Volume 6 Issue 1 Journal of Counselor Preparation and Supervision

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`The Journal of Counselor Preparation and Supervision

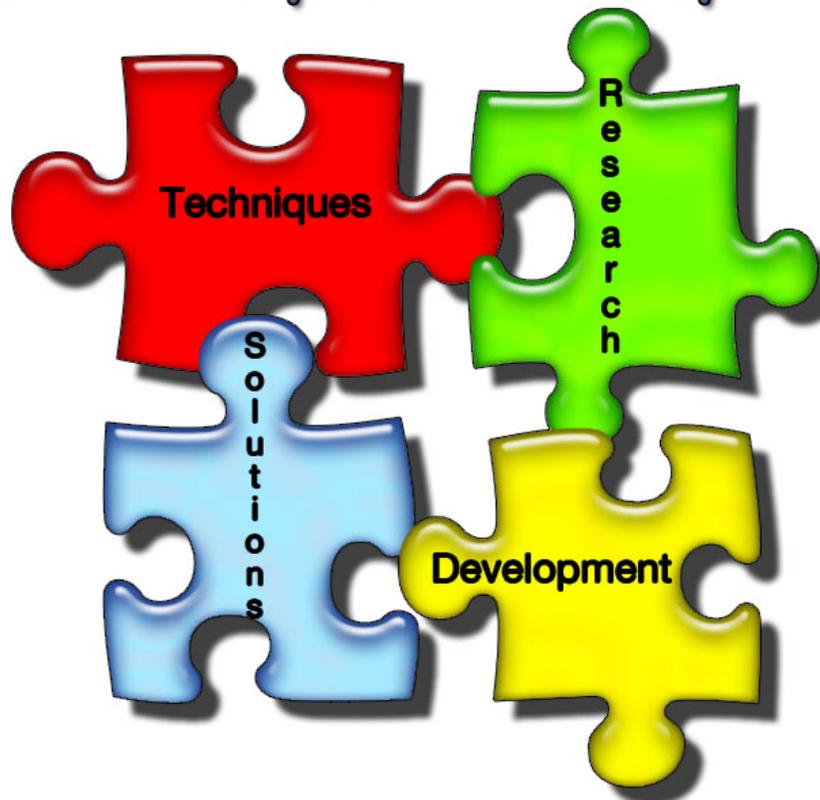There are six general categories that help focus the content of the journal.

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Clinical Supervisors Stories. These articles describe current issues in counselor preparation and supervision from the perspective of site supervisors. The emphasis on these articles should focus on the story of the issue, potential solutions and the uniqueness of the message. Authors are encouraged to forgo significant literature review and attend directly to the intended message to the field.

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The Journal of Counselor Preparation and Supervision is published bi-annually (April and October). Subscription is provided free of charge.

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The Journal of Counselor Preparation and Supervision

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Editorial Note

In this issue, Hinkle, Iarussi, Schermer, and Yensel report the results of their research in understanding students' motivations for entering doctoral programs. Bodenhorn, Hartig, Ghoston, Graham, Lile, Sackett, and Farmer identified trends in announcements for Counselor Education and Supervision faculty positions, and Troutman and Packer-Williams suggest how Counselor Educators can increase LBGT competencies in their programs. Recognizing how changing demographic and economic trends can affect counselors, the contributing authors of this issue add significantly to the literature.

As editor, I thank all of the dedicated reviewers who worked quickly and diligently to produce high quality manuscripts for JCPS. I also recognize my Associate Editor Jane Webber and Editorial Assistant Ellery Parker who spent many hours working with reviewers while integrating everything on our new site on Digital Commons. Additionally, I thank the NARACES Board for their support as we continue the process of migrating to our new site.

Edina Renfro-Michel, **Editor**

Jane Webber, **Associate Editor**

Motivations to Pursue the Doctoral Degree in Counselor Education and Supervision

Michelle Hinkle, Melanie M. Iarussi, Travis W. Schermer, and Jennifer F. Yensel

Pursuing a doctoral degree in Counselor Education and Supervision (CES) requires a significant commitment. Although there is research on motivations to pursue a doctorate in general, there has not been a specific examination of motivations among those who have pursued a doctorate in CES, which warrants investigation given the diversity of training and potential career paths offered by the degree. In this Q methodology study, 35 students, counselor educators, and practitioners sorted statements pertaining to their motivation for doctoral studies in CES. The sorted statements were correlated and factor analyzed, resulting in four distinct motivations. The motivations are described and implications for CES are discussed.

The pursuit of a doctoral degree in Counselor Education and Supervision (CES) is a commitment that requires years of persistent dedication. Often, this work necessitates students' personal and professional sacrifices. The motivations of those who undertake this educational journey have been unexplored. A closer examination of these motivations can help inform counselor educators about the diverse reasons students enter CES programs. This information can be used to consider academic fit between potential students and programs, as well as to provide intentional mentorship to students.

Motivations to Pursue Doctoral Work

Previous literature suggested a confluence of factors that motivate an individual to pursue a doctoral degree. Intrinsic incentives influence both the decision to pursue a doctoral degree and the ability to persevere to its completion (Ivankova & Stick, 2007; Wellington & Sikes, 2006). Some individuals may find the intellectual challenge and stimulation of doctoral work rewarding (Scott, Brown, Lunt, & Thorne, 2004); others seek out the personal challenge, have a love for learning, or want to experience a new learning environment (Ivankova & Stick, 2007). Other motivations are to achieve a personal goal, find pleasure in learning, prove one's abilities to others, and gain confidence (Jablonski, 2001; Leonard, Becker, & Coate, 2005). Many students are driven by the external rewards that can occur upon completion of the doctorate in the form of professional gain, such as to enter or advance in a career (Ivankova & Stick, 2007; Jablonski, 2001; Scott, et al., 2004) and to remain viable in a profession (Laurent, Steffey, & Serdlik, 2008;

Scott et al., 2004). Professional motivations include gaining prestige, professional respect, and an increased salary (Laurent et al., 2008). The doctorate is also considered the necessary training for a profession in academia (Basalla & Debelius, 2007).

Motivations to Obtain the Counselor Education and Supervision Doctoral Degree

Although there is no research found regarding the reasons individuals choose to pursue a doctorate specifically in CES, the historical purposes of the degree, accreditation standards, and the work sought by graduates may suggest motivations. Adkison-Bradley (2013) summarized the initial goals of CES programs to "train students to be leaders in all areas of the counseling discipline," including counselor education, and to gain competencies in advanced clinical work, supervision, research, teaching, and leadership (p. 45). This suggests that students with the motivations of furthering their competencies and becoming leaders in the field could have their goals met in CES programs. The Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009) Standards advise CES doctoral programs to prepare students "to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings" (p. 52). Further, the required CES internship can include an array of experiences such as clinical practice, research, teaching, supervision, and leadership activities (CACREP, 2009). These CACREP requirements indicate that a professional who wants training and experience in the professorate (e.g., teaching; research), as well as in clinical settings can find a good match in a CES program.

Upon graduation, CES students have various career path options suggesting that they have diverse motivations for pursing the degree. Graduates of CES programs are prepared for positions in clinical practice and academia (Schweiger, Henderson, McCaskill, Clawson, & Collins, 2011; Sweeney, 1992) and leadership roles within the profession (Sears & Davis, 2003). In this study, we sought to investigate the motivations of CES students and graduates to help inform CES programs and educators about the reasons students enter their programs, thus helping with academic match and mentorship.

Benefits of Addressing CES Students' Motivations

Given the diverse areas of the counseling profession included in a CES degree, a further look at students' motivations may benefit CES students and faculty in the areas of academic match and degree persistence. Hoskins and Goldberg (2005) reported that *academic match*, the degree of fit between students' reasons for pursuing the doctorate and the program focus and curriculum, is an important factor in students' decisions to persist or prematurely leave their doctoral program. Hoskins and Goldberg found that if CES programs were not congruent with students' motivations to seek the degree, students subsequently experienced *academic mismatch,* leading them to consider premature termination—or, in some cases, actually withdraw—from their program. For example, if students entered a CES program with the goal of further improving their clinical and supervisory skills to prepare for leadership roles at a community mental health agency, they might experience academic mismatch should they enter a program that emphasizes teaching and research skills with little flexibility to hone skills in counseling practice and supervision.

Opportunities for faculty mentorship seem more likely when a strong academic match is present. Researchers have noted that feeling connected to faculty through mentorship has positive influences on CES students' persistence and success in their doctoral programs (Hoskins & Goldberg, 2005; Protivnak & Foss, 2009). In their qualitative study, Protivnak and Foss (2009) found that CES students were more successful when they had mentoring relationships with faculty members with whom they had shared interests, motivations, and professional endeavors. Although mentorship practices have been addressed in the literature pertaining to students who aspire to be counselor educators and researchers (Borders, Wester, Granello, Chang, Hays, Pepperell, & Spurgeon, 2012; Borders, Young, Wester, Murray, Villalba, Lewis, & Mobley, 2011), mentorship for students who aim to be clinicians appears to be less prevalent (Walker, 2006). Protivnak and Foss (2009) also determined that departmental culture influenced CES doctoral students' successful completion of their program and cited examples of collaborative environments where faculty invited students to teach or write, were responsive to students' needs, and generally made students feel included. These activities can be useful for increasing student involvement and gaining a sense of purpose within their program, which are helpful factors in finding self-assuredness and belonging for first-semester doctoral students (Hughes & Kleist, 2005).

Although previous studies provided information about student motivations in general, due to the various preparatory experiences and career paths afforded by the CES degree and the implications for academic match and mentorship, a greater understanding of the motivations of CES students is warranted. Thus, the current study sought to inform the question, "What motivates students to pursue a doctorate in CES?"

Methods

This study utilized Q methodology, which employs statistical and qualitative tools to elucidate subjectivities in order to assess motivations for pursuing a doctorate in CES. Q methodology typically follows five steps or phases of research (McKeown & Thomas, 1988). First, researchers assess the discourse around a topic, termed the concourse, through interviews, the literature, or related means. Second, the concourse is sampled for representative statements or stimuli around the topic of interest. Third, the sample of statements is sorted by a group of participants who provide additional qualitative information about their views. Fourth, the sorts are correlated with one another and factor analyzed. Finally, resultant factors are interpreted with the aid of the qualitative data provided by participants.

Instrumentation

In Q methodology, the instrument is commonly constructed anew for each research study. The researchers assessed the concourse through conducting telephone interviews with six individuals (male, *n=2;* female, *n=4)*. Of the participants, four held the PhD degree in CES and two were doctoral students in CES (one male between the ages of 30-34 and one female between the ages of 25-29). Of those who held a doctorate, two identified as Counselor Educators (one male over 40 and one female between the ages of 30 and 24), one as an administrator (female who was over 40), and one who identified as a clinician and an administrator (female who was

over 40). All identified as Caucasian. The research team purposefully chose these individuals as they reflected an array of professional roles associated with the doctorate in CES.

The interviews utilized the following set of questions: (a) When in your life did you decide to pursue a doctorate in CES? Why did you choose a doctorate in this area? (b) What do you believe were the most influential experiences that led you to this decision? How did this motivate you? (c) What were the main things you hoped to get from your doctorate studies? (d) What does having a doctorate in CES mean to you? (e) Is there anything else that you wish for us to know about your decision to pursue doctoral work in CES? During the interviews, researchers noted statements that depicted desires, reasons, and needs (Miller & Rollnick, 2013) in seeking the doctoral degree to review as a group and come to a consensus of each interviewee's motivations.

With no comprehensive theories about motivations to pursue a doctoral degree in CES from which to structure the sample, the Q sample was unstructured and did not follow any a priori theories about motivations for pursuing a doctorate in CES (McKeown & Thomas, 1988). Therefore, researchers independently reviewed interview notes, noted the motivational themes, and compiled examples of the motivations from the data. Researchers discussed the themes and selected representative statements for inclusion in the study until saturation of the data was achieved. Upon completion of this process, 43 statements were selected, each reflecting a different motivation for pursuing a doctorate in CES. These statements, which were transposed onto cards to facilitate the Q sort process, are listed in the Appendix.

The researchers were first year doctoral students pursuing a CES degree with the goal to become counselor educators. Under the supervision of a full professor who served as a mentor, the investigators discussed their own unique motivations for seeking the degree. In an effort to remain transparent and reduce bias, the researchers reflected on and documented their motivations as a group, a practice common in qualitative research to manage subjectivity (Morrow, 2005).

Participants

Participants were solicited using a combination of purposeful and snowball sampling (Polkinghorne, 2005). The former entailed contacting individuals known to the research team who completed their doctorate in CES or who were attending school for a doctorate in CES. These individuals assisted with recruitment by recommending other potential participants for inclusion in the study (i.e., snowball). The individuals were contacted about participation through email, telephone, or face-to-face contact. When an individual agreed to take part in the study, the person was provided with the sort, a response sheet, and a return envelope. Some participants who were previously contacted received response packets at an American Counseling Association conference. Additional participants were recruited at the conference. Participants with a range of professional focus and experience (i.e., students, clinicians, educators) were solicited to reflect the diversity of roles in the CES field. As the research examined motivations to pursue doctoral work in CES rather than factors of successful completion, it was acceptable for participants to be students or graduates of a CES doctoral program.

Thirty-five participants completed the sort and accompanying post-sort questionnaire, which is an appropriate number for Q studies (Brown, 1980). Age was reported through ranges, with nine aged 29 years or younger, 18 aged 30-39, three aged 40-49, and five aged 50 or older.

They identified their professional roles as Counselor Educator (n = 14), Counselor Educator/clinician (n = 9), student (n = 8), student/clinician (n = 3), and clinician (n = 1). Participants included 25 females and 10 males. In the sample, 25 identified as Caucasian, five African American, three Latino, one American Indian, and one Italian. The participants completed or were enrolled in doctoral work at 15 different universities across the United States, 16 from Southern, 16 from North Central, two from North Atlantic, and one from Rocky Mountain regions of the Association for Counselor Education and Supervision.

Procedure

Participants sorted the 43 statements on a semi-normal distribution ranging from 4 (*Most like my motivations for pursuing a doctorate in CES*) to -4 (*Most unlike my motivations for pursuing a doctorate in CES*). The distribution was a forced sort requiring participants to place a certain number of cards in each ranking. This simplified the sorting process for both the researcher and the participants, while having virtually no impact upon the data (Brown, 1980). Once the sort was completed, participants recorded their sort in a response grid and answered five open-ended post-sort questions. These questions assessed the meaning individuals ascribed to the statements: (a) ranked as *most like*, (b) ranked as *most unlike*, (c) that were helpful in defining their views, (d) that were particularly confusing, and (e) any other information about their motivations not reflected in the other questions.

Analysis

The response grids of the sorted statements were entered into PQMethod 2.11 (Schmolck & Atkinson, 2002), a Q specific analysis program. The Q sorts were correlated and factor analyzed using a principal components analysis. Factors with eigenvalues of 1.00 or greater were selected for further examination, as a common starting point in Q studies (Watts & Stenner, 2005). Eight factors met this criterion that were then extracted and subjected to varimax rotation.

Factors were chosen for inclusion in the results if they contained two or more sorts with significant loadings. This criterion ensured that the factors were culminations of shared perspectives among a group of participants (Watts & Stenner, 2005). Each sort had a factor loading on every factor; however, significant ($p < 0.05$) factor loadings were computed by using the equation, SE = $1/(\sqrt{N})$ x 1.98, where N is the number of statements (McKeown & Thomas, 1988, p.50). Therefore, individual factor loadings were considered significant at ±0.302. This resulted in a final four-factor solution interpreted as the emergent motivations.

Six responses were mixed cases loading significantly on more than one factor (Watts & Stenner, 2005). These cases were excluded from the factor interpretation because of their mixed motivations. The rankings of the statements for each of the four factors (i.e., factor arrays), statistically significant rankings (i.e., distinguishing statements), and demographic information for each of the factors are listed in the Appendix.

Results

Interpretation utilized the factor arrays, distinguishing statements, and the post-sort written responses provided by participants. The factor arrays and distinguishing statements are

identified in the Appendix. The goal of Q methodology is not to identify the majority, but rather to emphasize various possibilities and give "voice" to the perspectives less often heard (Brown, 2006). As a result, it is acceptable for factors to have minimal number of participants loading, as the existence of the perspective is more important than the quantity of the participants in each factor. In total, the analysis yielded four motivations for pursuing a doctorate in CES.

Motivation I: To be a Professor

The first motivation reflected a desire to be a professor in Counselor Education. This entailed an emphasis on teaching and the various academic roles that accompany a professorship. Twenty-two respondents loaded significantly on this factor, identifying as current students or counselor educators, with 10 of the respondents indicating that they also engaged in clinical work. The respondents represented five ethnic groups and ranged in age from mid-20's to over 50.

Highly ranked statements suggested that respondents were motivated by a dedication to training counselors and the flexibility of the academic position. This latter motivation referred to both the flexibility of an academic schedule as well as the variability in professional roles. These statements included (a) I wanted to teach future counselors, (b) I wanted to have the possibility of having multiple roles as a professional, such as supervisor, researcher, clinician, administrator, (c) I wanted flexibility in how I used my time professionally and personally, and (d) I wanted to provide counselors with guidance, increase their enthusiasm, and improve their skills.

Written responses to these statements supported the interpretation by highlighting student contact, academic freedom, and the versatility of the professorate. One respondent noted the importance of working with students: "I love connecting with counseling material and students at the same time." Others highlighted the freedom in the position: "I want some freedom in my weekly schedule" and "I like flexibility with my time." Although these statements might be evident in other academic positions, the versatility of the CES doctorate was endorsed in the following statements: "I love that our CES degree gives us so many career pathways to choose from" and "I wanted flexibility to do many different tasks/roles within our profession." From this, it is evident that the uniqueness of the CES degree through its preparation to take on different roles within the counseling field aids those individuals who not only want to pursue a faculty position but also want to maintain active in other roles (e.g., counseling, supervision).

Negatively ranked statements indicated that status and wealth did not influence the pursuit of their doctorates. Those statements *most unlike* their motivation included (a) I wanted to increase my wealth, (b) I enjoyed the power and attention I got while teaching, (c) I wanted the title of "doctor," and (d) With a doctorate, people will take me more seriously. Post-sort responses emphasized that obtaining a doctorate in CES was not motivated by wealth. One respondent noted: "I didn't expect to become wealthy as a faculty member." Others supported this by writing: "I found this question preposterous—I lost income to be a counselor educator," and "I left a higher paying job to pursue my graduate work—money isn't as important to me as satisfying work."

Motivation II: A Self-Guided Journey to be a Respected Professional with Job Security

The second motivation indicated a desire to prove oneself and work towards a secure professional future. Two respondents loaded significantly on this factor; both were counselor educators, completed their doctorates at ages 25 and 26, respectively, and were women. This was the only motivation that was solely populated by Caucasian respondents.

Highly ranked statements reflected an orientation towards the future and towards creating job security. These included statements such as: (a) I wanted to be a stronger professional, (b) I wanted… a greater sense of job security, (c) With a doctorate, people will take me more seriously, and (d) I wanted to challenge and prove myself. Participants' response to the open ended questions emphasized this increase in job security, with one respondent stating: "I applied to grad school and wasn't sure where I was headed. I thought getting any PhD would provide job security—wherever I wound up working." Additionally, participants responded with: "I thought the PhD would make me a stronger professional," and "I wanted to continue my development." These responses depict an emphasis on professionalism and job placement. This motivating factor is not specific to the CES doctorate.

Statements that were most unlike this motivation suggested a lack of modeling or support from others. These included: (a) Education is an important value in my family, (b) People in my life pushed me/wanted me to pursue a doctorate, and (c) I watched someone close to me pursue a doctorate, and I admired the process. Those who endorsed this motivation used statements to emphasize their own self-motivation, such as: "No one in my family had education higher than a high school diploma" and "I did not have support to get a PhD, which caused struggles for me."

Motivation III: To Become a Clinical Leader

Participants who loaded on this factor had passionate feelings about counseling and identified strongly as clinicians. Two respondents, a Counselor Educator and a CES student, loaded significantly on this factor. They differed in race and gender; both were in the age range of 30-39. Statements highlighted their motivation to shape the profession by training counselors, with their counselor identity superseding a professor identity.

Highly ranked statements reflected a passion for their identity as counselors, either in enhancing it or in preserving it. These statements included: (a) I wanted to be a leader for future generations of practitioners, (b) I was worried that I would 'burn out', (c) I wanted to increase my professional identity as a counselor, (d) I wanted to put myself in a position to influence counseling, and (e) I wanted to help students be prepared to practice counseling. A respondent noted: "I was being worked to death and in the beginning stages of burnout . . . I was losing passion for a job I once loved . . . I knew it could be better." Another indicated: "Identity as a counselor is the most important to me." This theme suggested that individuals were motivated by their passion for counseling. One statement was helpful in differentiating this perspective of becoming a clinical leader from others. The statement, I wanted a faculty position, was ranked at 0 (*Neutral/Unimportant*). The other three factor arrays ranked this statement in the positive region of 2 or higher. Because this statement was less important, the motivation appeared to deemphasize the professorate. In doing so, the identity as a clinician became stronger.

Statements dissimilar to the motivation of becoming a clinical leader reflected distaste for the research portion of the profession. These were: (a) I wanted to go through the dissertation

process, and (b) Research was appealing to me. The post-sort responses emphasized this distaste for research by responding: "Who liked dissertation? Really?" and "Research (the act of doing it) is not appealing to me." In doing so, they emphasized a clinical perspective that shaped their motivation. This suggests that students may be clearly motivated by the clinical aspect of the CES degree and seek to enhance professional identity as counselors.

Motivation IV: To Succeed for Family and Community Amid Obstacles

This motivation emerged from a dedication to family, community, and societal values. Three respondents loaded significantly on this factor; two were Counselor Educators and one was a student. Two of the respondents identified as African American and one identified as Latino. The statements that were most like this motivation reflected an emphasis on family and community: (a) Education is an important value in my family and (b) I had a desire to help others and give back to the community. The respondents who loaded significantly on this factor responded: "My mother has taught me the value of education and made me aware of the importance of it," and "My ultimate goal has always been to find a way to help out disadvantaged people in my community or helping in developing new opportunities for people." In responses, they noted the important role that family and community play in motivating their pursuit of the degree, which may not be unique to the CES terminal degree.

Low ranked statements reflected obstacles that students needed to overcome in order to achieve their goals. These were: (a) I wanted to go through the dissertation process and (b) I wanted a continuous role of a student. The post-sort responses indicated how these were barriers to their success, but they were able to overcome them. One noted: "The dissertation process was the one thing that I dreaded when I started the program. This was actually one of the factors that almost kept me from applying to the PhD program." Another stated: "I didn't really have time for the demands of being a full-time student, but I had to do it." Overall, this perspective reflected a motivation to achieve their goals for family and community, no matter what the difficulties were. This factor is not specific to the CES doctorate versus doctoral study in general.

Areas of Consensus

Analysis revealed "consensus statements" highlighting areas of agreement, with no statistically significant difference in how these statements were sorted between factors (Brown, 1980, p.306). The more consensus statements shared between factors, the more similar the overall factors. The limited number of consensus statements suggested that the emergent motivations were distinct from one another.

There were two neutral consensus statements: (a) I wanted to be a better supervisor, and (b) I believed that by preparing counseling students to be qualified counselors I could help more of the public than by counseling alone. A neutral consensus ranking suggests that the respondents viewed these motivations as no more or less reflective of their motivations. This may be due to the concepts reflected in the statements. The first statement reflects a service (i.e., supervision) that many counselors provide with their master's degree. A respondent noted this by stating: "I could be a supervisor without my doctorate." Therefore, this aspect of motivation may not be as salient for pursuing a doctorate. The second statement, which addressed making a larger impact than counseling, may be neutral as a result of tone and phrasing.

The negatively ranked consensus statement was: I watched someone close to me pursue a doctorate, and I admired the process. One respondent noted: "I did not know anyone who has done this process." There were no other supporting statements for this negative ranking. However, that this statement was negatively ranked across all the factors suggested it was not a salient motivation for any respondent. In sum, the limited number of consensus statements (*n* = 3) and their rankings in neutral or negative areas suggested that the emergent motivations were distinctly different from one another.

Discussion

The goal of this research study was to identify motivations in pursuing a doctoral degree in CES. Several overlapping motivations between the CES degree and other disciplines were identified, such as to become a professor (Basalla & Debelius, 2007) and to advance one's career and have job security (Ivankova & Stick, 2007; Jablonski, 2001; Leonard et al., 2005; Scott et al., 2004; Wellington & Sikes, 2006). Respondents who specifically reported motivations of proving professional worth and attaining job security were all Caucasian women who noted they did not have encouragement or role models in education. This might reflect desires for breaking the glass ceiling in employment (Jackson & O'Callaghan, 2009). Opposed to specifying a particular job path or outcome, some participants cited motivations of personal achievement and self-determination, similar to previous higher education research (Jablonski, 2001; Leonard et al., 2005; Scott et al., 2004; Wellington & Sikes, 2006). Although many shared motivations were identified in this study and cross discipline literature on the pursuit of doctoral degrees, a closer look at the CES specific components of the factors suggests that individuals have motivations in line with the developmental roots of the degree, trends in potential career paths, and ideas similar to the philosophies and competencies of CES.

Earning a terminal degree in CES in order to attain professional goals was the most commonly cited motivation in the research. The majority of participants indicated their ultimate ambition of becoming a Counselor Educator as their main motivating factor, which is aligned with the historical development of the degree (Adkison-Bradley, 2013), and job placement upon graduation (Schweiger et al., 2011). The difference, however, was the emphasis on career options and the perception that although counselor educators may be working in academia, they may also supplement their time in other professional roles outside of the professorate. This is congruent with the emphasis on various preparatory experiences and study with the degree (Adkison-Bradley, 2013; CACREP, 2009).

Clinical leadership, including advanced professional identity, was also noted as an important factor in pursuing the CES degree. This factor suggests that professional leadership is important to many, while research and teaching might be deemphasized. This motivation supports the idea Sears and Davis (2003) stressed of leadership training being a foundational aspect in CES. Additionally, participants' desire to strengthen professional identity is associated with literature that has encouraged professional identity development in doctoral education (Adkinson-Bradley, 2013; Gazzola, DeStefano, Audet, & Theriault, 2011; Rasanen & Korpiaho, 2011).

External factors of family and community were also identified as motivating in the pursuit of a CES degree, particularly for participants of color. This is consistent with the literature that addresses the importance of family and community collectivism for both Latinos

(Torres-Rivera, 2004) and African Americans (Pack-Brown & Fleming, 2004). Participants who emphasized family and community also reported a desire to make societal impacts with the opportunities afforded by the degree. The motivating factor of wanting to be influential in society coincides with the emphasis on the integration of social justice in counseling pedagogy and the expectation of counselors to be social advocates for marginalized groups (Bemak & Chung, 2007; Lewis, Lewis, Daniels, & D'Andrea, 2011; Ratts & Wood, 2011).

Implications for CES

Awareness of students' motivations may foster student success by helping them match with relevant programs and faculty interests. Hoskins and Goldberg (2005) noted that students who experience an academic mismatch between their educational goals and their CES doctoral program will, in some cases, discontinue doctoral pursuit, or relocate to different CES programs. By eliciting information about students' motivations to pursue a CES degree by using professional goal statements in the doctoral program application process (Nelson, Canada, & Lancaster, 2003), counselor educators can assess for academic match and use this information to inform decisions about program admissions. Through talking with students about the motivations that have influenced their decisions to begin doctoral work in CES, Counselor Educators can help them find programs that will match their needs. For example, should master's students seek advisement on applying to doctoral programs, their program advisors can initiate a conversation about desires in seeking the degree. Once students are able to articulate motivations, they might feel more confident in the questions to ask and components to seek as they research a doctoral program. Further, if students have family and social support but lack interest in research (i.e., dissertation), they may benefit from a doctoral program that offers explicit and concrete support through the dissertation process, and a program closer to their support systems.

Peer and faculty support has been identified as a factor that positively influences the experiences of CES doctoral students (Protivnak & Foss, 2009), specifically for African Americans (Henfield, Owens, & Witherspoon, 2011) and women (Casto, Caldwell, & Salazar, 2005). Examination of student motivations may be beneficial when considering mentorship, since students are more successful when they are mentored by someone with shared interests and motivations (Protivnak & Foss, 2009). Borders and her colleagues (2011) shared that mentorship practices used with junior faculty should be extended to CES doctoral students who intend to seek Counselor Education positions. Although literature guides faculty in mentoring future Counselor Educators (Borders et al., 2011), Walker (2006) noted CES students who aspire to be practitioners lack mentorship. This area warrants further attention as the findings of the current study suggest some students might be motivated to pursue CES degrees to become clinical leaders.

By attempting to consider the diverse needs of students while balancing the needs of the profession, counselor educators may foster students' academic achievement and help them to seek related opportunities specific to their motivations and interest. This involvement can help students to acclimate to their first year of doctoral studies (Hughes & Kleist, 2005), and it may create an environment in which students feel that their voices are being heard and their goals are valued. Further, when provided a forum to verbalize motivations, students may better articulate needs.

Limitations

There are limitations to this study. Participants were either current students or graduates, and as such, they relied on memory for initial drives for the degree, and original motivations may have been diluted by experience. Additionally, the lack of diversity among this sample failed to capture the motivations of CES doctoral students and graduates who are ethnically and racially diverse. The sample also lacked sufficient representation from individuals who solely identify as clinicians and/or administrators. While it is understood that counseling professionals often have multiple roles, more pure motivations might be difficult to identify. Finally, as a number of participants were solicited at a national counseling conference, types of perceptions may have emerged in this environment, skewing the sample.

Future Research

Considering the numerous opportunities for CES doctoral graduates, the motivations revealed in this study can be researched further to identify their influence in academic program match, student involvement, and persistence to degree completion. Studies can also explore how students' motivations and the interests of their faculty mentors influence student-faculty relationships. Specifically, mentorship for doctoral level individuals with a motivation to be clinical leaders and continue their work as counselors can also be investigated to determine differences in clinical mentoring at the master's level. Future research might seek out a larger sample size of CES graduates who are working solely in research, clinical, or administrative settings, as these work environments were not fully represented in the present sample and may result in varied or additional motivations.

Conclusion

This study examined the motivations of students in and graduates of doctoral CES programs through a Q methodological study. Four motivations emerged from the sort that reflected different purposes for working towards the degree. The results have the potential to inform the work of the professorate by providing an understanding of the experiences of doctoral students in CES in terms of academic match and mentorship between faculty and students.

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Appendix

Factor Arrays and Distinguishing Statements by Factor

Factor	1	2	3	4
1. I wanted to work in a more desirable environment.	-1	2	0	-1
2. Education is an important valued in my family.	1	-4**	0	4**
3. I wanted to be a better supervisor.	0	0	1	0
4. Achieving a doctorate in CES is a personal accomplishment and goal for myself.	2	2	0	0
5. With a doctorate, people will take me more seriously.	-3**	3	0*	3
6. I enjoyed the power and attention I got while I taught.	-4	-4	1	0
7. I believed that by preparing counseling students to be qualified counselors I could help more of the public than by simply counseling.	-1	1	-1	0
8. I wanted to be more productive in society.	-1	1	-1	0
9. I wanted to be a more effective clinician.	0**	2	-2**	2
10. I wanted to teach future counselors.	4*	0	2	2
11. With a doctoral degree, I will be able to contribute to the field.	0	0	1	-1
12. People in my life pushed me/wanted me to pursue a doctorate.	-2	-3	-1	-2
13. The strength based focus of counselor education fit with me.	1	-1	0	1
14. I had support from faculty to pursue a doctorate.	1	-1	-2	1
15. I had a desire to help others and give back to the community.	2**	0	0	3**
16. I wanted to increase my wealth.	-4**	1	-1**	1
17. I wanted to be a leader for future generations of practitioners.	2	0	3	1
18. I wanted a faculty position.	2	3	0*	2
19. I was worried that I would "burn out" if I spent my whole career as a counselor.	-2	2**	4**	-3**
20. I wanted to talk to people about the core issues of their lives.	0	-1	-1	-1
21. I wanted to work with college level students.	-1	1	0	4**
22. I wanted to be a stronger professional.	3	4	-3**	3
23. I wanted to go through the dissertation process.	-2	-3	-4*	-3
24. I wanted to help students be prepared to practice their counseling in a legal and ethical manner.	0	0	3**	-1
25. I wanted the title of "doctor."	-3	1	-3	1
26. I received positive feedback from peers about my teaching skills.	-1	0	1	0
27. I watched someone close to me pursue a doctorate and I admired the process.	-3	-3	-1	-2
28. I wanted to provide counselors with guidance, increase their enthusiasm, and improve their skills.	3	-1	2	-2

29. I wanted to put myself in a position to influence counseling legislation.	-2	-2	4**	-1
30. I wanted to provide myself with a greater sense of job security.	-1	4**	-2	2**
31. I wanted a continuous role of a student.	-2	1	-1	-4**
32. I wanted to influence students to explore alternative perspectives.	0	0	2	0
33. I want to help future counselors see the nobility of what they are doing.	0	-2	1	-3
34. A doctoral program provided me with time self-reflection while continuing to feel productive.	0	-1	-2	-4*
35. I desired flexibility in pursuing my research interests.	-1	-2	-4*	-2
36. I desired flexibility in how I used my time, professionally and personally.	3*	1	1	-1*
37. I wanted to stay up to date in the counseling field.	-1	0	2	0
38. I wanted to have the possibility of having multiple roles as a professional, e.g., supervisor, researcher, clinician, administrator.	4	3	2	1
39. I wanted to increase my professional identity as a counselor.	1	-2**	3	1
40. Research was appealing to me, and I wanted to increase my research skills.	0	-2	-3	2**
41. I wanted to be prepared to increase the competence of future counselors ("a hand in future generations.")	1	-1	-1	-2
42. I wanted to challenge and prove myself.	1	2	-2	0
43. I wanted to surround myself with other students and professionals who had a passion for the counseling profession.	2	-1	1	-1

*Distinguishing Statement $p<0.05$
**Distinguishing Statement $p<0.01$

Counselor Education Faculty Positions: Requirements and Preferences in CESNET Announcements 2005-2009

Nancy Bodenhorn, Nadine Hartig, Michelle R. Ghoston, Jasmine Graham, Jesse J. Lile, Corrine R. Sackett, and Laura Boyd Farmer

Counselor Education faculty positions announced on CESNET from 2005 through 2009 (*N* = 424) were analyzed to ascertain current trends in required and preferred qualifications. Typical qualifications mentioned in announcements include education, and experience in clinical settings, teaching, and research. After a doctoral degree, the most common qualification included was experience in clinical settings, indicated by either years of experience or licensure eligibility. Half of the openings did not specify one specialty; school counseling was mentioned most often. Teaching and research requirements frequently referred to *potential* and *commitment.* Implications for faculty advisors and graduate students are included.

Keywords: Counselor Education, faculty, Counselor development, academic positions, Counseling.

Faculty members are frequently asked for advice on how doctoral students can best situate themselves to be competitive for academic positions. Historically, very few articles have included specific information about faculty hiring in the field of Counselor Education and Supervision (CES), and this has not changed according to recent literature reviews (DeGeneffe, Boland & Bishop, 2009; Warnke, Bethany, & Hedstrom, 1999). Zimpfer (1993) reported from a study of 1984-1985 CES graduates that 25 percent indicated a faculty position was in their 5-year professional goals. A survey of doctoral programs conducted for the National Board of Certified Counselors indicated that, in 1996, 34% of doctoral graduates found positions as Higher Education faculty in their first year (Hollis & Dodson, 2000). As described below, some researchers have examined faculty vacancies and announcements in the past. However, the unique focus of each study has provided limited and inconsistent information. This study was designed to provide current information on trends of required and preferred qualifications for faculty searches seeking Counselor Educators.

Previous researchers have examined position announcements, or surveyed successfully hired faculty members or department chairs. In 1998, Maples and Macari reported examining 100 faculty vacancies advertised in the *Chronicle of Higher Education* and in *Counseling Today* from 1995-1996. Responses were collected from 68 departments, representing 79 of the 100 openings. Respondents provided information about the search process, as well as demographic information about the successful candidates. Results indicated 21 (27%) of the announcements

included a preference for a school counseling specialty, which was nearly double the number of any other specialty. Of those who were hired into the positions, 66% had some teaching experience, with an average of five years. In another 1998 study, researchers asked department chairs from 42 of the then 68 Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited CES programs to rank order faculty hiring criteria. Responses indicated that the top three ranked criteria were considered in the following order of importance: PhD degree in CES, clinical experience, and graduate teaching experience (Rogers, Gill-Wigal, Harrigan & Abbey-Hines, 1998).

Magnuson, Norem, and Haberstroh (2001) included a review of announcements for CES faculty positions in *Counseling Today, The Chronicle of Higher Education,* and the *CESNET* listserv from October 1998 through July 1999. Results revealed 159 full-time faculty position openings during that time. The researchers sent surveys to the successful candidates. Of the 49 new CES assistant professors hired in one of those positions who participated in the study, 23 (47%) had received their doctoral degree in the previous year, and an additional 12 (24%) had earned their degree within the previous three years. Fifteen did not have any publications, while 34 had published in a state and/or national journal. Forty-five of the respondents (92%) reported that they had taught at the community college or university level, and all participants indicated that they had clinical experience. It is not clear whether reported experience included time from internships, full-time work, or both, but the median years reported (2 – 4 years, varying by specialty) would indicate that most of the new faculty respondents had experience in addition to their educational requirements (Magnuson et al., 2001). Clearly, these data represent only those who were successful in their search for academic positions.

Most recently, Bernard (2006) examined job positions advertised in *Counseling Today, APA Monitor on Psychology,* and *Chronicle of Higher Education* for both Counselor Education and Counseling Psychology doctorates from September 2003 – November 2004. This study included 520 announcements for tenure-track faculty, with 358 of those requiring or preferring a CES degree, with preference usually given to degrees from a CACREP accredited program. The author concluded that the Counselor Education doctoral degree has been established as an identity for counseling faculty positions (Bernard, 2006).

While there is some consistency in previous studies regarding faculty position requirements, much of the data are dated and represent a relatively short timeframe (one year to 15 months). The question remains: what are the current requirements and preferences for Counselor Education and Supervision faculty positions?

In order to provide accurate, recent data on what is included in advertisements for academic jobs in Counselor Education, the authors of the current study conducted a review of all academic positions announced through the *CESNET* electronic listserv from 2005 through 2009. Although previous studies have included multiple sources for information (CESNET, *Chronicle of Higher Education*, *Counseling Today*), the authors, based on either serving on recent hiring committees or contemporary involvement in the job search process, determined that at this time, the most comprehensive information regarding CES faculty jobs is available through CESNET. Furthermore, the information that is available on CESNET, due to economics, includes the entire job announcement rather than a shortened announcement in the other sources.

Methodology

The authors accessed five years of the *CESNET* archives from January 2005 through December 2009 for the data in the current study. The researchers started this study in 2010 and chose to include the most recent years for which a complete year of data was included. Five

years seemed appropriate to obtain comprehensive data about the current needs in the profession. Job announcements posted on-line in a cost-free environment such as *CESNET* include a more complete job announcement than those found in other formats for which the university has to pay. Therefore, the information gleaned from the *CESNET* announcements contained descriptions of required elements and preferred elements that are sometimes absent in the shorter advertisements.

The information from 424 position announcements on *CESNET* was charted according to university name, state, and start date for the position. This information was used to ensure that multiple listings were not included for the same position. The researchers noticed that some searches were extended with new start-dates, or re-listed with different information, in which case both listings were included. This was contrary to the Bernard (2006) methodology, wherein she did not want to include false positives and did not include any announcements that were potentially the same position. Based on the understanding that some positions can go unfilled and are then re-opened, the researchers decided a new date or change in qualifications could open the position to a new group of applicants, and thus included both as unique positions. Additionally, some announcements indicated that there were two positions available. In this case, that announcement was entered twice to represent each job possibility.

The first author provided a spreadsheet for the information, including two sample announcements and appropriate charting, to each of the last five authors. Each author was responsible to search the archives of a given calendar year for full-time positions announced during that year and chart the information provided. The primary information included on the spreadsheet and analyzed in the study included the following: *level/rank* (Assistant/Associate/Full Professor); *specialty area* (specialty was separated by whether this was required or preferred; if more than one was included, all were included on the chart); *experience* (counseling, teaching and publication; in each of these categories, researchers indicated if experience was required, preferred, and included additional information indicated in the announcement). If additional criteria were included that did not fit into the chart as created, that information was added in an "extra" column. Some of the criteria mentioned in the "extra" columns resulted in additional categories described in the results section.

Although more specific information about a position is occasionally available through other resources, the information included in this study is limited to what was provided directly on the *CESNET* listserv. Researchers conducted analysis of the data using EXCEL by frequency counts.

Results

Level/Rank

During the five year span including 2005 – 2009, 424 position announcements were analyzed; 164 for an Assistant level position, 159 for an Assistant/Associate level, and 101 for Associate/Full/Chair or Open to any level. Although the authors created a distinction in the results between the Assistant and Assistant/Associate level announcements, doctoral graduates seeking a first academic position would be eligible for both positions.

Location

Geographically, the positions parallel the sizes of the Association of Counselor Education and Supervision (ACES) regions, with the largest number of positions (193) available in the Southern (SACES) region, led by 47 positions in Texas, 24 in Virginia, and 20 in Georgia. Universities in North Central (NCACES) advertised 120 academic positions during this five year period, with 29 in Illinois and 25 in Ohio. North Atlantic (NARACES) universities had 61 positions available, with 22 in New York State; and the Western (WACES) region had 30 positions available, with 14 in California. Finally, the smallest number of openings was announced in the smallest ACES region: Rocky Mountain (RMACES), which had 20 positions, 12 of which were in Colorado.

Education

All positions required a PhD, preferably in Counselor Education and Supervision. Eight percent (n=32) of the announcements indicated specifically that ABD (all but dissertation) applicants would also be considered.

Specialty

A required or preferred specialty was indicated in the announcements in one of two ways: either it was clearly stated within the announcement or it was indicated in a statement of specific work experience. Specialties included school, community/mental health, marriage and family, rehabilitation, college, and addictions. If two specialty areas were mentioned (e.g. school/mental health), the announcement was included in the grouping of not indicating a specialty. Overall, more than half of the postings did not indicate an area of specialty. See Table 1 for results.

Experience: Teaching

Table 1 also includes the results indicating levels of teaching experience required and desired. Only two of the Assistant Professor announcements specified the amount of experience required, both of which indicated a minimum of three years. Differentiated from experience, an additional 30 (18%) indicated a requirement of potential or commitment to teaching. Examples include "demonstrated teaching potential", "strong potential for excellence", "strong commitment to excellence in teaching and advising", and "excellent teaching skills."

Only one of the postings in the Assistant/Associate announcements indicated a minimum number of years of experience, that being two years. Two announcements indicated a teaching experience requirement in order for the applicant to be considered at the Associate level. An additional 21 announcements (13%) included similar language regarding potential or commitment as was described in the Assistant level section.

Of the 101 positions seeking Associate/Full/Chair or Open ranks, only one of those indicated a minimum, which was five years. While the other announcements did not specify required teaching experience, none of them used the previous language of potential or commitment.

Table 1
Criteria Included in Position Announcements for Different Academic Levels

Criteria	Assistant (n=164)		Assistant/Associate (n=159)		Associate/Full/Open (n=101	
	Required	*Desired*	*Required*	*Desired*	*Required*	*Desired*
Specialty						
School	26% (42)	23/85[a]	27% (43)		21% (21)	
Community/ Mental Health	13% (22)	3/85[a]	8% (13)		5% (5)	
Other (rehab, family, college)	9% (15)	4/85[a]	13% (21)		2% (2)	
None or more than one	52% (85)		52% (82)		73% (73)	
Experience						
Teaching	29% (47)		38% (61)		48% (48)	
Counseling	34% (56)	35/70[a]	44% (70)	23/59[a]	23% (23)	8/78[a]
School	21/56		34/70		5/23	
Community/ Mental Health	15/56		12/70			
License/ license eligible (and not required clinical experience)[b]	23% (38)	10%(7)	18% (30)	15% (9)	25% (25)	3% (2)

Note: [a]Desired criteria were only mentioned by those that did not indicate a required criteria (required specialty or experience in years or licensure). [b]In order not to double-count the requirement of experience, these numbers include only those who did not indicate that they required clinical or counseling experience previously. Announcements that indicated both counseling experience and licensure/eligibility are included only in the Experience results.

Experience: Counseling

As can be seen in Table 1, more announcements indicated required counseling experience than teaching experience. Most announcements did not indicate a minimum number of required years of counseling experience. However, 15 announcements did include this information and indicated 1 – 4 years of required counseling experience, with two and three years being the most commonly mentioned (n=5 each).

Requirements were also indicated in the area of counseling licensure or certification, which in many states can be evidence of years of experience. Requirements for eligibility included Licensed Professional Counselor (LPC), School Counseling, Certified Rehabilitation Counselor (CRC), Licensed Marriage and Family Therapist (LMFT), or Licensed Mental Health Counselor (LMHC). While some states may require hours that can be completed within the

confines of Master's and Doctoral internships, other states require 4000 hours, which involves at least two years of full time work to complete. As indicated in Table 1, almost one quarter of the announcements that did not specifically require experience did indicate a requirement for licensure or certification. The results in the table include those that indicated licensure only if they had not also indicated experience, as including these responses in both categories would inflate the results since licensure automatically implies experience. Thus, 136 (83%) of the Assistant Professor announcements, and 132 (83%) of the Assistant/Associate announcements included counseling experience or licensure as either required or preferred. For the higher ranks, 58% included counseling experience or licensure as either required or preferred.

Experience: Research

Approximately half of the announcements at all levels included some statement about research, although specific requirements were not indicated. Eighty-four (51%) indicated that applicants needed to "demonstrate potential for conducting research", provide "evidence of or potential for scholarly productivity", or exhibit an "ability to develop or continue a strong research agenda."

Additional Requirements

Additional comments added to the announcements included 38 (23%) that indicated graduation from or experience with a CACREP program was required; 28 (17%) that indicated a commitment to and experience with diverse populations and social justice issues; 12 (7%) that indicated a professional affiliation and/or leadership with the American Counseling Association (ACA), the American School Counseling Association (ASCA), or the Association of Counselor Education and Supervision (ACES), as well as a professional identity as a counselor educator; and 9 (5%) that indicated a requirement for supervision experience or ability.

Discussion

The results of this study support and add to results of previously conducted studies, as well as a report prepared for ACES (Barrio Minton, Myers, & Morganfield, 2012). The position locations are consistent with the study conducted in 2006 of positions advertised in 2003 – 2004 (Bernard, 2006). Both studies reported the numbers of postings are proportionate to the size of ACES regions. Additionally, it appears that a doctoral degree and clinical experience are considered the most important qualifications for CES faculty positions, similar to the results found in Rogers, et al. (1998). Barrio Minton, et al. (2012) received more comments from their participants (department chairs asked about future hiring needs in CES) about research and clinical preparation than about teaching preparation, concluding that these areas may be of most significance to the chairs.

In the five-year period examined, there were, on average, 85 faculty openings per year, 65 of which were announced for positions available to recent graduates (Assistant level). Barrio Minton, et al. (2012) indicated that in the three years from 2010-2013, department chairs anticipate 186.5 CES positions, averaging to 62 new positions per year. The number of doctoral graduates who will be seeking these positions is challenging to predict, as the number of CACREP accredited CES doctoral programs has expanded from 39 in 2000 to 60 in 2011

(CACREP, 2011), and CES doctoral graduates have a wide variety of employment opportunities in addition to faculty positions (Zimpfer, Cox, West, Bubenzer, & Brooks, 1997). Although it is not possible to predict a number of applicants who might be available to apply for any given faculty position, most faculty searches are considered quite competitive, so the need for applicants to be prepared to meet more than minimum expectations is important.

A further look at the numbers is warranted to understand current national trends in higher education. According to the data kept by the U.S. Department of Education National Center for Educational Statistics, the number of full-time faculty has remained relatively stable between 1987 – 2001, but the percentage of faculty that are full-time tenure-track faculty members is a smaller percentage of that total. In 1987, 66% of all faculty were full-time, and in 2001, 55.5% were full-time (as cited in Ma, 2004). The American Association of University Professors reported this trend as well, indicating that between 1975 – 2003 the percentage of part-time faculty across all disciplines rose from 30% to 46%; full-time non-tenure track rose from 13% to 19%, full-time tenure track decreased from 20% to 11%, and full-time tenured decreased from 37% to 24% (as cited in Ma, 2004). Similarly, the *Chronicle of Higher Education* (2010) published a report indicating that, between 1993-2007, full-time, tenure-track positions have risen at a much slower rate than other university positions such as full-time non-tenure track and part-time positions. In the field of Counselor Education, trends identified in 2000 by Hollis and Dodson included: "The percentage of time individuals spend teaching may not be the major change as much as adding faculty members, some of whom will be on a part-time basis" (p.142). Barrio Minton, et al. (2012) also found that most of the anticipated openings were not expected to be tenure track. Thus, variations in the number of CES faculty openings may be a balance between shrinking numbers of available full-time tenured position, the increase in recognition of counselor education degrees as found by Bernard (2006), and the CACREP requirement for core faculty to either be experienced in teaching in a CACREP program or having an earned doctorate in CES by 2013 (CACREP, 2011). All of the announcements evaluated from the *CESNET* listserv in this study were for full-time positions, although some were announced as temporary for 1 – 3 years. Temporary positions, or especially part-time positions, might be advertised locally rather than in national outlets, as it is not as likely that someone would make a long move for a part-time position. Thus, additional temporary or part-time positions may not have been included in this study.

The profession of Counselor Education is likely to be impacted in a variety of ways if the university trend to hire more part-time faculty members continues. Faculty mobility and availability may shift, as non-tenure track positions are less predictable and less stable. Women and non-whites are historically overrepresented in non-tenure track positions compared to tenure track faculty (National Center for Educational Statistics, 2010a, 2010b: Wolfinger, Mason, & Goulden, 2009), and these positions pay less than full-time tenure track positions (Wolfinger et al., 2009). While CES has a goal of diversification, it should not be with a model that has reportedly created a class system. According to Wolfinger et al. (2009), "adjunct faculty, in short, are second class citizens in almost every respect. They represent an academic analog of the 'feminization of poverty,' given that adjuncts are disproportionately likely to be women" (p. 1595). If this trend continues, the competition for the tenure track positions, the focus of the data in this article, is likely to become more intense.

In concurrence with Rogers, et al., (1998), all assistant or assistant/associate positions in the current study required a Ph.D. (or ABD) in Counselor Education, 83% required or preferred counseling experience or licensure/certification, and approximately one-third required teaching

experience. In the current study, the researchers found that counseling experience and licensure/certification qualifications were indicated more specifically than the other areas of experience. This is possibly due to the fact that years of counseling experience are easier to quantify than success in teaching or research, but is likely to also be an indication of the preference documented in Rogers et al. that counseling experience is considered vital for faculty members. This is also reflected in the recommendations for writing a curriculum vitae: "it is important to showcase counseling or mental health experiences that have led to particular teaching, supervision, and practical skills that make each applicant attractive to the search committee" (Yocom, Bruce, Cochenour & Box, 1999, p. 263), as well as the statement "applicants need to demonstrate they have real-world clinical experience that informs their teaching and research" (DeGeneffe et al., 2009, p. 43). In other words, there is recognition that counseling experience leads to teaching, research, supervision, and practical skills.

While counseling experience was most clearly included as a required or preferred qualification in the faculty announcements during the time frame of 2005 - 2009 covered in this study, it is also evident that teaching and research are important aspects. Each seemed to be equally important, and yet poorly defined in the requirements. "Commitment" and "potential" can be hard to prove, but some involvement in teaching and publication seems to be an advantage in the academic search process.

Between 1990 and 1993, Maples, Altekruse, and Testa (1993) documented an increase in the request for a school counselor specialization. The current study found this trend has continued, as did Barrio Minton et al. (2012). Although not the majority of positions, the most common specialty area endorsed was school counseling. The need may be an indication that fewer school counselor professionals choose to make the change into a faculty position; thus, there is greater demand. Some faculty have noticed that there are fewer doctoral graduates with experience and expertise in school counseling, possibly and anecdotally due to the fact that school counselors who have secure and lucrative positions may not be willing to leave that security to enroll in a doctoral program. Mental health professionals may see more benefits of obtaining a doctoral degree while staying in the clinical area, while those in the school system might not experience the same benefits or opportunities (Barrio Minton et al., 2012; personal communication, Robert Urofsky, Director of Accreditation, CACREP, July 6, 2011). Alternatively, those who start their career with an academic position in mind infrequently choose to pursue experience between their master's and doctoral programs in the field of school counseling. There are currently 277 CACREP accredited programs in Community, Mental Health, Clinical Mental Health and Marriage and Family Counseling programs, and 214 accredited programs in School Counseling. The need for School Counselor Educators is thus likely a combined impact of a greater number of school counseling master's students as compared to other specialties, and fewer numbers of doctoral graduates with school counseling experience. The 2009 CACREP Standards do require programs to have core faculty with relevant preparation and experience in the assigned program area. Therefore, if a department has a School Counseling program, it needs to have at least one faculty member who holds that specialty training or experience, which occurs at the master's level as opposed to the doctoral level (personal communication, Robert Urofsky, Director of Accreditation, CACREP, July 6, 2011).

Although it is not clear from this study how many academic positions were filled by people with school counseling experience, how many applicants applied for different openings, or how many current doctoral graduates have experience in various specialty areas to meet this

ongoing need, there does seem to be a continuing need for Counselor Education faculty with school counseling experience.

Limitations

As indicated earlier, there is a possibility that additional faculty positions were announced in venues other than *CESNET*. Additionally, the positions included in this analysis only included full-time faculty openings. Results are not available as to the availability of applicants for each of the openings, nor about the qualifications of those hired for the positions. Results were not categorized by type of institution according to Carnegie classification, or by whether the institution offered only master's level CES degrees or included a doctoral CES degree, which might impact the position requirements.

Implications for Future Research

Although this study found a requirement or preference for counseling experience in faculty position announcements, it is not clear whether internship experience is considered satisfactory for some of these positions. Certainly, the announcements that specify a minimum of two or three years of experience are indicating that more experience is needed than is gained in the educational process. More clarification is needed to fully understand the expectation of previous counseling work for faculty positions. Additionally, it is not clear whether or if there is a preference for the timing of the counseling experience. The announcements indicate the experience should be gained prior to applying for faculty status, which could include experience either between the master's and doctoral programs, during a doctoral program in part-time positions, or after the doctoral program. Magnuson et al. (2001) reported that almost half of the successfully hired new faculty in 1998 had earned their doctoral degree in the previous year, but it is not clear whether being a new graduate is considered an advantage in comparison to applicants who may have earned their degree earlier. Further research would clarify whether the timing of one's counseling experience has an impact on faculty hiring.

Because many states certify or license (at least provisionally) school counselors immediately after the completion of their master's degrees, while LPC licensure frequently requires additional hours (up to 4500) under supervision, it is not clear from the announcements whether a school counselor license/certification without more experience than the master's internship would meet the minimal qualifications. As there is a need for Counselor Educators in the school counseling specialty area, this should be clarified.

As alluded to in the Discussion section, the wording in job announcements is frequently crafted carefully. Quantity is easier to discern than quality, and announcements are often written to cast a wide net and allow for a maximum number of qualified applicants to apply. However, the descriptors of "potential" and "commitment to" as used in the qualifications of teaching and research create a challenge for applicants and search committees. Further investigation of the hiring decision process regarding how these qualifications are demonstrated or evaluated would be helpful to candidates. While this study provides some insight into the positions available during 2005-2009, information about candidates who were successful in their faculty searches would be helpful.

The Counselor Education profession would also benefit from a clearer understanding of the wider university trend toward fewer tenure-track positions. The trend may be partially due to

economics (Clark, 2005), but other forces could be impacting this trend as well, and the profession would benefit from understanding the implications. If, indeed, doctoral graduates seeking academic positions are increasingly going to find part-time or non-tenure track university positions available, this may influence decisions of entering doctoral programs. Moreover, the level of research involvement may be impacted, as research and publications have been major expectations for tenure, but part-time and non-tenure track positions generally do not require a research agenda. Continued research is important to advance our profession, thus it will be important to cultivate avenues for research development. Additionally, to help understand the professional opportunities for doctoral graduates, research could be conducted to establish faculty trends and impacts within the field of Counselor Education. Admittedly, this study analyzed data that were aimed at nationally advertised positions. A supplementary study to see if additional positions are open and advertised more locally would be an interesting addition to the literature.

It is also interesting to note that only a few announcements (5%) included a requirement or preference for supervision experience or ability. Further research is needed to understand why this aspect of CES faculty expectation was mentioned so infrequently. It is possible that CES search committees assume that teaching counseling includes supervising, or that supervision responsibilities are being handled by clinical or non-faculty personnel. Clarification and further research is needed about whether or how supervision experience fits into the academic job search process.

Implications for Counselor Education Faculty

This study has many implications for the following Counselor Education faculty roles: advisors for master's students who indicate an interest in a doctorate, admission committee members for doctoral students, advisors for doctoral students preparing for an academic job search, and as search committee members for faculty colleagues.

Master's student advisors might suggest that future doctoral students gain their years of experience prior to entering their doctoral programs, and encourage the student to consider school counseling. Doctoral admission committees should consider the experiences that students gain prior to admission, and honestly discuss with applicants the potential challenges in a future faculty search if that is their direction. Some doctoral programs have a policy of admitting only students who have at least two years of clinical experience, while other doctoral programs may have built in avenues for students to gain counseling experience beyond the doctoral internship hours. In 2000, the edition of *Counselor Preparation* indicated that more than half (33 of 54) of the responding programs required work experience prior to their Doctoral admission, and the average requirement was 1.7 years (Hollis & Dodson, 2000). In the 2008 edition, about one-third (16 of 45 responding programs) indicated they required work experience for admission (Schweiger, Henderson, Clawson, Collins & Nuckolls, 2008). However, the wording on the survey used for both reports did not indicate whether the experience needed to be in the counseling field, and the number of required years reported in 2000 (1.7 years) was similar to the number of years indicated as required for admission to a master's program (Hollis & Dodson, 2000). Therefore, it is not clear from those studies whether and how much post-masters counseling experience is needed for doctoral admission.

As advisors to current doctoral students, faculty might apprise their students using the information gleaned from this study in order to encourage activity in the areas that will

advantage students in a faculty search. Many advisors are in positions to help their students become more involved in counseling work, teaching, or research. Discussions and programs for doctoral students about the faculty search process should start early in the doctoral program. Doctoral graduates should also be aware of current trends in academia, including the trends toward more part-time and non-tenure track positions.

As search committee members and professional leaders, faculty should honestly and candidly evaluate what they value in their colleagues. Counselor Educators have a professional niche, and this seems to be reflected in the necessary qualifications to be successful in a faculty search. Further research and discussion in broader professional arenas about the impact of experience as an entry requirement might benefit the CES professional identity. The results reported in this study indicate that counseling experience is important in the academic search process, but not if or how that experience impacts the profession. What does the profession gain by establishing a norm for faculty to have counseling experience? Assuming that many professional leaders and research objectives arise from faculty, further understanding of what is gained from this experiential background would benefit the profession.

Implications for Counselor Education Students

Master's students who are seriously considering academia as a future profession within the field of Counseling should consider the qualifications sought in the position announcements. It seems wise to factor in at least two years of counseling experience, and students should consider the best timing for this experience. There was also a more frequent call for school counseling as a background than for any other specialty. Therefore, if master's students are considering a variety of specialty possibilities, gaining experience in the schools may be beneficial in a future faculty search. When looking at doctoral programs, students should ask about and evaluate the potential for counseling, teaching, and research experiences during the program and assess their needs considering their previous experiences.

Doctoral students looking for academic positions should understand the expectations of the position they are seeking, both in securing the position and then being successful once hired. The trend toward fewer tenure track positions may result in lower research expectations for those hired in these positions. Because this study did not identify many of these part-time or non-tenure track positions, it is not clear whether the expectation to gain these positions would include involvement in research. The competition for faculty positions is stiff, so doctoral students should attempt to satisfy both the required and the preferred qualifications announced for current position openings. CACREP doctoral requirements indicate that internship experiences should be completed in teaching and (as of the 2009 Standards) explicitly include research as an internship option. Although it is not entirely clear how hiring committees evaluate the commitment or potential for teaching and research indicated in the announcements, it would seem prudent to gain as much direct experience in these areas as possible, beyond the minimal requirements of a teaching internship and the dissertation. One might also conclude that the most competitive candidates for faculty positions will have at least two years of counseling experience and will have obtained professional licensure or certification. If this is not completed prior to doctoral enrollment, plans should be developed to gain this experience either during the doctoral program or after earning the doctorate and before applying for faculty positions.

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Moving Beyond CACREP Standards: Training Counselors to Work Competently with LGBT Clients

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This article suggests specific training standards are needed to challenge the silence around lesbian, gay, bisexual and transgender (LGBT) issues in Counselor Education and to eliminate heterosexist practices in counseling training. The manner in which the CACREP Standards address the LGBT population is questioned, and the second draft of the 2016 standards continues to be vague concerning this population. The challenge of utilizing the historically exclusive and presently inclusive term "multicultural" in counseling when considering the LGBT population is examined. Recommendations for Counselor Education programs to go beyond the CACREP minimal standards for preparing students to provide culturally competent services for the LGBT population are offered.

Keywords: CACREP, LGBT, multicultural, diversity, accreditation, Counselor Education

An estimated four million people in the United States self-identify as lesbian, gay, bisexual, or transgender (LGBT) (Gates, 2012). The LGBT population not only experience oppression and discrimination because of their sexual identity, but also have higher rates of suicide and violent attacks (Baker & Garcia, 2012). The psychological well-being of LGBT individuals can be negatively impacted by these experiences as well as the daily experience of heterosexism and inequitable rights (Hatzenbuehler, McLaughlin, Keyes, & Hasin, 2010). The counseling community can serve as allies and advocates by offering culturally sensitive services to members of the LGBT community and actively demanding equal rights under the law. However, research indicated that LGBT clients who engaged in counseling often report being dissatisfied with the experience (Grove, 2009; O'Neill, 2002). Furthermore, the literature showed that both counselors in-training and counselors in the field reported a lack of dedication to affirmative practice and training from their counselor education programs and an overall lack of competence regarding working with LGBT clients (Dillon, Worthington, Savoy, Rooney, Becker-Schutte, & Guerra, 2004; Farmer, 2011; Matthews, 2005).

Without specific standards for training counselors to work competently with LGBT clients, low or absent levels of training may continue. Specific training standards are necessary to challenge the silence around LGBT issues in counselor education and change heterosexist practices in counseling training. Therefore, it is argued that the Council for Accreditation of Counseling and Related Educational Programs (CACREP) offer explicit training standards for gaining knowledge, skills and practices for working with LGBT clients. The purposes of this article are to: (a) consider the historical perspectives and implications for using both the exclusive and inclusive meanings of the term "multicultural" in addressing the needs of LGBT clients, (b) provide a rationale for the need for more specificity in the CACREP Standards to train future counselors to work with the LGBT population, and (c) share recommendations for counselor education programs to go beyond the CACREP minimum standards for preparing students to provide culturally competent services for clients who identify as LGBT.

CACREP Standards

Since its inception in 1981, CACREP has been the gold standard-bearer for Counselor Education programs. A review of the literature over the past 20 years revealed that few counselor educators challenged the validity of the CACREP Standards prior to 2009 or found them to be problematic (McGlothin & Davis, 2004; Schmidt, 1999). As CACREP continues to revise its standards for accreditation, the field of professional counseling also continues to modify itself to keep pace with an increasingly diverse and dynamic society. CACREP's evolution to become more diversity sensitive and inclusive may have led to the deemphasis of certain expressions in order to provide a more general application of the standards. The 2001 standards specifically included language addressing the impact of sexual orientation in its definition of social and cultural diversity.

> "…studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities…" (CACREP, 2001, II.K.2, p. 12-13)

However, in the 2009 Standards this language was dropped (CACREP, 2009). The Standard now states, "…studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society…" (CACREP, 2009, II.G.2, p. 9). The Glossary definition for *multicultural* is: "term denoting the diversity of racial, ethnic, and cultural heritage; socioeconomic status; age; gender; sexual orientation and religious and spiritual beliefs, as well as physical, emotional, and mental abilities" (CACREP, 2009, Glossary, p. 60). While a definition of *multicultural* was included in Draft #1 and Draft #2 of the 2016 CACREP Standards, more specific standards that directly reference the LGBT community including "gender identity/expression" were not included.

Historically, *multicultural groups* referred to people of color; thus, the revision of the Standard to what may be viewed as more inclusive language is a concern. Without *gender identity/expression* as the authors propose appearing as a category of a multicultural group in addition to sexual orientation, the requirement to understand the "cultural context" (CACREP, 2009, II.G.2, p. 9) of these clients may be ignored. It is therefore our opinion that lack of specificity in the Drafts of the 2016 Standards (CACREP 2012, 2013) regarding gender

identity/expression and sexual orientation is a concern as counselor education programs have recently come under fire for requiring students to work with sexual minorities and affirm the sexual orientation and gender identity/expression of their clients regardless of their religious beliefs. Most notable are Ward vs. Eastern Michigan University and Keeton vs. Anderson-Wiley, et al. at Augusta State University (Oppenheimer, 2012). While both universities have pointed to the ACA Code of Ethics (2005) to document the wrong in refusal to treat LGBT clients, it is problematic that the CACREP Standards do not offer any specificity or clarity with regard to this population. Additionally, legislation is making its way through several state houses, which would allow counseling students to refuse services to those who identify as LGBT.

Historical Perspectives

With the impact that the rise of multiculturalism has had on the profession as well as the standards for accreditation, it is important to consider the historical evolution of the term *multicultural counseling*. Following psychodynamic, behaviorist, and humanistic schools of thought to explain human behavior, multiculturalism emerged as a fourth force in the history of counseling, followed by social justice counseling rooted in advocacy (Ratts, D'Andrea, & Arrendondo, 2004). Over the past 20 years, two main schools of thought emerged regarding how to define multiculturalism in counseling. While Locke (1990) and others advocated for a more specific view of multicultural counseling that focuses on racial and ethnic minorities, another school of thought embraces inclusion of multiple variables (Israel & Selvidge, 2003). For example, Pederson's (1991) definition of multiculturalism in counseling is less specific and includes: race and ethnicity, age, gender, religion/spirituality, socioeconomic status, language, location of residence, sexuality, etc. LGBT scholars and others have found that both schools of thought fall short in educating counselors on how to integrate multicultural competencies in their practice (Bieschke, McClanahan, Tozer, Grzegorek, & Park, 2000; Graham, 2009).

Association for Multicultural Counseling and Development

The Association for Multicultural Counseling and Development (AMCD), a division of the American Counseling Association (ACA), was founded in 1972. AMCD, formerly known as the Association for Non-White Concerns, has worked toward its goal to "develop programs specifically to improve ethnic and racial empathy and understanding" (AMCD, About AMCD). A major contribution of AMCD is its development of multicultural competencies for counselors working with clients from diverse cultural backgrounds. While the AMCD Multicultural Counseling Competencies (Arredondo et al., 1996) include detailed core competencies, its focus is primarily on the impact of ethnicity and does not include specific language including the LGBT population (Arredondo et al., 1996). Although the standards refer to the impact of heterosexism in its delineation of the skills necessary for multiculturally competent practice, the skill standard does not expand on the concept or operationalize how sensitivity to heterosexism affects the interventions provided.

Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling

Originally known as The Gay Caucus in 1975, the Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC) became an ACA division as the need for the recognition of LGBT counseling professionals became a necessity to its members (Logan & Barret, 2005). Over the course of ALGBTIC's growth, the mental health needs of the LGBT population combined with the societal impact of the AIDS epidemic highlighted a void of information in the development of practitioners to work with this population. By the end of 1997, ALGBTIC created a set of competencies that it deemed imperative in providing clinical services to members of the LGBT population (Logan & Barret, 2005). In its mission statement, ALGBTIC now strives:

> to promote greater awareness and understanding of gay, lesbian, bisexual, and transgender (GLBT) issues among members of the counseling profession and related helping occupations.
>
> to improve standards and delivery of counseling services provided to GLBT clients and communities.
>
> to identify conditions which create barriers to the human growth and development of GLBT clients and communities; and use counseling skills, programs, and efforts to preserve, protect, and protect such development.
>
> to develop, implement, and foster interest in counseling-related charitable, scientific, and educational programs designed to further the human growth and development of GLBT clients and communities.
>
> to secure equality of treatment, advancement, qualifications, and status of GLBT members of the counseling profession and related helping occupations; and to publish a journal and other scientific, educational, and professional materials with the purpose of raising the standards of practice for all who work with GLBT clients and communities in the counseling profession and related helping occupations. (ALGBTIC, Discussion section para.1)

Generally, the AMCD and ALGBTIC movements occurred independently of one other. According to Israel and Selvidge (2003), AMCD and ALGBTIC at times differed with each other as both aimed to have their respective multicultural components move from the margins to the center of the Counselor Education training curriculum. Conversely, both are inextricably tied based on their respective political and social justice movements within the profession. While different in their groups of focus, they are complementary organizations that seek to improve the life experiences of their respective constituencies. Working together, both groups can learn from each other and create curriculum and standards that will lead to the training of counselors who are competent to work with racial, ethnic, or LGBT clients. Israel and Selvidge recommended, "The foundation of multicultural counseling can be extended to provide a framework for counselor competence with LGB clients" (p. 84). An approach to counselor development that considers the intersection of the concerns of both organizations could be fostered to recognize the unique experiences of clients.

The Inclusion of Diversity and Advocacy Standards

Over the past decade, studies pointed to the importance of diversity and advocacy in Counselor Education (Chang, Crethar, & Ratts, 2010; Chang & Gnika, 2010; Chen-Hayes, 2001;

Kiselica & Robinson, 2001). McGlothin & Davis (2004), found that social and cultural diversity ranked as the third most beneficial core standard perceived by educators, practitioners, and students. In a review of research, Worthington, Soth-McNett, and Moreno (2007) showed that counselors who possess multicultural counseling competencies had better success in working across racial and ethnic differences. From the perspective of the client, research also showed that counselors who practice in a multiculturally competent manner were perceived to be more attractive, trustworthy, and expert.   Further, clients viewed the strength of the counseling relationship as greatly enhanced by practitioners who support multicultural intentionality in their work (Fuertes & Brobst, 2002).

Social justice counseling emerged as the *fifth force* in the field of counseling offering an innovative paradigm for understanding the impact oppression on a client's mental health (Ratts, 2009). Counselors were encouraged to consider the importance of cultural and sociopolitical factors when conceptualizing and treating the concerns of clients (Lewis, Ratts, Paladino, & Toporek, 2011; Ratts, Toporek, & Lewis, 2010). Social justice counseling as a counseling theory was anchored in advocacy work (Ratts, 2009). Specifically, this fifth force of counseling required that the professional identity of counselors include that of advocate and vocal, active agent of change (Ratts, 2009). Social justice counselors are expected to disrupt the status quo in society and dismantle systems that keep their clients oppressed and thus negatively influence psychological well-being.

In 2003, ACA adopted Advocacy Competencies to assist established and emerging counselors in identifying appropriate levels of advocacy for a range of diverse clients with diverse concerns surrounding issues of oppression, injustice, inequity, or other external barriers (Lewis, Arnold, House, & Toporek, 2002). The ACA Advocacy Competencies incorporate multicultural and community counseling foundational tenets (Lewis, Lewis, Daniels, & D'Andrea, 1998; Sue, Arrendono, & McDavis, 1992). Using this paradigm, counselors actively address and remove oppressive barriers in the lives of their clients when possible, and support their resilience. Examples of advocacy include making educational environments a safe place for LGBT students, providing a list of resources and supportive networks for LGBT clients and their families, and closing gaps in mental health and community services available to LGBT clients (Singh, 2010).

Consistent with trends in the literature, the 2001 CACREP Standards included a diversity and advocacy component in the professional identity and specialty areas of professional practice (CACREP, 2001, II.K.1, p. 12; CACREP, 2001, VI, p. 30-58). The new component was specialized for each area of practice and included specific knowledge, skills, and practices subsections that provided more depth. However, the language that was included in this new component remained vague in considering the LGBT population with the use of such umbrella terms as "diverse populations" and "multicultural groups," listing sexual orientation in the definition of *multicultural* in the glossary and not including sexual identity/expression. The diversity and advocacy header was not stated in the first or second drafts of the 2016 CACREP Standards, and there is no clear mention of the LGBT population (CACREP, 2012, 2013) Thus, it continues to be left to each training program whether or not to acknowledge LGBT clients as part of the terms "diverse populations" or "multicultural groups" used by CACREP. Programs may take a similar absent or ambiguous stance in preparing students to work with the LGBT population.

The Need for Addressing the Absence of Specificity

In considering how best to prepare future counselors, Counselor Educators should be aware of the beliefs of emerging professionals. The attitudes of those who enter the profession have been historically negative toward individuals who identify as LGBT (Newman, Dannenfelser, & Benishek; Rainey & Trusty, 2007). In a study of masters-level counseling students, Rainey and Trusty (2007), found the quality of previous experience with those who identified as LGBT, religiosity and political views predicted attitudes held toward clients of a differing sexual orientation. Negative prior experiences with LGBT individuals, high levels of religiosity, and conservative political views had a marked impact on how the future clinicians conceptualized LGBT clients (Rainey & Trusty, 2007). While counselors may make focused efforts to prevent the imposition of values, the internalization of societal biases can affect therapeutic efficacy in ways that are unknown to the counselor (Welfel, 2006). Thus, counselors may inadvertently impose their values or the values dictated by societal norms upon their clients without being aware of actually doing so. Further, studies of the LGBT population indicated that 25% to 65 % of the LGBT populations seek counseling, at a rate two to four times higher than their heterosexual counterparts (Israel, Gorcheva, Walther, Sulzner, & Cohen, 2008; Robinson-Wood, 2009). Robinson-Wood (2009) also cited that emerging professionals have not been provided appropriate training to develop competency in working with the LGBT population. Both Robinson-Wood (2009) and Israel, et al. (2008) cited the relative dissatisfaction that this population had with practitioners who were not versed in the application of appropriate interventions or the impact that societal subjugation and marginalization had on the counseling process. As a result, a majority of those who seek counseling terminate prematurely, are reluctant to re-engage in the process, and have a negative opinion of those in the helping profession (Israel et al., 2008).

In adding to the curricular experiences of students in Counselor Education programs that faculty members are specifically charged with providing (Das, 1995; Dinsmore & England, 1996; Holcomb-McCoy & Myers, 1999), ethical codes from: the *ACA (2005), American Mental Health Counselors Association (AMHCA, 2010),* the *American School Counselor Association (ASCA, 2010*, and the *National Board for Certified Counselors (NBCC, 2010)* are necessary supplements to the CACREP standards as they include developing multicultural/diversity competence in professional practice. Each of the aforementioned ethical codes makes a direct reference to sexual orientation (*ACA Code of Ethics*, Sections C.5, p. 10 & E.8, p. 13; *AMHCA Code of Ethics*, Sections C.2, p. 9 & D.2, p. 10; *ASCA Ethical Standards for School Counselors*, Preamble, p. 1 & Section E.2, p. 5; *NBCC Code of Ethics*, 26, p. 3).

While the efficacy of CACREP-accredited programs in preparing counselors for entry into the profession is evidenced by performance on the National Counselor Examination (NCE), little evidence has been reported regarding the level of competency that students attained (Adams, 2006; Schmidt, 1999). Moreover, measuring students' multicultural competencies is complicated given the global definition in the CACREP Standards.

Going Beyond the Standards: Recommendations for Counselor Education Programs

The authors suggest that programs go beyond what is minimally required by the CACREP Standards to train students to work competently with LGBT clients. This may ensure that culturally competent training for working with the LGBT population will be both

acknowledged and comprehensively addressed. A summary of key empirically-based issues, which should be addressed in training programs, is provided in the Appendix as a foundation for programs to reexamine the knowledge disseminated to emerging counselors. The following recommendations are also offered for Counselor Education training programs:

Clearly and intentionally include the LGBT population within the scope of multicultural counseling and training. It is critical that programs move working with LGBT clients from the margins to the center of multiculturalism in counseling. Programs are cautioned to avoid unintentionally marginalizing LGBT clients and students by not acknowledging this minority group in training. Failing to address the concerns of this population in training may be considered a form of systemic prejudice or discrimination. Specialization-specific contextual dimensions needing elaboration, as well as empirically-based key issues, are offered in the Appendix.

Confront heterosexism and transphobia by encouraging more affirmative language. Counselors who are new to working with and addressing concerns of LGBT clients may unintentionally engage in bias in language and practice. This is a natural part of the development to becoming culturally competent (Ridley, 2005). Examples of this form of unintentional bias include assuming that all couples consist of a male and female and that a child has parents of the opposite sex, using official forms that only have the designation of married or single, and assuming that a single person is not same-sex partnered ("Allies & Advocates," 2012). Giving clients an opportunity to share the expression of their gender using a blank line versus a male or female check box may be very affirming to a transgender client and play a role in the early building of trust and rapport with an LGBT client.

Unpack your "invisible knapsack" of heterosexual privilege (McIntosh, 1989, p. 10-12). McIntosh's (1989) seminal work challenges the reader to become aware of the unearned privileges or benefits whites in the majority culture automatically enjoy that people of color may not have. Heterosexual privilege is granted automatically for being heterosexual (or perceived as such) and is denied to members of the LGBT community ("Gender Equity Resource Center," 2012). It is important for counselors to recognize the ways heterosexual privilege can affect their work with LGBT clients. Developmental milestones, such as the coming out process, may be taken for granted, and the degree to which an LGBT client lacks social support may be overlooked or undervalued (Association of Lesbian, Gay, Bisexual, and Transgender Issues in Counseling, 2009). Additionally, counselors who are unaware of their own heterosexual privilege may fail to see the impact of being unable to be around others who espouse similar identities and face the same societal challenges (Grove, 2009).

Make the program's stance on the inclusion of competency training to work with LGBT clients visible in recruitment and public relations materials and media. Educate prospective students about the program's multicultural diversity and advocacy training that includes work with LGBT clients. Programs can clearly specify the importance of training future counselors to work competently with LGBT clients through a mission statement, an explicit commitment to a diversity and social justice statement, or a reference to the ethical codes that specifically include sexual orientation and gender expression/identity. Faculty can show examples of how the commitment to the mission statement is operationalized and regularly put in practice in their program. Programs are encouraged to display the inclusion of LGBT issues in their curriculum by posting syllabi and related course products online, highlighting relevant presentations by faculty and students, sharing a list of LGBT sensitive texts and articles used in course work, and listing professional affiliations of faculty members.

Integrate multicultural competency training for the LGBT population across the curriculum. Relegating this topic to one course in multicultural counseling training and/or making this training the responsibility of one faculty member may suggest that competently providing services for LGBT clients may not be a commitment of the program or all faculty members. All instructors should find ways to implement competency training for working with this population in their courses through case studies, article reviews, training films, documentaries, and self-examination learning activities (Burnes & Singh, 2010).

Form partnerships with diverse training sites where students can gain valuable opportunities to work with LGBT clients. The best way to improve skills is through practicum or internship training working with sexual minorities. Programs should be proactive and intentional in finding training sites where students may be afforded the opportunity to work with sexual minority clients for individual, group, couples, and family counseling.

Collaborate with local community or campus LGBT organizations and/or alliances to offer training and experiential opportunities for students. Provide opportunities for students to expand their knowledge base and level of interactions with the LGBT community by engaging in Safe Space, Safe Zone, or similar trainings that address homophobia and illuminate the needs of the community. Members from these organizations can also serve as an advisory body to strengthen the relationship between the program and the local LGBT community.

Engage in multicultural counseling competence and skills training as an emerging or established counselor. Multicultural counseling competence is a developmental journey that begins as a counselor education student and continues throughout the counselor's career. Counselors at all developmental stages are challenged to recognize their biases and how they may unintentionally lead to discriminatory and culturally incompetent practices in working with others who are perceived as being culturally different. Depending on when faculty members completed their training programs, multicultural counselor education may not have been required in the curriculum. Since heterosexism has historically been omitted or under-addressed in training, it is critical that counselor educators participate in professional development to hone their skills and engage in critical self-reflection around issues of oppression and equity for the LGBT population.

Incorporate faculty and student accountability by adopting the ALGBTIC Competencies for Counseling Lesbian, Gay, Bisexual, Queer, Questioning, Intersex, and Ally Individuals (LGBQIQA) and other informal and formal assessments to assess student skills. By using the ALGBTIC competencies as a guide, programs can begin to offer training relevant to working with sexual minority clients. It will be important to evaluate student attitudes and competencies before, during, and after the training in order to provide feedback to the program on the strengths and weaknesses of training. Programs can create informal assessments or adopt formal tools such as Bidell's (2005) Sexual Orientation Counselor Competency Scale (SOCCS).

Remember that identities are fluid, multidimensional, and intersectional. Counselors have multiple identities that simultaneously intersect and may influence the lens through which they see the world and how the world may see them. Considering issues of privilege, oppression, and intersectionality is encouraged when conceptualizing the presenting concerns of LGBT clients. For example, an African American lesbian is vulnerable to experiencing oppression as a woman, an African American, and a lesbian. By focusing on only one identity, the counselor may neglect the simultaneous impact of the other equally important multicultural factors in her life. D'Andrea and Daniels' (2001) RESPECTFUL counseling model is an integrative and

multidimensional approach to addressing and understanding the multiple factors that influence the psychological development of the client as well as the practitioner.

Advocate for more specificity in the CACREP Standards. Programs are strongly encouraged to take an active role by submitting feedback regarding the lack of specificity in the Diversity and Advocacy areas. Professional counseling organizations can create and disseminate position statements regarding draft changes in CACREP Standards. Reverting to specific language in the 2001 CACREP standards and stressing the need for programmatic integration of the competencies advocated by ALGBTIC would provide counselor education programs more guidance in addressing the needs of the LGBT population.

Interrupt the heterosexist status quo by being a LGBT ally. A LGBT ally is "a heterosexual individual who is supportive of lesbian, gay, bisexual, and transgender persons" ("LGBTQ Allies," 2012). Silence on issues important to LGBT clients may be perceived as endorsing the heterosexist status quo. Counselor educators are in a position of power by advocating for the rights and concerns of the LGBT population through their teaching, supervision, scholarship, and service. Being a vocal, active LGBT ally includes being willing to be open-minded, actively confront one's own prejudices, and advocate for the rights and inclusion of those who identify as LGBT, even when it is uncomfortable or unpopular.

Conclusion

Without clear CACREP Standards, training programs may intentionally or unintentionally undervalue the importance of training students to develop competencies in counseling members of the LGBT community. While the addition of the Diversity and Advocacy component was a positive change to the 2009 CACREP standards, it does not specify competency requirements for working with sexual minorities. The vague language in the drafts of the CACREP 2016 Standards addressing sexual orientation mirrors how members of the LGBT population are marginalized by society-at-large. CACREP's lack of specificity may influence accredited programs to hold a similar, marginal stance to LGBT-specific educative and training endeavors.

Until CACREP Standards hold programs responsible for providing competency training to work with LGBT clients, they are a minimal guide in preparing future counselors to work with LGBT clients and to advocate for equal rights. Counselor Education programs are encouraged to interrupt the status quo by going beyond what is prescribed by CACREP to develop more competent clinicians to serve the LGBT community.

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Appendix

Specialization-Specific Areas of Competency

Specialization(s)	Dimensions Needing Elaboration (CACREP Draft #2, 2013)	Empirically-based Key Issues
Addiction Counseling	- Contextual Dimensions (J): factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders - Contextual Dimensions (L): importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process - Contextual Dimensions (N): culturally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process	- Academic programs are not providing the foundation for effective practice (Matthews, Selvidge & Fisher, 2005). - Substance abuse is a coping mechanism which results in dependency (Cabaj, 2000). - LGBT clients are more likely to use and abuse substances (CSAT, 2001). - Drug and alcohol use is caused in part due to internalized homophobia (Cheng, 2003). - Counselor education programs should address sexual identity development considering that acceptance of self is a contributing factor of substance use (Weber, 2008).
Career Counseling	- Contextual Dimensions (I): factors that affect clients' attitudes toward work and their career decision-making processes - Contextual Dimensions (K): implications of gender roles and responsibilities for employment, education, family, and leisure	- Coming out is a key issue which should be addressed in the counseling process (Pope et al., 2004). - Co-existing and competing minority statuses have a marked impact on career-related decisions (Datta, 2009). - Transgender issues related to insurance coverage and use of the correct pronouns in practice should be focused on (Kirk & Belovics, 2008). - Dual identity development as well as a hyper-focus on career-related endeavors has an impact on the well-being of clients (Lyons, Brenner & Lipman, 2010). - Past experiences of LGBT discrimination and dual minority status contribute to negative work-based outcomes (Schneider & Demito, 2010).
Clinical Mental Health Counseling	- Contextual Dimension (P): cultural factors relevant to clinical mental health counseling	- The prevalence of mental disorders is higher among gay and bisexual men (Cochran, Sullivan, & Mays, 2003). - Gay-related stress is a predictor of depressive symptoms (Lewis, Derlega, Griffin, & Krowinski, 2003)
Marriage, Couple, and Family Counseling	- Contextual Dimensions (H): structures of marriages, couples, and families - Contextual Dimensions (K): human sexuality and its effect on couple and family functioning - Contextual Dimensions (P): cultural factors relevant to marriage, couple, and family	- Same gender couples face the additional challenge of the expectation of raising a heterosexual child with increased recrimination if the child identifies otherwise (Lev, 2010). - Initial establishment of same-sex families in a heteronormative society place the family at a distinct disadvantage (Gianino, 2008). - Proposed and passed legislation which places same-sex families in a reduced capacity in society has marked psychological consequences (Rostosky, Riggle, Horne, Denton & Hullemeier, 2010; Horne, Rostosky & Riggle,

	functioning, including the impact of immigration	2008). - Therapists should make an active commitment and communicate their stance as an LGBT-affirmative practitioner (McGeorge & Carlson, 2011).
School Counseling Postsecondary Counseling	- Contextual Dimensions (F): school counselor roles as leaders, advocates, and systems change agents in P-12 schools - Contextual Dimensions (G): school counselor roles in consultation with families, school personnel, and community agencies - Contextual Dimensions (J): current trends in higher education and the diversity of postsecondary education environments - Contextual Dimensions (L): environmental, political, and cultural factors that affect the practice of counseling in postsecondary educational settings	- Environmental stressors as well as policies of exclusion have profoundly a negative impact on development (Kosciw, Grytak & Diaz, 2009). - The establishment of positive environments specifically for students developing or espousing an LGBT identity is critical (Birkett, Espelage & Koenig, 2009). - Support for LGBT students above and beyond what is typically offered is critical as the impact of bullying is impacts these students to a larger extent (Espelage, Aragon & Birkett, 2008). - Negative behavior and academic issues can be the manifestation of difficulties related to an emerging LGBT identity (DePaul, Walsh & Dam, 2009).