

## ACES PROPOSAL

**ACES Proposal COUC747*****Author's Details:*****Lead Presenter Information (will be the contact person as well as first author):**

Mr.

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Professional Counseling

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**Presenter Two:**

Mr.

Jeremy

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Master's degree

Master of Science in Counseling

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***Submission Details*****\*Program Title:**

Counselors in training (CIT): The potential for burnout and steps for prevention.

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**\*What type of submission is this proposal?** (50-minute ACES INFORM session, 50-minute education session, 50-minute career-focused session, 80-minute panel discussion, 30-minute poster)

**\*If your proposal is not accepted for the submission type you chose above, are you willing to present it in a different format? Check all that apply.** (Yes, I am willing to present an education session. I am willing to present a poster. No, I am not willing to present this proposal in another format.)

**\*If the focus of your session is any of the following, please check as many appropriate boxes as apply to your session. If none apply, please select, "Not Applicable."**

Supervision, Cultural Humility

**\*Please select the topic area(s) that best describes your proposal as it relates to counselor education and/or supervision (select up to two).** (Assessment, Career Development and Counseling, Counseling Theory/Practice and the Counseling Relationship, Counselor Professional Identity and Practice Issues, Group Dynamics and Counseling, Human Growth and Development, Research and Program Evaluation, Social and Cultural Foundations, Wellness and Prevention)

**\*Learning Objective 1** (Character Maximum: 300)

Bring attention to the potential for counselors in training to burnout.

**\*Learning Objective 2** (Character Maximum: 300)

Help counselor educators and supervisors understand the signs of burnout.

**\*Learning Objective 3** (Character Maximum: 300)

Offer some areas of consideration to mitigate and hopefully prevent counselor in training burnout.

**\*Program Summary for Publication in Conference Program**

Character Maximum: 850

This session will emphasize the need of counselor educators and supervisors to be cognizant of the potential for burnout among counselors in training. Graduate students in mental health fields reportedly have higher stress levels than other graduate academic fields. CITs are required to engage in personal and professional growth by gaining self-awareness, face difficult life experiences of clients, and learning new skills for interpersonal interaction (Dye et al., 2020). The authors address the need for wholeness in counselor education and encourage well-being that integrates by body, mind, and spirit for full individual health. The American Counseling Association (ACA) (2014) Code of Ethics directly addresses counselor self-care in Section C,

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Professional Responsibility. Counselors are encouraged self-care engagement to maintain emotional, mental, and spiritual well-being as a means to meet their professional responsibilities.

**\*Program Description (Please include rationale, program goals, and delivery method. All presentations, particularly those related to teaching or supervision client diagnosis, evaluation, or treatment, must provide evidence/research that the information presented is clinically sound and in accordance with accepted professional practice, ethical guidelines, and current research. A space for references is provided in the next question.**

Character Maximum: 3000

Counselors in training find themselves in a unique situation when they discover a gap between learning the theories behind counseling and the application of counseling theory with clients. This alongside the demand for notes, billing, scheduling, efficacy, communication, etc. can be a stress inducing time leading to premature burnout. The session goals are to bring to light the issue of counselor in training burnout, help counselor educators and supervisors to be more aware of the potential, and to offer considerations to mitigate and hopefully prevent counselors in training from leaving the profession prematurely (Lee, et. al. 2018). A stress management component in the counselor's education, or a specific course will help the students' "overall understanding, application, and life integration" abilities (Abel, et. al. 2012). Mindfulness is another valid tool, to be utilized to assist CIT in self-regulation and emotional balance, they will be more effective in handling their stressors and be more present for their clients (Dye, et. al. 2020; Testa & Sangganjanavanich 2016). A main idea we will cover is to be proactive in helping CIT to be proactive in "personal and professional development and self-care" (Um & Bardhoshi. 2022). We will be providing a power point slide presentation with an interactive lecture format to help those in attendance to gain an understanding of the goals of the session.

Counselors and CITs do not just learn about the stressors and difficult times from their clients, they walk with the client through the struggle. This journey can lead the counselor or the CIT into burnout (Wendel, 2022). The author cautions counselors and CITs can face impairment when becoming overwhelmed. The Council for Accreditation of Counseling and Related Educational Programs [CACREP], 2016 standards call for wellness components in counselor education curriculum. Self-care strategies for the counselor role, along with ethical and culturally relevant strategies are needed to promote resilience, optimum development and counselor wellness are also instructions in CACREP standards (Section II). The integration of spirituality into clinical practices by counselors and CITs can add value and evidenced-based coping skills for clients struggling with today's stressors (Plante, 2022a). The author expresses concern about the lack of civility in expression of modern controversies of society. The author also promotes the sanctity and sacredness in all life. Religious traditions emphasize the divine within all. There is power in observation and modeling behavior. Integrating religious and spiritual beliefs and moral philosophy can improve life making decisions. When different points of view occur,

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ethical principles should be embraced by the therapist and the client to promote responsibility, integrity, and compassion. A balance between self-care and other-care is a necessary requirement for counselors and CITs (Ko & Lee, 2021). Self-care is termed to be a precondition to fulfill the counselor or CIT role. It is a constant renewal of the self through physical, emotional/social, spiritual and intellectual health.

### References cited in your proposal:

Characters Maximum: 10000

Abel, H., Abel, A., & Smith, R. L. (2012). The effects of a stress management course on counselors-in-training. *Counselor Education and Supervision, 51*(1), 64-78. <https://doi.org/10.1002/j.1556-6978.2012.00005.x>

American Counseling Association. (2014). *2014 ACA code of ethics*. <https://www.counseling.org/knowledge-center>

Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2015). *2016 CACREP standards* [PDF]. [www.cacrep.org](http://www.cacrep.org). <http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf>

Dye, L., Burke, M. G., & Wolf, C. (2020). Teaching mindfulness for the self-care and well-being of counselors-in-training. *Journal of Creativity in Mental Health, 15*(2), 140-153. <https://doi.org/10.1080/15401383.2019.1642171>

Ko, H., & Lee, S. M. (2021). Effects of imbalance of self- and Other-Care on counselors' burnout. *Journal of Counseling and Development, 99*(3), 252-262. <https://doi.org/10.1002/jcad.12372>

Lee, I., Bardhoshi, G., Yoon, E., Sandersfeld, T., Rush, R. D., & Priest, J. B. (2018). Attributional style and burnout of Counselors-in-Training. *Counselor Education and Supervision, 57*(4), 285-300. <https://doi.org/10.1002/ceas.12117>

McRoberts, R., & Epstein, J. L. (2023). Creative self-concept, post-traumatic-growth, and professional identity resilience in counselors with traumatic experiences: A canonical correlation analysis. *Journal of Creativity in Mental Health, ahead-of-print*(ahead-of-print), 1-15. <https://doi.org/10.1080/15401383.2023.2232730>

Mumbauer-Pisano, J., & Kim, N. (2021). Promoting wellness in Counselors-in-Training: Impact of a wellness experiential group. *Counselor Education and Supervision, 60*(3), 224-

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234. <https://doi.org/10.1002/ceas.12213>
- Plante, T. G. (2022). Minding the gap: Spirituality in clinical practice during increased secularization and mental health needs. *Spirituality in Clinical Practice (Washington, D.C.)*, <https://doi.org/10.1037/scp0000298>
- Plante, T. G. (2022). Religion has a public relations problem: Integrating evidence-based thinking into clinical practice. *Spirituality in Clinical Practice (Washington, D.C.)*, <https://doi.org/10.1037/scp0000292>
- Testa, D., & Sangganjanavanich, V. F. (2016). Contribution of mindfulness and emotional intelligence to burnout among counseling interns. *Counselor Education and Supervision*, 55(2), 95-108. <https://doi.org/10.1002/ceas.12035>
- Um, B., & Bardhoshi, G. (2022). Demands, resources, meaningful work, and burnout of counselors-in-training. *Counselor Education and Supervision*, 61(2), 160-173. <https://doi.org/10.1002/ceas.12232>
- Wendel, A. R. (2022). A christian psychology approach to counselor wellness: Instilling and improving counselor wellness in clinical supervision. *The Journal of Psychology and Christianity*, 41(4), 265-277.
- Whitehead, B. R., & Bergeman, C. S. (2020). Daily religious coping buffers the stress-affect relationship and benefits overall metabolic health in older adults. *Psychology of Religion and Spirituality*, 12(4), 393-399. <https://doi.org/10.1037/rel0000251>

**\*Please discuss how your proposal aligns with counselor education and/or supervision.**

Character Maximum: 2500

Counselors in training have a propensity to go through a period where they become aware of the gap between their education and the actual practice of counseling clients. This may lead to an early onset of burnout that educators and supervisors need to be cognizant of and have a plan in place to address this issue in a timely manner. There needs to be a level of prevention as well as steps in place to help students recover when there are signs pointing towards burnout.

Mumbauer-Pisano and Kim (2021) process the impact of mindfulness-based stress reduction for CITs. When CITs participated in hatha yoga, meditation, and relaxation techniques in a graduate course, the students reported positive results with physical, emotional, mental, spiritual, and interpersonal aspects of the students lives. The challenge is to go beyond a single course of stress reduction and to integrate a culture of wellness for counselor education programs. The

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integration is not just discussed in the abstract, but an experiential and active learning through the program. The authors encourage future research to graduate counseling programs to implement wellness through the degree program. Incorporating experiential intervention activities could prevent CIT burnout.

Whitehead and Bergeman (2020) acknowledge religion and spiritual engagement result managed anxiety, depression, less suicide attempts, and less substance use. Trauma and vicarious trauma are a concern for counselors. Supervisors are to monitor counselor wellness to ensure ethical practice. Counselors and CITs have the ability increase their awareness of trauma and growth to assist in regulating emotions, maintaining benevolence and empathy while preventing compassion fatigue and burnout. However, studies are limited in examining a counselors' creative self-concepts and the resultant progression to promote professional identity resilience and post-traumatic growth (McRoberts & Epstein, 2023). The authors support the development of creative confidence, promoting counselor identity development. The authors encourage an implementation of a personal wholistic wellness for counselor development that includes creativity, spirituality, and moral autonomy.

**\*Please discuss the expertise of the presenters and explain why they are qualified to make the proposed presentation. Do not include any identifying details.**

Character Maximum: 2500

Both presenters have been in the counseling field for several years and have taken the time to pay attention and attempt to understand the counselor in training's potential for burnout. The presenters will demonstrate supported methods to mitigate the likelihood of this burnout occurring.

**\*Which of the following will you utilize during your presentation?** If you are applying for a poster, please check "does not apply." (Case Study, Role-Play, Participant Discussion, Lecture, Experimental/Active Learning, Multimedia PowerPoint/Keynote, etc., Handouts, Does not apply)

**\*Who is your target audience for your proposal?** Check all that apply. (Counselor Educators, Supervisors, Graduate Students)

## ACES PROPOSAL COUC747

### COUNSELORS IN TRAINING (CIT): THE POTENTIAL FOR BURNOUT AND STEPS FOR PREVENTION

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JEREMY GILLEN TINE MS., ALC

KYLE E KASER M.A., LCPC, LCADC

### COUNSELORS IN TRAINING (CIT): THE POTENTIAL FOR BURNOUT AND STEPS FOR PREVENTION

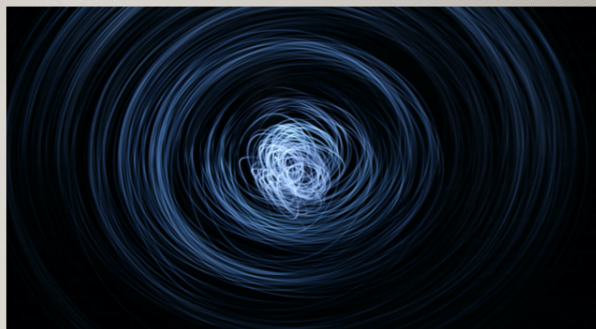
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- **Learning Objective 1**
- Bring attention to the potential for counselors in training to burnout.
  
- **Learning Objective 2**
- Help counselor educators and supervisors understand the signs of burnout.
  
- **Learning Objective 3** (Character Maximum: 300)
- Offer some areas of consideration to mitigate and hopefully prevent counselor in training burnout.

## COUNSELORS IN TRAINING (CIT): THE POTENTIAL FOR BURNOUT AND STEPS FOR PREVENTION

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Look for higher stress levels: While graduate students are gaining an academic understanding of counseling, they are often exposed to emotional and psychological stressors. (Dye et al., 2020).



## COUNSELORS IN TRAINING (CIT): THE POTENTIAL FOR BURNOUT AND STEPS FOR PREVENTION

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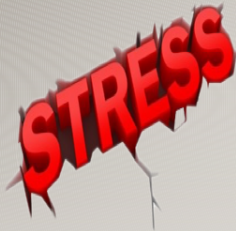
CITs are required to engage in personal and professional growth by gaining self-awareness, face difficult life experiences of clients, and learning new skills for interpersonal interaction (Dye et al., 2020).



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## COUNSELORS IN TRAINING (CIT): THE POTENTIAL FOR BURNOUT AND STEPS FOR PREVENTION

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Higher levels of **stress** can negatively impact the well-being of a CIT, resulting in changing in mood of the graduate student and influences on decision-making (Dye et al., 2020).

## COUNSELORS IN TRAINING (CIT): THE POTENTIAL FOR BURNOUT AND STEPS FOR PREVENTION

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Counselors and CITs do not just learn about the stressors and difficult times from their clients, they walk with the client through the struggle. This journey can lead the counselor or the CIT into burnout (Wendel, 2022).

## COUNSELORS IN TRAINING (CIT): THE POTENTIAL FOR BURNOUT AND STEPS FOR PREVENTION

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The Council for Accreditation of Counseling and Related Educational Programs [CACREP], 2016 standards call for wellness components in counselor education curriculum.



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## COUNSELORS IN TRAINING (CIT): THE POTENTIAL FOR BURNOUT AND STEPS FOR PREVENTION

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Dye et al., 2020 address the need for wholeness in counselor education. Wholeness is a life oriented to optimal health and well-being. The authors encourage well-being that integrates by body, mind, and spirit for full individual health.



## COUNSELORS IN TRAINING (CIT): THE POTENTIAL FOR BURNOUT AND STEPS FOR PREVENTION

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CACREP (2016) also calls for counselor educators to list strategies for personal and professional self-evaluation.

## COUNSELORS IN TRAINING (CIT): THE POTENTIAL FOR BURNOUT AND STEPS FOR PREVENTION

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The integration of spirituality into clinical practices by counselors and CITs can add value and evidenced-based coping skills for clients struggling with today's stressors (Plante, 2022). The author also promotes the sanctity and sacredness in all life.

## COUNSELORS IN TRAINING (CIT): THE POTENTIAL FOR BURNOUT AND STEPS FOR PREVENTION

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When different points of view occur, ethical principles should be embraced by the therapist and the client to promote responsibility, integrity, and compassion. A balance between self-care and other-care is a necessary requirement for counselors and CITs (Ko & Lee, 2021).



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## COUNSELORS IN TRAINING (CIT): THE POTENTIAL FOR BURNOUT AND STEPS FOR PREVENTION

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Self-care is a precondition to fulfill the counselor or CIT role. It is a constant renewal of the self through physical, emotional/social, spiritual and intellectual health.

## COUNSELORS IN TRAINING (CIT): THE POTENTIAL FOR BURNOUT AND STEPS FOR PREVENTION

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Develop creative confidence, promoting counselor identity development

Personal Wholistic Wellness

Creative

Spiritual

Moral Autonomy

(McRoberts & Epstein, 2023)

## COUNSELORS IN TRAINING (CIT): THE POTENTIAL FOR BURNOUT AND STEPS FOR PREVENTION

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### References

Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2015). *2016 CACREP standards* [PDF].

www.cacrep.org. <http://www.cacrep.org/wp>

content/uploads/2017/08/2016-Standards-with-citations.pdf

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153. <https://doi.org/10.1080/15401383.2019.1642171>

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Plante, T. G. (2022). Religion has a public relations problem: Integrating evidence-based thinking into clinical practice. *Spirituality In Clinical Practice* (Washington, D.C.), <https://doi.org/10.1037/scp0000292>

Wendel, A. R. (2022). A christian psychology approach to counselor wellness: Instilling and improving counselor wellness in clinical supervision. *The Journal of Psychology and Christianity*, 41(4), 265-277.