the last sort for the research/scholarship skill concourse, some of the participants started to make statements about the importance of research/scholarship skills, now that the student will be transitioning to an appointment in academia:

I couldn't force myself to move some of those research things to the right (agree), and that might be a mistake (Participant 3).

However, research, support skills, and mentorship are important at this stage (Participant 4).

Leadership/Advocacy Skill Comments

The participants were asked to place leadership/advocacy skill comments, located in the concourse, on the Q-sort board in order of perceived importance as students move through the

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developmental model. The researcher conceptualizes leadership/advocacy skills as the skills that are displayed while involved in engaging in activities to promote wellness of clients and the profession, and being an active participant in the counseling community. The leadership/advocacy skills associated with the concourse are: Advocate at individual, group, institutional, and societal levels to address potential barriers and obstacles that inhibit access and/or the growth and development of clients; Obtain client consent prior to engaging in advocacy efforts on behalf of an identifiable client to improve the provision of services and to work toward removal of systemic barriers or obstacles that inhibit client access, growth, and development; Participating in local, state, and national associations that foster the development and improvement of counseling; and Promotion of the well-being of individuals, groups, and the counseling profession within systems and organizations. The researcher presents the leadership/advocacy skills comments in context of the sort where the comment was made. This will help the reader understand at what point in the developmental model the participant made the statement about the skill.

Leadership/Advocacy Skill Construct Sort 1 Comments. Sort 1 is defined as the time where masters-level students are in the process of completing the requirements of a masters-level counselor education program. Some of the participants wanted to express that leadership/advocacy skills are an important skill for students to learn from the very beginning of their counseling education programs:

Participating in local, state, national association, yeah these are things that are going to undergird everything for me, but are connected more with what's supporting the most important things. Provision of services, advocacy efforts, so this is not counseling but advocacy. Systemic barriers-- so advocacy, something that a counselor, I think, should

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do connection to the primary maybe counseling, but it is something that kind of supports the counseling maybe, this advocacy. Advocate at individual, group, institutional levels to address potential barriers, individual, group, societal levels, consent, so I'll put this with the local and state for right now (Participant 2).

One participant emphatically stated that this position in the developmental model would be a perfect place to start learning about leadership/advocacy skills:

Advocacy could be perfect their training, but at the same time again I emphasize with ethical aspect. I think this is a good time for any graduate student to start involving into local state and national association to foster their development (Participant 7).

Leadership/Advocacy Skill Construct Sort 2 Comments. Sort 2 is defined as the time where masters-level students are completing their masters-level program or have completed their program and are being recommended to a doctoral-level program. The participants made comments about where leadership/advocacy skills fall in terms of importance as students are completing their counseling education programs. One participant spoke honestly about the importance of using these skills, but also the practicality of it:

Participating in national associations, that kind of professional development, pieces that become very important for someone who is just entering the world of academia. As a practitioner, yes, we want our practicing counselors to be in national, regional, state organizations, but the reality of it is they can't afford it and they don't see it has a huge value in it (Participant 1).

Another participant made a similar comment about learning leadership/advocacy skills as they are important, but not necessary, for learning in counseling education programs:

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Same thing when it came to professional associations. I'd put that more of a middling ranking because it'd be great for them to be involved, but not necessarily as key as focusing on learning (Participant 6).

Leadership/Advocacy Skill Construct Sort 3 Comments. Sort 3 is defined as the time where doctoral-level students are in the process of completing the requirements of a CACREP-accredited doctoral-level counselor education and supervision program. Only one comment was coded for leadership/advocacy skills in Sort 3, where the participant stated that, although these skills are important, they are becoming less important as students move through the developmental model:

I put the advocacy even further down, like the least important at this stage. Advocacy because if you do advocacy, you might not finish your dissertation. That's not good. (Participant 4).

Leadership/Advocacy Skill Construct Sort 4 Comments. Sort 4 is defined as the time where doctoral-level students are completing their doctoral-level program or have recently completed their program and are being recommended to an assistant professor position in academia. For some participants, the leadership/advocacy skills are becoming more important as students are moving into the final stages of the doctoral experience:

I moved advocacy from left (disagree) to middle (neutral) because those are, again, those are not only-- I think those are important skills to be considered education at least knowing some components of that because that's implemented in our education. It's more important to be the leadership, right, to carry the education to the next generation (Participant 4).

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While another participant commented on how leadership/advocacy skills are used in the professional field of counseling:

The advocating I put as a two (agree) just because we talk about it a lot in the counseling field (Participant 5).

Leadership/Advocacy Skill Construct Sort 5 Comments. Sort 5 is defined as the time where doctoral-level candidates have completed their counselor education and supervision program and are now in a position as neophyte counselor educators in academia. While many participants did not make comments that could be coded as leadership/advocacy skills in Sort 5, one participant stated that, even though leadership/advocacy skills were less important in earlier stages, these skills are now becoming more important as students transition into becoming educators:

Participating in state, local, national associations. I think because, when people are starting out, I see that as less important-- no, but you need to build some credibility for yourself as an educator. And then your involvement, and showing that you're doing some scholarship things (Participant 5).

Macrosystem Support Comments

The participants were asked to place macrosystem support comments, located in the concourse, on the Q-sort board in order of perceived importance as students move through the developmental model. The researcher conceptualizes macrosystem supports as the supports found in society, including political parties, societal views, religion, and institutional constructs. The macrosystem supports associated with the concourse are: A high level of social support can be a valuable coping tool in managing the stress that is often experienced in graduate school; Social support is often cited as an important source of strength and coping for graduate students;

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Social supports from many sources may serve as a buffer against stressors for graduate students; and Support in the form of increased opportunities may directly increase academic achievement.

The researcher presents the macrosystem support comments in context of the sort where the comment was made. This will help the reader understand at what point in the developmental model the participant made the statement about the support.

Macrosystem Support Construct Sort 1 Comments. Sort 1 is defined as the time where masters-level students are in the process of completing the requirements of a masters-level counselor education program. Some participants felt that ,at this early stage of the developmental model, social supports are going to be very important for the students' success in a counseling education program:

Social support's important, very important. Social support is an important source of strength in coping for graduates (Participant 2).

Another participant was able to articulate the needs for macrosystem supports as a way to develop healthy coping mechanisms to help assuage the students' stressors in the counseling education program:

This is also the time of year they need more social support because being in education for two or three years, and being in the practicum and maintaining always-- making the right balance is most difficult thing that most students at this level struggle with. So I emphasize more about the social support-- the need for social support at this level. I just give more priority for social support as an important source of strength and coping, because at this point at what they need is adjustment in coping strategy from their stressors (Participant 7).

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Macrosystem Support Construct Sort 2 Comments. Sort 2 is defined as the time where masters-level students are completing their masters-level program or have completed their program and are being recommended to a doctoral-level program. One participant recognized that a student who has completed his or her program will need macrosystem supports, because he or she will be re-entering the academic setting again and the time away may be difficult for some students:

I think some of those support issues are going to become more important because this student – who just stopped being a student and will be going into the student piece again – is going to be taking on a much more significant undertaking (Participant 1).

Another participant felt that, even as the students are progressing through the developmental model, the social supports in the macrosystem are going to continue to be a very important source for support:

Social support, managing stress, yeah. Boy, that's going to be really important thing to see. Social supports formed by these informal helpers are thought to have major impact. Yeah. This is important. Social support - important person has good social support, a high level of social support. Coping is kind of the same thing here (Participant 2).

One participant stated that, although he or she feels that social supports in the macrosystem are important, they may not be important to every student. The participant stated that some students have no social supports, but are still able to be effective in their practice:

Some of the negative variables, once again, similar to the first Q-sort we did is that I put some of the issues of social support while they're important, I have also seen people get social support in different ways, or people even lack social support and yet were still effective practitioners (Participant 6).

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While another participant ranked the supports of others in the macrosystem to be more important than some of the skills the students may be learning at this time:

There was still a need to have all of those skill sets that make someone professional in place, and social supports being more important. Social supports being more important than research (Participant 8).

Macrosystem Support Construct Sort 3 Comments. Sort 3 is defined as the time where doctoral-level students are in the process of completing the requirements of a CACREP-accredited doctoral-level counselor education and supervision program.

The social support things, for me, there's not a great deal of difference. The support from social supports is still really important at that phase, and not so much competencies (Participant 8).

Macrosystem Support Construct Sort 4 Comments. Sort 4 is defined as the time where doctoral-level students are completing their doctoral-level program or have recently completed their program and are being recommended to an assistant professor position in academia. At this point in the developmental model, the participants started to make comments that macrosystem supports may not be as important as other supports or skills:

The negative variables sort are similar again in that the emphasis on support would be helpful as in not necessarily required (Participant 6).

In fact, one participant did not feel that macrosystem supports were important at all in this level of the developmental model:

The social supports, this sounds terrible, and I don't care, I'm going to say it this way, I don't really care what social supports that someone has in order to be a professional at

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this point it's, you should have figured out, at this point, how to get those needs

(Participant 8).

Macrosystem Support Construct Sort 5 Comments. Sort 5 is defined as the time where doctoral-level candidates have completed their counselor education and supervision program and are now in a position as neophyte counselor educators in academia. By the time the participants were completing Sort 5, there was only one comment made about social support, which indicated a somewhat neutral stance for this participant on macrosystem supports:

You need to have social supports-- so I think it's somewhere like a mix in there, in the middle (Participant 5).

Exosystem Support Comments

The participants were asked to place exosystem support comments, located in the concourse, on the Q-sort board in order of perceived importance as students move through the developmental model. The researcher conceptualizes exosystem supports as the supports found in those close to the students such as family members, friends, and non-professional peers. The exosystem supports associated with the concourse are: The most important social support sources of students are their families and friends; Students who receive adequate support from their families and friends are able to solve their problems and are more successful in their courses; Religious supports make a contribution to mental health, above and beyond general social supports; and Support networks formed by informal helpers are thought to have a major impact on the psychological adjustment by providing direct assistance. The researcher presents the exosystem support comments in context of the sort where the comment was made. This will help the reader understand at what point in the developmental model the participant made the statement about the support.

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Exosystem Support Construct Sort 1 Comments. Sort 1 is defined as the time where masters-level students are in the process of completing the requirements of a masters-level counselor education program. One participant stated that some supports are not needed for students at this phase of the developmental model:

I tend to put things that focused on the personal support of the student as being less important as the actual services, practices, work that they do. I feel like self-awareness is very important, however, I think that people oftentimes can develop self-awareness in a variety of ways and that not necessarily having social support, family support is as crucial as the actual application of services (Participant 6).

Exosystem Support Construct Sort 2 Comments. Sort 2 is defined as the time where masters-level students are completing their masters-level program or have completed their program and are being recommended to a doctoral-level program. One participant summed up his or her feelings about supports at this stage of the developmental model:

Most important social supports are family and friends (Participant 2).

While another participant summed up his or her feelings about exosystem supports and how they might be uniquely important to students at this level of the developmental model:

There were so many statements around support, dealing with family, then with friends, dealing with religion, and I think for any one student, one of those might be highly important, but I think as a statement itself, whether religion, family, friends, that I agree that they helped the doctoral student make better decisions or overcome stress (Participant 3).

Exosystem Support Construct Sort 3 Comments. Sort 3 is defined as the time where doctoral-level students are in the process of completing the requirements of a CACREP-

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accredited doctoral-level counselor education and supervision program. One participant seemed to struggle with the importance of exosystem supports in relation to other supports and skills that were being forced-ranked in the Sort 3 activity:

I don't like it, things around social supports from friends, family, religious community, are moving into the more disagree category, not because I believe that is what they should do, but because they have to go somewhere like mentorship (Participant 1).

While another participant stated that, while exosystem supports may be important, they are not the most important in terms of skills and supports at this stage of the developmental model:

I guess my middle ones are some of these, like social support from family and friends. Social support is important. It is important. I'm not sure if it's the most important (Participant 5).

Exosystem Support Construct Sort 4 Comments. Sort 4 is defined as the time where doctoral-level students are completing their doctoral-level program or have recently completed their program and are being recommended to an assistant professor position in academia. Three participants made comments about where exosystem supports were shifting in terms of importance at during this stage. The overarching theme from these three participants is that exosystem supports are falling towards the disagree side of the board in terms of importance within the developmental model:

I think the family, friends, support kind of thing ended up on the low end (disagree) (Participant 3).

Some of the emotional support, family support, I just put it in the far left (disagree).

While religious support I've put in the far left (disagree) (Participant 4).

Having that social support from family, and things, are less important (Participant 8).

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Yet, one participant was able to see the importance of exosystem supports for students in this phase of the developmental model, under a certain circumstance:

I'm imagining the transition it could involve a move out of the local area, and people might be hesitant to do that if they don't have the support of their family and friends or particularly family (Participant 5).

Exosystem Support Construct Sort 5 Comments. Sort 5 is defined as the time where doctoral-level candidates have completed their counselor education and supervision program and are now in a position as neophyte counselor educators in academia. One participant commented on how exosystem supports continue to move further to the disagree side of the activity board, indicating a lower level of importance to the neophyte academic:

Some of the items that are around social support from family and friends and mentor-- well, no, we'll say family and friends are moving to the left (disagree) because at that point in your career, typically - at least my experience has been - you've moved to a place where the support or-- family and friends become a little less important at that point (Participant 1).

And another participant agreed with the first statement about exosystem supports, but underscored that there are other issues, like skills, which are more important to the neophyte academic at this point:

The issues of social support, familial support, religious support, while they could be helpful, aren't essential for some of these other variables like some of the basics of the profession which is ensuring people are using counseling theories that they understand the rights of clients, that they establish a therapeutic working alliance (Participant 6).

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Mesosystem Support Comments

The participants were asked to place mesosystem support comments, located in the concourse, on the Q-sort board in order of perceived importance as students move through the developmental model. The researcher conceptualizes mesosystem supports as the supports found in professional relationships, co-workers, assistantship supervisors, professors, supervisors, and professional peers. The mesosystem supports associated with the concourse are: Supervision has been reported to contribute to student decisions to undertake a doctorate, degree completion, time-to-candidacy, doctoral student well-being, and satisfaction with the overall doctoral experience; Positive and productive work alliance along with effective management of interpersonal conflicts are essential for achieving successful outcomes; Emotional supports from educators, in the form of caring about the students' success, may indirectly increase academic achievement by influencing student motivation; and Succession of high quality teachers powerfully contributes to establishing a student on a positive academic growth trajectory. The researcher presents the mesosystem support comments in context of the sort where the comment was made. This will help the reader understand at what point in the developmental model the participant made the statement about the support.

Mesosystem Support Construct Sort 1 Comments. Sort 1 is defined as the time where masters-level students are in the process of completing the requirements of a masters-level counselor education program. Only one comment was coded for mesosystem supports for Sort 1, where one participant stated that support in the form of professional practice would have a positive effect on the student:

Support in the form of increased practice may directly increase academic achievement.

Yeah, that's really, really important here, to be able to practice (Participant 2).

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Mesosystem Support Construct Sort 2 Comments. Sort 2 is defined as the time where masters-level students are completing their masters-level program or have completed their program and are being recommended to a doctoral-level program. One participant felt that mesosystem supports might be more beneficial to students, as opposed to exosystem supports like religion and family:

I think doctoral students need to do, seeking consultation, developing responsibility, receiving career and psychosocial support, for example, was more general professional and personal development than having religion and family (Participant 3).

One participant commented on career development through the mentorship process, which is actually part of the microsystem support structure, to explain his or her opinion that the push to enter into a doctoral program, is more of an exosystemic supervisory job:

So that career development mentoring piece was really important, and I felt like it was more of a supervisory push to help someone go to a doc level (Participant 8).

Mesosystem Support Construct Sort 3 Comments. Sort 3 is defined as the time where doctoral-level students are in the process of completing the requirements of a CACREP-accredited doctoral-level counselor education and supervision program. While few participants made statements that were coded as mesosystem supports in Sort 3, one participant summed up how mesosystem supports moved in the Q-sort activity that was being completed:

I added a lot more support and career kind of resources (Participant 4).

Mesosystem Support Construct Sort 4 Comments. Sort 4 is defined as the time where doctoral-level students are completing their doctoral-level program or have recently completed their program and are being recommended to an assistant professor position in academia. There

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were no comments made by the participants on mesosystem supports for this construct that could be coded.

Mesosystem Support Construct Sort 5 Comments. Sort 5 is defined as the time where doctoral-level candidates have completed their counselor education and supervision program and are now in a position as neophyte counselor educators in academia. In the final sort, some participants were able to articulate the need for mesosystem supports for the neophyte educator, including:

It becomes more about professional relationships and mentoring relationships which is why some of the mentoring things are moving over to the right (agree). I'm going to point something out, that positive and productive working alliance along with the effective management of interpersonal conflicts are essential for achieving successful outcomes, which I think I had put some value on in the counseling piece - the professional counseling piece - and I really value as a counselor. The academic world is a tricky, complex place, and if you don't figure out how to manage it, you will suffer (Participant 1).

One participant stated that the working alliance between the neophyte educator and others in his or her department are essential:

Working alliance, that's going to be really high. Positive in working alliance. I really think that's really important, as a professor (Participant 2).

Microsystem Support Comments

The participants were asked to place microsystem support comments, located in the concourse, on the Q-sort board in order of perceived importance as students move through the developmental model. The researcher conceptualizes microsystem supports as the supports

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found in mentors and through mentorship. The microsystem supports associated with the concourse are: Receiving career and psychological support from mentors, expediting their profession, and development within a particular job, organization, or career path; Career development and career trajectory are at the heart of the relationship between a mentor and protégé, and identification is considered one of the defining features of mentoring relationships; Mentoring relationships are of high quality where both protégés and mentors experience additional functions, such as mutual growth, learning, and career development; and Development occurs through career and psychosocial support provided by the mentor. The researcher presents the microsystem support comments in context of the sort where the comment was made. This will help the reader understand at what point in the developmental model the participant made the statement about the support.

Microsystem Support Construct Sort 1 Comments. Sort 1 is defined as the time where masters-level students are in the process of completing the requirements of a masters-level counselor education program. Mentorship, which is at the heart of the microsystem support construct, was a theme for several of the participants. One of the participants stated that mentoring is a very important process, and that the relationship between a mentor and protégé is very important at the early stages of a counselor education program:

Mentoring relationships, yeah, this is really important. I'm going to put this in the plus two (agree). Receiving career or psychosocial support from mentors, expediting progress of career, put that with the career category which right now is at kind of the medium (neutral). Mentoring relationship with higher quality, both protégé and mentors, neutral. Mentoring relationships, yeah, this is really important. I'm going to put this in the plus two (agree) (Participant 2).

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Another participant concurs with the first participant by saying that microsystem supports can provide experiences for the students which are highly beneficial:

I'm thinking of supervision there, I guess. And even quasi-informal supervision, like mentoring, helps a lot. I think sometimes greater exposure can help students move from student to professional, and I know because of my experiences with some of our grads, I think that mentoring process, whether it's from a former professor or a supervisor-- that's what I saw there. Development occurs through career and psycho-social support provided by the mentor (Participant 5).

While some participants remarked on the importance of the mentoring relationship, one participant stated that microsystem supports were important, but, in reality, students at this level of the developmental model are not engaged in any form of mentorship:

This is also the time they may also take into consideration what would be their next step and how they go, so it's very important that we provide them an opportunity, either some support mission or mentorship about their development in their next step. I think mentoring a relationship are high quality at this point too, but we know in practice most of the time graduate students don't involve in a mentorship relationship as doctorate student do (Participant 7).

Microsystem Support Construct Sort 2 Comments. Sort 2 is defined as the time where masters-level students are completing their masters-level program or have completed their program and are being recommended to a doctoral-level program. Participants started to vocalize the importance of a mentoring relationship for developing counseling students in this phase:

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Mentoring relationships... I'm going to just pull some of these out that I think are really important for doctoral students. Supervision, mentoring, career-focus, and working alliances really are kind of superseding some of the other, maybe more basic skills (Participant 2).

I think a little bit more mentor and it's important because then not only-- so, at that stage, they will encounter clients, students right, not just clients. So I do think mentor is more important in that stage (Participant 4).

Other participants remarked on microsystem support constructs in their own experiences, and how mentorship may have helped them to become the counselor educators they are today:

I think that mentoring relationship and supervision of their work is still extremely important in their professional personal developmental process, and I found myself having the move the ideas of family and social support way farther to the left than I first imagined, because I think it is true (Participant 3).

But I think mentoring-- I guess as I reflect on it, from my experience, is the students that I've actually spoken to and I've said, "Hey, have you ever thought about a doc program. I think you would be really good." They show skill, but they show these other potentials, but it's more from the conversations that we have about, "Well, what does that look like? What do people do?" That seems to help them make those decisions to move forward.

What I think the support that that person needs have more to do with a description of what the career path looks like in pursuing a doctoral degree in counselor education. And so that's why I focused more on the high-end (agree), on the cards that have to do with mentoring relationships and receiving career and psychosocial support, supervision, those kind of things (Participant 5).

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But I thought that how someone-- and I did think back to my own experience, how mentoring led me to career development (Participant 8).

Microsystem Support Construct Sort 3 Comments. Sort 3 is defined as the time where doctoral-level students are in the process of completing the requirements of a CACREP-accredited doctoral-level counselor education and supervision program. Some participants continue to make comments on the importance of mentorship during this phase of the developmental model:

Still the mentoring process, I think is important, which is why I left that at number four (agree). Mentoring relationships are of high quality or protégés and mentors experience additional functions such as mutual growth or a new career development (Participant 5).

One participant stated that mentorship needs to happen at this stage in order for students to move from this phase to the next of the developmental model:

The mentoring part is still, I think, paramount at this point, because you need to have that support in order to move up to that next phase (Participant 8).

One participant articulated how mentorship at this level changes and yet is still helpful to the student who might be feeling like a fraud in his or her counselor education program. This participant explains how the process continues until a point comes when the mentee feels that he or she is equal to the mentor:

I kept the emotional support a little bit higher because I think that's-- early career anxiety is a important aspect because I think there's a lot of feeling like, "I'm a fraud. I have a degree but I don't know anything. I don't know if I know enough to do this. And I don't know that I know enough." Till you start determining that your mentors don't know anything, then you can turn around and say, "Oh, I know as much as them, so I must be

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okay. They got away with it for this long." But I think at this period, that mentor relationship does change but I think it's still very important to get a good start (Participant 3).

Microsystem Support Construct Sort 4 Comments. Sort 4 is defined as the time where doctoral-level students are completing their doctoral-level program or have recently completed their program and are being recommended to an assistant professor position in academia. One participant was able to articulate the importance for mentorship as it provided emotional supports through the form of psychosocial support to promote growth as the protégé prepares to leave the “academic nest” on his or her own:

Some of the mentoring functions moved a little bit to the left (disagree), but I did keep-- I think it's still important in that first professional full-time position, since you're facing a tenure track clock, it's important to have effective mentors to-- which one did I keep up there, I can't remember-- receiving current psychosocial support from mentors I thought was important. I did leave this one, my highest agreement that mentoring relationships are of high quality, or there's that expanding the functions is how I interpret that and mentors experience additional function such as mutual growth, learning, career. I think this is really the stage where you discover your mentor has clay feet and doesn't know everything and you're probably comparing much of yourself much more positively to what he or she could be doing or is doing. So I think that's important for you to kind of leave the nest and launch into your career. So that's the kind of mentor statements I thought stayed up at the highest end (agree) (Participant 3).

Another participant explained that mentorship is important, and that also it may help the student obtain the skills necessary to be effective, as opposed to being only psychosocially supportive:

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And so I think mentoring and the career information can be helpful there. I'm starting to see this as more integrated than maybe at different moments, or as I'm going through the process, I'm sort of thinking, "Okay, they need a variety of skills and supports." So some of it's the mentorship support, some of it is the knowledge, career knowledge (Participant 5).

Microsystem Support Construct Sort 5 Comments. Sort 5 is defined as the time where doctoral-level candidates have completed their counselor education and supervision program and are now in a position as neophyte counselor educators in academia. In the final phase of the developmental model, several of the participants made comments about the importance of microsystem supports, specifically mentorship for the neophyte counselor educator:

Mentoring relationships I'm going to shift over to plus 3 (agree), and going to replace it with, infusing multicultural diversity into all courses. Mentoring has a higher role for me, and I think it incorporates multiculturalism on a higher, more intense level (Participant 2).

Two participants stated that mentorship needs to happen with neophyte counselor educators in order for them to advance their careers by way of understanding academia:

Just-- that professional mentorship, I think, is what needs to happen for the career advancement (Participant 4).

I think that there are mentoring and social supports that are necessary to help counselor educators understand academia (Participant 8).

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Another participant stated that receiving supports from mentors in different ways is very helpful, but was also able to state that mentorship is needed in academia, specifically from someone who can help the neophyte counselor educator advance in his or her particular organization:

Most important - I guess my top two; receiving career, psychosocial support from mentors expediting their progression development within a particular job, organization, or career path - partly because it refers to the particular job, organization, career path. I think moving into a position, the assistant professor position, you need to learn how you succeed in a particular organization. So being able to have a mentor (Participant 5).

Summary of the Chapter

Chapter 4 presents the data findings collected from the Q-sorts completed by the participants and coded data from the Think Aloud transcripts. The researcher conducted five Q-sort activities with each of the eight participants where they were asked to force-rank a concourse of statements that contained skill and support comments taken from the current literature on counseling skills and career development supports. Principle Axis Factoring was selected for measurement of the quantitative data collected by way of the SPSS statistical analysis program. The qualitative data obtained from the Think Aloud Protocol was transcribed and entered into Atlas.ti qualitative analysis software for thematic coding, which included Skill Statement, Support Statement, Participant, and Sort Number. Output for the quantitative data were presented in both written and graphical form, while the qualitative data were presented in the order of the construct, then by the sort that the construct was spoken, and finally by the participant. In Chapter 5, the researcher will discuss the themes and conclusions that emerged from the data, the implications for current practice, limitations of the study, and recommendations for future research.

Chapter 5: Discussion

This chapter will address the major findings of this research project while also adding conjecture about future research and some of the limitations perceived and experienced with this project. The purpose of this study was to introduce a model of counselor educator development where one has not existed in the past. The model of development addresses the need for a masters-level student to gain the understanding, skills, and supports essential to successfully completing his or her degree, embarking on the journey of completing a doctoral degree and, finally, applying for professional positions as a counselor educator. Due to the CACREP mandate requiring current counselor educators to develop future counselor educators for the continued growth and development of the professional counseling field, the researcher aimed to identify key supports and skills needed for counselor education students. The researcher was able to gauge the importance of skills and supports that are needed for students to progress from the masters level, to the doctoral level, and, finally, to become academics. While the researcher was able to measure the importance from participant to participant, the issue of variance between participants became evident, and is explored further in this chapter.

The CICEDM will help to bridge the gap in literature and practice to identify and support students who may have the capability to become future counselor educators. The researcher intended to explore the skill and support concepts which counselor educators believe are needed for students to bridge the span between counseling student and counselor educator. The exploratory questions asked in this study were: (a) What are the core skills needed for counselors to traverse the proposed developmental model, (b) What are the core supports needed for counselors to traverse the proposed developmental model, and (c) Do counselor educators agree

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on stages of skill development and the support constructs needed for successful navigation through the proposed developmental model?

The research has chosen Q-Methodology as the way to measure counselor educators' perceptions of counselor educator skill development and support structure. Q-Methodology, originally developed by Stephenson (1953), is both a technique and a methodology to study participant subjectivity, that is, people's viewpoints (Brown, 1996). Participants were asked to complete five Q-sorts which represented different phases of counselor development in the model. The Q-sorts used a concourse of 36 statements, which included statements pertaining to counseling skills and supports taken from peer-reviewed research.

The data were measured using Principle Axis Factoring (PAF) in the SPSS statistical package program, version 24. PAF was selected for measurement over the Principle Factor Analysis (PFA), which is traditionally used in Q-Methodology research, due to the tighter variable controls offered by PAF (Zabala & Pascual, 2016). The data were rotated using direct oblimin, as opposed to the varimax rotation, due to the researcher already knowing the variables that were included in the data set.

In an effort to understand the data at a deeper level, the researcher chose to use the qualitative method, Think Aloud Protocol, as a way to capture the thoughts and cognitions of participants as they completed the sorts and/or at the completion of each sort. The comments made by the participants were recorded, transcribed, and coded for themes based on the skills and support constructs, then sorted by the order of sort that was completed, and further sorted by participant. The quantitative data were analyzed along with the qualitative data in an effort to observe any correlations, whether negative or positive, that might show connections or disconnections in the numerical data versus the thoughts and cognitions of the participants. The

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quantitative data did show that there were correlations between the data sets, specifically from sort to sort at the masters level and the doctoral level. The qualitative data often gave insight into the positive correlations, but, at times, would contradict what the quantitative data were showing. One example of this was with the concept of Mentoring, where the qualitative data did not show high levels of importance between the participants, from sort to sort, but the qualitative data indicated that the participants valued mentoring at a very high level from start of the masters-level program through to working in academia, which is discussed in further detail in this chapter.

Discussion of Major Findings

Factor Analysis. The first discussion of the findings will start with the analysis of the data output for the qualitative Q-sorts. After completing the factor analysis of the Q-sorts for all participants, it was clearly indicated that there were two factors at work. Since factor analysis does not tell the researcher what items are specifically loading onto each factor, it is up to the researcher to interpret the findings and make inferences about what could be causing the factors to be present. Due to the large volume of data collected from the participants and the fact that the researcher built the constructs into the concourse, it was easy to better understand how the factors were loading and what constructs underlay the loading. The researcher initially believed that the two factors represented the two constructs being measured skills and supports due to a confirmatory bias of wanting to measure skills and supports. The researcher was aware of this bias and, in an attempt to nullify the bias, the researcher conducted further analysis of the data to find any other explanations for the factor analysis. After an analysis of graphical representation and conducting correlation analysis, there were no clear connections between the skill constructs

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and the support constructs. After exhausting the correlation analysis of skills and support constructs, the researcher moved into analyzing the sort constructs.

Graphical representation of the sort constructs showed a high correlation and agreement from participants from sort to sort. Correlation analysis was conducted of the sort constructs and there was found to be a very strong and significant correlation between Sorts 3, 4, and 5, in Factor 1, while showing a strong, but non-significant correlation between Sorts 1 and 2 in Factor 2. In an attempt to interpret the meaning between the relationships in the sorts, it became apparent that there was a common factor between the sorts in Factor 1 and the sorts in Factor 2. One common factor that is apparent in Sorts 1 and 2 is that the participants were asked to construct Q-sorts of the skills and supports masters-level students would need to succeed and become future counselor educators. Factor 1, which included Sorts 3, 4, and 5, asked the participants to construct Q-sorts of the skills and supports for doctoral-level students. The researcher believes that the strong agreement in skills and supports needed for doctoral-level students to progress and become future counseling educators, and the lack of significant agreement for master-level students, has to do with the turbulent history of counselor identity. At the doctoral level, there is a clear set of competencies that CACREP has created which deal with skills needed to be effective counselor educators. The researcher believes that, if there were a clearer set of competencies that CACREP would like to see be obtained from the master-level students, there might be less issue with counselor identity. One way CACREP could address this is by having core counseling competencies that make all counselors undergo the same training in core classes, while allowing them to have a concentration in their areas of specialty. This would help develop the identity of the counselor as all students in counseling program would have the same core courses. For argument's sake, the researcher assumes that 48 credits will be standard

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core credits at the masters level, where all students receive the same classes. The final 12 credits needed to graduate from a 60-credit program would involve a more specific concentration including clinical mental health counseling, school counseling, pastoral counseling, and other specialties. Without the continuity of core educational experiences, counseling programs may continue to be fractured and unedified.

The researcher believes that the infusion of new competencies and the renaming of counselors over the past 30 years has led to a dilution of the definition of “counselors” and, more specifically, what is counseling identity. The researcher also believes that CACREP’s hands-off policy of not dictating how classes should be taught, or how specialties should be addressed, is helping to dilute the counseling field. Looking at the psychology field, there seems to be little disparity between the identity of psychologists. Most major educational programs for psychologists fall under the categories of Counseling Psychology and Clinical Psychology, with Counseling Psychology programs reducing in numbers as Counseling Psychologists can no longer teach in CACREP-accredited programs, unless they are grandfathered in (CACREP, 2009). The APA recognizes 11 specialties of psychology, but, unlike the counseling profession, the APA requires that each specialty undergo a review process of recognition (APA, 2016). This quality control is not seen in the counseling profession, outlined by CACREP, nor is it addressed by the ACA. If the ACA began to monitor and control the quality of specialties, it could be argued that there would be an increase in understanding the specialties from the counselors’ point of view and then allowing counselors to espouse the identity of fellow counselors to the public, clarifying and solidifying counselor identity.

The history of counselors in the United States of America started with vocational counselors in the early 1900’s (Neukrug, 2016). The emergence and expansion of

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psychotherapeutic needs and offerings in the 1950's caused counselors to start the process of choosing how to approach clients based on the therapeutic orientations available from the psychology profession. Today, the counseling profession continues to add new counseling specialties under the counseling umbrella. Some professions that fall under the term "counselors" include the following: School Counselors (formerly Guidance Counselors); Clinical Mental Health Counselors (formerly Community Counselors); Marriage, Couple, and Family Counselors; Student Affairs Counselors; College Counselors; Addiction Counselors; Rehabilitation Counselors; Pastoral Counselors; and other niche counselors like Sex Offender Counselors, Forensic Counselors, Crisis and Trauma Counselors, and other disciplines still being developed today.

To further define the individual identities of counselors, the American Counseling Association supports the diversity of counselor specialty divisions. Any counselor from the abovementioned group of counselor professions can subscribe to these specialty divisions. With an already-expanding definition of the counseling profession, the specialty groups may have a compounding impact on counselor identity crisis due to the large amount of divisions. The divisions approved by the American Counseling Association include The Association for Adult Development and Aging (AADA), The Association for Assessment and Research in Counseling (AARC), The Association for Child and Adolescent Counseling (ACAC), The Association for Creativity in Counseling (ACC), The American College Counseling Association (ACCA), The Association for Counselor Education and Supervision (ACES), The Association for Humanistic Counseling (AHC), The Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC), The Association for Multicultural Counseling and Development (AMCD), The American Mental Health Counselors Association (AMHCA), The American

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Rehabilitation Counseling Association (ARCA), The American School Counselor Association (ASCA), The Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC), The Association for Specialists in Group Work (ASGW), Counselors for Social Justice (CSJ), The International Association of Addictions and Offender Counselors (IAAOC), The International Association of Marriage and Family Counselors (IAMFC), The Military and Government Counseling Association (MGCA, *formerly ACEG*), The National Career Development Association (NCDA), and The National Employment Counseling Association (NECA).

The current trend in the field of counselor education programs is to follow the standards set forth by CACREP. CACREP's focus is to align the set practices in counselor education programs with the *20/20 Principles for Unifying and Strengthening the Profession* created by the ACA (Kaplan & Gladding, 2011). The principles outlined therein include:

1. Sharing a common professional identity is critical for counselors.
2. Presenting ourselves as a unified profession has multiple benefits.
3. Working together to improve the public perception of counseling and to advocate for professional issues will strengthen the profession.
4. Creating a portability system for licensure will benefit counselors and strengthen the counseling profession.
5. Expanding and promoting our research base is essential to the efficacy of professional counselors and to the public perception of the profession.
6. Focusing on students and prospective students is necessary to ensure the ongoing health of the counseling profession.

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7. Promoting client welfare and advocating for the populations we serve is a primary focus of the counseling profession.

The ACA has stated, “We want to make it clear that the ACA is committed to advancing the counseling profession and committed to CACREP and its affiliate CORE (Council on Rehabilitation Education) as the accrediting body for the profession” (West-Olatunji & Smith, 2014). ACA’s alignment with CACREP and the affiliate CORE means that the ACA will most likely adopt any proposed changes made by the Council which will have an impact on counselor identity.

To further complicate the understanding of counselor identity, CACREP announced on October 26, 2016, that it would be proposing new changes to CACREP programs, which include the integration of disability concepts into counseling education programs. If the proposed changes are enacted in the new CACREP standards, counselor educators with little or no training in rehabilitation education will be asked to infuse disability concepts into CACREP’s common core curriculum. Neophyte counselors graduating under these standards will need to understand disability concepts and integrate them into their counselor identity, while being taught by a population of counselor educators who may not have a counselor identity or the credentials to support those disability concepts. The following letter was created to inform counselor educators of the new changes:

As part of the merger agreement between the Council on Rehabilitation Education (CORE) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the two organizations have appointed a special task force to explore and recommend how disability concepts will be infused into CACREP's 8 common core curricular areas in its next revision. Because CACREP’s 8 core areas

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represent the foundational knowledge required of all entry-level counselor education graduates regardless of specialization, the merger has raised the profession's awareness that knowledge of disability must be considered as foundational to the training of all future counselors.

The members of the jointly appointed Disability Standards Infusion Task Force include Dr. Sylvia Fernandez, a professor of counselor education and associate dean of clinical practice at Barry University, Dr. Jack Culbreth, a professor of counselor education at UNC Charlotte, Dr. Irmo Marini, a professor of rehabilitation counseling at the University of Texas - Rio Grande Valley, and Dr. Mark Stebnicki, a professor of rehabilitation counseling at East Carolina University. Each of the task force members holds multiple national credentials within the counseling profession and has served in leadership positions within the counseling profession's major membership and/or credentialing organizations.

The task force charge includes creating a timeline for accomplishing the work of the task force by June 1, 2017, reviewing *Section 2 – Counselor Professional Identity* of the CACREP 2016 Standards, and developing recommendations with any necessary rationale statements for where and how the infusion of disability concepts into the counseling core curriculum can best be accomplished. The recommendations will then be forwarded to the CACREP Board to be vetted as part of CACREP's next standards revision process. CACREP anticipates that its next standards review process will begin sometime in 2019 with the expectation that the 2023 CACREP Standards will be published by 2022. In addition, CACREP and CORE have agreed that recognition of

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CORE's contribution to the infusion of disability concepts into the 2023 Standards should be honored in the publication.

All of the program diversity and changes experienced by the counseling field over the past two decades leads the researcher to ponder whether the lack of agreement in the developmental model, specifically for the masters-level students as shown in Factor 2 outputs, could be due to these ongoing changes. Factor 1, which indicates agreement between the counselor educators for doctoral-level students, intuitively makes more sense since there have been far fewer changes for counselor educators. The most notable change has been that CACREP-accredited counselor education programs need to hire counselor educators who have graduated from CACREP-accredited programs (CACREP, 2009).

Research Question #1. The second discussion of the findings will include the three exploratory questions asked at the start of this research project. The first exploratory question asked by the researcher was how to better understand the core skills needed for counselors to traverse the proposed developmental model. The following graphical representations (Figures 5.01 through 5.05) are the core skills needed as students pass through the developmental model, as identified by the participants. While reviewing the qualitative data obtained from the Q-sorts, several observations can be made. First, there is a negative trend for Counseling Skills needed as students move through masters-level counseling programs. This might be fairly intuitive as the qualitative data indicated that the participants felt counseling students need to learn the basics of counseling and that, as students progress through the model, they need to focus less on counseling skills, as they should have already mastered these skills.

The opposite linear trends are seen in Teaching Skills, Supervision Skills, and Research/Scholarship Skills where the participants indicated that these skills are not as important

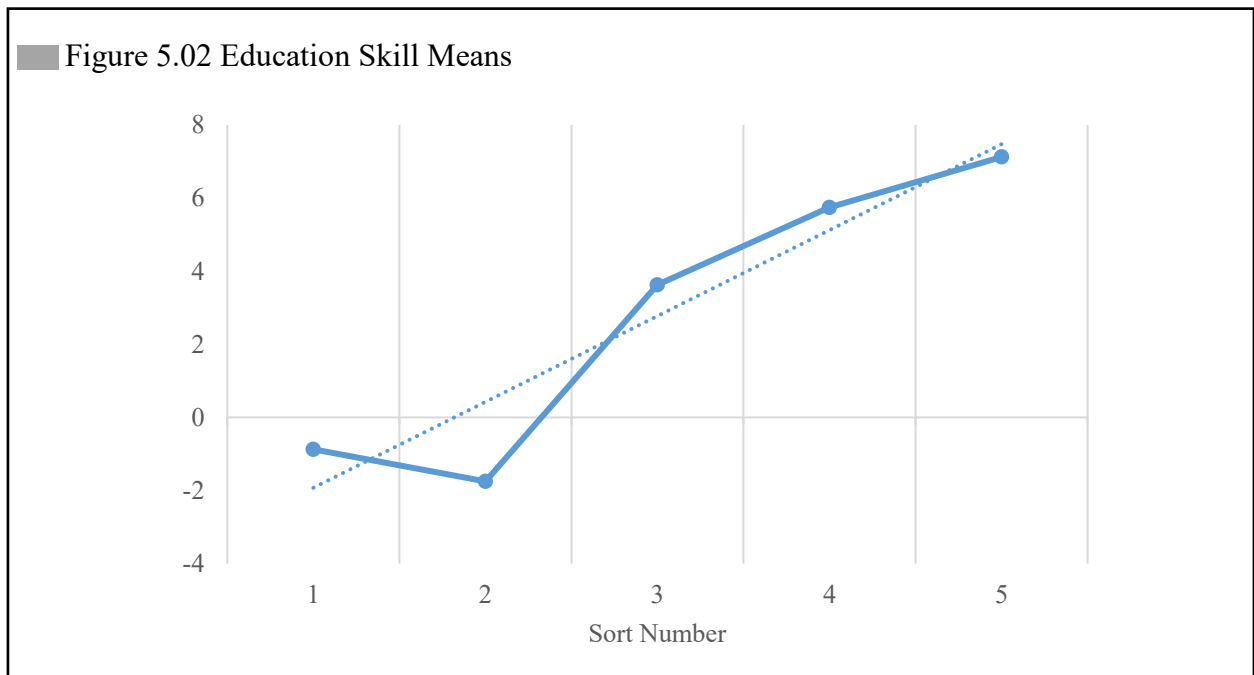
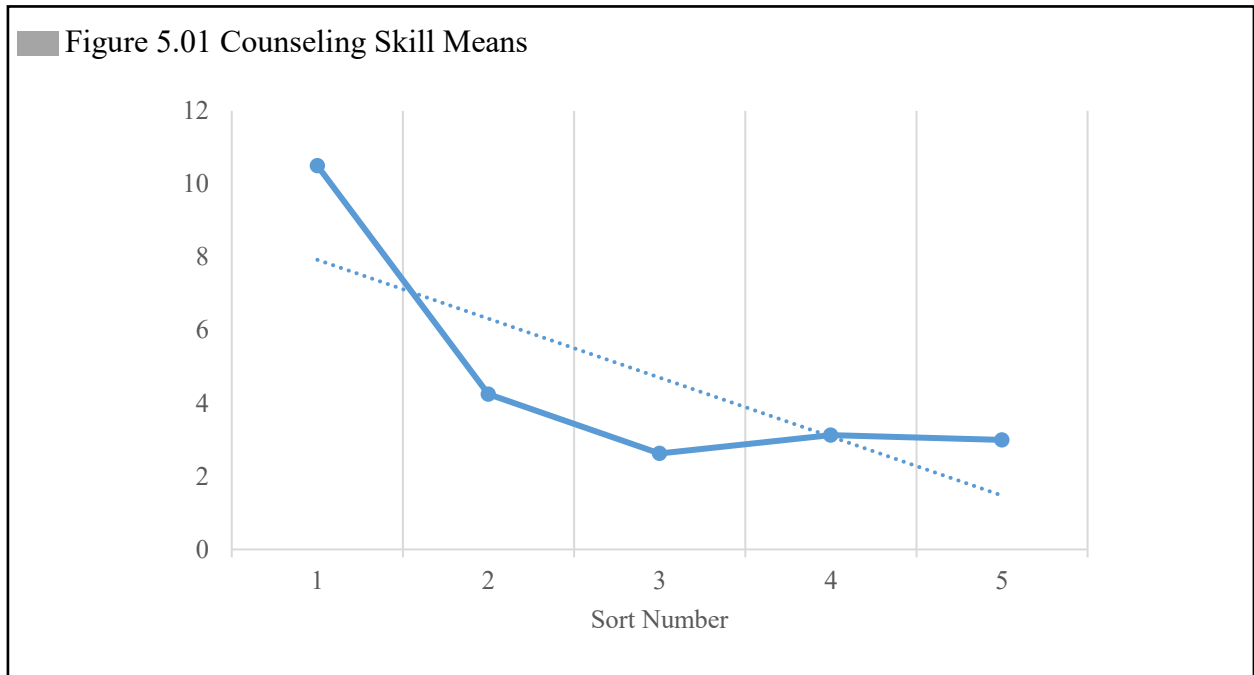
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when students first enter into masters-level counseling programs and become more important as the students become doctoral-level students and eventually become neophyte counselor educators. The only skill to have been presented in the data as counterintuitive is the Leadership/Advocacy Skill. Overall, the participants indicated that this skill was needed more at the masters level of education and then trails off in a negative linear direction as the students enter into doctoral studies and become neophyte counselor educators. The qualitative data help to explain this as Teaching, Research/Scholarship, and Supervision are the core skills needed to teach in a counselor education program, and the counseling skills are a necessity as this is the topic of most classes taught.

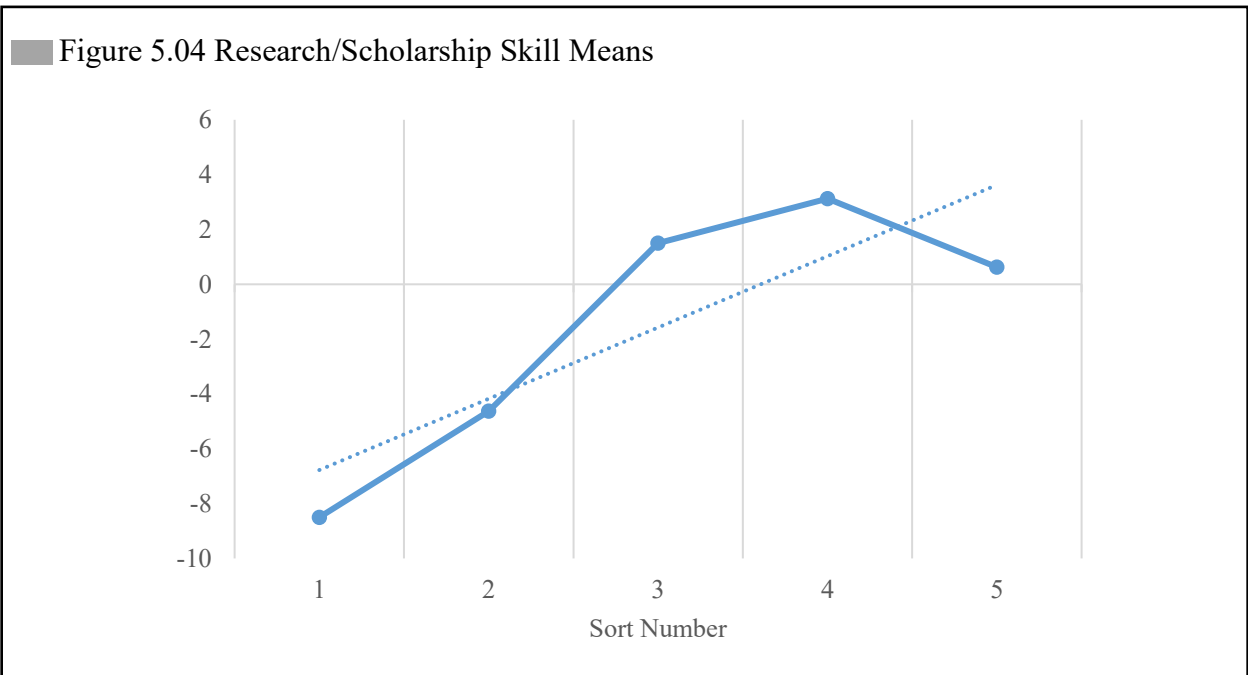
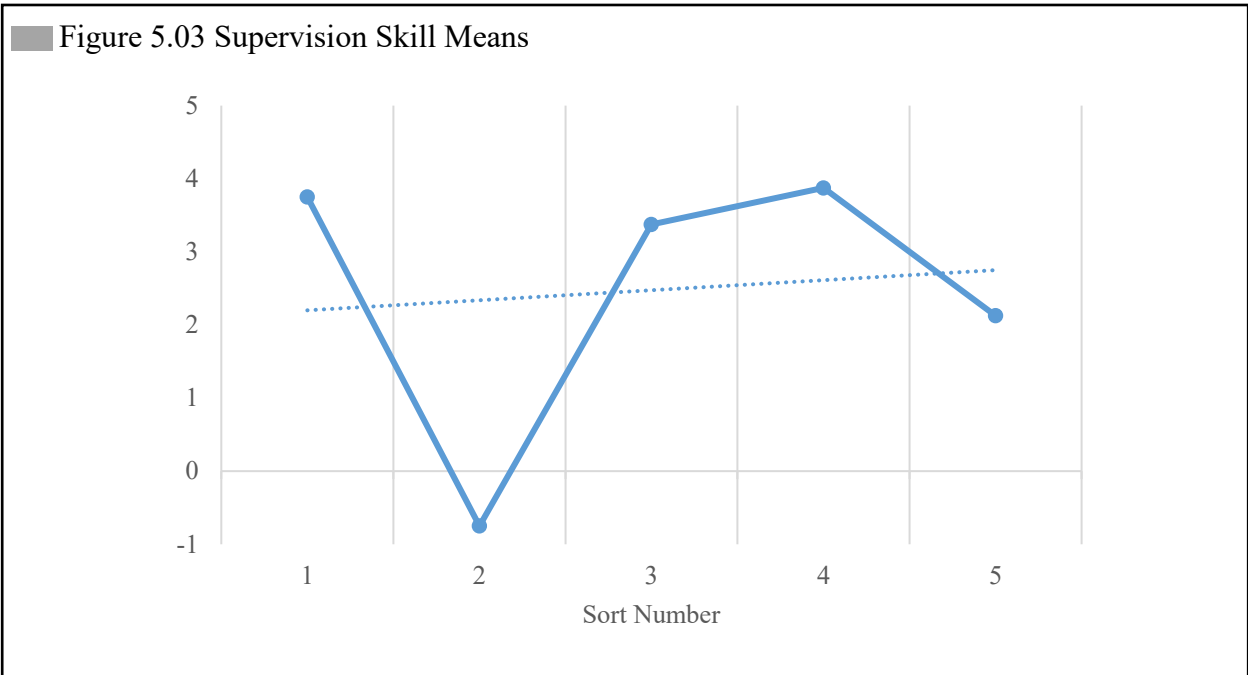
The researcher could interpret this trend as an issue in methodological design, as the participants had to force-rank items, and, although Leadership/Advocacy Skills are important, they are not as important as the other skills. On the other hand, the participants of this study may have been biased against the importance of Leadership/Advocacy Skills due to not being formally trained in these skills. Understanding the lack of importance surrounding Leadership/Advocacy Skills will have to be explored in future research. Of all comments that were made using Think Aloud Protocol, only 15 of the statements were coded as Leadership/Advocacy skills, which shows that the participants were least concerned about commenting on this skill. Comments such as, “As a practitioner, yes, we want our practicing counselors to be in national, regional, state organizations, but the reality of it is they can't afford it and they don't see it has a huge value in it” (Participant 1), and “I put the advocacy even further down, like the least important at this stage” (Participant 4), show the overall importance of this skill construct. The participants’ lack of focus on Leadership/Advocacy could be due to when the participants graduated from their respective masters and doctoral programs as

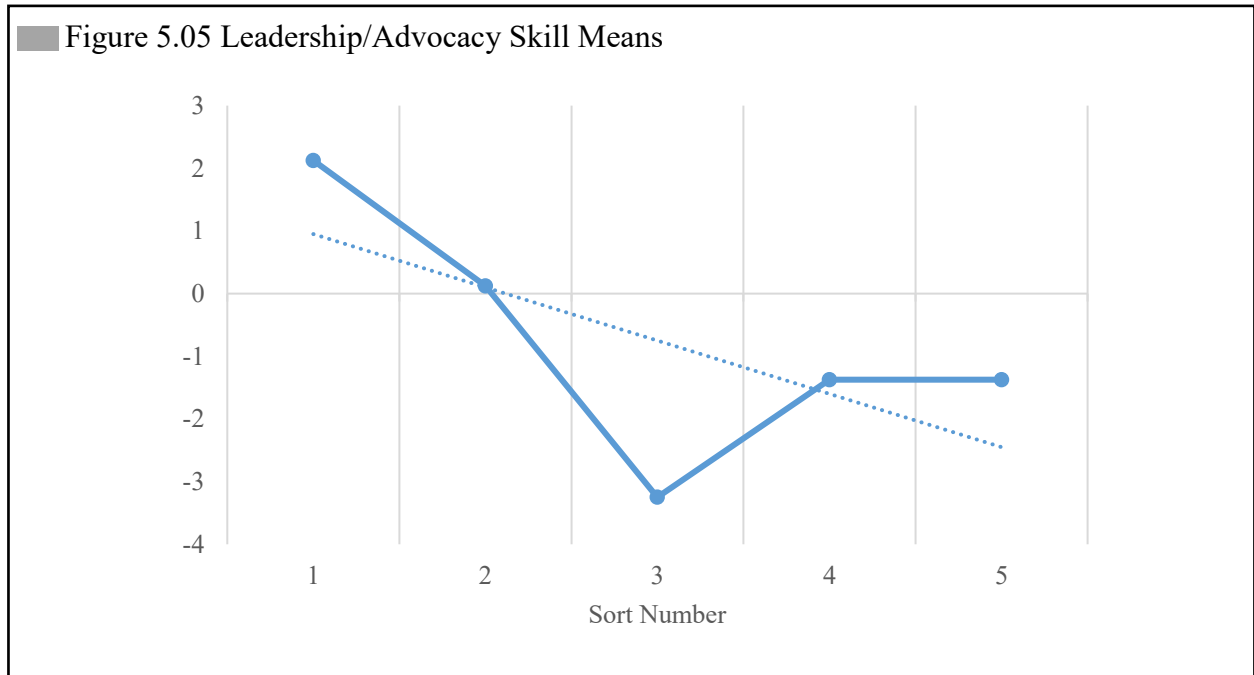
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Leadership/Advocacy Skills were added to the 2016 standards, and the participants who graduated from programs previous to the adoption of the 2016 CACREP standards may not have been exposed to the infusion of this skill into counselor educator identities.



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Research Question #2. The researcher also chose to explore the core supports needed for counselors to traverse the proposed developmental model. The following graphical representations (Figures 5.06 through 5.09) are the core supports needed as students pass through the developmental model, as identified by the participants. While reviewing the qualitative data obtained from the Q-sorts, several observations can be made. First, there is a negative linear pattern that exists in the Macrosystem and Exosystem Supports, showing that these support systems are needed more in the beginning of programs and less as the students move from the masters level to the doctoral level and into a counselor educator position. Macrosystem and Exosystem Supports represented non-professional supports and social supports. The qualitative data supported the need for students to develop more professional relationships as they move through their respective educational programs as evidenced by statements like, “The social supports, this sounds terrible, and I don't care, I'm going to say it this way, I don't really care

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what social supports that someone has in order to be a professional at this point it's, you should have figured out at this point how to get those needs" (Participant 8), and "I tend to put things that focused on the personal support of the student as being less important as the actual services, practices, work that they do. I feel like self-awareness is very important, however, I think that people oftentimes can develop self-awareness in a variety of ways and that not necessarily having social support, family support is as crucial as the actual application of services" (Participant 6).

A positive linear pattern emerged from the quantitative data for Mesosystem Supports which was supported by the qualitative data as well. The participants stated, "The academic world is a tricky, complex place, and if you don't figure out how to manage it, you will suffer" (Participant 1), "Working alliance, that's going to be really high" (Participant 2), and "Positive in working alliance. I really think that's really important, as a professor" (Participant 2). Quantitatively, the mean values for Mesosystem Supports ranked highest only to Microsystem Supports, yet, qualitatively, only 13 statements were coded for this support, which indicates that the participants found these supports to be important, but failed to speak much about the actual supports and how they might be impactful. The researcher hypothesizes that the participants may not have been able to distinguish between the role of the mentor, found in the microsystem and the professional supports that are found in the mesosystem. This could be due to two factors, the first factor being that the participants who did not qualify the importance of mesosystems may not have had proper mentorship, thus confusing the role of a mentor at the academic level, or, secondly, the participant did not know what a mentorship relationship looks like or understands the importance of mentoring individuals.

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The largest discrepancy between the quantitative data and the qualitative data rested in the Microsystem Supports construct. Specifically, this was the construct that represented mentoring relationships. Quantitatively, the mean values for Microsystem Supports ranked higher than any other support system, but the data showed a negative linear relationship. This would indicate that the need for mentorship relationships is most important at the start of masters-level programs and decreases as the student moves into the doctoral level and eventually into the role of a neophyte counseling educator. However, this is the opposite of what the participants indicated in the qualitative data. The researcher hypothesizes that there may be an issue between actual mentorship that the participants have experienced in the past and, possibly, mentoring experiences that the participants wished they had. For example, if the participants did not have a mentor in academia, they may have devalued the process and not spoke out loud the importance of the relationship, but, when faced with a statement about mentorship, the construct may have been placed in a higher value category due to wishes and desires. While this research project cannot confirm this hypothesis, future research about attitudes and experiences with mentorship could help to rectify this discrepancy.

A total of 34 comments were made about mentorship in all five sorts and indicated that mentorship is needed at every level as students progress through the developmental model. Sort 1 comments included: “Mentoring relationships, yeah, this is really important. I'm going to put this in the plus two (agree)” (Participant 2), and “I think mentoring a relationship are high quality at this point too, but we know in practice most of the time graduate students don't involve in a mentorship relationship as doctorate student do” (Participant 7).

Sort 2 comments included, “I think that mentoring relationship and supervision of their work is still extremely important in their professional personal developmental process, and I

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found myself having the move the ideas of family and social support way farther to the left than I first imagined, because I think it is true” (Participant 3), “I think a little bit more mentor and it's important because then not only-- so, at that stage, they will encounter clients, students right, not just clients. So I do think mentor is more important in that stage” (Participant 4), and “But I thought that how someone-- and I did think back to my own experience, how mentoring led me to career development” (Participant 8).

Sort 3 comments included, “This is going to be important, mentoring” (Participant 2), “Still the mentoring process, I think is important, which is why I left that at number four (agree). Mentoring relationships are of high quality or protégés and mentors experience additional functions such as mutual growth or a new career development” (Participant 5), “Even at this point mentorship is very important for me to keep the students” (Participant 7), and “The mentoring part is still, I think, paramount at this point, because you need to have that support in order to move up to that next phase” (Participant 8).

Sort 4 comments include, “I'm putting the mentoring down here, and positive working alliance since that's really, really important” (Participant 2), “Some of the mentoring functions moved a little bit to the left, but I did keep-- I think it's still important in that first professional full-time position, since you're facing a tenure track clock, it's important to have effective mentors to-- which one did I keep up there, I can't remember-- receiving current psychosocial support from mentors I thought was important” (Participant 3), “I did leave this one, my highest agreement that mentoring relationships are of high quality, or there's that expanding the functions is how I interpret that and mentors experience additional function such as mutual growth, learning, career” (Participant 3), “There is still needs for that in this stage. The mentorship is important” (Participant 4), and “So I think mentoring and the career information

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can be helpful there. I'm starting to see this as more integrated than maybe at different moments, or as I'm going through the process, I'm sort of thinking, 'Okay, they need a variety of skills and supports.' So some of it's the mentorship support, some of it is the knowledge, career knowledge" (Participant 5).

Sort 5 comments included, "Mentoring has a higher role for me, and I think it incorporates multiculturalism on a higher, more intense level" (Participant 2), "Just-- that professional mentorship, I think, is what needs to happen for the career advancement" (Participant 4), "Most important - I guess my top two; receiving career, psychosocial support from mentors expediting their progression development within a particular job, organization, or career path – partly because it refers to the particular job, organization, career path" (Participant 5), and "I think moving into a position, the assistant professor position, you need to learn how you succeed in a particular organization. So being able to have a mentor" (Participant 5).

Through all of the sorts, the participants mentioned that mentorship is needed at every level. This is consistent with the limited amount of literature that is available for mentorship in the counselor education program, where the construct of mentorship is poorly defined and is not put in place in a structural method for students as they enter into and progress through their programs (Briggs & Phersson, 2008; Hill, Leinbaugh, Bradley & Hazler, 2005; Borders et al., 2012). The means analysis of Microsystem Supports follows an inconsistent path, where in Sort 1, the mean average for all participants was (-0.375), Sort 2 (7), Sort 3 (2.875), Sort 4 (-0.5), and Sort 5 (1.75). The quantitative data indicate that mentorship is most needed as masters-level students are preparing to graduate from their programs and begin applying to doctoral-level programs. The researcher believes that this is a good time for mentorship to start, but the importance of mentorship, according to the quantitative data, begins to fall as students are

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entering into doctoral-level programs and continues to fall in importance as students are graduating from doctoral-level programs, and once again becomes more important when the students start their careers as counselor educators. While the researcher anticipated that mentorship would become more important as the student moves through the developmental model, it is not a surprise that there is so much variability in the data as there is a good deal of variability within actual mentorship happening in counselor education programs. The methodology of the research study may have also lent to some variability in the measurement of mentorship as some of the participants may have been sorting the mentorship statements as an assessment of actual mentoring that happens in a program and, at other times, may have been assessing the ideal situation of where or when mentorship should be introduced to students.

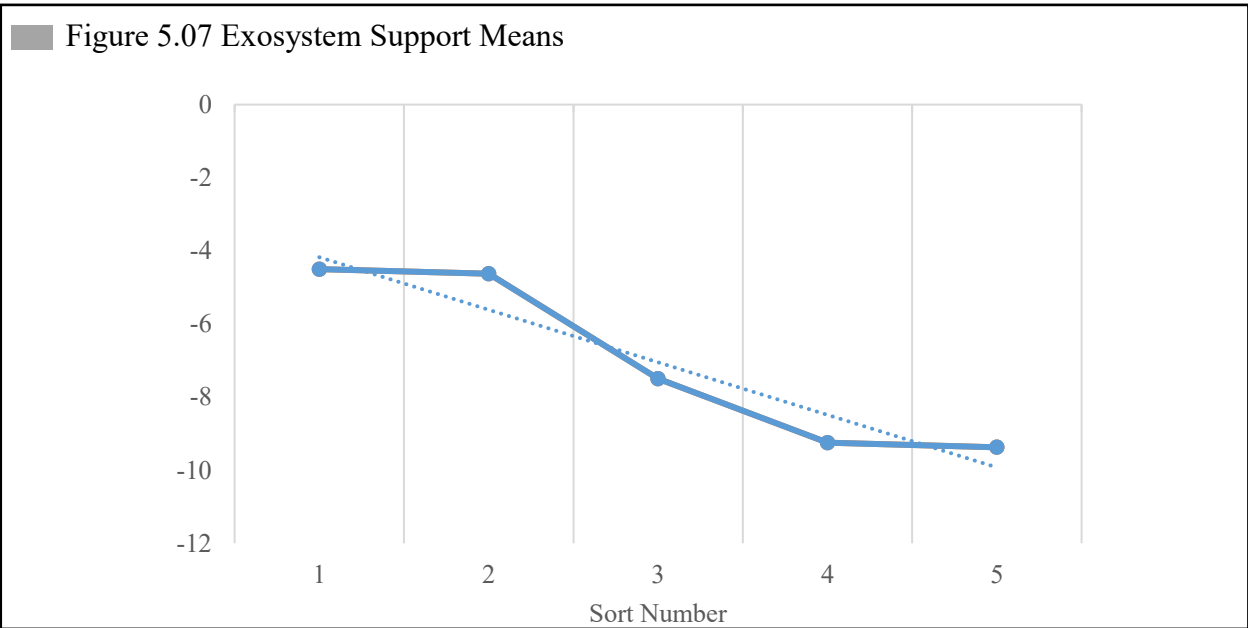
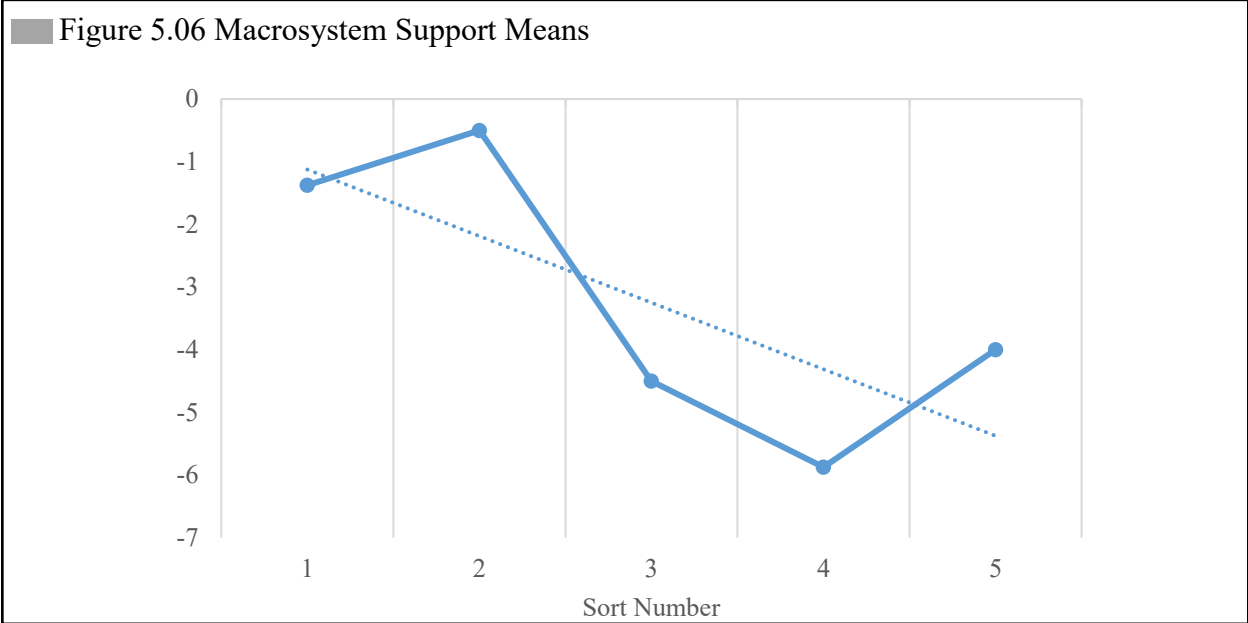
The researcher recommends that programs create mentorship guidelines around helping high-achieving students who wish to navigate the waters of academia. Due to the lack of resources in counseling education programs and universities, it would be near impossible to mentor every student in a counseling program, nor might it be beneficial to every student in a program. Mentorship does not need to start happening from the very start for students. As this research indicates, there are other supports the students can use while starting their counseling programs, but, as the students move from semester to semester, the need for mentorship increased. It is paramount that counselor educators are reviewing the competencies of their students and understanding the career goals of the students to start the mentorship process. Identifying students who would benefit the most from mentorship is a subjective experience that may include formal assessments, informal assessments, and personal interactions between faculty and students. The second crucial part of successful mentorship is the matching of faculty with students. This should happen over time and, as with any relationship, it should be allowed

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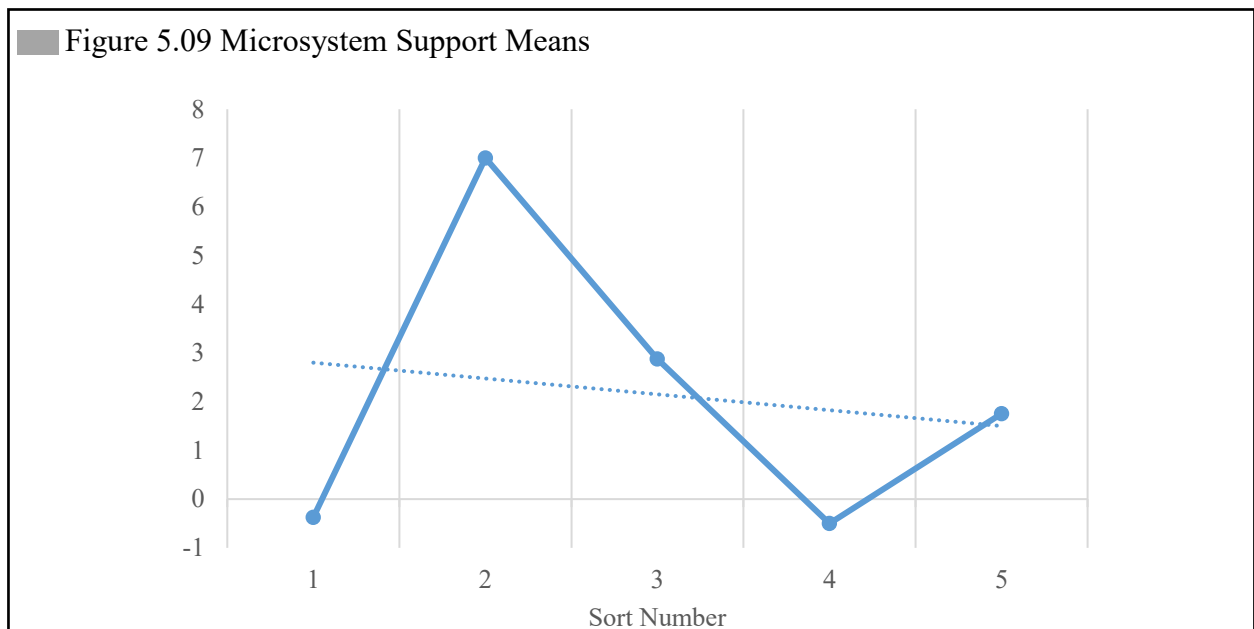
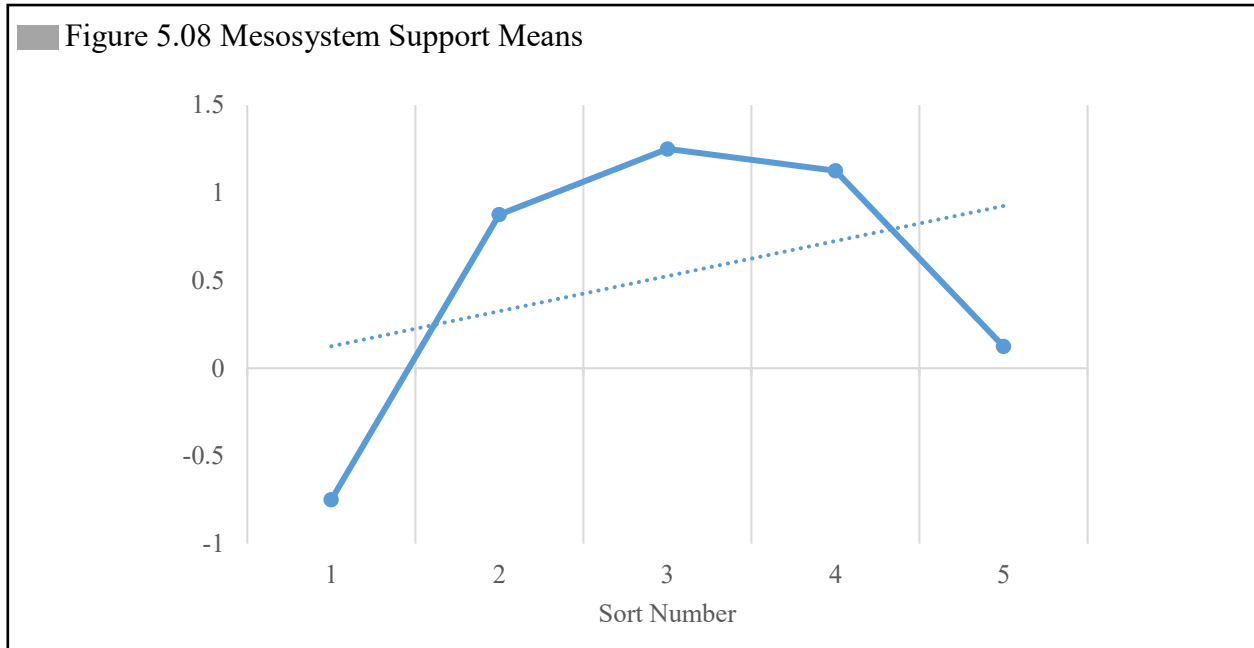
to grow naturally to cultivate trust and understanding. Counselor educators seem to be well-adept at this form of relationship building as most will find similar patterns of relationship building with clinical clients.

When faculty and students agree to enter into a mentorship relationship, the understanding between the two people should be that this relationship will be long-lasting and deeper in emotion than most other professional relationships. The mentor should be willing to work with the student through the masters-level program to prepare him or her for doctoral studies. This includes sharing insight into academic and professional experiences, experiential activities to prepare for the demands of doctoral programs, and networking which is often so crucial in the professional development of students. The faculty also need to understand and be prepared to let the student grow as they start a doctoral program, especially if the doctoral program is outside of the college or university of the masters-level program. The frequency of contact may diminish over time, but the faculty should have the confidence that the mentee will reach out when needed, or that the mentor may need to step in to supplement the doctoral experience and facilitate growth.

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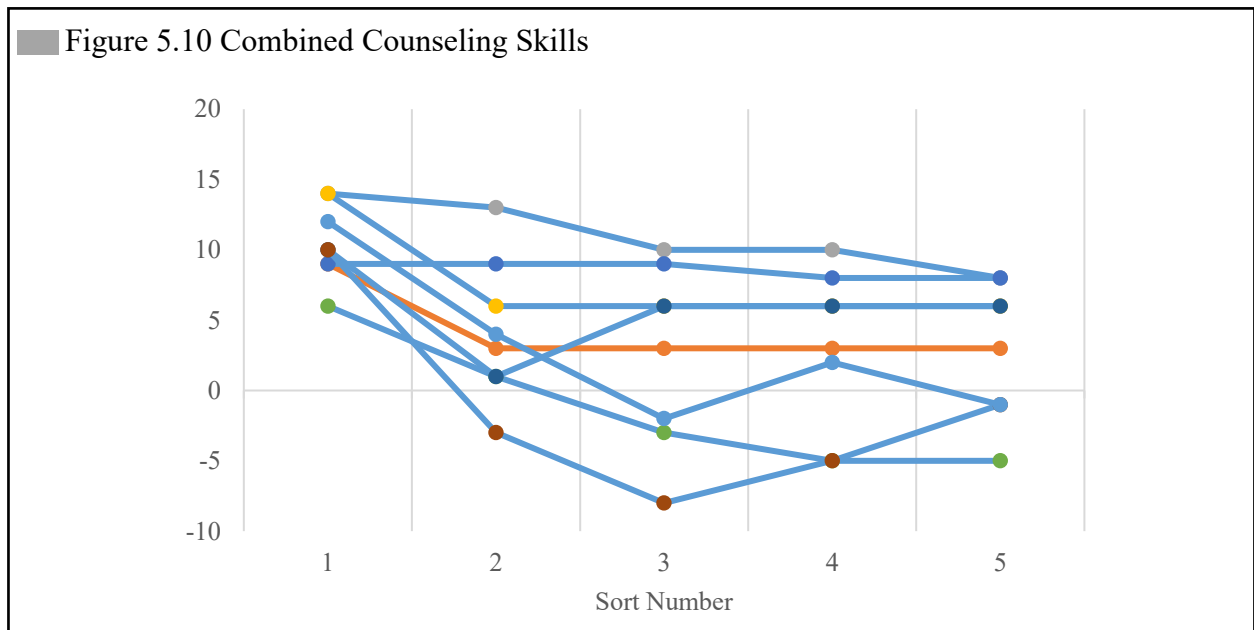


Research Question #3. The final question of exploration that the researcher posed was whether counselor educators agree on stages of skill development and the support constructs needed for successful navigation through the proposed developmental model. The researcher

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plotted the responses in graphical form (Figures 5.10 through 5.18) to help show trends from participant to participant and compare the general trends. The individual data points for each participant were plotted on a graph and then combined with the other participants to compare how each person ranked the importance of the construct. The researcher also included linear trend lines for each graph to show the trend for each of the participants. The outcome of the graphs was created specifically for interpretation of thematic trends.

Combined Counseling Skills.



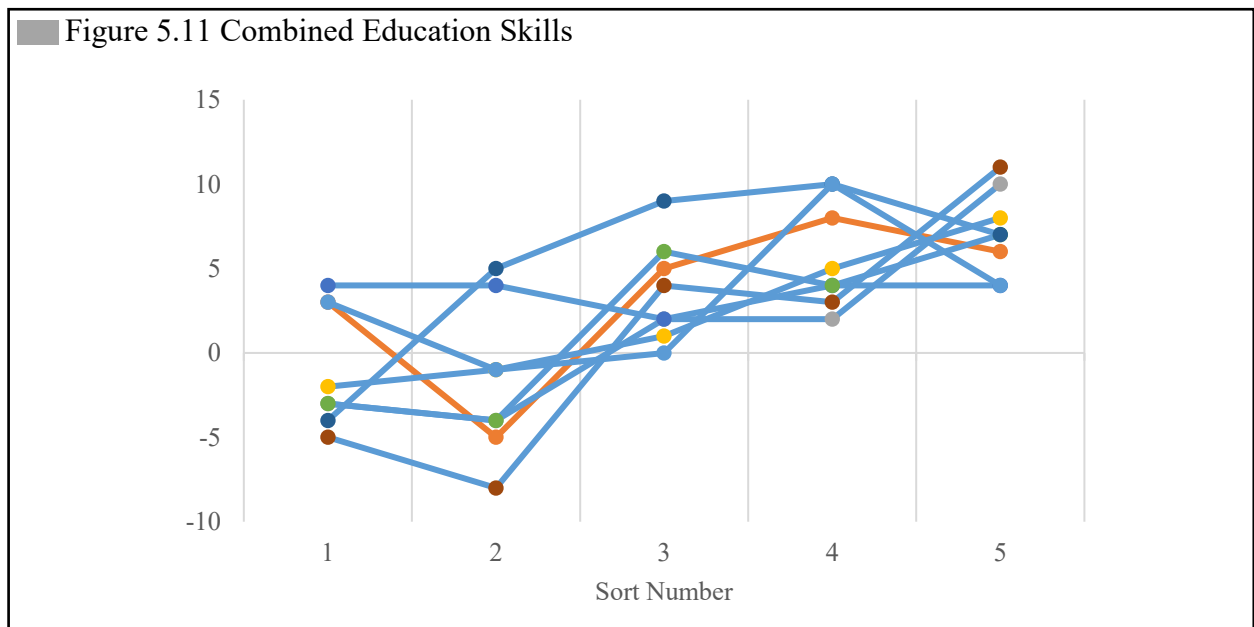
When reviewing the graphical representation of the Counseling Skills data, the data show a negative trend of the Counseling Skills concept as the individual moves through the developmental model. When viewing the graph, the Counseling Skills variables in Sort 1 tend to gather in a similar area, between 5-15, showing little variability in the participants' indication of the importance of counseling skills in the first sort. The variability becomes greater in Sorts 2 and 3 as they range from approximately 14 to -2.5 for Sort 2 and 10 to -7.5 in Sort 3. The participants begin to come to more of a consensus in the graph around Sort 4 and again in Sort 5.

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This indicates that the majority of participants agreed about the need for counseling skills at the beginning of a program, but the consensus waned as the participants completed the later sorts.

The linear trend lines indicate there is a majority consensus that, overall, there is a decline in the need for counseling skills as individuals move through the developmental model. The researcher believes the decreased Counseling Skills trend, being shown in the data, is due to an understanding that students because students learn the basic skills of counseling when they start in master-level programs. As the students move through the developmental model, they are expected to start the mastering of the art of counseling as they exit their respective masters-level program. It is then understood that when entering doctoral-level programs, the students have already gained competency and are now able to shift the focus onto the other four skills of counselor educator development, education, supervision, research/scholarship, and leadership/advocacy.

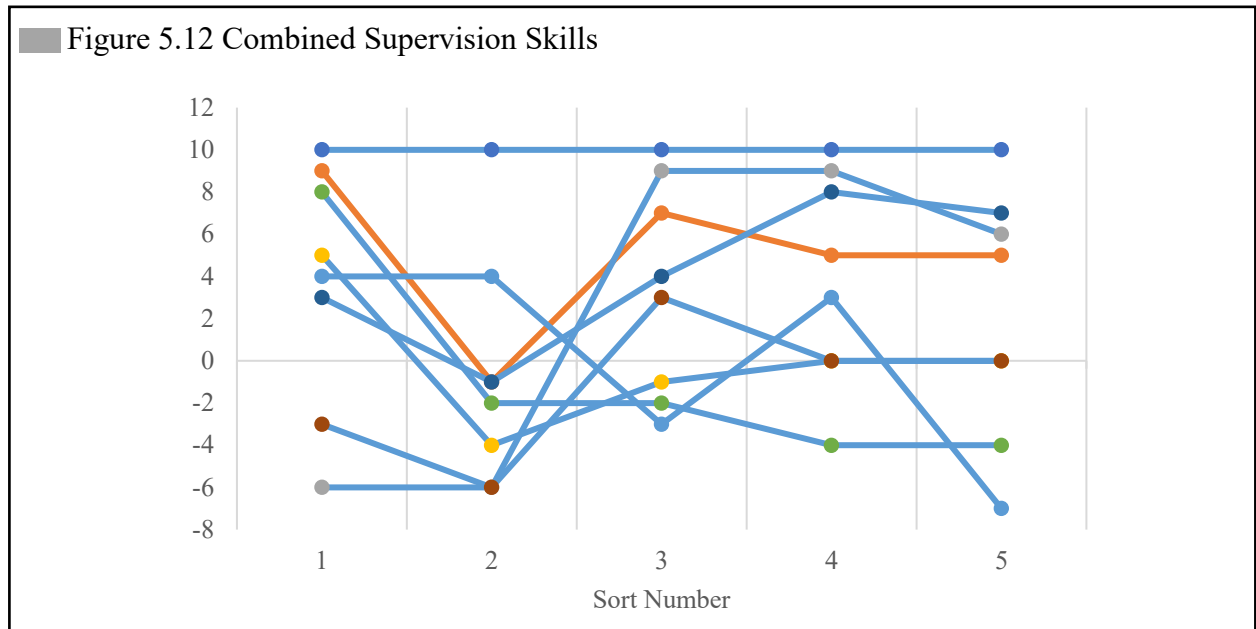
Combined Education Skills.



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When reviewing the graphical representation of the Education Skills data, the data show a positive trend of the Education Skill concept as the individual moves through the developmental model. When viewing the graph, the Education Skills variables in Sort 5 tend to gather in a similar area, between 11-5, showing little variability in the participants' indication of importance of education skills at the end of the developmental model. The variability becomes greater in Sorts 2 and 3 as they range from approximately 6 to -7.5 for Sort 2 and 10 to 0 in Sort 3. The variables become more compact in the graph around Sort 4 and again in Sort 5. This indicates that most participants agreed about the need for education skills at the end of the developmental model, and the participants seemed to agree on the importance of education skills as participants move through the entire developmental model. The linear trend lines indicate there is a majority consensus that, overall, there are increased needs for education skills as individuals move through the developmental model. This makes sense as most masters-level counseling students will not be teaching in their programs, but, as individuals move through the developmental model, they will encounter more opportunities to use education skills. The researcher believes the increasing trend for the need of education skills, shown in the data, is due to the inherent issue that few masters-level counseling students will need to teach at the beginning of their program, but, as they move from a more clinically focused master-level program to a more teaching focused doctoral program, the education skills will become more important.

Combined Supervision Skills.



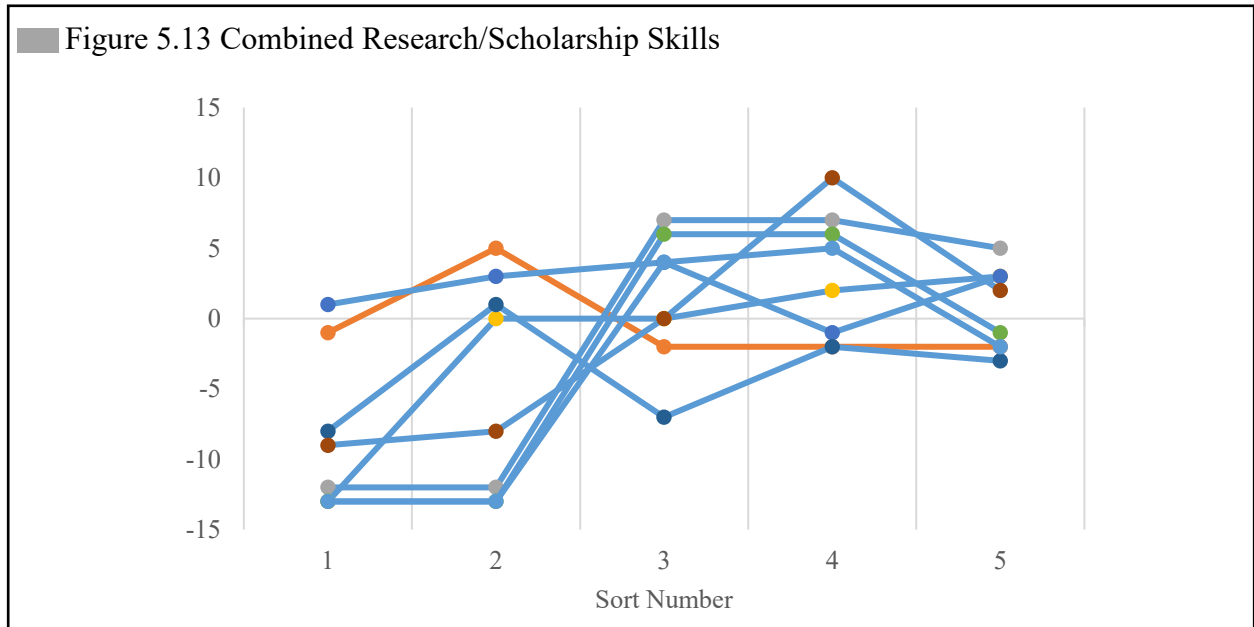
When reviewing the graphical representation of the Supervision Skills data, the data do not show a consensus trend of the Supervision Skills concept as the individual moves through the developmental model. When viewing the graph, the Supervision Skills variables in all sorts have a good deal of variability. Sort 1 has variables between 10 and -5, Sort 2 has variables between the same values, Sort 3 becomes less variable between 10 and -2.5, and Sorts 4 and 5 become more variable again. Four of the eight participants have somewhat positive trends, three participants have slight negative trends, and one participant had a neutral trend. This indicates that the majority of participants disagree about the need for supervision skills throughout the developmental model, but participants seem to agree that supervision skills are important overall as the variables fall into the positive side of the graphs, indicating that the participants believe supervision skills are important. The researcher believes the non-consensus view of supervision skills, as shown in the data, might be due to the need for supervision skills at the masters level and the doctoral level, even though supervision is traditionally taught at the doctoral level. As

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one participant stated, there are times that master-level students might come right out of their counseling program and become supervisors, although few programs offer any didactic training in supervision (Participant 5). The researcher believes that this is an area where the counseling education profession could focus on coming to a consensus of when supervision skills should be taught to the students, either at the masters-level, the doctoral level, or both programs.

The importance of Supervision Skills might change if classes were offered at the masters-level, but CACREP does not mandate or suggest that masters-level classes of supervision be part of the now traditional 60-credit program. The researcher suggests that CACREP start polling professional counselors to better understand the practical needs in the field of counseling. The researcher believes that the need for supervisor training is a more prevalent issue than counselors having disabilities skills, as stated in October 26, 2016 CACREP announcement, based on the personal observation of supervision skills in clinical counseling supervisors. CACREP could introduce the supervision standards of the Approved Clinical Supervisor which is a professional designation given by the Center for Credentialing and Education (CCE) which, like CACREP, sets the standard of excellence for supervision work in clinical and academic settings (CCE, 2016).

Combined Research/Scholarship Skills.

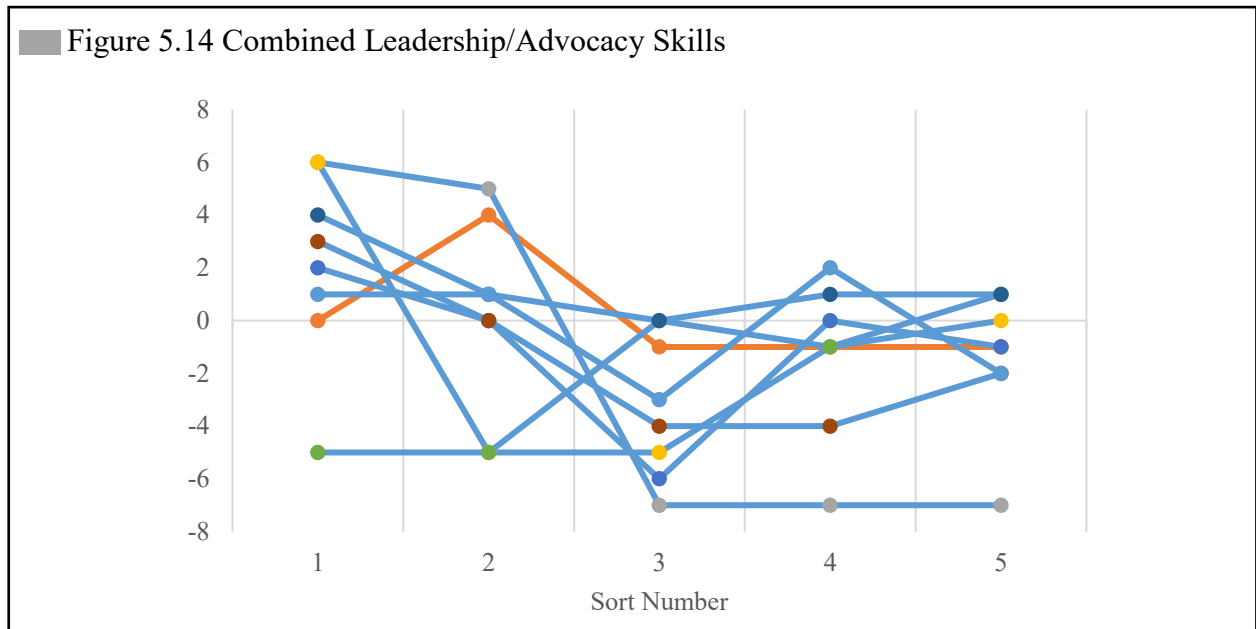


When reviewing the graphical representation of the Research/Scholarship Skills data, the data show a positive trend of the Research/Scholarship Skills concept as the individual moves through the developmental model. When viewing the graph, the Research/Scholarship Skills variables in Sort 5 tend to gather in a similar area, between 5 and -2.5, showing little variability in the participants' indication of importance of research/scholarship skills at the end of the developmental model. The variability becomes greater in Sorts 1 and 2 as they range from approximately 1 to -13.5 for Sort 1 and 5 to -12.5 in Sort 2. The variables become more compact in the graph around Sort 3 and again in Sort 4. This indicates that the majority of participants agreed about the importance for research/scholarship skills at the end of the developmental model, and the participants seemed to agree on the importance of research/scholarship skills as students move through the entire developmental model. The linear trend lines indicate there is a majority consensus that, overall, there is increased need for research/scholarship skills as individuals move through the developmental model.

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Much like the Education Skills concept, the researcher believes that, since the focus of doctoral programs are generally different from those of masters-level programs, there is an agreement between the participants that research/scholarship skills are distinctly needed and a higher priority at the doctoral level. One could argue that these skills should be taught at all levels of the counseling programs as it could cause a divide in the profession where only doctoral-level educators and practitioners are participating in research and the vast majority of the masters-level counselors are not consuming or creating their own research. Masters-level programs are focused on teaching students to become practitioners, and using existing research to help inform future practice with clients and populations. The researcher believes that there is a lack of time for students to engage in meaningful research at the masters-level due to credit and subject requirements that CACREP has recommended in the accreditation standards. The vast majority of professional counselors are masters-level clinicians, and, if research was made to be a priority in training, the researcher hypothesizes that there would be more of a consensus in the importance research/scholarship skill acquisition throughout the counselor development model.

Combined Leadership/Advocacy Skills.



When reviewing the graphical representation of the Leadership/Advocacy Skills data, the data show a slightly negative trend of the Leadership/Advocacy Skills concept as the individual moves through the developmental model. When viewing the graph, the Leadership/Advocacy Skills variables in Sort 3 tend to gather in a similar area, between 0 and -5, showing little variability in the participants' indication of importance of leadership/advocacy skills in the middle of the developmental model. The variability becomes greater in Sorts 1 and 5 as they range from approximately 6 to -5 for Sort 1 and 1 to -7.5 in Sort 5. This indicates that the majority of participants agreed about the need for leadership/advocacy skills towards the middle of the developmental model, and the participants seemed to agree on the importance of leadership/advocacy skills as students move through the entire developmental model. The linear trend lines indicate that there is a majority consensus that, overall, there is decreased importance for leadership/advocacy skills as individuals move through the developmental model.

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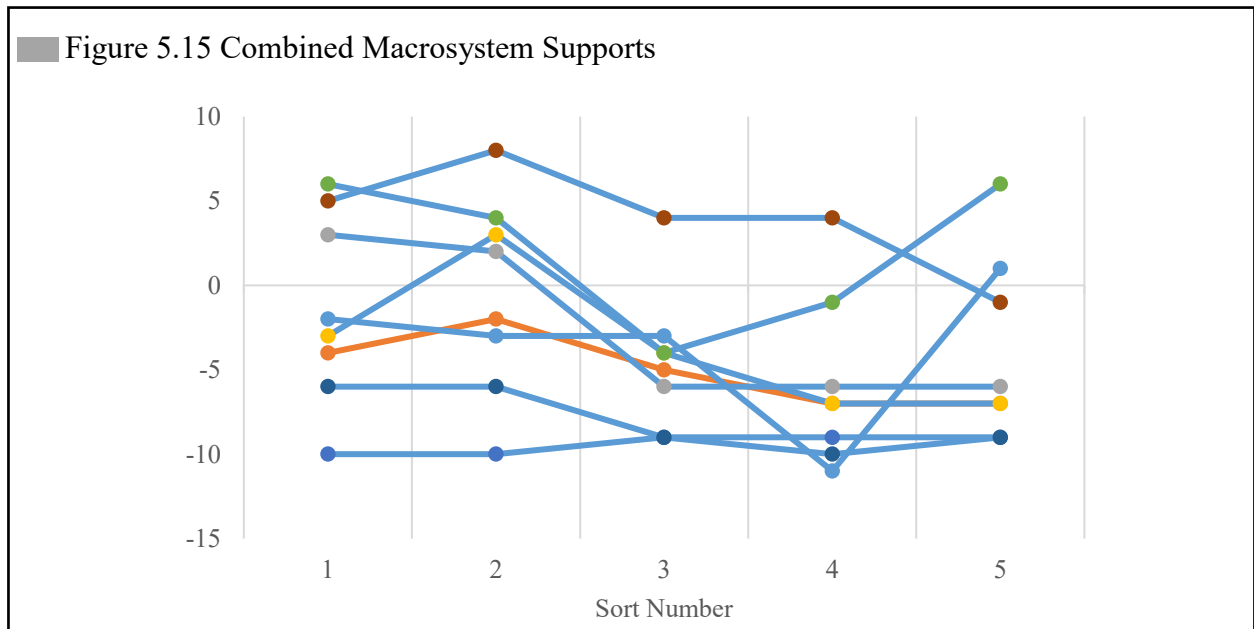
The researcher believes that leadership/advocacy skills are believed to be not as important as other skills due to the recent introduction to these skills in the doctoral program. The CACREP 2009 standards were the first to address the need for doctoral-level students to have knowledge of and skills pertaining to leadership and advocacy. It has been 8 years since the 2009 standards were introduced, and the mean years of educational practice for the participants in this study were 10.125 years, indicating that the majority of the participants have been teaching in CACREP-accredited programs during the implementation of this standard. Again, the researcher wonders how counselors and counselor educators are supposed to teach and understand leadership/advocacy skills when they have not been taught in the past, and now are expected to implement these skills into curriculum and practice. The ACA has been focused on the fourth-wave of multicultural and social advocacy efforts over the past 15 years, but the researcher believes that more has to be done to retrain counselor educators in order to help inform pedagogy at the master's level that incorporates more leadership/advocacy skills.

It is the opinion of the researcher that the data show non-conformity between the participants because they all may have had different levels of experience in leadership and advocacy in their respective doctoral and master-level programs. This leaves an area for the counseling profession to better define what leadership and advocacy skills look like in practical application and practice. The researcher recommends that counselor education programs audit, measure, and implement training workshops to help current counselor educators gain and understand leadership skills as a way to help their students become future leaders in the counseling field. Much like counselor education programs have implemented multicultural competencies into all subjects (CACREP, 2009), there should be an equal focus on training our future counselors to not only be competent and culturally-sensitive clinicians, but also to be

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leaders in the counseling field, as well as amongst other helping professionals. Systematic program evaluation that is required for CACREP-accreditation would help to identify areas where leadership and advocacy skills could be inserted into the counselor education program, measured for efficacy, and changed where needed to ensure students are leaving masters-level programs as counseling leaders and competent advocates.

Combined Macrosystem Supports.



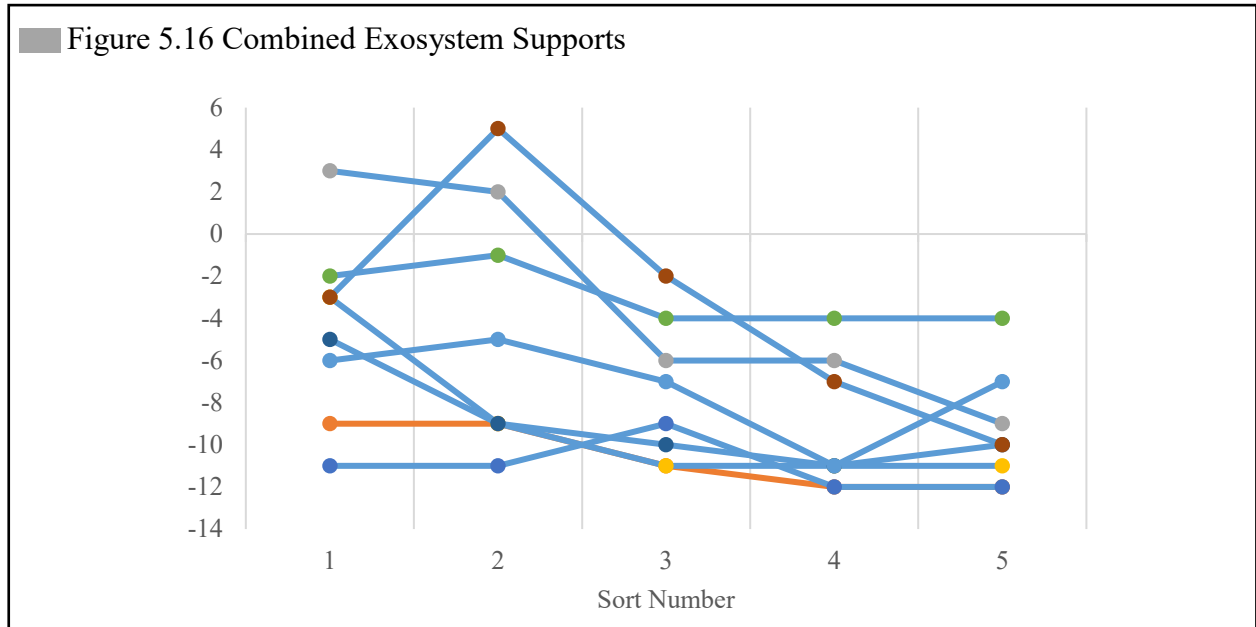
When reviewing the graphical representation of the Macrosystem Supports data, the data show a negative trend of the Macrosystem Supports concept as the individual moves through the developmental model. When viewing the graph, the Macrosystem Supports variables in all sorts indicate great variability throughout the model. The variability becomes greater in Sorts 2 and 5 as they range from approximately 7.5 to -10 for Sort 2 and 6 to -9.5 in Sort 5. This indicates that the majority of participants disagreed about the need for macrosystem supports throughout the developmental model, but the participants seemed to agree on the importance of macrosystem supports as students move through the entire developmental model. The linear trend lines

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indicate there is a consensus that, overall, there is decreased importance for macrosystem supports as individuals move through the developmental model.

The researcher interprets the data for Macrosystem Supports as becoming less important for supports as the student moves through the developmental model due to the needs of the student becoming more specialized as they continue from the masters-level to the doctoral level and onto becoming counselor educators. While social supports may play a large part in the student entering into a counseling program, these social supports may not be as effective when a student is in a doctoral program, completing a dissertation, or entering into academia for the first time. This seems to be fairly intuitive in that, when students first enter into a counselor education program, they most likely will not have any supports from peers, instructors, or professionals in the field due to their neophyte student status. That is not to say that there have not been interactions in the past which may have led the student to apply for a counselor education program, but they will not have the experience of being counselor education students or have the supports found within counselor education programs. As the students begin to develop other supports that fit into the more professionally advanced support concepts, the needs of the macrosystem supports will become less and less important for students to be successful in their studies.

Combined Exosystem Supports.



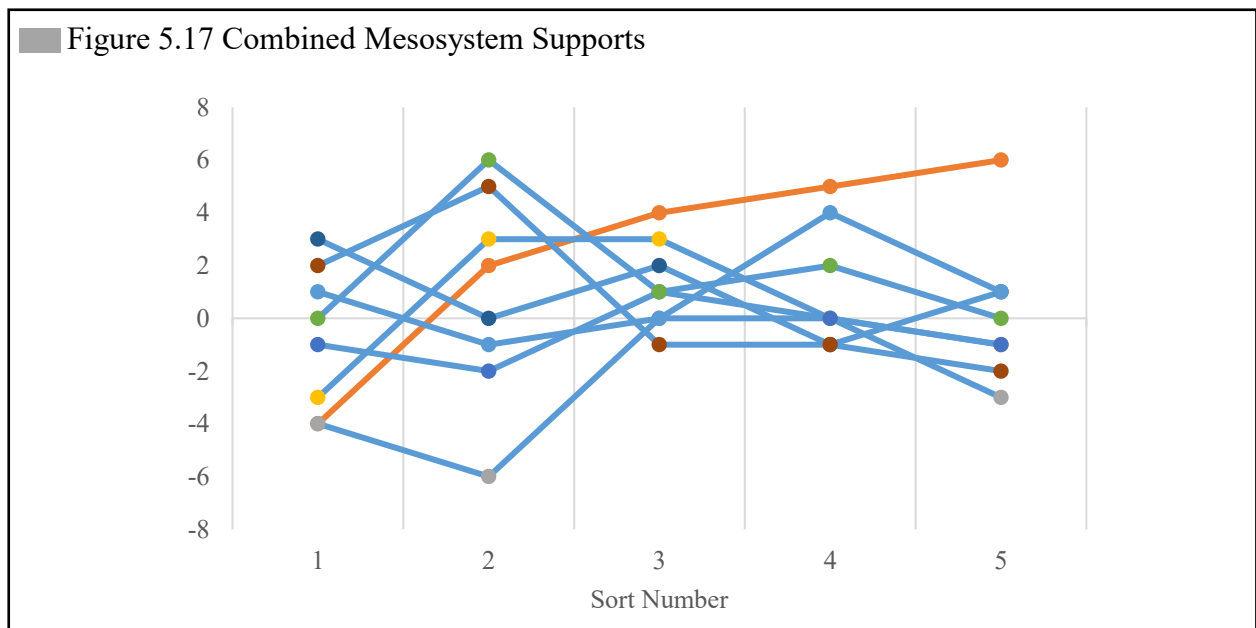
When reviewing the graphical representation of the Exosystem Supports data, the data show a negative trend of the Exosystem Supports concept as the individual moves through the developmental model. When viewing the graph, the Exosystem Supports variables in all sorts indicate reduced support variability throughout the model. The variability becomes greater in Sorts 1 and 2 as they range from approximately 7 to -11 in Sort 1 and 5 to -11 in Sort 2. This indicates that the majority of participants disagreed about the need for exosystem supports in the beginning of the developmental model, but the participants seemed to come to an agreement on the importance of exosystem supports as students move towards the end of the developmental model. The linear trend lines indicate there is a consensus that, overall, there is decreased importance for exosystem supports as individuals move through the developmental model.

Much like the Macrosystem Supports concept, the researcher believes that the form of supports from friend and family members, located in the realm of the exosystem, becomes less effective as the student progresses through the developmental model due to the increase in

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sophistication of the skill procurement and the increasing difficulty of completing a specialized degree. The researcher hypothesizes that, as the students become more sophisticated in their studies, they may find that there is a disconnect between their needs and the supports from family and friends. An example of this would be as a doctoral-level student starts the process of completing advanced statistic courses, the support needed to complete these classes successful may not reside with family and friends, unless they have some advanced training as well. The greater likelihood would be for students to find other students or professional peers to commiserate with during the advanced mathematical training needed to be a competent researcher. The researcher recommends that counselor education programs set up opportunities for students to meet and mingle with more advanced counselor students so there can be an exchange of information about advanced studies. This could facilitate the creation of new supports where the “upper classmen(women)” act as role models and sources for advice or guidance to the “lower classmen(women)”.

Combined Mesosystem Supports.



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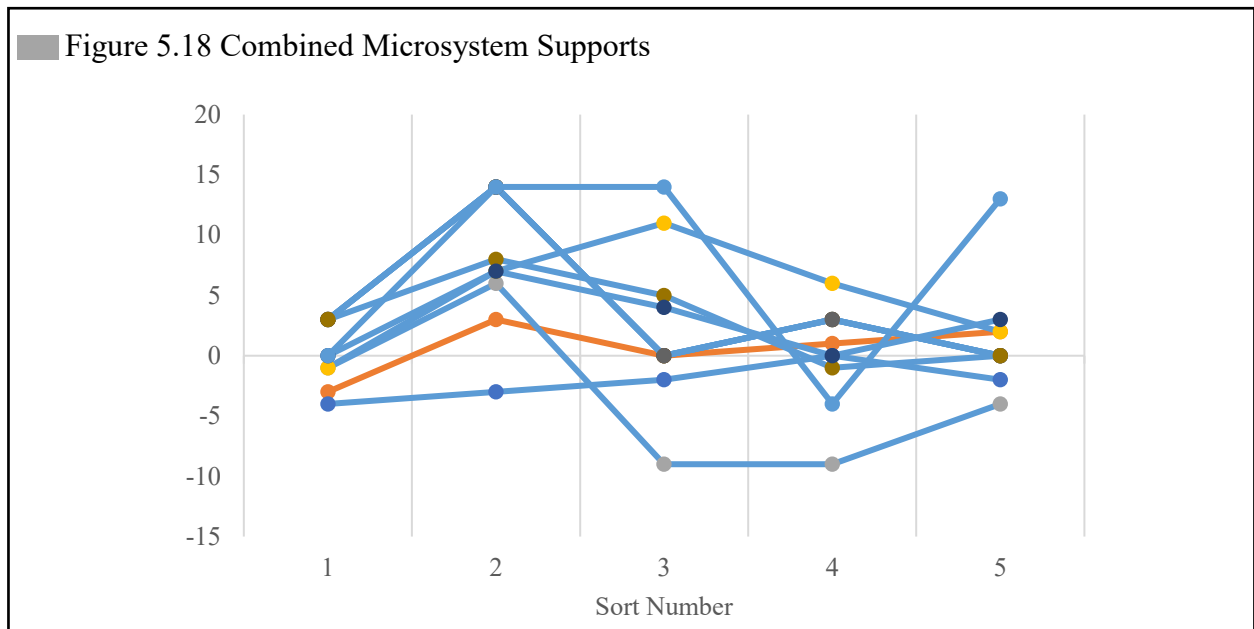
When reviewing the graphical representation of the Mesosystem Supports data, the data show a flat trend of the Mesosystem Supports concept as the individual moves through the developmental model. When viewing the graph, the Mesosystem Supports variables for the sort indicate little variability throughout the model in Sorts 1, 2 and 4. The variability becomes greater in Sorts 2 and 5 as they range from approximately 6 to -6 in Sort 1 and 6 to -4.5 in Sort 5. This indicates that the majority of participants agreed about the need for mesosystem supports in the beginning of the developmental model, and participants seemed to continue to agree on the importance of mesosystem supports as students move towards the end of the developmental model. The linear trend lines indicate there is some consensus of an increased importance for mesosystem supports as individuals move through the developmental model.

The researcher believes that the need for more specialized supports in the form of academic peers, supervisors, faculty members, and professional colleagues increase, as some of the data show, as the students move through the developmental model. This seems to be somewhat intuitive as the supports someone will need to progress through their academic careers and move into the professional career phase of the developmental model become more specialized, meaning that someone in a doctoral program may need to have support around learning and utilizing effective research skills. While support from friends, family, and society might help in this situation, it will most likely not be as effective as support from a faculty member or professional who conducts research on a regular basis. This researcher recommends that the faculty of programs look at how the students are supported in their programs, perhaps asking the following questions: Are the students matched with more advanced students; are they introduced to recent graduates from the program; how well do they know the professional counselors in their community; and how often have they had opportunities to interact with

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faculty and create long-lasting relationships that exist after graduation from the program? The development of the counselor does not stop when he or she graduates from a particular program. By helping to set up a support system, sometimes known as a professional network, counselor educators can help to support the graduate students while also creating a network of support for incoming students.

Combined Microsystem Supports.



When reviewing the graphical representation of the Microsystem Supports data, the data show a mixed trend of the Microsystem Supports concept as the individual moves through the developmental model. When viewing the graph, the Microsystem Supports variables for the sort indicate reduced support variability in Sort 1, but become more variable as the model progresses. The variability becomes greater in Sorts 2 and 3 as they range from approximately 14 to -2.5 in Sort 2 and 14 to -9.5 in Sort 3. Sort 5 has a good deal of variability ranging from 14.5 to -4.5. This indicates that the majority of participants disagree about the need for microsystem supports after Sort 1 of the model, and continue to disagree about the importance of microsystem supports

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as students move towards the end of the developmental model. The linear trend lines indicate that there is a lack of consensus regarding microsystem supports, as four participants' data indicated a positive trend, three participants' data indicated a negative trend, and one participant had a neutral trend.

The researcher believes that the non-consensus in agreement around microsystem supports may be due to the mentorship (or lack thereof) that the participants experienced themselves. The qualitative data indicate that mentorship, a microsystem support, is needed at all levels of the developmental model, yet the quantitative data show that there is no clear expectation of mentorship supports throughout the developmental model. The researcher wonders how the quantity and quality of mentorship the participants experienced over their careers may have impacted the represented data. The researcher recommends that counselor education programs consider the application of mentorship and evaluate not only how they are participating as a program, but also as individual professors when working with students. The researcher would guess that there is a good deal of mentorship happening in counselor education programs at some level, but it might not be recognized as mentorship due to the lack of knowledge about mentorship from the department leaders, or from the mentee.

Practical Implications

One of the reasons this research study was conducted was to find out how counselor educators view skills and supports that may or may not be needed for counseling education students as they move through their journey of becoming counselor educators. As an exploratory research project, there are not too many practical applications, but this research does open the door to more research questions. The researcher recommends counselor education programs begin to systematically evaluate how they are supporting their students through their counselor

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education programs, evaluate how students are acquiring skills in these programs, and review the skills needed in the counseling profession which could be addressed at the masters-level. The data indicated that there is a strong understanding of skills and supports needed at the doctoral level, but there is still work to be done at the masters level, where most of the professional counselors end their education.

If counselor educators can better understand the skills needed for students to become future counselor educators, and, more importantly, at what times during their development these skills should be implemented, then more effective teaching interventions can be provided at the appropriate times. Along with that, counselor educators can help prepare students to become counselor educators themselves by understanding the supports that may be needed and, much like the skills, understanding if and when to have conversations with students about supports.

This could also help students as well by informing them of the likely challenges they will face and need for positive support systems as they enter into masters-level programs, and ultimately doctoral programs. It is assumed that, as the students complete their masters-level program, enter into doctoral programs, and eventually attempt to secure positions in academia, the degree of difficulty will increase for continued success, and the need for positive supports will increase as well.

The data for this study also indicate that there might be a need to better understand the role of mentors at every level of the counseling education developmental model. Consistent with the literature, there is little evidence that mentorship is happening in the counseling education field, and how or when mentorship happens can have a large impact on developing professionals. The use of mentorship can have a positive effect on the outcomes of protégés, but this may also have a positive effect on the counseling profession as counselor educators can work to identify

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individuals with high potential from diverse backgrounds to help shape the future of the counseling profession.

■ Table 5.01

Construct Change

Construct	1	2	3	4	5	6	7	8	9
Sort 1	10.5	-0.875	3.75	-8.8	2.125	-1.375	-4.5	-0.75	-0.375
Sort 5	3	7.125	2.125	0.625	-1.375	-4	-9.375	0.125	1.75
Change	-6.5	+8	-1.625	+9.425	-3.5	-2.625	-4.875	+0.875	+1.785

Note: Construct 1=Counseling Skills; Construct 2=Supervision Skills; Construct 3=Education Skills; Construct 4=Research/Scholarship Skills; Construct 5=Leadership/Advocacy Skills; Construct 6=Macrosystem Support; Construct 7=Exosystem Supports; Construct 8=Mesosystem Supports; and Construct 9=Microsystem Supports.

While there appear to be trends of consensus about certain skills and supports, specifically mesosystem and exosystem supports, needed with students in a counselor education program, there remains a need to better define counselor identity at both the masters level and the doctoral level of counseling education study. Table 5.01 shows the changes in mean participant construct importance from Sort 1 to Sort 5. The data indicate that counselor educators agree strongly in the decreased needs for counseling skills and increased needs for supervision, and research/Scholarship skills, while the rest of the data indicate that there is less consensus for the other skills and supports, which the researcher hypothesizes that the lack of a singular counselor identity as the cause.

The counseling profession continues to speak about having a singular identity that defines who a counselor is to help in many areas including licensure portability and public awareness of counselor talent. The lack of a consensus about supports and skills needed at the masters level indicates that there is a greater problem which needs to be researched or, at least, discussed by all

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in the counseling profession. It is a great task to be undertaken, to bring a large group of people from diverse backgrounds together and unite the profession under a singular set of standards and construct of identity. The data indicate that there is an identity in the counselor education profession which helps in developing the identities of aspiring counselor educators at the doctoral level. The same cannot be said for the data representing the masters level, where an identity crisis exists, and it is the opinion of this researcher that the identity crisis is due to the fractured counselor profession. The researcher would hypothesize that the measurement of counselor identity in specific areas, such as school counseling, mental health counseling, counselor education, rehabilitation counseling, to name a few, would yield higher levels of conformity and consensus from the participants. The task at hand seems to be creating an identity of counselors that everyone in the counseling profession can agree on and present to individuals outside of the counseling community.

Limitations of the Study

The aim of a well-conducted dissertation study is to explore novel topics and possibly add new insight into a relatively unknown topic. With all of the precautions any researcher will take to complete the study with these requirements, there will be limitations and the researcher has the obligation to inform the reader of this study of all foreseen limitations. As with all previous and future research, there will be limitations, and this research project was no exception.

The first limitation of this study is the inability to research the CICODEM in its entirety. Due to the large amount of data and the large population needed to test this model specifically, it is not possible to answer all of the research questions needed to validate the model at this time. There were only a small number of counselor educators sampled for this part of the study. The

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validation of this developmental model will take a good deal of effort and time due to the extremely large amount of data that will come from sampling a larger participant pool.

This lends to the next limitation, generalizability. Due to the relatively small sampling area, the findings from the quantitative part of this study may only be generalizable to the area where the study was conducted. Future research for this model would have to include the use of sample populations from other areas of the country to make the findings more generalizable. Although the participants were teaching within a 250-mile radius of each other, and all came from diverse and unique educational institutions, the future sampling pool needs to be created from a larger swath of the counselor education profession. The outcome from this study may not be very generalizable to other areas of the country where social norms and customs may dictate how supports are viewed. A larger group of participants will require a greater percentage of participants from the pool of candidates, since the number of counselor educators are limited due to the small number of counselor education programs in the area.

Another limitation of this study is the use of Q-Methodology. Q-Methodology is not considered to be a mainstream measuring technique, and, in fact, was created as a way to distance scientists from more conventional forms of sampling methodology (Watts & Stenner, 2005). The analysis of the data in Q-Methodology helped to identify factors that were then interpreted by the researcher. While the trend in the data and the qualitative interviews help to better understand the items that are loading on the factors, specific evidence was not gathered to establish whether these items are loading on the factors for a precise reason. Also, Q-Methodology does not have an agreed-upon data measurement program available for interpreting the data. The statistical analysis programs for Q-Methodology are very outdated and can be difficult to use. The free data analysis program for Q-Methodology used by most researchers,

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PQMethod, is an antiquated, DOS-based program that requires a level of computer programming knowledge which might be difficult for some people to operate, and it only allows for one type of analysis, and only two options for rotating the data. Other options for data analysis programs include the use of *R* software which, in the opinion of this researcher, is extremely difficult to use, and other proprietary software that costs hundreds of dollars a month to use. During the completion of the Q-sorts, using Q-Methodology, the participants complained of the difficulty completing the activities, as it consumed a good deal of cognitive flexibility and effort. Also, the time limit for completing the Q-sorts was a problem for some participants. On average, each participant needed approximately one-hour to complete the activity, but others needed much more time. One participant whose data were not included in this study took over three hours to complete half of the activities, before it was decided to stop the Q-sort.

Future Research Considerations

The main goal of an exploratory research project is to uncover information that may have been unknown previously. This research project uncovered several new concepts that might be useful to the counselor education profession in the future. The first research consideration is to continue to broaden and refine this theoretical model of counselor educator development by using more and varied participants to get a better understanding of the skills and supports counselor educators think are needed to help students progress through the developmental model. Paramount to the support function of mentoring, future considerations for research could include looking specifically at mentoring in the counseling profession in various ways. One way could be to evaluate how counselor educators experience and perceive mentorship compared to mentorship literature. Other considerations may look longitudinally at mentorship as individuals move through the developmental model.

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Finally, future research considerations could look deeper into counselor identity development at the masters level through the perceptions of the masters-level students and counselor educators. One main branch of this study could look at the counselor educator's personal counseling identity and whether that influences how counseling identities are taught in masters-level programs and to what degree this effects future counselor development.

Summary of the Chapter

Chapter 5 presented the study's findings through the presentation of the major findings, practical implications, limitations of the study, and future research considerations. The research study set out to explore the concepts of skills and supports needed to help students progress through the proposed CICEDM. Through the descriptive frameworks of Super's Archway Model of Career Development and Bronfenbrenner's Persons-in-Environment Model, the CACREP standards of skills needed for counselor education students, and the standards of CACREP accreditation, the researcher sought to identify the key components that would help a student progress from the masters level through the doctoral level and into the role of a counselor educator. While the methodology does not specifically identify the skills and supports that are correlated together at any point of the developmental model, the researcher did find strong and significant correlation between the agreed-upon skills and supports needed for doctoral-level counseling education students as they complete their respective programs and enter into academia, which is consistent with the more structured requirements of Counselor Education and Supervision requirements of CACREP-accredited programs (CACREP, 2009; CACREP 2016). The researcher also found a strong, but non-significant, correlation (albeit of moderate strength) between the agreed-upon skills and supports needed at the masters level though the examination of the factor analysis. The researcher introduces the notion that the professionally turbulent and

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ever-changing field of counseling – due to name changes, diverse groups of specialty counselors, and the continual addition of new competencies for counseling students – could be causing the lack of agreement in skills and supports needed at specific phases within the developmental model. This is juxtaposed with the doctoral-level counselor education and supervision programs which have seen little change over the past 20 years and where the participants of this study were able to come to a strong consensus of the skills and supports needed.

The study provides practical implications for counseling educators and counseling students as it indicates the importance of skills at the masters and doctoral levels of development, and how supports may be used to help students through the model. One constant of the support exploration was mentorship at all levels of the counseling education experience. This indicates that counselor educators should participate in mentorship at an early stage of the student's development, as many participants recalled on their own experience with mentorship at early stages and how it helped them to become the counselor educators they are today. The findings from this study also underscore the need to address the ongoing lack of conversation around accurate portrayal of counselor identities. The conversation about counselor identity is important for the future of the counseling profession and will be a very difficult conversation due to the vast diversity of the counseling profession. The most practical implication of this study is that it acts as a springboard for future research due to the exploratory nature of the methodology and the research questions.

The study's limitations include the study methodology, using Q-Methodology and Think Aloud procedures. Currently, there is no literature that supports the use of both forms of inquiry. Q-Methodology has been criticized for the lack of scientific rigor that is usually present in most quantitative methodologies. Also, the data analysis software for Q-Methodology is antiquated at

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best and is in need of updating for ease of use. This research study used a total population of eight participants which may not be very generalizable to the population of counselor educators. The low number of participants was due to poor participation agreement rates, difficulty of completing the activity, and the time and energy put forth by the participants.

Future research should continue to study the developmental model and effects of mentorship on counseling education students. The developmental model could be used to help identify high-potential counseling education students who have the ability to teach in counseling education programs. Also of interest is the idea of mentorship and how it may affect students in counseling education programs. The research conducted on mentorship could help create new models of mentorship in the counseling community and could be generalizable to other professions where individuals learn not only from didactic experiences, but also from the experiential moments that happen when a mentor works with a protégé in a positive way to affect career growth opportunities.

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Appendix A: Recruitment Letter

Dear Counselor Educators,

My name is Ryan Bowers and I am a Counselor Education and Supervision doctoral candidate working toward completion of my dissertation with Dr. Jocelyn Gregoire at Duquesne University (IRB Protocol # 2016/06/27). I am researching the skill and support concepts that counselor educators believe are needed for students to bridge the span between the roles of counseling student to counselor educator. The study focuses on skills needed throughout the development of counseling students and the supports needed to help the counseling students' progress from one role to the next.

I am emailing to ask if you would like to take about 60-minutes to meet during the 2016 NARACES conference at any time, date and place of your convenience for this dissertation research. Participation is completely voluntary and your answers will be anonymous.

If you are interested, please email me at bowersr3@duq.edu or call, (610) XXX-XXXX to set up a meeting and complete a Q-Methodology activity, to investigate the above mentioned construct.

Thank you for your time and consideration,

Ryan Bowers, MA, LPC, NCC, CSOTP

Doctoral Candidate

Counselor Education and Supervision (CACREP-Accredited)

Duquesne University

Appendix B: Consent Form



DUQUESNE UNIVERSITY

600 FORBES AVENUE ♦ PITTSBURGH, PA 15282

CONSENT TO PARTICIPATE IN A RESEARCH STUDY

- TITLE:** A CACREP Counselor Educator Developmental Model: Identifying Counselor Skills and Supports in Doctoral-Level Counselor Educators
- INVESTIGATOR:** Ryan Bowers, MA, LPC, NCC, CSOTP, Doctoral Candidate, School of Education, bowersr3@duq.edu, 610-XXX-XXXX
- ADVISOR:** Fr. Louis Jocelyn Gregoire, CSSp., Ed.D., Assistant Professor, School of Education, gregoire@duq.edu, 412.396.4442
- SOURCE OF SUPPORT:** This study is being performed as partial fulfillment of the requirements for the doctoral degree in Counselor Education and Supervision at Duquesne University.
- PURPOSE:** You are being asked to participate in a research project that seeks to investigate the skill and support concepts that counselor educators believe are needed for students to bridge the span between the roles of counseling student to counselor educator. Developmental models for clinical

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supervision and for counselor identity development are abundant, but, to date, there are no developmental models regarding counselor educators, from master-level counseling student to professional counselor educator. The data collected from this project will result in the building of a Counselor Educator Developmental Model.

In order to qualify for participation, you must:

- (1) Be a counselor educator who is currently teaching in a CACREP-accredited or a CACREP-similarly styled counselor education program.
- (2) Have a terminal degree (Ph.D. or Ed.D.) in Counselor Education or Counselor Education and Supervision.

PARTICIPANT

PROCEDURES:

To participate in this study, you will be asked to: Create constructs of counseling skills and constructs of support that student counselors may need in their journey from master-level student status to emerging counselor educators using Q-Methodology. Participation in this study will take no more than one hour of your time. The researcher will contact the participant to set up a time and place to meet in-person to create constructs of counseling skills and constructs of support that student counselors using Q-Methodology techniques. The researcher will travel to a specified location to meet in-person with the participant, and the meeting location will be selected by the participant.

You will be asked to: 1) Take 36 content cards and sort them into three piles. Then, consistent with methodology, 2) force sort the cards in each pile based on options for you to agree or not agree with the statement and to what extent you agree or disagree.

While you are completing each Q-sort, you will be asked to speak your thoughts out loud. Your spoken thoughts will be recorded and used to triangulate, explain, and/or better understand your choices in the Q-sort.

These are the only requests that will be made of you.

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RISKS AND BENEFITS:

There are no risks greater than those encountered in everyday life. However, the time to complete the task requested by the researcher may take up to one-hour of your time. The benefits of participating in this research will be the contribution to the literature in the counselor education field.

COMPENSATION:

You will not receive any money for participating, however, participation in the project will require no monetary cost to you.

CONFIDENTIALITY:

Your participation in this study and any personal information that you provide will be kept confidential at all times and to every extent possible.

Your name or any other identifying information will not appear on any survey or research instruments. All written forms and study materials will stay locked in a filing cabinet. Your informed consent form will be kept separate from the data sheets to ensure confidentiality of your actual responses. Your response(s) will only appear in statistical data summaries and qualitative thematic summaries. Audio recordings will be permanently erased after transcriptions have been completed. Any identifying information obtained in the audio recording will be deleted from the transcripts. Any identifiable study materials will be maintained for three years after the completion of the research and then destroyed.

RIGHT TO WITHDRAW:

You are under no obligation to participate in this study. You are free to withdraw your consent to participate at any time by emailing the researcher before the start of the survey or by letting the researcher know at any time during the completion of the survey. Any data collected will be anonymous and is not distinguishable from other collected data. Once your data has been collected and your data has been separated from your informed consent form and/or entered into the data base, it will not be possible to

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withdraw your data from the study. If you decide to withdraw from the study while the data is being collected, the data will be destroyed at that moment.

SUMMARY OF RESULTS:

A summary of the results of this research will be supplied to you, at no cost, upon request.

VOLUNTARY CONSENT:

I have read the above statements and understand what is being requested of me. I also understand that my participation is voluntary and that I am free to withdraw my consent at any time, for any reason. On these terms, I certify that I am willing to participate in this research project.

I understand that should I have any further questions about my participation in this study, I may call Ryan Bowers at 610-XXX-XXXX or Dr. Louis Jocelyn Gregoire at 412-396-4442. Should I have questions regarding protection of human subject issues, I may call Dr. David Delmonico, Chair of the Duquesne University Institutional Review Board, at 412.396.4032

Participant's Signature

Date

Researcher's Signature

Date

Appendix C: Data Collection Sheets

Step 1a: Please identify and rank the necessary Skills of New Master-Level Counseling Students.

-4: _____

-3: _____

-2: _____

-1: _____

0: _____

1: _____

2: _____

3: _____

4: _____

Step 1b: Please identify and rank the necessary Student Supports of New Master-Level Counseling Students.

-4: _____

-3: _____

-2: _____

-1: _____

0: _____

1: _____

2: _____

3: _____

4: _____

DEVELOPMENTAL MODEL

Step 2a: Please identify and rank the necessary Skills of Master-Level Counseling Students nearing Graduation.

-4: _____

-3: _____

-2: _____

-1: _____

0: _____

1: _____

2: _____

3: _____

4: _____

Step 2b: Please identify and rank the necessary Student Supports of Master-Level Counseling Students nearing Graduation.

-4: _____

-3: _____

-2: _____

-1: _____

0: _____

1: _____

2: _____

3: _____

4: _____

DEVELOPMENTAL MODEL

Step 3a: Please identify and rank the necessary Skills of Master-Level Counseling Students who are recommended for Doctoral Counselor Education Studies.

-4: _____

-3: _____

-2: _____

-1: _____

0: _____

1: _____

2: _____

3: _____

4: _____

Step 3b: Please identify and rank the necessary Student Supports of Master-Level Counseling Students who are recommended for Doctoral Counselor Education Studies.

-4: _____

-3: _____

-2: _____

-1: _____

0: _____

1: _____

2: _____

3: _____

4: _____

DEVELOPMENTAL MODEL

Step 4a: Please identify and rank the necessary Skills of New Doctoral Counselor Education.

-4: _____

-3: _____

-2: _____

-1: _____

0: _____

1: _____

2: _____

3: _____

4: _____

Step 4b: Please identify and rank the necessary Student Supports of New Doctoral Counselor Education Students.

-4: _____

-3: _____

-2: _____

-1: _____

0: _____

1: _____

2: _____

3: _____

4: _____

DEVELOPMENTAL MODEL

Step 5a: Please identify and rank the necessary Skills of Doctoral Counselor Education Students nearing Graduation.

-4: _____

-3: _____

-2: _____

-1: _____

0: _____

1: _____

2: _____

3: _____

4: _____

Step 5b: Please identify and rank the necessary Student Supports of Doctoral Counselor Education Students nearing Graduation.

-4: _____

-3: _____

-2: _____

-1: _____

0: _____

1: _____

2: _____

3: _____

4: _____

DEVELOPMENTAL MODEL

Step 6a: Please identify and rank the necessary Skills of Doctoral Counselor Education Candidate who are recommended for faculty Counselor Educator positions.

-4: _____

-3: _____

-2: _____

-1: _____

0: _____

1: _____

2: _____

3: _____

4: _____

Step 6b: Please identify and rank the necessary Student Supports of Doctoral Counselor Education Candidate who are recommended for faculty Counselor Educator positions.

-4: _____

-3: _____

-2: _____

-1: _____

0: _____

1: _____

2: _____

3: _____

4: _____