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Relationships among perceptions of support, experiences of gatekeeping, and burnout in counselor educators and supervisors

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RELATIONSHIPS AMONG PERCEPTIONS OF SUPPORT, EXPERIENCES OF GATEKEEPING, AND BURNOUT IN COUNSELOR EDUCATORS AND SUPERVISORS

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RELATIONSHIPS AMONG PERCEPTIONS OF SUPPORT, EXPERIENCES OF GATEKEEPING, AND BURNOUT IN COUNSELOR EDUCATORS AND SUPERVISORS

A

DISSERTATION

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Abstract

RELATIONSHIPS AMONG PERCEPTIONS OF SUPPORT, EXPERIENCES OF GATEKEEPING, AND BURNOUT IN COUNSELOR EDUCATORS AND SUPERVISORS

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Counselor educators and supervisors carry out the responsibility of ensuring that counselors in training are competent and fit for practice. Burnout can occur when stressors in the workplace are not addressed. Engagement in the role of gatekeeper and perceptions of support can be factors that impact burnout in counselor educators. The exploration of variables that may relate to counselor educator burnout would benefit the counseling community including counselor educators, counseling students, counseling clients, and the community at large. There has been a paucity of research exploring the relationships among faculty members' perceptions of support, experiences of gatekeeping, and burnout in counselor educators and supervisors. This study examined relationships among faculty members' perceptions of support, experiences of gatekeeping, and burnout in counselor educators to determine whether faculty members' experiences of support and gatekeeping predicted counselor educator burnout. A correlational analysis explored the relationships among faculty members' perceptions of support, experiences of gatekeeping, and burnout in counselor educators, and a regression analysis explored whether faculty members'

experiences of support and of gatekeeping predicted counselor educator burnout. The number of participants was 86. An alpha level of .05 was used for all statistical tests. Faculty members' perception of support and burnout were statistically significant and positively correlated with large effect size (r (84) = .63, p < .001) and experiences of gatekeeping and burnout were found to have a statistically significant and positively correlated relationship with a medium effect size (r (84) = .47, p < .001). A significant regression equation was found F (2, 85) =31.323. p < .001, with an R^2 of .43. Perceptions of support and experiences of gatekeeping were significant predictors of burnout.

Keywords: gatekeeper, counselor educators and supervisors, counselor educator, faculty members, perception of support, gatekeeping, burnout

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Chapter 1

Introduction

Master and doctoral level counseling programs in the United States are growing at a rapid rate (CACREP, 2015; CACREP, 2019). The rapid increase in student enrollment, doctoral graduates, full-time faculty members, and programs accredited by Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016) underscores the necessity for reinforcing systems that, when neglected, may lead to counselor educator burnout. Counselor educators without meaningful system supports may experience burnout which in turn may impact students, colleagues, clients, community, and ultimately society (Hill, 2004; Sangganjanavanich & Balkin, 2013). Meaningful system supports include an atmosphere of support for Counselor Education and Supervision (CES) faculty members and departmental and institutional policies and procedures for gatekeeping that are well understood, accepted, and implemented fairly by faculty members (Savicki & Cooley, 1982). This research focused on examining relationships among experiences of faculty members' perceptions of support, experiences of gatekeeping, and counselor educator burnout.

Since the inception of CACREP in 1981, growth in institutions accredited by CACREP has been shown to have increased by an average of 8% annually, with some years surpassing a 14% growth rate (CACREP, 2013). The number of CES faculty members employed by CACREP-accredited programs has increased from 2,070 full time faculty members in 2014 (CACREP, 2015) to 2,817 full time faculty members in 2018 (CACREP, 2019), an increase of 36% in four years. In the CACREP vital statistics report published in 2015, there were 284 institutions offering a total of 639 CACREP-accredited

counseling programs in the United States. The CACREP annual report published in 2019 reported that there were 405 institutions offering a total of 871 CACREP-accredited counseling programs. Data from CACREP reports published in 2015 and 2019 were compared and the result demonstrated an institutional increase of 42.6% and a program increase of 36.3% in four years. CACREP (2016) offers accreditation to multiple specialties within the counseling field including Clinical Mental Health Counseling (CMHC). The 2015 CACREP vital statistics report noted there was a total of 121 CMHC, CACREP-accredited programs (CACREP, 2015) as compared to 328 CMHC, CACREP-accredited programs in 2018 (CACREP, 2019), an increase of 171% in four years. Doctoral programs accredited by CACREP increased 27% from 2014 to 2018 (CACREP, 2017; CACREP, 2019) and from 2017 to 2019 CES program graduates increased 35% (CACREP, 2017; CACREP, 2019).

CES faculty members are tasked with ethical, professional, and institutional responsibilities in support of the counseling profession (Harrichand et al., 2021). The American Counseling Association Code of Ethics (ACA, 2014) outlines the foundational ethical mandates for counselors, counselor educators, and supervisors. Among those are the requirements that CES serve as professional role models for counselors in training (ACA, 2014; F.7.a.). Assessment, remediation, and dismissal are integrated into the CES role (ACA, 2014; F.6.b.), and as part of the primary professional counselor identity, CES monitor their effectiveness using peer consultation (ACA, 2014; C.2.d.). Finally, as counselors, CES monitor themselves for physical, mental, and emotional impairment, and take action to ameliorate impairment and to provide support for colleagues who are experiencing impairment (ACA, 2014; C.2.g.).

As CES faculty members engage in academic duties such as gatekeeping, the perception of social, departmental, and institutional support may influence CES faculty members' wellbeing. The perceptions of support and experiences of gatekeeping may be factors that predict CES experience of burnout. This study was designed to better understand the relationships among CES perceptions of support, experiences of gatekeeping, and CES burnout. This research used data gathered from participants to better understand whether perception of support can predict CES burnout.

Counseling programs are entrusted with developing and implementing policies and procedures to monitor students' progress and to identify students who may be experiencing problematic behaviors or who are failing to gain necessary skills or competence (CACREP, 2016). These gatekeeping policies are unique to each institution (Crawford & Gilroy, 2013). While academic literature has explored models and processes of gatekeeping in counselor education, there is no single model universally applied to the gatekeeping process (Crawford & Gilroy, 2013).

Crawford and Gilroy (2013) surveyed 112 master's level counseling program coordinators or department chairs. The study found that 92% of counselor educators reported at least one student with problematic or dispositional concerns; approximately 20% of these students were dismissed from programs over the course of five years (Crawford & Gilroy, 2013). Of the identified students who were offered and accepted remediation, 71% of students were able to successfully remediate (Crawford & Gilroy, 2013). While 33% of dismissed students appealed the dismissal, only 11% of those who appealed were reinstated by programs (Crawford & Gilroy, 2013).

Statement of the Problem

As the need for counselor educators in the United States continues to surge and CACREP accredited programs continue to grow to match the needs of the country, it becomes increasingly relevant to focus on the relationships between factors that may contribute to CES burnout (Harrichand et al., 2021). Faculty members who do not experience supportive conditions, including lack of resources, may be more susceptible to experiencing burnout (Sabagh et al., 2018). Burnout was found to contribute to poor mental health, a decrease in physical health, and possible impact on job performance or job longevity (Sabagh et al., 2018). CES faculty members' perceptions of support may be influential in the satisfaction, retention, and development of faculty (Larson et al., 2019). In a modeling study that explored social support throughout the life span, perception of support served as a buffer to stress and was suggested as a precursor of resiliency (Feeney & Collins, 2015).

Counselor educators and supervisors work in a discipline founded on ethical codes of conduct, professional standards, and accreditation standards (ACA, 2014; CACREP, 2016). To effectively graduate counselors in training who meet criteria as professional counselors, counselor educators are required to assess student progress and competence (Harrichand et al., 2021; Kimball et al., 2019). Within the structural components of ethical codes and accreditation standards for CES is the role of gatekeeper (ACA, 2014; CACREP, 2016). Counselor educators may experience challenges during the execution of the role of gatekeeper (Brear et al., 2008; Chang & Rubel, 2019; McAdams et al., 2007; Teixeira, 2017).

Research Questions

With a rapid increase in number of students, programs, and faculty needed to meet the mental health needs of communities across the United States, it is important for the counseling community to better understand how relationships among variables may impact CES burnout (Harrichand et al., 2021). Using research questions to explore these relationships may provide the CES departments and programs with needed information needed to forestall or minimize CES burnout (Sangganjanavanich & Balkin, 2013). For this study, the hypothesis was that there is a relationship between core faculty members' perceptions of support and CES burnout; there was a relationship between experiences of gatekeeping and CES burnout; and that core faculty members' perceptions of support and experiences of gatekeeping predicted CES burnout.

The purpose of this study was to understand how core faculty members' perceptions of support and the gatekeeping experience related to CES burnout, and if core faculty members' perceptions of support and the gatekeeping experience predicted CES faculty member burnout. Core faculty are full-time counselor educators and supervisors, meet CACREP standards for the core designation, and are responsible for policies, procedures, and curricula for a program (CACREP, 2016). The predictor variables were perception of faculty support and experiences of gatekeeping, and the criterion variable was burnout. The research questions were:

- Is there a relationship between faculty members' perceptions of support and faculty member burnout for CES core faculty members?
- Is there a relationship between experiences of gatekeeping and faculty member burnout for CES core faculty members?

- Do experiences of gatekeeping and faculty member perception of support predict CES core faculty member burnout?

Rationale for the Study

This study was undertaken to better understand how CES burnout is related to experiences of gatekeeping and faculty member's perceptions of support. Counselor educators contribute to the counseling profession by ensuring that new graduates exhibit competence and fitness as professional counselors (ACA, 2014). CES serve as gatekeepers for the sake of the students, future clients, and the community (Miller & Koerin, 2002). Academic challenges such as negative experiences with students may increase the incidence of burnout for CES (Savicki & Cooley, 1982). Understanding how variables such as gatekeeping experiences and perceptions of support relate to burnout for CES may inform the development of policies and procedures for counseling programs (Glance et al., 2012). Knowledge about the influence of mentorship and resources for CES may effect a change in departmental support for faculty members (Eaton et al., 2015). Increasing awareness of problematic and systemic fractures may illuminate the process of training CES, hiring CES, and retaining CES (Eaton et al., 2015). There is a gap in the literature exploring the experiences of gatekeeping and CES faculty members' perceptions of support on burnout. As the need for core CES faculty increases and more programs become affiliated with CACREP, understanding variables that may be related to CES burnout could benefit counselor educators, counseling students, and the community served by mental health professionals (Harrichand et al., 2021).

Theoretical Framework

Adult learning occurs in the context of experience, exposure, reflection, and the application of knowledge (Knowles, 1978). Adult learning theory is predicated on constructivism (Knowles, 1978). Constructivism, as it relates to adult learning, is the process of meaning making through knowledge and experience resulting in a restructuring of how adults process and understand new information (Biggs & Tang, 2011). Learning can be understood through the lens of developmental processes (Piaget, 1964; Vygotsky, 1930, as cited in Cole et al., 1978). Sociocultural theory proposed the idea that learning occurs in social context and that experiences precede learning (Vygotsky, 1930, as cited in Cole et al., 1978). Adult learning occurs within a constructed framework that supports the learner's efforts while encouraging learner self-efficacy. Vygotsky (1930, as cited in Cole et al., 1978) suggested that support from a more knowledgeable other (MKO) within a supported framework would increase a learner's ability to be successful. It is from a social constructivist perspective that the researcher believes that adult learning occurs (Biggs & Tang, 2011). While adult learning theory is traditionally applied to an academic environment where the adult learner is a student, adult learning may occur in many contexts (Merriam, 2004).

Intentional practices to decrease burnout for core faculty members such as sharing resources, crafting clear departmental policies and procedures of gatekeeping, proactive mentorship in counseling programs, and institutional support of faculty members may benefit CES (Sabagh et al., 2018). These practices are possible through shared experiences and resources, an atmosphere of faculty member support, and an environment which encourages collegiality and growth through a framework of more established faculty

members engaging with newer faculty members (Sabagh et al., 2018). Adult learning theory, within a social constructivist framework, provides the rationale that with a supportive scaffolding structure in place, faculty members may learn how to cope with pressure from the gatekeeping role and decrease the rate of burnout (Knowles, 1978; Vygotsky, 1930, as cited in Cole et al., 1978).

Limitations of the Study

While this research may provide valuable information about how CES core faculty members related to burnout, there may be other unknown variables that contributed to CES burnout. This research relied on convenience sampling to survey CES core faculty members across the United States. Survey research is often utilized for optimizing access to discrete populations; however, convenience sampling may not provide results that are as generalizable as randomly sampled populations (Sheperis et al., 2016). Self-reporting strategies may be influenced by multiple factors including selection bias and participation bias (Sheperis et al., 2016). While previous literature has explored faculty member burnout, gatekeeping experiences, and perception of support, there is a lack of previous research that focuses on CES burnout as it relates to CES gatekeeping experiences and CES faculty members' perceptions of support. It was necessary to rely on research from other disciplines and generalize about findings in support of learning how the variables, perception of support and experience of gatekeeping, related to burnout in CES faculty members.

Definitions of Terms

The operational definitions of the major terms in this study include the following:

Perceptions of Support

Perceptions of Support is defined as the personal assessment of how much social, departmental, and institutional systems influence the individual's sense of belonging, assurance, resilience, and sustainability (Feeney & Collins, 2015; Schaufeli & Bakker, 2004; Welsh & Metcalf, 2003).

Burnout

Burnout is a term that indicates an outcome measured by using the Copenhagen Burnout Inventory (CBI; Kristensen et al., 2005).

Gatekeeping

Gatekeeping is defined as a process by which counselor educators and supervisors monitor student progress, competence, and fitness through assessment, remediation, and dismissal on an ongoing basis from entry into the program through graduation of the student (ACA, 2014; CACREP, 2016; Foster & McAdams, 2009).

Core Faculty Members

Core Faculty Members is a term for full-time counselor educators and supervisors who have doctoral degrees and have been designated by the program in which they teach as core faculty members (CACREP, 2016).

Counselor Educator and Supervisor

Counselor Educator and Supervisor (CES) is defined as faculty members who are graduates of a doctoral program specializing in counselor education and supervision who teach master's level counselors in training or CES doctoral students (CACREP, 2016).

Chapter 2

Literature Review

Adult learning (Knowles, 1978) was based in part upon the influences of sociocultural theory. Sociocultural theory suggested that learning occurred in relation to experiences and that construction of knowledge can be scaffolded so that learners can experience support within the zone of proximal development (Vygotsky, 1930, as cited in Cole et al., 1978). This supported learning environment encouraged learners within a framework that could offer varying degrees of support that could vary with each learner (Vygotsky, 1930, as cited in Cole et al., 1978). Adult learning theory proposed that adults bring lived experiences to new situations, integrate new knowledge, reflect upon the synthesis of what was understood and new information, and transform previous understanding through meaning making (Biggs & Tang, 2011). It is through the lens of adult learning theory that previous research was explored as it related to perceptions of support, experiences of gatekeeping, and burnout.

Perceptions of Support

"Of utmost importance in helping someone to overcome a burn-out is support. He must have a support group around him" (Freudenberger, 1974, p.165). Cohen and Syme (1985) defined social support as "the resources provided by other persons" (p.4). Zhou and George (2001) identified social support for coworkers as both emotional support and task-specific support. Social support increases agency (Campbell & O'Meara, 2014) and may assist in the development of professional identity (Mikkola et al., 2018). Perception of support may be deconstructed into two components, affective and instrumental support (Mathieu et al., 2017). Affective support has been described as emotional support,

friendliness, and personal advice while instrumental support has been described as support that involved tasks and included, work related guidance, aid, problem solving, and navigating resources (Ducharme & Martin, 2000; Feeney & Collins, 2015).

Departmental support can be explained as positive engagement between more experienced faculty members and less experienced faculty members (Sorcinelli & Billings, 1993). An increase in collegial departmental leadership can positively influence the sense of departmental cohesiveness (Sorcinelli & Billings, 1993). Mentorship can be instrumental in building connectivity and a sense of inclusivity (Eaton et al., 2015).

Institutional support may influence job satisfaction (Sangganjanavanich & Balkin, 2013) and faculty member retention (Neale-McFall et al., 2020). Workload, expectations of service and research, and pay are institutional factors that influence faculty members' perceptions of support by the institution (Sorcinelli & Billings,1992). These institutional variables impact all faculty members regardless of faculty member position or rank (Welsh & Metcalf, 2003).

Social Support

Characteristics such as age, gender, social class, and personal dispositions may influence if and how an individual seeks or accepts support (Richman et al., 1993). Social competence and the ability to attract and maintain social supports may be better predictors of an individual's capacity to navigate adversity (Cohen et al., 1986). While family members, close friends, and partners may be able to provide emotional support to faculty members, they may not have the knowledge to provide instrumental, task-oriented support (Richman et al., 1993). Social support does not mitigate the negative physical or psychological impact of unrewarding work (Ducharme & Martin, 2000) but may have a

buffering effect during stressful times (Zimet et al., 1988). Feeney and Collins (2015) suggested that positive relationships served as a buffer during times of stress and that supportive relationships may assist an individual to gain resiliency.

Work and relationships outside of the workplace have been found to influence each other, with stressors in one domain impacting the other (Norling & Chopik, 2020). Institutional support of balance between personal obligations and work obligations was found to positively predict perception of work life balance by faculty members (Denson et al., 2018). Newer faculty members expressed more satisfaction and intention to remain on the job when they had faculty member role models who demonstrated successful work life balance (Campbell & O'Meara, 2014).

Job satisfaction and stressors were studied in 119 new and pre-tenured faculty members at the University of Massachusetts (Sorcinelli & Billings,1993). Sorcinelli and Billings (1993) stated that new faculty members found balance between work demands and a personal life to be more difficult than expected. While home, family, and friends can be supportive, they demanded a great deal of a new faculty member's time as did commitments to the university (Austin & Rice, 1998; Sorcinelli & Billings, 1993). Affective and instrumental workplace social supports were found to have a positive influence on job satisfaction (Ducharme & Martin, 2000). In a study that explored the health and wellbeing in adults across the lifespan, individuals who valued friendship were found to have "better functioning" (Chopik, 2017, p. 408).

In a Portuguese research project, professionals (N = 92) working in higher education were studied to better understand presenteeism, being physically present but unable to engage in work due to health concerns (Magalhães et al., 2022). Peer social

support decreased presenteeism and increased quality of life (Magalhães et al., 2022). A study of corporate employees (N = 321) in the midwestern region of the United States, found there is a positive association between psychological wellbeing and coworker support (Singh et al., 2019). Support from family was found to be negatively associated with reports of burnout (Baruch-Feldman et al., 2002). Faculty member support may be instrumental in decreasing job stress (Ducharme & Martin, 2000), and supportive relationships positively influence worker satisfaction (Hodson, 1997).

Departmental Support

Faculty member peer support in the form of specific assistance and resources was found to be more helpful than a friendly manner for new faculty members (Sorcinelli & Billings,1993). Sorcinelli and Billings (1993) found that, "chair and colleague relations contribute significantly to new faculty members' sense of commitment and loyalty" (p. 16). Hill (2004) noted that pre-tenured faculty members struggled to convert unrealistic expectations into realistic goals due to "insufficient and unclear feedback from their academic colleagues" (p.139). Support from coworkers was found to have a positive effect on retention, job satisfaction, and avoidance of burnout (Norling & Chopik, 2020). Creativity and problem solving were found to serve as positive responses to job dissatisfaction and were fostered by coworker support (Zhou & George, 2001). Encouragement, feedback, and acceptance of new ideas by coworkers increased employee satisfaction and camaraderie (Zhou & George, 2001).

At the University of Massachusetts Amherst two cohorts of faculty members (*N* = 119) assessed job satisfaction, work stress, and to better understand how the university could increase job satisfaction (Sorcinelli & Billings,1992). Faculty members' perceptions

of departmental support were related to mentorship (Eaton et al., 2015). However, Sorcinelli and Billings (1992) found that mentorship was often not sought out by pre-tenured faculty members. Mentorship within a department can be informal or formal but serves to increase a sense of connection to the department (Eaton et al., 2015). While less formal mentorships may be more engaging on a personal level, structured mentoring is more effective in providing connection for female and minority faculty members who may not be spontaneously mentored by more traditional faculty members (Eaton et al., 2015). Female faculty members and minority faculty members reported fewer opportunities for mentorship from more experienced faculty members (Sorcinelli & Billings,1992). Hill (2004) suggested that pre-tenured faculty members seek mentorship from more established peers as the pre-tenured faculty members navigate the process of tenure.

Eaton et al. (2015) noted that departmental mentoring was a better predictor of perception of support than mentoring at an institutional level. Engagement and retention of faculty members may be tied to perception of support within the department and influenced by mentoring (Eaton et al., 2015). Austin and Rice (1998) found that clear feedback from mentors was necessary for pre-tenured faculty members to feel supported by their peers and to feel that their efforts to reach departmental expectations were being met. Job resources such as support and feedback from colleagues was found to positively relate to work engagement for employees (Schaufeli et al., 2009). Schaufeli and Bakker (2004) stated that "proper feedback fosters learning, thereby increasing job competence" (p. 298).

Institutional or Organizational Support

Eisenberger et al. (1986) reviewed over 70 studies about the relationship between employee wellbeing and organizational support. A meta-analysis of the data suggested that

perception of organizational support is related to job satisfaction and engagement by employees (Eisenberger et al., 1986). Eisenberger et al. (1986) explained Organizational Support Theory (OST) as a theory that describes the relationship between an organization and employees. Employees' perceptions of organizational support are based on the idea of reciprocity; employees work hard to gain organizational approval and in return, employee needs are met, hard work is appreciated, the organization benefits, and the employee feels the organization is committed to them (Eisenberger et al.,1986).

In a cross-sectional study of faculty, staff, and administrators ($N = 80$) in higher education, participants were surveyed to gauge perceptions of institutional support including perception of support for community engagement, perception of the presence of institutional support, and the influence of perception of support on retention (Lewing, 2019). An increased perception of institutional support was found to increase faculty member engagement and commitment to an institution (Lewing, 2019). However, Kossek et al. (2011) noted that employee perception of support required the organization to provide resources so that work and personal demands could be met. In a study of 733 substance abuse counselors, the impact of mentorship on employee wellbeing within an organization was analyzed (Baranik et al., 2010). The study found that perception of organizational support increased when mentors endorsed mentees to higher level members of the organization (Baranik et al., 2010).

Job satisfaction increases with tenure, and job satisfaction is impacted by organizational and internal controls (Sangganjanavanich & Balkin, 2013). A quantitative study ($N = 157$) of female members of the Association for Counselor Education and Supervision (ACES), all of whom identified as pre-tenured, explored relationships among

job satisfaction, familial support, and institutional variables, and findings showed feelings of being moderately satisfied with their jobs; however, female associate professors were found to have a lower level of intrinsic reward compared to fully tenured female professors (Alexander-Albritton & Hill, 2015). Alexander-Albritton and Hill (2015) noted that of the 157 female CES faculty members who participated in the study, 88% reported working in full-time, tenure track positions. Of the full-time tenure track participants, 59% reported having tenure status (Alexander-Albritton & Hill, 2015). Of the 157 participants, 19% identified as full professors, 42% identified as associate professors, and 39% identified as assistant professors (Alexander-Albritton & Hill, 2015). In a telephone survey conducted with coworkers, social support between coworkers positively influenced job satisfaction and increased positive relationships with administration suggesting that perception of departmental support may influence perception of institutional support (Hodson, 1997).

In a study that surveyed counselor educators working in the United States (N = 218), occupational satisfaction and the retention of counseling educators was found to be influenced by several factors including personal relationships, partner employment, faculty workload, and support of the counseling department or institution (Neale-McFall et al., 2020). Findings highlighted that 49% of female CES faculty members felt supported by their peers in contrast to 70% of male faculty members feeling supported. While peer and administration support are only two variables that contribute to retention, increasing faculty support on both a peer and institutional level could increase faculty satisfaction and retention, particularly with female faculty members (Neale-McFall et al., 2020).

Organizational infrastructure impacts faculty members' impressions of support (Sorcinelli & Billings,1992). Institutional austerity measures, including departmental

budget reductions, influence workload for new or untenured faculty members and at some institutions result in more student advisees per faculty member and a higher course load while faculty member requirements for service and research remain unchanged (Sorcinelli & Billings,1992). Job security and financial compensation were found to be important to new faculty members; concerns with compensation continued to increase with time (Sorcinelli & Billings, 1992). Institutional infrastructure and mission must be in place for pre-tenured faculty members to feel supported (Austin & Rice, 1998). Regardless of faculty member rank, institutional support may contribute to the faculty members perception of support (Larson et al., 2019).

Gatekeeping

Gatekeeping is the process by which counselor educators and supervisors monitor and maintain the suitability of student counselors for the practice of professional counseling and intercede with identified student impairment (Brown-Rice & Furr, 2015). Assessment, remediation, and dismissal are all components of gatekeeping (CACREP, 2016). CES who have identified problematic behavior, or a lack of skills, in a counselor in training but do not enact gatekeeping procedures may permit students to enter a profession to which they are not well suited (Rapp et al., 2018). This type of inaction could potentially cause harm to future clients (Brear et al., 2008; Lumadue & Duffey, 1999). Despite the challenging nature of gatekeeping, CES faculty members reported feeling that gatekeeping was a vital part of the job (Schuermann et al., 2018).

Gatekeeping can be a difficult process for counselor educators to navigate (Brear et al., 2008; Chang & Rubel, 2019; McAdams et al., 2007; Teixeira, 2017) and the reasons for these difficulties may include: insufficient training of CES in remediation and dismissal

procedures and conversations (Chang & Rubel, 2019; Harrichand et al., 2021; Schuermann et al., 2018); departmental discord regarding student remediation and dismissal procedures (Chang & Rubel, 2019; Schuermann et al., 2018); stressful interactions with students (McAdams et al., 2007); and legal challenges (Burkholder & Burkholder, 2014; DeCino et al., 2020; Gaubatz & Vera, 2002; Hutchens et al., 2013; Teixeira, 2017). Supportive colleagues, understanding and awareness of policy, and institutional and legal support were noted as improving the process of gatekeeping (Freeman et al., 2019).

Counselor educators and supervisors monitor the competence and fitness of master's and doctoral level counseling students (ACA, 2014). While counselor educators hold a primary identity as professional counselors and adhere to the prescribed ethical standards of the ACA Code of Ethics (2014), the Council for Accreditation of Counseling and Related Educational Programs relies on programs to enforce protocols that promote a national standard of professional counseling and demonstrate that graduates of counseling programs meet standards for practice (CACREP, 2016). Counseling programs accredited by CACREP are charged with implementing gatekeeping practices (CACREP, 2016). Gatekeeping standards are outlined in both the ACA Code of Ethics (2014) and CACREP (2016) standards for master's and doctoral programs. How programs and faculty members implement policies and procedures and how they train faculty members in said procedures may influence core faculty members' abilities to abide by ethical and accreditation standards (Harrichand et al., 2021).

The Gatekeeping Process

Counselor educators are required to monitor students for competence and fitness for the counseling profession (Foster & McAdams, 2009) and to cultivate student development

in the areas of knowledge, skills, and dispositions (Kimball et al., 2019). Kimball et al. (2019) noted that while knowledge and skills were measurable, dispositional assessment was more subjective. Professional assessments are a means to evaluate student progress while counselor educators are encouraged to be transparent with students throughout the process of their counseling education about the evaluative component of their professional development (Foster & McAdams, 2009). It is the counselor educator's responsibility to uphold the ethical standards of the profession (Schuermann et al., 2018; Teixeira, 2017). Glance et al. (2012) stated that "gatekeeping involves the identification of evaluative criteria and process, and the accountability of the gatekeeper to apply the criteria and take responsibility for the evaluative outcomes" (p. 2).

Ziomek-Daigle and Christensen (2010) identified four phases of gatekeeping in counseling programs. Gatekeeping occurs during pre-admission, post-admission, remediation, and remediation outcome (Ziomek-Daigle and Christensen, 2010). Students are assessed for both academic potential and success (Ziomek-Daigle and Christensen, 2010) and interpersonal characteristics (Teixeira, 2017). Teixeira (2017) noted that assessment for gatekeeping should be ongoing. Once students are identified as needing more assistance academically or interpersonally, remediation plans are created with the student to assist in academic growth and to address interpersonal deficits (Ziomek-Daigle and Christensen, 2010). Remediation outcomes are defined as successful, unsuccessful, or inconclusive (Ziomek-Daigle and Christensen, 2010).

Faculty members are encouraged to speak to students openly and clearly about the nature of the assessment process, and students are encouraged to be communicative with faculty members about concerns about themselves or classmates (Foster et al., 2014).

Foster and McAdams (2009) endorsed making policies and procedures easily available to students and those requirements be openly discussed with students on an ongoing basis throughout training. Kimball et al. (2019) suggested faculty training to better deliver corrective feedback to students and to ensure that counselors in training are progressing appropriately using formative and summative feedback.

Problematic behaviors often do not become evident until the practicum portion of the student's training (Miller & Koerin, 2002). Problematic student behaviors may be significant such as harming someone, lying, substance use, or untreated student physical or mental illness that may interfere with care of client, or it may be concerning problems such as hostility at the supervision site or in practicum, poor attitude, or inability to apply skills (Miller & Koerin, 2002).

Standards and Accreditation

CES follow the American Counseling Association Code of Ethics (ACA, 2014) and the Council for Accreditation of Counseling and Related Educational Programs standards (CACREP, 2016). These entities have established guidelines for professional counselors and for CES faculty members who monitor competence and fitness of counselors and counseling students (ACA, 2014; CACREP, 2016). The role of gatekeeper is a task and responsibility that counselor educators undertake to ensure that counseling students can demonstrate the ability to serve in the capacity of a professional counselor (ACA, 2014).

Counseling programs affiliated with CACREP are required to have policies and procedures in place for student retention, remediation, and dismissal (Section 1, Standard O; CACREP, 2016). Institutional and program policies define how gatekeeping standards are upheld and how programs implement CACREP standards and the ACA Code of Ethics

(2014). With the recent increase of counselor education programs seeking accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016), there is an increase in demand for counselor educators who have graduated from CACREP accredited programs (Field et al., 2020). Counselor education and supervision programs that are accredited by CACREP are required to have a minimum of three core faculty members for master's level programs and five core faculty members for doctoral level programs (CACREP, 2016).

Gatekeeping Policies and Procedures

Student rights and due processes are maintained by Family Educational Rights and Privacy Act (FERPA; 20 U.S.C. § 1232g; 34 CFR Part 99) of 1974, the Americans with Disabilities Act (ADA) of 1990, and institutional policies and procedures. FERPA was designed to protect student records, and enforcement was required by institutions receiving funds from the Department of Education (FERPA, n. d). The ADA was created to ensure civil rights for individuals with disabilities (ADA, 1990). Student rights, client rights, and institutional rights are considered when evaluating the gatekeeping role (Gaubatz & Vera, 2002; Lumadue & Duffey, 1999).

Hutchens et al. (2013) explored students' first amendment rights in context of professional ethics and standards of the counseling profession and the role of gatekeeping for counselor educators. Hutchens et al. (2013) stated four important components to implement when developing gatekeeping procedures include: support of counseling students; the idea that clinical supervision is subjective in nature; the welfare of the client and future clients; and a procedure that ensures student awareness of and opportunity to respond to any problematic issues that arises. The subjective nature of assessing students

was found to be a source of conflict between CES faculty members during gatekeeping experiences (Gaubatz & Vera, 2002).

Lumadue and Duffey (1999) outlined the ethical and professional guidelines associated with the role of a counselor educator and gatekeeping and explained that due process, as a student right, included the right to be informed of any remediation or concern surrounding a student's competence or fitness. Non-academic problematic behavior is cause for the initiation of gatekeeping steps; however, students must be informed of the process (Lumadue & Duffy, 1999). Programs, faculty, and students must have a clear understanding of policies and procedures regarding gatekeeping (Lumadue & Duffy, 1999; McAdams et al., 2007).

Chang and Rubel (2019) studied the internal experiences relating to the process of gatekeeping with 12 counselor educators. Within the Chang and Rubel study a major theme that emerged was the idea of understanding and implementation of the gatekeeping role. The gatekeeping role evoked a series of internal reactions and created opportunity for self-reflection for participants, and educators revealed feeling guilt, relief, and cohesion with colleagues during gatekeeping episodes (Chang & Rubel, 2019). Conversely, other educators reported feeling isolation and a lack of trust in the process (Chang & Rubel, 2019). Schuermann et al. (2018) found that despite having policies and procedures in place for gatekeeping, CES faculty members noted that systemic barriers such as faculty dynamics, institutional discord, and concern about retribution were seen as obstacles.

Training and Implementation

Ongoing training and support for doctoral students in counselor education and for faculty members in the role of gatekeepers could assist new and existing faculty members

navigate the gatekeeping experience (Harrichand et al., 2021). More focus on the role and responsibilities of gatekeeping in doctoral programs in counselor education and supervision may increase understanding of gatekeeping expectations (Chang & Rubel, 2019; Parker et al., 2014). Chang and Rubel (2019) suggested that additional support and training for existing counselor educators in the gatekeeping role could reduce burnout. Programs, faculty members, and students must have a clear understanding of policies and procedures regarding gatekeeping (Lumadue & Duffey, 1999). Preventing burnout, supporting colleagues, and monitoring students for professional competency were found to be concerns for counselor educators (Harrichand et al., 2021).

Harrichand et al. (2021) found that counselor educator burnout may be influenced by lack of preparedness to teach, lack of support, and lack of self-care. Demands on new faculty members may lead to burnout if new professionals are not aware of the demands that will be made on them (Harrichand et al., 2021). Responsibilities for gatekeeping, may lead to burnout due to the challenging nature of that role (Harrichand et al., 2021).

Student Factors in Gatekeeping

The gatekeeping experience from the student perspective may provide insight into how the process is perceived by students (Foster et al., 2014). In a case study conducted by Foster et al. (2014), students expressed concern with the subjective nature of gatekeeping while valuing the role of gatekeeping and understanding the need for it. Clear expectation, feedback, and transparency were noted as important to students in a counseling program (Foster et al., 2014).

Gaubatz and Vera (2002) found that students identify problematic behavior in their peers at a higher frequency than counselor educators and that programs with more adjunct

faculty members were more often found to permit students to move through a program despite problematic student behaviors or concerns regarding student competence; an act known as gateslipping. Parker et al. (2014) found that students often identified problematic behavior before faculty members but reported being unsure of how to handle the concern or stated that they were met with mixed results when presenting a concern to faculty members.

Awareness of cultural differences may influence the outcome of gatekeeping decisions (Goodrich & Shin, 2013; Letourneau, 2016). Goodrich and Shin (2013) found that minority students who were assessed by faculty members from the dominant culture may be identified as problematic when issues surrounding justice, privilege, and power interfered with student success. Gatekeeping decision making models have been described as ethical standards in counselor education (Letourneau, 2016; Forester-Miller & Davis, 2016). The inclusion of cultural responsibility and collaboration within a systems framework were seen as important components of a gatekeeping decision making model (Letourneau, 2016).

Burnout

Burnout, as a construct related to job distress, was first addressed in academic literature in the 1970's by Freudenberger (1974) and Maslach (1976). To better understand burnout, Freudenberger (1974) described his observations of clinic staff with symptoms of burnout and noted that they most often occurred after at least one year of work. Other professions that deal with helping others also show signs of burnout after one year (Maslach, 1976). Physical symptoms of burnout varied but included "exhaustion and fatigue, being unable to shake a lingering cold, suffering from frequent headaches and

gastrointestinal disturbances, sleeplessness and shortness of breath" (Freudenberger, 1974, p. 160).

Freudenberger (1974) found that behavioral signs included displays of temper, irritation, frustration, and emotion. Paranoia and suspicion were observed in individuals suffering from burnout and these symptoms often preceded risk taking behaviors in the job (Freudenberger, 1974). Freudenberger (1974; 1975) noted that rigid thinking, inflexibility, and a cynical outlook were often followed by depressive symptoms. Maslach (1976) found that individuals who experienced burnout, "lose all concern, all emotional feeling, for the persons they work with and come to treat them in detached or even dehumanized ways" (p. 16).

While both Freudenberger (1974) and Maslach (1976) found an increase in substance use in individuals experiencing burnout, only Maslach (1976) described an increase in other mental illnesses, relationship distress, and suicide in individuals experiencing burnout. Freudenberger (1974) stated that those who "work too much, too long, and too intensely" have internal and external motivation to help others, and a poor work life balance may be more susceptible to burnout (p. 161). Freudenberger (1974) found that with support, awareness, and intervention, burnout may be addressed but not avoided while Maslach (1976) stated that with better awareness and modifications, rates of burnout could be reduced.

Symptoms of burnout can be experienced as physical, emotional, cognitive, or behavioral and can be impacted by environmental factors (Freudenberger, 1974; Patrick, 1979; Savicki & Cooley, 1982). Burnout has been defined differently by researchers and does not have a single definition (Toppinen-Tanner et al., 2002). It has been defined as

"becoming exhausted by making excessive demands on energy, strength, or resources" (Freudenberger, 1974, p.159); a syndrome that occurs because of "emotional exhaustion and cynicism" (Maslach & Jackson, 1981, p. 99); a symptom pattern (Savicki & Cooley, 1982); and "the attribution of fatigue and exhaustion to specific domains or spheres in the person's life" (Kristensen et al., 2005, p. 197). Popular definitions include "feelings of stress, fatigue, and exhaustion in the workplace and, more generally, in everyday life" (Heinemann & Heinemann, 2017, p. 2). Prevalence of burnout in helping professionals has been reported to range between 10% and 69%; the wide range is due in part to discrepancies in definitions (Heinemann & Heinemann, 2017).

Preliminary research on burnout relied upon narrative accounts and case studies; later research relied upon empirical studies (Cordes & Dougherty, 1993). The Maslach Burnout Inventory (MBI) was created as a psychometric instrument intended to measure burnout syndrome by looking at three subscales: emotional exhaustion, depersonalization, and personal accomplishment (Maslach & Jackson, 1981, 1986). Later iterations of the MBI expanded to include updated language and more inclusive employment parameters. Criticisms of the MBI included the prohibitive cost of MBI instruments for researchers and the argument that after decades of preeminence in the field of burnout (Kristensen et al., 2005), the MBI defined burnout and measured burnout. Arguably, this created a system that reinforced the MBI's own definitions and standards (Eckleberry-Hunt, 2018; Friesen & Sarros, 1989; Kristensen et al., 2005; Schaufeli & Bakker, 2004). More recent burnout inventories were introduced into the field of burnout research and included the Copenhagen Burnout Inventory (CBI) (Kristensen et al., 2005). The CBI was constructed of three subscales; personal burnout, work related burnout, and client related burnout (Kristensen et

al., 2005). The CBI was crafted in part due to the perceived limitations of the MBI including the lack of international wording and inclusivity, inaccessibility of the measure due to cost, and the conflation of burnout symptoms with coping strategies or outcome behaviors (Kristensen et al., 2005).

The revised Diagnostic and Statistical Manual of Mental Disorders (5th ed.; DSM-5-TR; American Psychiatric Association, 2022) does not include burnout as a mental health disorder. Bianchi et al. (2015) found that while some countries outside of the United States accept job related burnout as a basis for sick leave, there is no conclusive evidence to support a diagnosis of burnout as separate from a diagnosis of depression as the symptoms are overlapping. Several countries outside of the United States have adopted the World Health Organization's (2019) International Classification of Diseases and Related Problems (11th ed.; ICD-11) definition of burnout introduced in 2019 and implemented on January 1, 2022. Burnout was placed under the parent identifier of problems associated with employment or unemployment (QD85; ICD-11, 2019). Burnout is defined in the ICD-11 as the following:

> Burnout is a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed. It is characterized by three dimensions: 1) feelings of energy depletion or exhaustion; 2) increased mental distance from one's job, or feelings of negativism or cynicism related to one's job; and 3) a sense of ineffectiveness and lack of accomplishment. Burn-out refers specifically to phenomena in the occupational context and should not be applied to describe experiences in other areas of life. (QD85; ICD-11, 2019)

Burnout in Higher Education

Early research in burnout indicated that members of professions oriented to working with people who are in distress are more likely to experience burnout (Freudenberger, 1974; Maslach, 1976; Maslach & Jackson, 1981; Savicki & Cooley, 1982). More recent research has found that in addition to human service positions, burnout can be found across employment categories (Cordes & Dougherty, 1993; Toppinen-Tanner et al., 2002). Toppinen-Tanner et al. (2002) found lack of appreciation was a predictor of burnout for both white collar and blue-collar workers and burnout was measured by looking at diminished job value as seen by self, supervisor, and outside estimations. Burnout syndrome in academia is like other definitions of job-related burnout; faculty members experience physical and emotional distress related to job stressors (Rocha et al., 2020).

Rates of burnout for university faculty members was like other helping professions and a high percentage of faculty members in academia experience burnout (Henny et al., 2014; Sabagh & Saroyan, 2018; Watts & Robertson, 2011). Sabagh and Saroyan (2018) noted that:

> Various occupational factors, personal characteristics, and stressors both within and outside the workplace to contribute to burnout levels, with adverse consequences of burnout observed for individual academics but also bearing potential concern and consequences for students, colleagues, and the institution. (p. 147)

Male academics noted burnout symptoms of depersonalization while female academics more often reported emotional exhaustion (Lackritz, 2004; Moate et al., 2004). Watts and Robertson (2011) found that younger staff were more likely to feel burnout while Singh and Bush (1998) reported tenure was a mediating factor and that less

experienced staff encountered burnout symptoms more frequently than more established faculty members. Henny et al. (2014) found that female faculty members were 4 times more likely than male faculty members to exhibit symptoms of burnout; faculty members with less than 6 years of on the job were 4 times more likely to experience burnout; and faculty members who endorsed dissatisfaction with the job were 7 times more likely to experience burnout compared to faculty members who endorsed satisfaction with the job. Blix et al. (1994) reported that 60% of female faculty members reported job related stress occurred at least 50% of the time. Gender, faculty rank, and minority status may influence occupational satisfaction and burnout of faculty members (Hill, 2009).

Burnout in Counselor Educators and Supervisors

The primary role of a counselor educator is to assist in the development of "competent professional counselors" (Hill, 2004, p. 136). Counselor educators are directly linked to the growth and development of student counselors and indirectly linked to client wellbeing, therefore CES wellbeing was implicitly tied to student wellbeing and client wellbeing (Hill, 2004; Sangganjanavanich & Balkin, 2013). Conversely, CES burnout can have a negative effect on student wellbeing and client wellbeing (Hill, 2004; Sangganjanavanich & Balkin, 2013). The wellbeing of pre-tenured counselor educators may be impacted by organizational stressors such as role overload and lack of resources (Hill, 2004).

In a study surveying 300 counselor educators, "pre-tenured counselor educators . . . experienced more role overload, unclear expectations, feeling of being personally isolated, concentration difficulties, more interpersonal strain, and stress-related physical symptoms in comparison with tenured counterparts" (Hill, 2009, p. 58). Moate et al. (2004) and

Sangganjanavanich and Balkin (2013) found that faculty rank was not related to burnout. New CES faculty members often struggled to find a balance between personal and professional demands (Dollarhide et al., 2013). Unclear role expectations and a lack of resources may hinder new counselor educators as they navigate the challenges of academia (Hill, 2009).

Moate et al. (2004) found a correlation between age and burnout, with younger less experienced CES faculty members experiencing burnout more often than more experienced faculty members. Moate et al. (2004) found indications of burnout across age and rank of faculty members, which indicated a possible cyclical pattern of burnout that impacts faculty members throughout their careers. Counselor educators and supervisors' ability to manage stress may be instrumental in maintaining wellness and preventing burnout (Moate et al., 2004).

Mentorship was found to be a mediating factor in reducing burnout and increasing retention of new CES faculty members (Woo et al., 2018). Increased opportunities for mentorship and decreasing environmental factors that influence burnout may contribute to increasing CES faculty member wellbeing (Woo et al., 2018). Savicki and Cooley (1982) described organizational factors as influential factors that can contribute to burnout such as intensity of work, perception of control, peer support, and administrative support.

Chapter 3

Methodology

As the counseling community continues to grow at a rapid rate to meet community needs, counselor educators and supervisors must monitor competence, aptitude, and fitness of counseling students for the counseling profession (ACA, 2014). As program numbers increase, so do numbers of students and numbers of educators (CACREP. 2019). Counselor educators may benefit from understanding how faculty member perception of support and experiences of gatekeeping relate to CES burnout and whether faculty member support and experiences of gatekeeping predict CES burnout. There is a paucity of research that explores variables that relate to CES faculty member burnout (Harrichand et al., 2021).

Sangganjanavanich and Balkin (2013) explored the relationship between job satisfaction and burnout in counselor educators and supervisors who identified as members of the Association of Counselor Education and Supervision ($N = 220$). Sangganjanavanich and Balkin used a multiple regression analysis to explore relationships between two instruments; the Job Satisfaction Survey (JSS; Spector, 1985) and Maslach's Burnout Inventory (MBI; Maslach et al., 1996). The subscales of the MBI were used as predictor variables (Sangganjanavanich & Balkin, 2013). Sangganjanavanich and Balkin found a statistically significant relationship between job satisfaction and burnout, but the predictor variable of exhaustion was the only subscale that predicted job satisfaction. The study concluded that CES and the counseling community would benefit from CES who can experience job satisfaction through a balance of personal and professional demands, which in turn may decrease burnout (Sangganjanavanich & Balkin, 2013).

In a recent study of counselor educators (N = 81), leadership experiences, leadership competence, gender, faculty rank, and teaching loads were used to predict burnout using multiple regression to analyze the data (Harrichand et al., 2021). Harrichand et al. (2021) studied the relationships between CES leadership experiences and burnout. The CBI (Kristensen et al., 2005), a leadership questionnaire, and demographics were used to help assess the relationships (Harrichand et al., 2021). The research resulted in findings that suggested leadership competence and experience were predictors of CES burnout, but gender, faculty rank, and teaching load were not (Harrichand et al., 2021).

Research Design

The intention of this research was to describe how variables such as experiences of gatekeeping, core faculty member perceptions of support, and counselor educator burnout are related, and to better understand if gatekeeping experiences and perceptions of faculty support predicted CES burnout. The specific research design was a correlational survey research design utilizing multiple regression analysis and correlational analysis. SPSS was used to examine the relationships among perception of support, experiences of gatekeeping, and CES burnout.

Correlational research provides an opportunity to study how two or more variables relate to one another (Sheperis et al., 2016). Survey research provides the opportunity to collect data quickly and economically and can be used when it would be unethical to use an experimental design such as in the case of exploring variables related to CES burnout (Creswell & Creswell, 2017). Experimental or quasi-experimental designs were not considered due to ethical restrictions; the condition of burnout cannot be created for

manipulation (Sheperis et al., 2016). This study implemented convenience and snowball sampling to reach qualified participants.

This correlational survey research study was a cross-sectional, non-experimental design that sought to examine the relationship among variables. Explanatory in nature, this research was designed to explain the relationship among experiences in gatekeeping, perceptions of support, and burnout. Descriptive statistics were derived from demographic information to better understand participants' demographics as they related to counselor educators' experiences in academia (see Appendix A). A postpositivist paradigm underlies this research, acknowledging that subjectivity may influence what is observed when studying participants' reported behaviors, reflecting upon these observations, and recording them by using numeric measures (Creswell & Creswell, 2017). Demographic information consisted of age, gender, race/ethnicity, marital status, number of years as a core CES faculty member in a CACREP-accredited program, faculty member rank, and format of teaching delivery (see Appendix A). These items were analyzed and presented using descriptive statistics to best describe the participants and to demonstrate the complexity of the community that are the primary stakeholders in this research, CES faculty members (see Appendix A).

The research questions were:

- Is there a relationship between faculty member perceptions of support and faculty member burnout for CES core faculty members?

Null Hypothesis

There is no relationship between faculty members' perceptions of support and burnout for CES core faculty members.

Alternative Hypothesis

There is a relationship between faculty members' perceptions of support and burnout for CES core faculty members.

- Is there a relationship between experiences of gatekeeping and faculty member burnout for CES core faculty members?

Null Hypothesis

There is no relationship between experiences of gatekeeping and faculty member burnout for CES core faculty members.

Alternative Hypothesis

There is a relationship between experiences of gatekeeping and faculty member burnout for CES core faculty members.

- Do experiences of gatekeeping and faculty member perceptions of support predict CES core faculty member burnout?

Null Hypothesis

Experiences of gatekeeping and faculty member perceptions of support do not predict CES core faculty member burnout.

Alternative Hypothesis

Experiences of gatekeeping and faculty member perceptions of support do predict CES core faculty member burnout.

Participants

After approval was received from St. Mary's University's Institutional Review Board (see Appendix B), participants were recruited by placing a post on the Counselor Education and Supervision Network Listserv (CESNET-L) (see Appendix C). Using the

CACREP directory and university web sites, support staff and faculty members from CACREP accredited clinical mental health counseling programs were identified and contacted by email (see Appendix C). To maintain a consistent approach, both the posting and the email consisted of the same call for participation (see Appendix C). Online platforms, affiliated with counselor educators and supervisors, such as the Texas Association of Counselor Educators Facebook page were utilized as an alternative convenience sampling method using the same recruitment post (see Appendix C). The researcher personally appealed to CES faculty members to encourage them to participate with a request that faculty members forward the survey to other known CES core faculty members. A follow up post or email was sent two weeks after the initial call for participants to attain the desired number of participants and was emailed using the CACREP directory of accredited programs and posted on CESNET-L and other CES professional social media platforms, (see Appendix D). Each participant was required to be at least 18 years of age; identify as a core counseling faculty member at a CACREP-accredited counseling program in the United States; to have held the position of core faculty for at least one year; and to have served on a student remediation committee (see Appendix A).

Measuring Instruments

To better understand how certain variables influence CES burnout, the goal of this study was to examine relationships among experiences in gatekeeping, CES faculty members' perceptions of support, and CES burnout. Inferential statistics were used to process data and assist in better understanding the strength and direction of relationships among variables and if gatekeeping experiences and faculty members' perceptions of

support predicted CES burnout (see Appendix A). Descriptive statistics were drawn from demographic information and helped to better define the properties that may describe counselor educator burnout. The demographic questions and measuring instruments were constructed in a Qualtrics survey (see Appendix A).

Demographic Questions

After obtaining informed consent, participants were provided with a Qualtrics survey that was designed to identify demographic information (see Appendix A). Demographic information included: age; gender; race/ethnicity; relationship status; program counseling specialty or specialties; number of years as a core CES faculty member in a CACREP-accredited program; faculty member rank; format of teaching delivery; degree of involvement in gatekeeping experiences; legal involvement in gatekeeping experiences; Association for Counselor Education and Supervision (ACES) membership status; and faculty members' geographical region (see Appendix A). This information contributed to the description of the participants and was used to identify frequencies in data.

Gatekeeping and Perception of Support Questionnaires

A committee of experts was recruited to assist in the formulation of questions that would best reflect CES core faculty members' perceptions of support and experiences of gatekeeping. The committee of experts was comprised of four full-time core CES faculty members and one full-time psychology department faculty member who taught research courses to counseling students within the last year. Committee members' criteria for selection was full-time faculty member status in a CACREP accredited counseling program or full-time faculty status teaching courses for a CACREP accredited counseling program;

experience with gatekeeping; and a willingness to serve on the committee. The committee was comprised of three females and two males from two different university counseling programs. The committee of experts was comprised of two master's level counseling program department heads, one was a doctoral level CES program head; one expert who identified as a core CES faculty member; and one a faculty member from the psychology department. Committee members contributed to the formulation of questions by offering constructive feedback and supportive guidance. Perceptions of support and experiences with gatekeeping were assessed using a series of questions that were reviewed by the committee of experts for accuracy in assessing perceptions of support and gatekeeping experiences for CES core faculty members (see Appendix A).

After consulting with the committee of experts and formulating questions that best captured CES core faculty members' perceptions of support and experiences of gatekeeping, faculty support was assessed using questions that indicated the extent that faculty members perceived social support, departmental support from their counseling program, and institutional support. Questions were presented using a Likert-scale response. The responses were measured using the following Likert-type responses that helped to estimate the degree of perceived support. Responses were phrased in the following manner: no support = 4, somewhat unsupported = 3, neutral = 2, somewhat supported = 1, or fully supported = 0 (see Appendix A).

Questions that related to experiences of gatekeeping included the following items: I believe gatekeeping is an effective tool for safeguarding the counseling profession and had responses that provide a range of responses which included, completely disagree = 4, somewhat disagree = 3, neither agree nor disagree = 2, somewhat agree = 1, and

completely agree = 0 (see Appendix A). Each response item was scored using a corresponding number.

Copenhagen Burnout Inventory (CBI)

Faculty member burnout was assessed using a modified version of the Copenhagen Burnout Inventory (CBI; Kristensen et al., 2005) (see Appendix A). Permission to use the scale was granted by a representative of Det Nationale Forskningscenter for Arbejdsmiløe (see Appendix E) and the original form can be found in Appendix F. The CBI was validated in a Danish five-year cross-sectional study on burnout, motivation, and job satisfaction (Borritz et al., 2005). The Borritz (2005) five-year study included 1772 workers in human service occupations. The CBI has 19 questions and is designed to assess three subscales: personal (six questions), work-related (seven questions), and client-related burnout (six questions) and uses a Likert-type self-report scale with values ranging from 100-0 with 100 corresponding to high levels of burnout and 0 representing the lowest level of burnout. Responses were rescaled to correspond with other survey questions, with 4 corresponding with high levels of burnout and 0 corresponding with lowest level of burnout. Response categories are always = 4, often = 3, sometimes = 2, seldom = 1, never/almost never = 0; and, to a very high degree = 4, to a high degree = 3, somewhat= 2, to a low degree = 1, to a very low degree = 0. The CBI (Kristensen et al., 2005) permits the substitution of a term to better fit the research question. In the third subscale, the word student was substituted for client to better capture the experience of a CES core faculty member (Kristensen et al., 2005) (see Appendix A).

The CBI was found to have high internal reliability, with a Cronbach's alpha score of .85 to .87. Kristensen et al. (2005) found the CBI to have high face validity. Criterion

validity was demonstrated by comparing scores from the CBI and the General health, Mental health, and Vitality scales Short Form 36 (Ware et al., 1993) resulting in appropriate convergent and divergent validity.

Procedure

This study was conducted using a survey designed to be accessed via a Qualtrics Survey (see Appendix A). The call for participation included an embedded link to the Qualtrics survey and was sent to counselor educators afflated with CACREP-accredited programs (see Appendix C). Convenience and snowball sampling was furthered by postings to online professional listservs and social media platforms. Once the Qualtrics link was accessed, participants completed the informed consent, and were then directed to the survey and asked three qualifying questions. If a participant met criteria for inclusion in the study, the participant was directed to the survey (see Appendix A). The survey included: demographic information; questions regarding the gatekeeping experience; perception of support as vetted by the committee of experts; and the Copenhagen Burnout Inventory.

Statistics

Correlation research is used by a researcher to understand how certain variables relate to one another. A correlation analysis produces a correlation coefficient, depicted by the notation *r*, and when correlation is found, variables observed share variance (Sheperis et al., 2017). Relationship between variables is expressed by correlational coefficients, ranging from -1 to +1, with -1 indicating a strong negative relationship, +1 indicating a strong positive relationship, and 0 indicating no relationship (Sheperis et al., 2017).

Correlation studies are limited in that unlike an experimental study, correlation cannot imply causation (Sheperis et al., 2017). Sample size is influenced by multiple

factors and participation is influenced by many variables (Sheperis et al., 2017). Given the nature of a survey and the need for survey participation, a medium or moderate effect size was chosen to answer the research questions. Assumptions of a correlation analysis are the following: level of measurement; related pairs; absence of outliers; and linearity (Sheperis et al., 2017).

For research questions one and two, a correlation analysis was used to identify the strength and association between two variables. An a priori analysis was conducted to determine adequate sample size using G*Power (Faul et al., 2009). Given an alpha level of .05 and a moderate effect size, a sample size of 84 was necessary to achieve adequate power (1 – b = .80). A moderate effect was be used as a guide per Cohen's (1988) conventions of where correlation coefficient of .30 is considered a moderate correlation. Effect size describes strength of relationships between variables (Cohen, 1988).

A multiple regression analysis was used to determine if gatekeeping and perception of faculty support predicted burnout. Multiple regression is used as an analytical tool when two independent variables, such as faculty member perception of support and experiences of gatekeeping, are used to predict a dependent variable, such as CES burnout (Sheperis et al., 2017). Multiple regression analysis can assist in the identification of relationships between variables and the extent of relationship between variables (Sheperis et al., 2017). Multiple regression analysis requires the following assumptions be met: independence; normality; homoscedacity; and linearity (Sheperis et al., 2017).

Research question 3 was determined using multiple regression analysis. An a priori analysis was conducted for a multiple regression analysis to determine sample size using G*Power (Faul et al., 2009). Given an alpha level of .05 and a moderate effect size (f^2 =

.15), and two predictors, a sample size of 68 was necessary to achieve adequate power (1 – b = .80). Cohen (1988) noted that effect size in multiple regression analysis is measured using the notation f^2 and can be reported as small 0.02, medium 0.15, and large 0.35.

After receiving the data from the respondents, the researcher analyzed the data using SPSS. Data from the Qualtrics survey was entered into SPSS and analyzed using a correlational analysis to evaluate the relationships among the following variables: gatekeeping experience; perceptions of faculty support; and burnout. A regression analysis was undertaken to determine whether faculty members' perceptions of support and experiences of gatekeeping predicted burnout. Demographic information was analyzed using descriptive statistics to describe central tendencies observed in participant responses and which may inform the process of better understanding the demographic makeup of participants who are impacted by burnout. Descriptive statistics were used to report frequencies such as those relating to experiences of burnout, experiences of gatekeeping, and types of perception of support (social, departmental, and institutional).

Chapter 4

Results

A total of 94 participants voluntarily responded to the online Qualtrics survey; 8 participants chose to opt out of the study or did not fully complete the survey. After removing the incomplete surveys, I analyzed 86 participants' demographic responses in the categories of age, gender, race and ethnicity, and relationship status using frequency and percentage (see Table 1). Most participants reported their ages to be between 35 and 44. Observed responses to the question of gender identity resulted in the majority identifying as female (70.93%), male (23.26%), and non-binary/third gender (5.81%). The participants were asked to identify their race and ethnicity with the option of selecting more than one descriptor to better describe heritage. Most participants' self-identified as White (87.36%); 6.98% of participants identified as Spanish, Hispanic, or Latino; followed by Black or African American (5.75%); 3 participants (3.45%) selected other to describe race and ethnicity. Participants had the option to select more than one category to describe relationship status. The most identified description of relationship status was married or in a domestic partnership (77.01%), followed by single (11.49%). Detailed demographic information is found in Table 1.

Table 1

Frequency Table for Participants' Age, Gender, Race/Ethnicity, Relationship Status

Demographic information	*n*	%
Age		
18-24	0	0.0
25-34	8	9.30
35-44	30	34.88
45-54	22	25.58
55-64	18	20.93
65-74	6	6.98
75 or above	2	2.33
Gender		
Male	20	23.26
Female	61	70.93
Non-binary/third gender	5	5.81
Prefer not to say	0	0.0
Race		
American Indian/Native American or Alaskan Native	1	1.5
Asian American	2	2.3
Black or African American	5	5.75
Native Hawaiian or Other Pacific Islander	0	0.0
White	76	87.36
Other	3	3.45
Ethnicity		
Spanish, Hispanic, or Latino origin	6	6.98
Relationship Status		
Single (never married)	10	11.49
Married or in a domestic partnership	67	77.01
Widowed	0	0.0
Divorced	10	11.49
Separated	0	0.0

Note. $n = 86$. Participants could designate more than one response for race/ethnicity and for relationship status.

Faculty Member and Departmental Characteristics

Additional demographic information was requested of the participants and was analyzed and calculated using frequency and percentage. Participants were asked to indicate whether they graduated with a doctoral degree from a counselor education and

supervision program; 89.53% indicated in the affirmative. When asked about department composition, 56.98% of participants stated their department is comprised of CES only, leaving 43.02% identifying as other departmental configurations.

The most observed response to the question asking participants to identify their counseling program specialties was clinical mental health counseling (88.37%), followed by school counseling (52.33%). The counseling program specialty with the fewest responses was career counseling (2.33%). Detailed demographic information is found in Table 2.

Table 2

Frequency Table for Participants' Counseling Program Specialties

Counseling Program Specialties	*n*	%
Addiction counseling	6	6.98
Career counseling	2	2.33
Clinical mental health counseling	76	88.37
Rehabilitation counseling, clinical rehabilitation counseling	8	9.30
College counseling and student affairs	4	4.65
Marriage, couple, and family counseling	11	12.79
School counseling	45	52.33
Counselor education and supervision	20	23.25

Note. $n = 86$. Participants could identify in more than one specialty; totals exceed 100%.

The range of years of experience that was most selected by survey participants was 6-10 years with a 29.07% response, followed by 1-5 years with a 27.91% response (see Table 3). Participants were given the opportunity to provide responses to the nature of their course delivery format. In person course delivery was identified as the teaching modality most frequently used, followed by online synchronous. Participants were given the flexibility to choose more than one format for delivering course content (see Table 4).

Table 3

Core CES Faculty Members

Years of experience	*n*	%
1-5	24	27.91
6-10	25	29.07
11-15	18	20.93
16-20	8	9.30
21-26	7	8.14
More than 26 years	4	4.65

Note. $n = 86$.

Table 4

Participants' Course Delivery Formats

Course Delivery Format	*n*	%
Online synchronous	50	58.14
Online asynchronous	46	53.49
In person	76	88.37

Note. $n = 86$. Participants could select more than one delivery format; totals exceed 100%.

Participants were asked to select all rank designators that applied to them. The faculty member rank with the highest percentage of responses was associate professor (34 individuals selected this option). Assistant professor was the second most recorded response with 29 participants selecting this option. Participants were given the flexibility to select more than one option to describe their faculty member rank. Detailed information is found in Table 5.

Table 5

Faculty Member Ranks

Faculty Member Rank	*n*	%
Assistant professor	29	33.72
Associate professor	34	39.53
Professor	17	19.77
Tenured	19	22.09
Pretenured	8	9.30
Not tenure track	13	15.12
Visiting professor	1	1.16
Instructor	0	0.0
My university does not provide tenure to anyone	6	6.98
Other	2	2.33

Note. $n = 86$. Participants may identify as more than one rank; totals exceed 100%.

Gatekeeping Question

Questions were asked to ascertain the degree of involvement in gatekeeping for participants. The participants responded by indicating that 84 of 86 participants had been in a least one faculty discussion about whether a student should be given a remediation plan, and 65 participants had been involved in removing a student from the program (75.58%). Questions involving experiences related to gatekeeping were open to multiple responses (see Table 6). In a separate question, 29 (33.72%) of the 86 participants surveyed indicated they have experienced legal consequences to gatekeeping efforts.

Table 6

Participants' Involvement with Gatekeeping

Involvement with Gatekeeping	*n*	%
I was in at least one faculty discussion about whether a student should be given a remediation plan.	84	97.67
I submitted a name of a student as a candidate for remediation.	72	83.72
I have served on a remediation committee.	79	91.86
I have chaired a remediation committee.	50	58.14
I have been involved in developing or modifying remediation planning processes.	78	90.70
I have been involved in removing a student from the program.	65	75.58

Note. $n = 86$. Participants may identify with more than one category; totals exceed 100%.

The survey participants were asked if they held membership in The Association for Counselor Education and Supervision (ACES); 71 of 86 participants responded in the affirmative (82.56%). The geographic region most identified by participants as home was the Southern Region (50% of participants).

Table 7

Participants' Geographic Region

Geographic Region	*n*	%
North central region (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, and Wisconsin)	15	17.44
North atlantic region (The District of Columbia, Europe, Puerto Rico, Virgin Islands, Connecticut, Delaware, Maine, Massachusetts and Rhode Island, New Hampshire, New Jersey, New York, Pennsylvania, and Vermont)	19	22.09
Southern region (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Texas, Tennessee, Virginia, and West Virginia)	43	50.00
Rocky mountain region (New Mexico, Colorado, Utah, Wyoming, Montana, and Idaho)	3	3.49
Western region (Alaska, Arizona, California, Hawaii, Nevada, Oregon, and Washington)	6	6.98

Note. $n = 86$.

Research Question 1

Is there a relationship between faculty member perceptions of support and faculty member burnout for CES core faculty members?

Descriptive statistics of perceptions of support are presented in Table 8. There were three subscales with the maximum score for each subscale being 4: social support, departmental support, and university support, a maximum score of 12. A score of < 2 indicated positive perceptions of support; a score of 2 indicated neutral perceptions of support; a score of 3 indicated ambivalent or uncertain perceptions of support; and a score

of 4 indicated negative perceptions of support. When questioned about perceptions of social support, 95.36% of participants identified positive or neutral perceptions of support. The average response to perception of social support was 0.44 (*SD* = 0.85). Perceptions of departmental support was reported as positive or neutral by 89.53% of participants (*M = 0.74, SD = 1.06).* Participants' perceptions of university support were found to be positive or neutral by 68.61% of participants (*M* = 1.65, *SD* = 1.27).

Descriptive statistics of participants' responses to the Copenhagen Burnout Inventory are presented in Table 9. The scale contained 3 subscales: personal burnout (6 questions); work burnout (7 questions); and student burnout (6 questions). A score of < 2 indicated no/low burnout; a score of 2 indicated neutral feelings of burnout; a score of 3 indicated moderate burnout; and a score of 4 indicated high/extreme burnout. Each question had a minimum score of 0 and a maximum score of 4. Scores were coded such that positive and neutral responses had lower weighted values and negative responses had higher weighted value. Subscale responses were additionally recorded by respective subscale: personal burnout (M = 12.52, SD = 4.65, min= 1.0, max= 23.0); work burnout (M = 12.90, SD = 5.90, min = 2.0, max= 27.0); and student burnout (M = 6.48, SD = 4.52, min = .00, max = 18.0).

Table 8

Statistics for Perceptions of Support

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Social	86	.00	4.00	.4419	.84859
Department	86	.00	4.00	.7442	1.06480
University	86	.00	4.00	1.6512	1.27203
Valid N (listwise)	86				

Note. *n* = 86.

Table 9

Descriptive Statistics for Burnout

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Personal	86	1.00	23.00	12.5233	4.64689
Work	86	2.00	27.00	12.8953	5.90519
Student	86	.00	18.00	6.4767	4.52373
Valid N (listwise)	86				

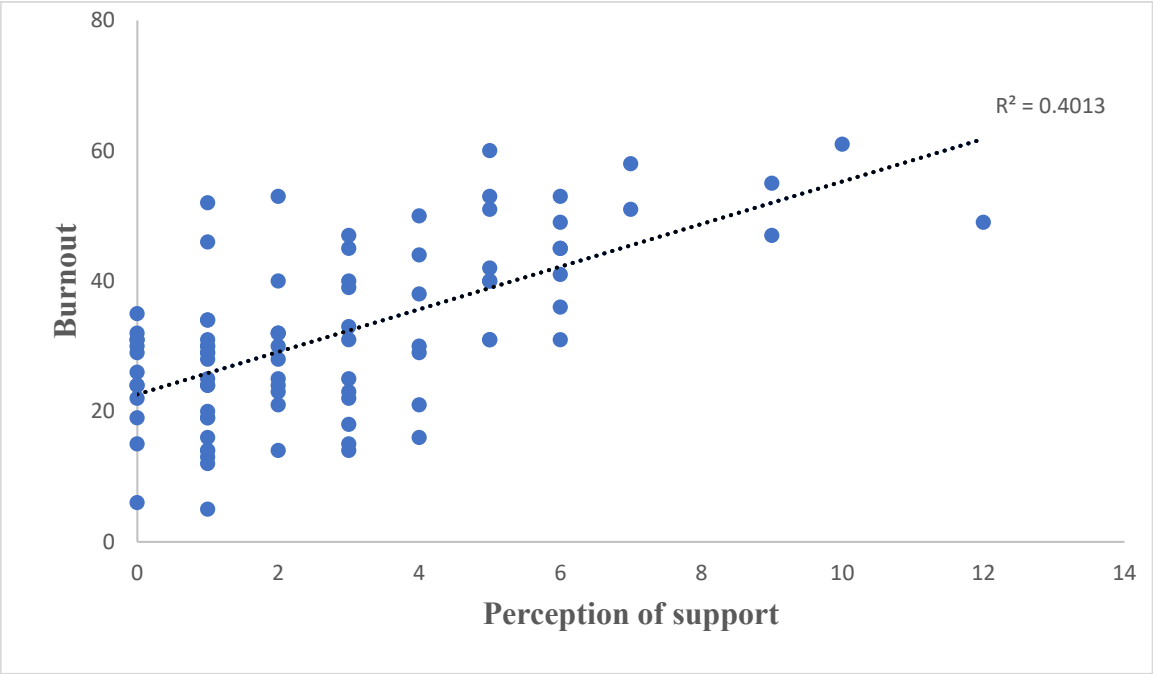
Note. n = 86.

Correlation for Research Question 1

A Pearson's product-moment correlation was run to assess the relationship between faculty members' perceptions of support and faculty member burnout for CES core faculty members. Surveys were completed by 86 participants. Preliminary analysis showed the relationship to be positive and linear, as reported dissatisfaction with support increased, burnout increased (see Figure 1). An alpha level of .05 was used for all statistical tests. There was a statistically significant large correlation in total scores between perceptions of support and burnout, r (84) = .63, p < .001(Cohen, 1988). Therefore, I rejected the null hypothesis of no relationship between faculty members' perceptions of support and burnout for CES core faculty members. The alternative hypothesis stated that there is a relationship between faculty members' perceptions of support and burnout for CES core faculty members and this was supported by the findings. Figure 1 shows the scatterplot depicted by the relationship between perceptions of support and CES burnout. Table 10 contains the output from the correlational analysis.

Figure 1

Correlation: Relationship Between Perception of Support and Burnout



As counselor educators' feelings of dissatisfaction with perceptions of support increased, scores related to feelings of burnout increased. The relationship between counselor educators' perceptions of support and CES burnout tracked together. CES who felt positively about support reported no or little impact of burnout and CES who reported uncertainty or negative feelings related to support had higher scores related to burnout.

Table 10

Relationships Among Perceptions of Support and Burnout

Correlations

		Per_support	Gatekeeping	Burnout
Per_support	Pearson Correlation	1	.516**	.633**
	Sig. (2-tailed)		.000	.000
	N	86	86	86
Gatekeeping	Pearson Correlation	.516**	1	.472**
	Sig. (2-tailed)	.000		.000
	N	86	86	86
Burnout	Pearson Correlation	.633**	.472**	1
	Sig. (2-tailed)	.000	.000	86
	N	86	86	

Note. n = 86. **. Correlation is significant at the 0.01 level (2-tailed).

Research Question 2

Is there a relationship between experiences of gatekeeping and faculty member burnout for CES core faculty members?

Descriptive statistics of the participants' responses (n = 86) to 5 questions designed to better understand CES core faculty members' experiences related to gatekeeping resulted in total score response averages of 6.45 (SD = 2.84, min = 1.00, max = 15.0). Questions relating to gatekeeping were scored < 2 indicated positive experiences; 2 indicated neutral experiences; 3 indicated uncertain/ambiguous experiences; and 4 indicated negative experiences of gatekeeping. See Table 11 for descriptive statistics for gatekeeping. Mean scores for participants were similar for personal and work burnout (12.52 and 12.90, respectively); and 6.48 for student-related burnout (see Table 9).

Table 11

Descriptive Statistics for Gatekeeping

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Gatekeeping	86	1.00	15.00	6.4535	2.84360
Valid N (listwise)	86				

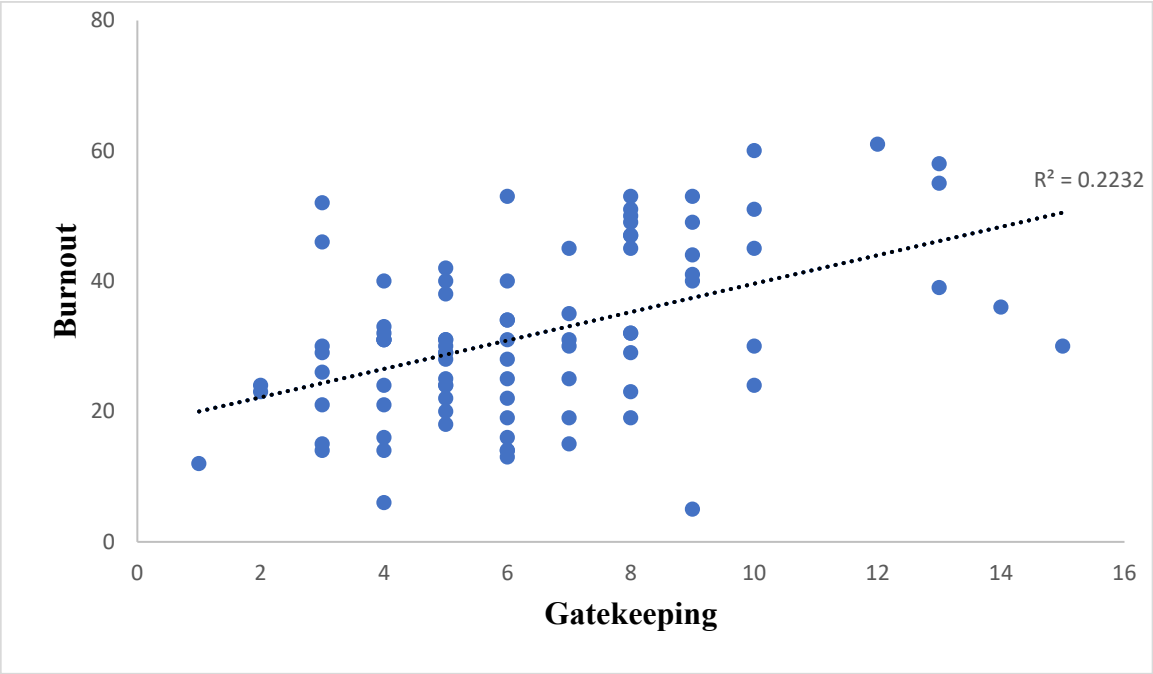
Note. n = 86.

Correlation for Research Question 2

A Pearson's product-moment correlation was run to assess the relationship between experiences of gatekeeping and faculty member burnout for 86 CES core faculty members. Preliminary analysis showed the relationship to be positive and linear (see Figure 2). There was a statistically significant correlation, with a medium effect size between perceptions of support and burnout, r (84) = .47, $p < .001$(Cohen, 1988). Figure 2 depicts the scatterplot that demonstrates a positive and linear relationship between the relationship between negative experiences of gatekeeping and CES burnout; as negative experiences increased, reported burnout increased. Therefore, I rejected the null hypothesis of no relationship between faculty members' experiences of gatekeeping and burnout for CES core faculty members. The alternative hypothesis that there is a relationship between faculty members' perceptions of support and burnout for CES core faculty members was supported by the findings.

Figure 2

Correlation: Relationship between Gatekeeping and Burnout



As counselor educators' scores related to experiences of gatekeeping increased reflecting uncertain or negative experiences, scores related to feelings of burnout increased. The relationship between counselor educators' negative experiences of gatekeeping and CES burnout tracked together. CES who reported feeling positively about experiences of gatekeeping reported no or little impact of burnout and CES who reported uncertainty or negative feelings related to experiences of gatekeeping had higher scores related to burnout.

Research Question 3

Do gatekeeping and faculty member perception of support predict CES core faculty member burnout?

A multiple regression was run to analyze this question. Experiences of

gatekeeping and faculty members' perceptions of support were the predictor variables and CES burnout was the criterion variable. Regression models identify proportion of variance between independent and dependent variables using the coefficient of determination (R^2). A model summary was created to determine the adjusted R^2 value to correct positive bias found in samples and to determine the values found in a population. R^2 accounted for in the overall model was 43% with an adjusted R^2 of 41.6%, a medium effect size according to Cohen (1988). See Table 12 for model summary.

Table 12

Regression Analysis: Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.656[a]	.430	.416	10.02246

Note. a. Predictors: (Constant), Per_support, Gatekeeping

An analysis of variance (ANOVA) was executed to determine whether the results were statistically significant. The findings from the ANOVA indicated that there was statistical significance in the results. Dissatisfaction with perception of support and negative gatekeeping experiences significantly predicted core faculty burnout, F (2, 85) = 31.323, $p < .001$ (see Table 13).

Table 13

Regression Analysis: ANOVA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6292.728	2	3146.364	31.323	.000[b]
	Residual	8337.330	83	100.450		
	Total	14630.058	85			

Note. a. Dependent Variable: Burnout. b. Predictors: (Constant), Per_support, Gatekeeping

The slope coefficient for gatekeeping was statistically significant ($p = .044$) and the slope coefficient for perceptions of support were statistically significant ($p < .001$). These results indicated that there was a positive relationship in the sample (see Table 14). Figure 3 demonstrates the line of fit in the prediction model.

Table 14

Regression Analysis: Coefficients

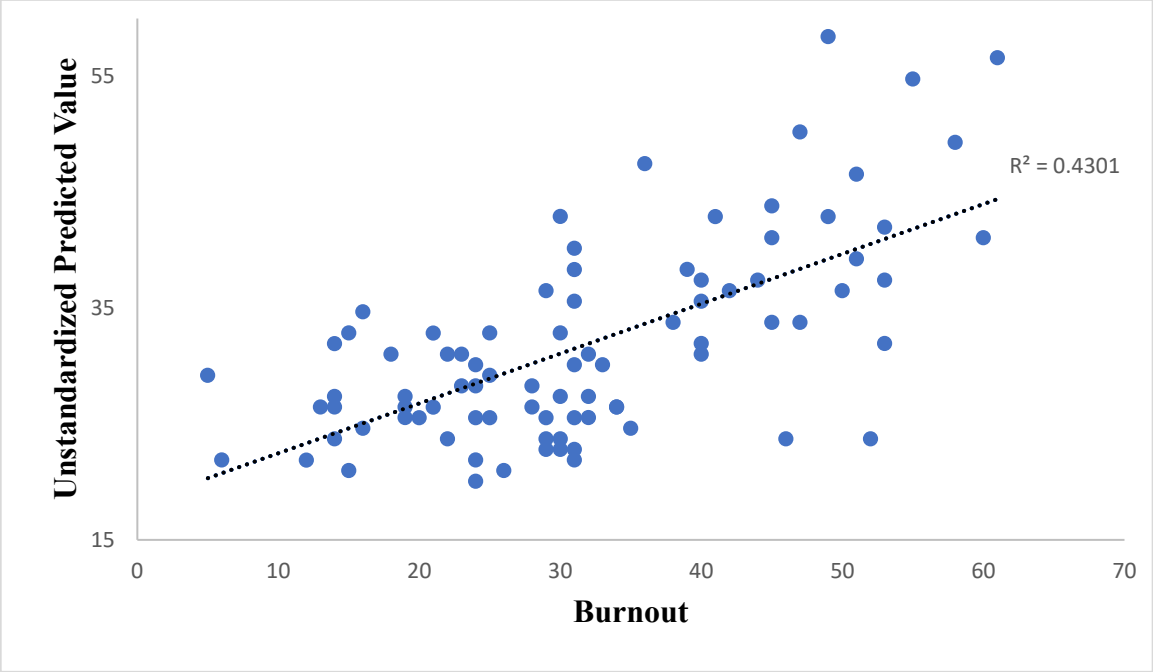
Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.220	2.694		6.762	.000
	Gatekeeping	.914	.446	.198	2.048	.044
	Per_support	2.740	.499	.531	5.490	.000

Note. a. Dependent Variable: Burnout

Figure 3

Association Between Perception of Support and Gatekeeping on Burnout



Given the results of these analyses, I rejected the null hypothesis that stated the experiences of gatekeeping and faculty member perceptions of support do not predict CES core faculty member burnout. The alternate hypothesis that stated experiences of gatekeeping and faculty member perceptions of support do predict CES core faculty member burnout was supported by the findings.

Perceptions of support and experiences of gatekeeping are variables that predict, with statistical probability, burnout in CES core faculty members. Participants responded to survey questions and results analyzed from the data collected suggested that when counselor educators felt an increase in lack of support or experienced distress related to gatekeeping, increased symptoms of burnout was the statistically probable outcome.

Summary

Results from each of the three tests produced statistically significant results. For each of the three questions, the null hypotheses were rejected, and the alternative hypotheses were supported. Demographic information, descriptive statistics, and inferential statistics were used to better understand the participant sample and to answer the questions posed.

The research questions posed to participants resulted in information that suggested that the variables being studied, perceptions of support, experiences of gatekeeping, and burnout for core CES faculty members are related to each other. As uncertainty, distress, or negative feelings surrounding perceptions of support or experiences of gatekeeping emerged so did results that supported feelings of burnout for core CES faculty members.

Chapter 5

Summary

The growth of CACREP accredited counseling programs has increased rapidly resulting in a need for CES (Fields et al., 2020). Current CACREP standards require core faculty members to be graduates of a counselor education doctoral program and ideally to have graduated from a CACREP-accredited program (CACREP, 2016). The rapid increase of accredited programs and students in master's level counseling programs was found to be a factor in recruiting and retaining faculty members (Fields et al., 2020; Larson et al., 2019).

Ethical codes that frame the counseling profession provide explicit guidelines for ensuring that counselors are fit and competent for the profession (ACA, 2014; Foster & McAdams, 2009; Schuermann et al., 2018; Teixeira, 2017). An identity as a professional counselor is a requirement for core faculty members working in CACREP accredited programs (CACREP, 2016). Professional counselors monitor self for impairment and take action to remediate concerns, and counselor educators are charged with ensuring that counseling students are competent and fit to become professional counselors (ACA, 2014). The counseling student, professional counselor, and counselor educator work toward ensuring the safeguarding of self and clients (ACA, 2014).

Counselor educators engage in the role of gatekeeper when counseling students show evidence of a deficiency in competencies or fitness for the role of a professional counselor (ACA, 2014; CACREP, 2016). Gatekeeping is an ongoing process that includes assessment and remediation that may culminate in student dismissal from a counseling program should competencies or fitness concerns continue to be evident (Ziomek-Daigle &

Christensen, 2010). Gatekeeping experiences in counselor educators provoked a multitude of responses in CES (Chang & Rubel, 2019). Educators noted feeling a range of emotions from guilt to relief when acting in the role of gatekeeper (Chang & Rubel, 2019). Additional stressors contributing to the spectrum of CES' emotional responses to the role of gatekeeping included legal challenges from disgruntled students and inconsistencies in colleague support of the process (Schuermann et al., 2018).

Counselor educator burnout can have implications for counselor educators, students, clients, and by extension the community (Miller & Koerin, 2002). Burnout for counselor educators has been shown to decrease CES wellbeing (Sangganjanavanich & Balkin, 2013). Variables that influence CES burnout continue to be factors that require research and understanding (Harrichand et al., 2021).

A comprehensive literature review was conducted to explore gaps in previous research in CES burnout. A notable gap in existing literature emerged as I explored quantitative research in CES burnout as it related to the gatekeeping role and support for counselor educators. There is a lack of literature in the field of counselor education exploring relationships among CES faculty members' perceptions of support, experiences in gatekeeping, and burnout for counselor educators. While existing literature in the field of counselor education does explore some of these variables, the exploration of the combination of variables explored in this study was not found in literature. This research was designed to explore the relationships that exist among these variables and to gain insight into how CES core faculty members navigated perceptions of support, experiences of gatekeeping, and burnout while working in a CACREP accredited counseling program.

A committee of experts was recruited to assist in the formulation of questions regarding CES faculty members' perceptions of support and experiences of gatekeeping as no existing tools were found that best captured CES' experiences relating to these variables. The CBI (Kristensen et al., 2005) was used to assess CES core faculty member burnout. The CBI (Kristensen et al., 2005) was chosen due to the inclusive nature of the instrument, high internal reliability, and consistently strong convergent and divergent reliability (Ware et al., 1993). All questions were posed using a Likert-type scale. To further augment the research, demographic questions were posed to the participants.

After research was proposed and accepted, and St. Mary's Institutional Review Board granted permission to proceed with research, I placed a call for participation on CESNET-L and sent emails to known individual counselor educators with a request to complete the Qualtrics survey and added a request to pass the survey on to other CES. Additionally, each program accredited by CACREP was identified and each department and faculty member affiliated with the accredited program was contacted by email using the individual university contact information for each faculty member. Two calls for participation were ultimately listed on CESNET-L and a total of two emails were sent to identified faculty members. A total of 94 participants responded to the study; 8 participants who began the survey did not meet full criteria for participation. The sample that was analyzed contained 86 participants.

Demographic information gathered from the participants revealed that most participants identified as female (70.93%); White (87.36%); and were married or in a domestic partnership (77.01%). The most common range of age reported was from 35 to 45 years (34.88%). Departmental characteristics identified that 56.98% of participants worked

in departments comprised of only CES, and 88.37% of respondents identified their program specialty as clinical mental health counseling. Most participants identified as having the faculty rank of associate professor (39.53%); years of experience in CES was reported as 6-10 years (29.07%), followed closely by 1-5 years (27.91%); and 88.37% of participants identified in-person teaching as the course delivery format used most frequently.

Questions related to gatekeeping revealed that 97.67% of faculty members had been in a least one faculty discussion about whether a student would be given a remediation plan, and 75.58% of the participants had been involved in dismissing a student from a counseling program. Participants were given the opportunity to select more than one experience. Finally, in a question written to assess consequences of acting in the role of gatekeeper, 33.72% of participants reported experiencing legal consequences to gatekeeping.

Survey participants reported that most were members of ACES (82.56%). Half of the participants (50%) identified the Southern Region of the United States as the place where they live, followed by participants who reported living in the North Atlantic Region (22.09%). The least represented region was the Rocky Mountain Region with just 3.49% of participants identifying this as their home.

Research question 1 examined the relationship between core CES faculty members' perceptions of support and burnout. A statistically significant correlation was found between faculty members' perceptions of support and burnout with $p < .001$ and $r\,(84) = .63$ indicating a large, positive correlation (Cohen, 1988). The correlation indicated a relationship between the two variables, the null hypothesis of no relationship between the variables was rejected and the alternative hypothesis was supported.

Research question 2 explored the relationship between the variables of experiences of gatekeeping and burnout. A statistically significant result was found during this analysis with a medium effect size r (84) = .47, $p < .001$ (Cohen, 1988). While the effect size for this correlation was smaller than that of research question 1, it meets criteria for statistical significance with a $p < .05$ and an effect size of medium or higher. The correlation met standards designed and therefore, the null hypothesis of no relationship between the variables was rejected and the alternative hypothesis that stated there was a relationship between the two variables was supported.

Research question 3 asked whether core CES faculty members' perceptions of support and experiences of gatekeeping could predict core CES faculty members' burnout. A multi-step analysis was undertaken with a model summary finding adjusted R^2 of .416 (41.6%), an ANOVA was completed which found F (2, 85) = 31.323 ($p < .001$), and the coefficients of the regression analysis found neither slope crossed zero (gatekeeping, B = .914; perception of support, B = 2.74) and statistical significance (gatekeeping, p = .04; perception of support = p < .001).

Implications

How perceptions of support and experiences of gatekeeping related to core CES faculty member burnout was an area of study that was lacking in existing CES literature. While previous studies have explored variables related to CES burnout (Harrichand et al., 2021; Hill, 2009; Moate et al., 2004; Sangganjanavanich & Balkin, 2013; Savicki & Cooley, 1982) this study uniquely explored how perceptions of support and experiences of gatekeeping related to core CES faculty member burnout. Given the rapid increase in the number of CACREP accredited programs and the increasing demand for counselor

educators, an understanding of how systems influenced core CES faculty members' burnout was the primary undertaking of this study.

Results from the exploration of the relationship between perceptions of support and burnout suggested that there is a relationship that exists between these two variables. Most respondents identified positive or neutral support from social (95%) and departmental (89%) sources. University support was found to be less positive or neutral. Almost a third (31.4%) of participants indicated less certainty about university support to negative support surrounding university support. University support was defined as support by institution, administrators, and/or Dean. Implications for the descriptive statistics from the perceptions of support data are that while CES report feeling supported by their partners, family, and friends, and by their departments (faculty members, department staff, and department chair), there is concern about the perceptions of support by the university by almost one third of participants.

Correlational data analysis of the relationship between perceptions of support and core CES faculty burnout were statistically significant. The data may be interpreted as having shown a correlation between core CES faculty members who feel unsupported and burnout. As feelings of being unsupported increased, burnout increased. University or institutional support becomes instrumental when core CES faculty members are implementing departmental policies and procedures for gatekeeping. Without university support, departmental recommendations may not be supported when remediating or dismissing a student from a counseling program.

Experiences of gatekeeping and core CES faculty member burnout were found to have a relationship. Participants embraced the idea of gatekeeping with 93% of the

responses affirming the importance of gatekeeping in a counseling program. Policies and procedures for implementing gatekeeping in the participants' programs were thought to be clearly implemented for 50% of the respondents. CES responses showed: 34% of participants strongly agreed that they had negative experiences with students while undertaking the role of gatekeeper; 27% of participants strongly agreed that they had positive experiences with students while undertaking the role of gatekeeper. CES indicated that they believed gatekeeping to be an important tool for protecting the profession and future clients (67%), however, only 40.7% of participants indicated that they strongly agreed when asked if they appreciated being involved in gatekeeping.

Implications from the statistically significant correlation between experiences of gatekeeping and core CES faculty member burnout suggested when negative experiences related to gatekeeping increase, core CES faculty member burnout increases. Core CES faculty members reported feeling the importance of the role of gatekeeper and that the experiences of gatekeeping may be uncomfortable or unwanted. A review of findings highlighted that the idea that uncertainty about the implementation of departmental policies and procedures may mitigate the ability to enact the gatekeeper role.

Given a statistically significant result when exploring the predictive nature of experiences of gatekeeping and perceptions of support on burnout, the implication is that both variables have an impact on core CES faculty members' burnout. A significant result with medium or moderate effect size indicated a predictive relationship between the variables. Perceptions of support and experiences of gatekeeping correlate to core CES faculty members' burnout. CES burnout can be predicted with statistical probability by negative perceptions of support and negative experiences of gatekeeping. Therefore,

attention must be brought to the circumstances that create distress and negative outcomes for core CES faculty members such as a lack of support from the university or institution and the discrepancy between valuing the idea of gatekeeping and upholding the standards of the profession (ACA, 2014; CACREP, 2016).

Limitations

There are limitations that may have influenced the outcome of this study. A large number of participants identified as female and White. While every effort was made to include all counselor educators in CACREP accredited programs, there was no way to ensure that all who received an invitation to participate would choose to participate. A more robust study would include a balance of male and female core CES faculty members and a greater response rate from individuals who identify as other than White. Regional representation was greatly skewed to the Southern Region of the United States. While all regions had responses, it would be more representative of core CES faculty members to sample individuals from all regions more equally as experiences of gatekeeping or perceptions of support in one region may be more extreme or less extreme in nature. Core CES faculty members with greater experience in years were less likely to participate in this study. This lack of representation in years of experience may have skewed the results. Although the sample was not ideally diverse, the sample size was adequate to answer the research questions.

Recommendations

The growth of counselor education programs accredited by CACREP and the increase in the need for faculty members to meet the standards required to maintain accreditation has put a burden on the system to produce counselor educators (Field et al.,

2020). As new faculty members are trained in doctoral programs across the United States, the burden of educating these emerging faculty members in how systems influence outcomes may be beneficial. In addition to learning andragogy, supervision, research, leadership, and higher-level counseling theories and practices, understanding the institutional hierarchy of higher education, the implications of gatekeeping policies and procedures, and the nature of departmental structures in CES programs would improve the learning curve for most new faculty members.

A national, standardized criteria for gatekeeping policies and procedures may decrease the negative experiences, misunderstanding of policies or procedures, or refusal to engage in gatekeeping for core CES faculty members. As gatekeeping is an integral component of the standards of counseling (ACA, 2014) and reinforced by CACREP (2016) standards for counselor educators, a national standard could help reinforce the importance of ensuring that counselors and counseling students are able to engage in the role of professional counselor. A national standard of gatekeeping policies could serve as a reference for university administrators, deans, or legal teams that may not understand the ethical codes by which the professional counselor or counselor educator upholds the importance of protecting future clients, the profession, and the community from impaired, incompetent, or unfit practitioners or students in training programs.

A lack of access to or knowledge about resources was found to be a source of stress for new faculty members (Hill, 2009). Increased mentorship and access to resources was found to increase wellbeing for CES (Woo et al., 2018). I recommend the implementation of formal and informal mentoring programs for new CES. Ensuring access to resources through mentors might decrease stress experienced by new faculty members. The

development of mentorship programs may increase a sense of connection and the perception of support, thereby increasing the ability of new faculty members to engage in challenging roles required of counselor educators.

Counselor educators would benefit from a gatekeeping consultation service provided by one of the national associations for counselors and counselor educators. A gatekeeping consultation service could offer less experienced counselor educators the opportunity to access resources and knowledge about gatekeeping from counselor educators who have experience navigating the role of gatekeeper. This resource could be seen as a support for counselor educators who may not have access to a formal or informal mentor or who may not have a clear understanding of departmental policies and procedures.

Future Research

Future research should include an evaluation of how university programs prepare doctoral students for the role of gatekeeper and how CES doctoral students understand the role of gatekeeper. I recommend a study to explore how emerging core CES faculty members navigate challenging roles, integrate mentorship, and include strategies for wellbeing. In addition, there is an opportunity for a long-term study following new core CES faculty members as they navigate academia. A long-term study would help CES programs to better understand how to support faculty members and whether burnout is a cyclical event that occurs despite intervention or whether there are methods to forestall or prevent burnout from occurring. Finally, I recommend a qualitative study that may illuminate the essence of the experiences of counselor educators undertaking the gatekeeping role including the experiences of student retention, remediation, and dismissal.

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Appendix A

Qualtrics Survey

RELATIONSHIPS AMONG PERCEPTIONS OF SUPPORT, EXPERIENCES OF GATEKEEPING, AND CES BURNOUT

Welcome to the research study!

I am interested in understanding relationships among experiences of gatekeeping, perception of support, and burnout for counselor educators and supervisors (CES). For this study, questions will be asked regarding demographic information, perception of support, experiences of gatekeeping, and burnout. Demographic information will be collected and presented without identifying information. Your responses will be kept completely confidential.

The study may take you approximately 30 minutes to complete, depending on your speed of response. You will not be compensated for your participation. Your participation in this research is voluntary. You have the right to withdraw at any point during the study. Expected risks for the participant are minimal, such as discomfort recalling difficult gatekeeping experiences. Expected benefits include a better understanding of relationships among variables that may influence CES burnout and the continuation of research in areas that influence the counseling community.

If you have any questions about your rights as a research subject or this research, please contact the principal investigator, Alicia Lamar: alamar@mail.stmarytx.edu or (940)704-0871, the faculty advisor, Dr. Melanie Harper: mharper@stmarytx.edu, or the St. Mary's University IRB chair: 210-438-6707 or email: IRBCommitteeChair@stmarytx.edu

By clicking the button below, you acknowledge:

Your participation in the study is voluntary. You are 18 years of age. You are aware that you may choose to terminate your participation at any time for any reason.

The IRB has approved the study, Lamar (Harper, faculty Sponsor) *Relationships Among Perceptions of Support, Experiences of Gatekeeping, and Burnout in Counselor Educators and Supervisors.* If research participants have any questions about their rights as a research subject or concerns about this research study please contact the Chair, Institutional Review Board, St. Mary's University at 210-436-3736 or email at IRBCommitteeChair@stmarytx.edu.

Dan Ratliff, Ph.D.
IRB Chair
St. Mary's University

I consent, begin the study

I do not consent, I do not wish to participate

I am a core faculty member in a CACREP accredited counseling program in the U.S.

- Yes
- No

I have worked as a core faculty member in a CACREP accredited counseling program for at least one year.

- Yes
- No

I have served on a student remediation or dismissal committee.

- Yes
- No

End of Block: Informed Consent

Start of Block: Demographic Questionnaire

What is your age?

- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65-74
- 75 or above

How do you identify your gender?

- Male
- Female
- Non-binary / third gender
- Prefer not to say

Are you of Spanish, Hispanic, or Latino origin?

- Yes
- No

How would you describe yourself? Select all that apply.

- American Indian/Native American or Alaska Native
- Asian American
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Other, please explain

What is your relationship status? Select all that apply.

- Single (never married)
- Married or in a domestic partnership
- Widowed
- Divorced
- Separated

Did you graduate with a doctoral degree from a counselor education and supervision program?

- Yes
- No

Is your department comprised of only counselor educators and supervisors?

- Yes
- No

I am a core faculty member in one or more of the following program areas. Select all that apply.

- Addiction Counseling
- Career Counseling
- Clinical Mental Health Counseling
- Rehabilitation Counseling, Clinical Rehabilitation Counseling
- College Counseling and Student Affairs
- Marriage, Couple and Family Counseling
- School Counseling
- Counselor Education and Supervision

Number of years served as core CES faculty member.

- 1-5
- 6-10
- 11-15
- 16-20
- 21-26
- More than 26 years

What is your faculty member rank? Select all that apply.

- Assistant Professor
- Associate Professor
- Professor
- Tenured
- Pre-tenured
- Not Tenure Track
- Visiting Professor
- Instructor
- My university does not provide tenure to anyone
- Other, please explain

How do you deliver your courses? Select all that apply.

- Online Synchronous
- Online Asynchronous
- In person

What has been your involvement with gatekeeping? Select all that apply.

- I was in at least one faculty discussion about whether a student should be given a remediation plan
- I submitted a name of a student as a candidate for remediation
- I have served on a remediation committee
- I have chaired a remediation committee
- I have been involved in removing a student from the program
- I have been involved in developing or modifying remediation planning processes

I have experienced or am experiencing legal consequences to gatekeeping efforts (example, seeking legal advice, participating in a court case).

- Yes
- No

Are you a member of The Association for Counselor Education and Supervision (ACES)?

- Yes
- No

Please identify your region.

- NCACES (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, and Wisconsin)
- NARACES (The District of Columbia, Europe, Puerto Rico, Virgin Islands, Connecticut, Delaware, Maine, Massachusetts and Rhode Island, New Hampshire, New Jersey, New York, Pennsylvania, and Vermont)
- SACES (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Texas, Tennessee, Virginia, and West Virginia)
- RMACES (New Mexico, Colorado, Utah, Wyoming, Montana, and Idaho)
- WACES (Alaska, Arizona, California, Hawaii, Nevada, Oregon, and Washington)

Please indicate the degree to which you feel supported by the following:

Social Support (partner, family, and/or friends)

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Please indicate the degree to which you feel supported by the following:

Departmental Support (faculty members and staff members in your department, and/or department chair).

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Please indicate the degree to which you feel supported by the following:

University Support (institution, administrators, and/or Dean).

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

The following questions are designed to better understand your gatekeeping experiences:

I believe that gatekeeping is an important part of CES responsibilities.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

My university and program have clear procedures for gatekeeping.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

I believe gatekeeping is an effective tool for safeguarding clients and the counseling profession.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

I have had positive experiences with students during gatekeeping.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

I have had negative experiences with students during gatekeeping.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

I appreciate being involved in gatekeeping.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

How often do you feel tired?

- Always
- Often
- Sometimes
- Seldom
- Never/almost never

How often are you physically exhausted?

- Always
- Often
- Sometimes
- Seldom
- Never/almost never

How often are you emotionally exhausted?

- Always
- Often
- Sometimes
- Seldom
- Never/almost never

How often do you think: "I can’t take it anymore"?

- Always
- Often
- Sometimes
- Seldom
- Never/almost never

How often do you feel worn out?

- Always
- Often
- Sometimes
- Seldom
- Never/almost never

How often do you feel weak and susceptible to illness?

- Always
- Often
- Sometimes
- Seldom
- Never/almost never

Is your work emotionally exhausting?

- To a very high degree
- To a high degree
- Somewhat
- To a low degree
- To a very low degree

Do you feel burnt out because of your work?

- To a very high degree
- To a high degree
- Somewhat
- To a low degree
- To a very low degree

Does your work frustrate you?

- To a very high degree
- To a high degree
- Somewhat
- To a low degree
- To a very low degree

Do you feel worn out at the end of the working day?

- Always
- Often
- Sometimes
- Seldom
- Never/almost never

Are you exhausted in the morning at the thought of another day at work?

- Always
- Often
- Sometimes
- Seldom
- Never/almost never

Do you feel that every working hour is tiring for you?

- Always
- Often
- Sometimes
- Seldom
- Never/almost never

Do you have enough energy for family and friends during leisure time?

- Always
- Often
- Sometimes
- Seldom
- Never/almost never

Do you find it hard to work with students?

- To a very high degree
- To a high degree
- Somewhat
- To a low degree
- To a very low degree

Do you find it frustrating to work with students?

- To a very high degree
- To a high degree
- Somewhat
- To a low degree
- To a very low degree

Does it drain your energy to work with students?

- To a very high degree
- To a high degree
- Somewhat
- To a low degree
- To a very low degree

Do you feel that you give more than you get back when you work with students?

- To a very high degree
- To a high degree
- Somewhat
- To a low degree
- To a very low degree

Are you tired of working with students?

- Always
- Often
- Sometimes
- Seldom
- Never/Almost never

Do you sometimes wonder how long you will be able to continue working with students?

- Always
- Often
- Sometimes
- Seldom
- Never/Almost never

Appendix B

IRB Approval Letter

October 7, 2022

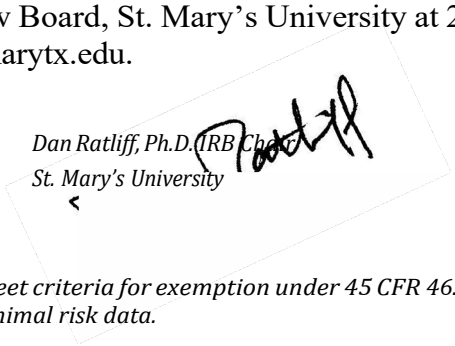
Alicia Lamar

Dept. of Counseling St. Mary's University

DELIVERED BY EMAIL TRANSMISSION

Dear Ms. Lamar:

The IRB has approved the study, Lamar (Harper, faculty Sponsor) *Relationships Among Perceptions of Support, Experiences of Gatekeeping, and Burnout in Counselor Educators and Supervisors*. If research participants have any questions about their rights as a research subject or concerns about this research study please contact the Chair, Institutional Review Board, St. Mary's University at 210-436-3736 or email at IRBCommitteeChair@stmarytx.edu.



Dan Ratliff, Ph.D. IRB Chair
St. Mary's University

The proposal is determined to meet criteria for exemption under 45 CFR 46.104(d)(2), the use of survey procedures with de-identified, minimal risk data.

Exempt research can proceed with an abbreviated consent process in which the subjects are informed of the purpose and duration of the survey, and with no signature necessary for informed consent. The approval stamp must be visible in the information about the study provided to potential subjects.

Exempt research does not require IRB review or renewal for five years (2022). However, IRB requests a closure report when the data collection is completed, or, if active data collection continues, a summary report of the sample size at the May IRB meeting of each academic year.
You may collect data from human subjects according to the approved research protocol. The approval stamp must appear on any Information Form or Informed Consent Form approved by the IRB (jpeg file attached).

If, at any time, you make changes to the research protocols that affect human participants, you must file a

"Changes to Approved IRB Protocol and/or Unanticipated Problems" form. Changes must be reviewed and

approved by IRB before proceeding with data collection.

Good work on an important approach to counselor education. I look forward to seeing your results.

Dan Ratliff, Ph.D. IRB Chair

CC: Melanie Harper, PhD, Faculty Sponsor

Priacilla Reyna-Vasquez, PhD, IRB Area Representative Attachment: IRB Approval Stamp jpeg file

Appendix C

Recruitment Postings/Emails

Calling all CES Faculty Members!

Research Study:

A CORRELATIONAL STUDY ASSESSING THE RELATIONSHIPS AMONG EXPERIENCES OF GATEKEEPING, PERCEPTIONS OF SUPPORT, AND BURNOUT IN COUNSELOR EDUCATORS AND SUPERVISORS

My name is Alicia Lamar; I am a doctoral candidate in the Counselor Education and Supervision program at St. Mary's University and am conducting research as part of the requirements for my doctoral degree. This dissertation research is conducted under the supervision of Melanie Harper, Ph.D. The purpose of my study is to better understand the relationships among perceptions of support, experiences of gatekeeping, and burnout in CES faculty members. This study was reviewed and approved by the St. Mary's University Institutional Review Board (XXXXXXX).

Thank you for your consideration and for continuing to promote knowledge and research in the field of counseling.

Criteria for Participation:

- Participant must be a core faculty member in a CACREP accredited counseling) program in the U.S.
- Participant must have worked as a core faculty member in a CACREP program for at least one year.
- Participant must have served on a student remediation or dismissal committee.

If you are interested in participating in this study, please use the following link:

https://stmarys.az1.qualtrics.com/jfe/form/SV_6ApDnbX6WHVfCXc

If you meet criteria for participation, you will be given access to an informed consent document followed by a survey containing demographics and three short questionnaires. Total time investment may be 30 minutes. There is no compensation for participation. Participants may elect to withdraw from the research at any time. Risks for participants are minimal. ***Any questions about participant rights or concerns about this research can be directed to the principal investigator:*** alamar@mail.stmarytx.edu or (940)704-0871, ***the faculty advisor:*** mharper@stmarytx.edu, ***or the St. Mary's University IRB chair*****:** 210-438-6707 or email: IRBCommitteeChair@stmarytx.edu

Thank you for your assistance,

Alicia Lamar, M.Ed.

Ph.D. Candidate, St. Mary's University

Appendix D

Recruitment Posting/Email Second Call

2nd Call for Participation

If you have already participated, thank you. If not, please consider participating in this study.

Calling all CES Faculty Members!

Research Study:

A CORRELATIONAL STUDY ASSESSING THE RELATIONSHIPS AMONG EXPERIENCES OF GATEKEEPING, PERCEPTIONS OF SUPPORT, AND BURNOUT IN COUNSELOR EDUCATORS AND SUPERVISORS

My name is Alicia Lamar; I am a doctoral candidate in the Counselor Education and Supervision program at St. Mary's University and am conducting research as part of the requirements for my doctoral degree. This dissertation research is conducted under the supervision of Melanie Harper, Ph.D. The purpose of my study is to better understand the relationships among perceptions of support, experiences of gatekeeping, and burnout in CES faculty members. This study was reviewed and approved by the St. Mary's University Institutional Review Board (XXXXXXX).

Thank you for your consideration and for continuing to promote knowledge and research in the field of counseling.

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Thank you for your assistance,

Alicia Lamar, M.Ed.

Ph.D. Candidate, St. Mary's University

Appendix E

Permission to use Copenhagen Burnout Inventory

TC

Thomas Clausen <tcl@nfa.dk>

Permission to use CBI English Version

NFA Hovedpostkasse <nfa@nfa.dk>

Thomas Clausen <tcl@nfa.dk>

To:

- Lamar, Alicia

Dear Alicia Lamar,

Thanks a lot for your mail. You are hereby granted permission to use the Copenhagen Burnout Inventory on the conditions that you describe below.

You can find the English version of the CBI and other relevant material on the CBI attached to this mail. I hope this is useful to you.

You are, of course, welcome to contact me again in case of questions and I wish you the best of luck with your research.

Sincerely yours,

Thomas Clausen

Thomas Clausen (TCL)

Seniorforsker, cand.scient.pol., ph.d

T 39 16 53 68 | | E tcl@nfa.dk

Det Nationale Forskningscenter for Arbejdsmiljø

Lersø Parkallé 105

2100 København Ø

T 39 16 52 00 | F 39 16 52 01

Sikker e-mail: nfa@nfa.dk | W nfa.dk

LA

Fra: Lamar, Alicia <alamar@mail.stmarytx.edu>

Sendt: 16. maj 2022 00:25

Til: NFA Hovedpostkasse <nfa@nfa.dk>

Emne: Permission to use CBI English Version

Lamar, Alicia

To: nfa@nfa.dk

Sun 5/15/2022 5:24 PM

I am looking for information regarding permission to use of the Copenhagen Burnout Inventory-English Version. My understanding is that it is in the public domain and available for use, is this the case? I am working on my dissertation and must secure permission if it is not publicly available for use.

Thank you,

Alicia Lamar

Ph.D. student, St. Mary's University

San Antonio, Texas

Appendix F

Copenhagen Burnout Inventory (Original Format)

(English version) used in the PUMA study

The questions of the CBI are *not* being printed in the questionnaire in the same order as shown here. In fact, the questions are mixed with questions on other topics. This is recommended in order to avoid stereotyped response patterns.

Part one: Personal burnout

Definition: Personal burnout is a state of prolonged physical and psychological exhaustion.

Questions:

1. How often do you feel tired?
2. How often are you physically exhausted?
3. How often are you emotionally exhausted?
4. How often do you think: “I can’t take it anymore”?
5. How often do you feel worn out?
6. How often do you feel weak and susceptible to illness?

Response categories: Always, Often, Sometimes, Seldom, Never/almost never.

Scoring: Always: 100. Often: 75. Sometimes: 50. Seldom: 25. Never/almost never: 0.

Total score on the scale is the average of the scores on the items.

If less than three questions have been answered, the respondent is classified as non-responder.

Part two: Work-related burnout

Definition: Work-related burnout is a state of prolonged physical and psychological exhaustion, which is perceived as related to the person's work.

Questions:

1. Is your work emotionally exhausting?

2. Do you feel burnt out because of your work?

3. Does your work frustrate you?

4. Do you feel worn out at the end of the working day?

5. Are you exhausted in the morning at the thought of another day at work?

6. Do you feel that every working hour is tiring for you?

7. Do you have enough energy for family and friends during leisure time?

Response categories:

Three first questions: To a very high degree, To a high degree, Somewhat, To a low degree, To a very low degree.

Last four questions: Always, Often, Sometimes, Seldom, Never/almost never. Reversed score for last question.

Scoring as for the first scale. If less than four questions have been answered, the respondent is classified as non-responder.

Part three: Client-related burnout

Definition: Client-related burnout is a state of prolonged physical and psychological exhaustion, which is perceived as related to the person's work with clients*.

*Clients, patients, social service recipients, elderly citizens, or inmates.

Questions:

1. Do you find it hard to work with clients?

2. Do you find it frustrating to work with clients?

3. Does it drain your energy to work with clients?

4. Do you feel that you give more than you get back when you work with clients?

5. Are you tired of working with clients?

6. Do you sometimes wonder how long you will be able to continue working with clients?

Response categories:

The four first questions: To a very high degree, To a high degree, Somewhat, To a low degree, To a very low degree.

The two last questions: Always, Often, Sometimes, Seldom, Never/almost never.

Scoring as for the first two scales. If less than three questions have been answered, the respondent is classified as non-responder.

Appendix G

Curriculum Vitae

Alicia Ines Lamar, M.Ed., LPC, NCC

Licensed Professional Counselor in the state of Texas with a work history in community mental health counseling, private practice counseling, and higher education.

EDUCATION

St. Mary's University — Ph.D. — May 2023
San Antonio, Texas
Counselor Education and Supervision
CACREP Accredited
Dissertation Defended: January 20, 2023
Dissertation Topic: Relationships Among Perceptions of Support, Experiences of Gatekeeping, and Burnout in Counselor Educators

University of Alaska Fairbanks — M.Ed. — May 2020
Fairbanks, Alaska
Clinical Mental Health Counseling
CACREP Accredited

Texas A&M University — Certificate — May 1996
College Station, Texas
Texas Teaching Certificate:
History and Speech (grades 6-12)

Texas A&M University — B.A — December 1986
College Station, Texas
Major: Speech Communications
Minor: Public Relations

PROFESSIONAL CERTIFICATIONS & LICENSURE

National Counselor Exam — Passed: ID# 1499441
National Certified Counselor — Active Status
Texas Behavioral Health Executive Council, LPC — #86160

RESEARCH

Research Assistant — August 2020-May 2022
Priscilla Reyna-Vasquez, Ph.D.
St. Mary's University

Literature review for a research project focusing on self-care and peer support. Gathering instruments and survey questions to conduct study. Awaiting IRB approval.

Literature review for article on translating a course from in-person to synchronous online format.

Research Assistant May-June 2019
Jessica McCay, Ph.D. Candidate
University of Alaska Fairbanks

Assisted in coordinating participants, administered informed consent, administered assessments, coded data, and data entry.

TEACHING

Term Assistant Professor August 2022-May 2023
University of Alaska Fairbanks (UAF)
Pre-practicum Course: COUN F617
University of Alaska Fairbanks
This course is structured as a fundamental counseling skills course, with the purpose of developing relationship building, basic assessments, goal setting, selecting client-aligned interventions, and evaluation of client outcomes required for Field Practicum. The course is designed as a content and practice-oriented skills development experience within a safe and encouraging environment.

Multicultural Psychopathology: COUN F650
Multicultural Psychopathology is designed to provide an overview of contemporary perspectives on child and adult psychological disorders. The role of culture, ethnicity, gender, and social class in symptom formation and symptom progression is examined. The course reviews the fundamentals of diagnosis utilizing the DSM-5 diagnostic system and the ICD-10 codes.

Responsibilities: meeting with students and providing assistance, collating quiz materials, and instructional opportunities for doctoral level students.

Adjunct Faculty January 2022-May 2022
Internship II & III: COUN F686, F687
University of Alaska Fairbanks
The purpose of the field placement was to give the counselor-in-training experience and supervised practice in the broad scope of activities engaged in by either fully credentialed school counselors or licensed professional counselors. Internship I, II & III was designed to give the counselor-in-training a limited experience in a specialized area of counseling, supervised by both a designated on-site supervisor and the individual's UAF faculty supervisor. The internship was designed to provide the counselor-in-training with not only the counseling experience, but also, with greater experience in all aspects of professional functioning.

Teaching Assistant January 2022-May 2022
Dan Ratliff, Ph.D.
St. Mary's University
Theory and Practice of University Teaching CN 8309
Through readings, class discussions, presentations, and teaching experiences, students explore the major roles, responsibilities, and activities of graduate mental health program educators. Students learn about instructional theory and methods relevant to preparing mental health professionals. Ethical, legal, multicultural, and accreditation issues associated with training mental health professionals are examined. Students develop their personal philosophies of teaching and learning and begin developing a teaching portfolio. During the application portion of this course, students demonstrate use of their teaching and learning philosophies, effective course design, varied course delivery methods (including both fact-to-face and online delivery techniques), and application of evaluation methods that are appropriate to course objectives. Students also demonstrate their abilities to assess the needs of students and develop techniques to help students develop into competent mental health professionals.

Adjunct Faculty August 2021-December 2021
Pre-practicum Course: COUN F617
University of Alaska Fairbanks
This course was structured as a fundamental counseling skills course, with the purpose of developing relationship building, basic assessments, goal setting, selecting client-aligned interventions, and evaluation of client outcomes required for Field Practicum. The course was designed as a content and practice-oriented skills development experience within a safe and encouraging environment.

Teaching Assistant May 2021- August 2021
Valerie Gifford, Ph.D.
Research in Counseling and Educational Settings
University of Alaska Fairbanks

Assisted faculty to maintain asynchronous course in qualitative and quantitative research methods for master's level students.

Teaching Assistant January 2021-May 2021
Valerie Gifford, Ph.D.
Practicum/Pre-practicum
University of Alaska Fairbanks

Led small group discussions, individual and triadic supervision, created online content, lectured, and graded discussion board posts for master's level students.

COUNSELING

Professional Counseling
Adults, Children, Couples, and Family Therapist October 2021- present

Heights Family Counseling

Individual and couples counseling

Adult Clinician May 2020-July 2021
Alaska Behavioral Health
(Formerly FCMHS)

Individual and group counseling, intakes, assessments, and crisis counseling with primarily severely mentally ill adult client population.
Primary clinician CBT for Depression Group via telehealth.

Internship and Practicum

Internship August 2019- May 2020
Student Intern
Fairbanks Community Mental Health Services (FCMHS)

Individual and group counseling services
Co-led a DBT and Mindfulness group, integrating yoga for in-agency clients.
Co-led a CBT for Christians group for in-agency clients.

Practicum
Student Intern May 2019-August 2019
Fairbanks Community Mental Health Services (FCMHS)

Individual counseling services

Pre-Practicum
Student Intern January-May-2019
University of Alaska Fairbanks Community Mental Health Clinic

Individual counseling with college students

PROFESSIONAL MEMBERSHIPS

American Counseling Association (ACA)
Texas Counseling Association (TCA)
Association for Counselor Educators and Supervisors (ACES)

SCHOLARSHIPS

Counseling Department Scholarship $6000.00/yr. August 2020-June 2022
St. Mary's University