

**A Phenomenological Study:
Self-Care and Work-Life Balance among Pre-tenure Counselor Educators**

by

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A dissertation submitted to the Graduate Faculty of
Auburn University
in partial fulfillment of the
requirements for the Degree of
Doctor of Philosophy in Counselor Education and Supervision

Auburn, Alabama
May 6, 2018

Keywords: Self-care, Work-life, Pre-tenure, Counselor educators

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Abstract

Self-care is vital to ongoing wellness and can be any activity or engagement that one participates in emotionally, mentally, or spiritually to prevent burnout (McGarrigle & Walsh, 2011). According to Bradley, Whisenhunt, Adamson, and Kress (2013), within the helping profession, it is important to be able to utilize self-care strategies to ensure one is working effectively and not from a diminished state, due to burnout. Another vital aspect of self-care is work-life balance. Fouche and Martindale (2011), defined work-life balance as the time that one spends outside of their work environment. Self-care and work-life balance are related and important areas to study in order to gain education to help decrease burnout. There have been numerous studies conducted on many professions related to self-care, work-life balance, and burnout but there is a limited amount of research on pre-tenure counselor educators. The current Phenomenological study explored the lived experience of pre-tenured counselor educators in relation to self-care and work-life balance to increase support for new tenure track counselor education faculty. Utilizing Van Manen's (1990) Phenomenological approach, five essential themes emerged: 1) Numerous Roles and Responsibilities, 2) Mindfulness and Intentionality, 3) Sacrifices, 4) Needing Clarity, and 5) Value in the Work; and one incidental theme: 1) communication. This study aimed to increase job satisfaction, provide recommendations related to self-care and work-life balance, and increase awareness related to self-care and work-life balance struggles for pre-tenure counselor educators. Recommendations for mentoring, research

teams, self-care and work-life balance workshops, and an increase in technology-based meetings were implications found as a result of this phenomenological study.

Acknowledgments

The road to completing a PhD is long and arduous. It is a challenge in resiliency and determination that can be emotionally and psychologically draining. This journey could not have reached its end without the unwavering support, encouragement, and belief of my family and friends. To Tommy Hyatt, you were my number one supporter. Your love and well-placed humor lightened the days that seemed never ending and kept me going when I felt like I would be ABD forever. Your statement, “you got this” and your belief that if anyone could be successful in a Doctoral program it was absolutely myself pushed me to dig deep and keep going. You are the best husband and supporter anyone could ask for and you will never truly know how everything you have done over this journey allowed me to “stay in the game.”

To the rest of my family and friends- Rebecca and Wendell Hyatt, Natalie and Jameson White, Taren Thomas, Errol White, Shelley Reed and Valerie Knoll, Mickila Harris, Samantha Plummer, Stella Makri, Sarah Fucillo, Patrick Murphy, Debbie Campbell, and my tribe at the CSU counseling center, THANK YOU, for your support and encouragement!!!! Rebecca and Wendell Hyatt thanks for keeping me motivated and believing in me and being amazing. Natalie White, no words can express how much I owe you for always listening to me and not charging. Taren Thomas, the twin power was strong and you are a warrior-your strength encouraged me to never give up. Errol White, you are the greatest dad and I appreciate your faith and humor during the past four years. Shelley Reed and Valerie Knoll, my mentors and

friends, you both pushed me to begin this journey and believed that I could do it. I would not be here today if not for Val and you. There are not enough words in the dictionary to express my gratitude, so I'll just say this-I love you both. Mickila Harris, you have been a comedic relief and someone who has pushed me to engage in self-care along the way, which was definitely needed! Samantha Plummer, for dragging me away from my computer and always being understanding of my hectic schedule. The CSU counseling center, you guys are my "tribe" and I love you all. Being there every week since I began my doctoral journey kept me grounded and filled my soul. It was re-energizing to me and your support and encouragement never wavered. You all are rock stars and I love you all-Dan, Kimberly, Oula, Cheryl, Katie, Christy, and Daniel. A special thanks to Christy, whose willingness to read and edit my dissertation, multiple times!

To my cohort-this can be an isolating process, but I feel very blessed to say that I had an amazing cohort of wonderfully supportive peers. From study groups, presentations, writing together, clinical work, and commuting. I am so happy to be hooded with Juanita Barnett and am not sure how I would have gotten through without our pushing each other to write and re-write, non-stop, during our never-ending late-night phone calls. It is a blessing to have worked with such talented and motivated individuals during my time at Auburn and I know it is not the end. We "just kept swimming!"

Last, but not least, to my committee, THANKS! To Dr. Melanie Iarussi, you are an amazing counselor educator and mentor who provided me support and guidance throughout this process. You allowed me to explore and grow as a researcher while being available to provide

constructive feedback. Additionally, throughout my time at Auburn, you have been a believer and advocate of mine, which means more than you can ever know. I could not imagine reaching the finish line without you. To Dr. Jamie Carney, I began the Doctoral journey with you and you are one main reason that I wanted to attend Auburn University. Your passion for the profession is always evident in everything you do, and I aim to emulate that in my career. You have impacted my professional identity as a counselor educator more than you will ever know and I am forever grateful to you. To Dr. Amanda Evans, you are an amazing counselor educator who is able to provide a sense of peace with your energy and genuine nature and I'm very grateful for your time, commitment, and feedback to me during this process that has allowed me to grow in this profession. To Dr. Rebecca Curtis, you are a wonderful counselor educator who helped me to broaden my knowledge on existentialism, qualitative research, and much more. You have been instrumental as a member of my committee with your qualitative experience and your passion for this field. Lastly, Dr. Bernard Hill your feedback and encouragement were helpful in producing the final product. Thanks!!!

To all my other friends, family, and supporters your encouragement and belief meant the world to me! Thanks!

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Chapter One

Introduction

Self-care includes behaviors or activities that counselors participate in to take care of themselves emotionally, physically, and spiritually to prevent professional burnout (McGarrigle & Walsh, 2011). Burnout is defined as the connection between job responsibilities of a counselor and how these work-related responsibilities may cause emotional, physical, and psychological trauma (Hardiman & Simmonds, 2012). Currently, the counseling profession has numerous terms being utilized to discuss burnout (Hardiman & Simmonds, 2012).

Counselors have personal responsibilities outside of work. These personal responsibilities may cause stress and trauma within a counselors' life that may make it hard to disconnect, from their work, in an emotionally appropriate way without self-care (Richards, Campenni, & Muse-Burke, 2010). Bradley, Whisenhunt, Adamson, and Kress (2013) stated counselors must practice self-care, as most their time and energy is spent on other people. This means self-care is crucial to ensure efficacy in one's role as a counselor (Wolf, Thompson, & Smith-Adcock, 2012). When a counselor is able to maintain the wellness in their lives, they demonstrate self-care to their clients, so clients may achieve wellness for themselves (Coll, Doumas, Trotter, & Freeman, 2013).

Work-life balance is a significant component of self-care. According to Fouche and Martindale (2011), work-life balance may be defined as the amount of time that is spent outside of one's job responsibilities. Work-life balance was a term first used in the 1970s in the United Kingdom and then in the 1980's in the United States (Fernandez-Crehuet, Gimenez-Nadal & Recio, 2015). Researchers in many industries have studied work-life balance in an effort to describe the relationship between balance and burnout. These industries include counseling, academia, nursing, and early career pediatrics, to name a few (Boamah & Laschinger, 2016;

Phillipsen, 2010; Starmer, Frintner, & Freed, 2016; Stebnicki, 2007). Some research has focused on participants in their early career, as it seems to be this is when people are at the highest risk for becoming burned-out, because of work-life imbalance (Boamah & Laschinger, 2016; Starmer et al., 2016). Although this term has been around since the seventies, there is still limited knowledge regarding this topic in relation to work-life balance among counselor educators.

Statement of the Problem

Self-Care and Work-Life Balance

Examining the underlying factors that contribute to burnout is fundamental, in order to prevent it, by appropriately applying self-care. Burnout relates to being emotionally overwrought, while not being able to practice or utilize self-care strategies accurately, when dealing with emotional content and exhaustion (Coll et al., 2013). Hardiman and Simmonds (2012) found, “Emotional well-being moderated the relationship between the perceived severity of client trauma on burnout and spiritual well-being” (p. 1050), further stressing the value of being able to develop self-care strategies to maintain a healthy emotional state.

Self-care is an extremely important aspect of counselor well-being and it impacts a counselors’ ability to perform their job well without becoming burned-out (Richards, Campenni, & Muse-Burke, 2010). Self-care is defined by a person’s ability to be aware of their own needs and taking care of themselves. Another reason self-care is thought of as vital is the belief that because counselors actively listen to others’ pain daily, that they must be reflective to process their own feelings (McGarrigle & Walsh, 2011). It may be understood that self-care requires self-awareness and the ability to care for oneself by attending to ones’ own needs to prevent burnout (William et al, 2010). In fact, the American Counseling Association *Code of Ethics* (2014) identified self-care as a professional responsibility. The Council for Accreditation of

Counseling and Related Educational Programs (2016) also placed an emphasis on placing self-care into education for counselors-in-training. For instance, F.1.1 in CACREP (2106) highlighted that counselor educators and CACREP accredited counseling programs must educate counselor trainees on “self-care strategies appropriate for the counselor- role” (p. 9). In accordance with CACREP (2016), most counseling programs placed an emphasis on discussing self-care and its’ importance (O’Halloran & Linton, 2000). Since the value of self-care is monumental, many master’s programs and doctoral counseling programs will intertwine self-care practices into their curricula through course work or activities (O’Halloran & Linton, 2000). Some curricula offered workshops or training, in addition to other ways to engage students, in self-care practices (Wolf, Thompson, & Smith-Adcock, 2012). There are differences between programs and curricula related to self-care. These may include classwork, individual, or group counseling experiences, all with the intent of graduating students who may utilize self-care strategies to prevent burnout (Williams et al, 2010). Counselors may utilize numerous strategies to prevent burnout from mindfulness, to meditation, to music therapy (Christopher & Maris, 2010; Warren, Morgan, Morris & Morris, 2010; Williams et al., 2010). Williams et al. (2010) studied counselors who actively practiced self-care activities related to mindfulness, to observe how these would impact overall wellness.

Upon reviewing self-care, the relation to work-life balance should be evaluated. Another reason work-life balance is vital is that individuals must be able to balance their job duties with their personal responsibilities (Sirgy & Lee, 2015). It has been shown that a healthy work-life balance may lead to people experiencing overall wellness (Starmer et al., 2016). Inadequate work-life balance may lead to a person being unable to meet their responsibilities, causing turnover, in the workplace (Fernandez-Crehuet et al., 2015). For example, Boamah and

Lashinger (2016) found newly graduated nurses have a high turnover rate, partly due to an improper work-life balance, and research on early career pediatricians reported stresses were a result of improper work-life balance (Starmer et al., 2016).

Self-Care and Work-Life Balance among Counselor Educators

The phenomena of work-life balance and self-care should be studied to gain a comprehensive understanding of the impact that these have for counselor education faculty. Counselor educators seem to face many similar challenges – work, personal, family - as individuals working in other industries; thus, it is important to consider how they will need to develop healthy self-care strategies and work-life balance (Fouche & Martindale, 2011). Wester, Trepal, and Myers (2009) noted counselor educators have unique and stressful responsibilities, from supervising to gatekeeping, within their job. Furthermore, research by Fouche and Martindale (2011) found counselor educators should be utilizing self-care to appropriately teach students about the value of implementing strategies. Specifically, Fouche and Martindale (2011) stated,

Not only are these issues crucial to beginning practice and their transition of students to professional practice, but they are important for practitioners in managing their organizational environments and self-managing their identity and expertise. If we agree that consideration of work-life balance is a mechanism to counter stress, fatigue and burnout as constant threats, we need to value conversations on the life domains that define “balance” for each individual (p. 683).

New faculty members may face many challenges with self-care and work-life balance. Hermann, Ziomek-Diagle, and Dockery (2014) found women are uniquely vulnerable in the academic environment, as many will face challenges with balancing their work and personal

responsibilities in a healthy manner. Many women reported raising children was another stressor to consider when working as a new faculty member (Herman, Ziomek-Diagle & Dockery, 2014; see also Armenti, 2004; Phillipsen, 2010; Roach, & Young, 2007). A unique challenge to consider for women faculty, is many women will be working towards tenure during the years in which they may be child-rearing, making the tenure process uniquely difficult for them (Phillipsen, 2010).

A quantitative study conducted by Sangganjanavanich and Balkin (2013) with 220 counselor educators aimed to address the factors affecting burnout in the educational domain. This study looked at commonalities in job responsibilities, to find factors that impact job satisfaction. This research focused on understanding and explaining how the responsibilities and roles that counselor educators maintain contribute to burnout. The study found the more responsibilities placed on faculty in addition to their main priorities – teaching, research, outreach - impacted their perception of job satisfaction. New professors encountered great stress within the academic environment. For instance, while learning new roles, counselor educators must compete in the tenure process, research, and manage all their additional responsibilities within and outside the workforce (Sangganjanavanich & Balkin, 2013). In discussing the numerous responsibilities and roles new faculty members must learn, the value of self-care becomes obvious (Roach & Young, 2007).

Work-life balance is important to maintain healthy relationships outside of the work force. Sirgy and Lee (2015) stated the commitment people make to their jobs may interfere with their ability to properly balance outside responsibilities, leading to alienation from family and friends. Trepal and Stinchfield (2012) examined work-life balance in a study conducted of twenty tenured and non-tenured faculty. This study found many of the faculty felt balancing their

personal life and work was difficult, making them place higher priority on meeting their personal needs (Trepal & Stinchfield, 2012).

In a study conducted by Wester et al. (2009) with 181 counselor educators, a high level of wellness was reported by the participants. Wester et al. (2009) found a vital responsibility of counselor educators was to be aware of their needs in order to foster growth and awareness in their students. Therefore, Wester et al. (2009) emphasized the value of being well in order to educate others on maintaining wellness. This is important as Wester et al. (2009) found when there is an increase in stress, there is a decrease in well-being which further highlights the importance of self-care. Thus, all aspects of life are inter-related, making self-care necessary to prevent burnout and maintain wellness (Wester et al, 2009).

Significance

Evaluating counselor educators' implementation of self-care is crucial to ascertain productivity, prevent burnout, model appropriate self-care, and encourage ongoing wellness in pre-tenured counselor educators (Roach & Young, 2007). Eaton, Osgood, Cigrand, and Dunbar (2015) stated responsibilities in academia continue to grow, leading to higher likelihood of work-life imbalance among faculty. Counselor educators are responsible for acting as supervisors, gatekeepers, and mentors, while engaging in professional engagement, research, publishing, advocacy, as well as many other roles (Eaton et al. 2015). Additionally, counselor educators are responsible for educating counselors-in-training on understanding the value of being self-aware of their needs and how to manage them through self-care strategies (Eaton et al., 2015). These numerous roles and responsibilities could lead to a counselor educator feeling over-burdened, leading to an imbalance within their own lives and poorer overall health (Wester, et al, 2009).

For the reasons stated above, and many others, it is necessary to study the phenomena of work-life balance and self-care for pre-tenure counselor educators.

Purpose of Study

Due to limited existing research on self-care and work-life balance for pre-tenured counselor educators, the aim of the study will be to gain a deeper understanding of the lived experiences of counselor educators in regard to work-life balance and self-care. Pre-tenured faculty will be studied, as research shows they face unique challenges in learning their new roles in the academic environment, such as job insecurity and evaluation for the tenure process (Hermann et al., 2014; Phillipsen, 2010; Trepal & Stinchfield, 2012).

Definition of Terms

- 1) Burnout: Becoming physically and psychologically fatigued due to the high stresses of ones' job (Bradley et al., 2013).
- 2) Self-Care: The ability to recognize and meet one's spiritual, physical, emotional, and mental needs, self-care looks differently for everyone (McGarrigle & Walsh, 2011).
- 3) Work-Life Balance: The time balance between paid work and the time spent outside of the workforce or not participating in job responsibilities (Fouche & Martindale, 2011).
- 4) Pre-Tenured Counselor Education Faculty: Faculty within tenure track positions but have not completed the tenure track process, at the time of this study.
- 5) Wellness: "physical, mental, and social well-being but not merely the absence of disease" (Myers & Sweeney, 2008, p. 82).

Summary

Self-care is defined as the meeting of one's needs (McGarrigle & Walsh, 2011). While reviewing self-care, work-life balance plays an integral role, because many of the stresses

individuals face is balancing work with personal responsibilities. For new faculty, this stress seems to be unique due to their participation in the tenure process, while also learning their new roles (Sangganjanavanich & Balkin, 2013). The phenomena of self-care and work-life balance for pre-tenured counselor education faculty needs to be studied to gain a fuller understanding of their lived experiences and in order to prevent burnout.

Chapter 2

Literature Review

Self-Care

Self-care is a continually growing concept, especially in the counseling realm. Self-care is the behavior that one participates in to meet their physical, psychological, emotional, and spiritual needs in order to prevent burnout (McGarrigle & Walsh, 2011). Burnout is defined as, “feelings of emotional fatigue due to work-related stress” (Sangganjanavanich & Balkin, 2013, p. 68). There are many responsibilities counselors face within their job that may lead to burnout. In order to prevent this, self-care is of the utmost importance. Research from Thompson, Frick, and Trice-Black (2011) analyzed how working with clients may be difficult on counselors and counselors-in-training. The study found, when faced with burnout, counselors struggle to maintain positive regard towards their clients, while not losing focus on their job responsibilities or becoming diminished in their roles. Thompson, Amatea, and Thompson (2014) stated that counselors face busy, high-stress work schedules and place overwhelming demands on themselves, while working in an environment where they must embody compassion, empathy, and genuineness. This work pace may lead, over time, to burn out (Thompson et al., 2014).

Research conducted by Warren et al. (2010) explored patterns of emotional fatigue and burnout that take place for counselors when working as a helping professional. Stebnicki (2007) reported that over-empathizing with clients, in the absence of self-care, may lead to burnout.

Stebnicki (2007) also stated self-care enabled counselors – those with the ability to recognize and meet their emotional, psychological, physical, and spiritual needs - prior to meeting the needs of their clients, work from a more effective state since they are not burned out. Therefore, utilization of self-care techniques is crucial to counselors, so they may maintain wellness and prevent burnout, allowing them to work with clients from a non-impaired state.

O’Halloran and Linton (2000) stated self-care and wellness are difficult concepts. Although counselors are aware of burnout and its’ impact on their personal lives, it is just easier to focus their energy on clients’ wellness (OHalloran & Linton, 2000). Counselors working with clients, who experience all forms of trauma, may feel vulnerable discussing how their client stories impact them. The working alliance between counselors and clients may have long-term detrimental effects on counselors if they do not practice self-care. According to O’Halloran and Linton (2000), maintaining wellness requires counselors understand self-care and burnout by placing an emphasis on their own personal well-being. Counselors need to be aware of their social, emotional, cognitive, physical, spiritual, and vocational needs to maintain their health.

Williams et al. (2010) indicated many counselors-in-training are not prepared for the reality of the counseling profession. They must be able to utilize self-care strategies to meet their clients’ needs without becoming burned-out. According to CACREP (2016) standards and the American Counseling Association (2014) *Code of Ethic*, self-care while working at full capacity as a counselor is vital. Specifically, the American Counseling Association (2014) *Code of Ethics* has sections C.2.g and F.5.b that address not working from an impaired state as a counselor. It is also a necessity for supervisors to assess for impairment of their supervisees to ensure client welfare is not being impacted by counselors who may be experiencing burnout. CACREP (2016) standards stated supervisors must evaluate “fitness for the profession, including self-awareness

and emotional stability” (p. 33). Research conducted by Williams et al. (2010) found engaging in self-care is necessary. To meet this need, some counselor education programs require counselors-in training to participate in individual therapy or group therapy sessions (Williams, et al, 2010).

Bradley et al. (2013) stated burnout occurs as mental health providers are exposed to others’ trauma while also dealing with their own life and responsibilities. This means that any personal upset or trauma taking place in a counselor’s life may heighten the likelihood of experiencing burnout (McGarrigle & Walsh, 2011). Self-care and wellness are two concepts that are highly correlated and often studied in conjunction with each other (McGarrigle & Walsh, 2011). Self-care is the ability to manage ones’ stresses, while wellness is the ability to maintain ones’ health (McGarrigle & Walsh, 2011).

Self-Care Strategies

There are numerous studies on self-care and what strategies work for counselors and other helping professionals. In a study by Williams, Richardson, Moore, Gambrel, and Keeling (2010), therapists implemented differing self-care strategies to review the effectiveness of each on their overall wellness. This study aimed to evaluate the impact of self-care on the overall therapeutic process in a positive manner, by implementing mindfulness, balance, music, self-hypnosis, and spirituality into the lives of the counselors. Mindfulness is defined as taking self-inventory and being in the moment, which allows one to meet their individual needs in an effective manner and care for themselves. Balance is the self-awareness of ones’ needs in all aspects of life and the attempt to appropriately prioritize responsibilities. Self-hypnosis is the ability to self-relax or meditating to relax. Spirituality, in this study, was explained as a subjective lived experience for each counselor who partakes in it, making it difficult to define.

The study found self-hypnosis, meditation, music therapy, striving for balance, and mindfulness all worked when implemented as a self-care strategy. Williams et al (2010) found the very act of placing an emphasis on self-care increased management of daily stress and anxiety, regardless of the individual strategy.

In a study conducted by McGarrigle and Walsh (2011), mindfulness as a self-care strategy was reviewed as a viable method for coping with stress on the job. This study found, based on the *Mindfulness Attention and Awareness Scale*, mindfulness decreased stress and increased coping. They studied the impact of mindfulness through an eight-week course that worked towards increasing moment-to-moment awareness. This study required eight, two-hour weekly sessions that focused on learning mindfulness techniques and reflection on self-care. They found that practicing mindfulness increased self-awareness. Therefore, per this study, implementation of self-care increased, which decreased stress, making them more effective in meeting their clients' needs (McGarrigle & Walsh, 2011).

The effects of mindfulness on self-care has been studied by Richards, Campenni, and Muse-Burke (2010), as well. As emphasized by Richards et al. (2010), counselors have a duty to do no harm and provide the best possible care to clients. In the Richards et al. (2010) study, utilizing the *Self-Reflection and Insight Scale*, researchers explored 148 mental health counselors' self-care practices. Richards et al. (2010) stated that mindfulness is a place of awareness, not an activity. The results of this study showed that self-care importance and mindfulness were positively correlated with a probability of $p < .05$. Additionally, mindfulness and well-being were correlated with a probability of $p < .001$ (Richards et al., 2010). This study also explored how life stresses may lead to a counselor working from an inhibited state if they are not practicing self-care. With the aim of examining the effectiveness of mindfulness as a

self-care strategy, this study looked at how it may affect counselors' well-being. Mindfulness is one aspect of self-care which may be utilized, but the study also emphasized there are many strategies which may work, as self-care is a broad concept. They stated counseling professionals must practice self-care to prevent working from an inhibited state (Richards, et al, 2010).

Mindfulness has also been studied with counselors-in-training (Christopher & Maris, 2010). Christopher and Maris (2010) posited that self-care is something that should be learned early by future counselors. They suggested the best way to do this is to introduce counselors-in-training to concepts of self-care before they join the job market. In this study, trainees engaged in an eight-week mindfulness training course. After the course, counselors-in-training reported an increase in functioning and positive changes in their lives. Specifically, students in this study by Christopher and Maris (2010) reported “enhanced physical, emotional, and mental, increased awareness and acceptance of themselves, improved interpersonal relationships including being more aware, more compassionate, and less reactive” (p. 119). These results highlight the value of mindfulness as a potential self-care strategy for counselors and counselors-in-training.

Warren, Morgan, Blue Morris, and Moon Morris (2010) emphasized the utilization of self-care strategies is vital for helping professionals working with and actively listening to others' pain daily. The study proposed several strategies for self-care from free writing, creative writing, structured writing, or any form of intentional expression where they express emotion. The study's goal was to increase well-being of the counselors in the physical, psychological, emotional, and spiritual sense. Writing was found to be a healthy way for counselors to release their ongoing stresses. Warren et al. (2010) found that writing, in and of itself, was beneficial, whether it was creative or structured.

Bradley, Whisenhunt, Adamson, and Kress (2013) discussed how creativity, in any form, may be an outlet for counselors wishing to partake in self-care activities. Bradley et al (2013) stated “anything from drama, movement, music, play, poetry, writing, and sandtrays may increase self-care” (p. 459), and they found creativity increased management of their personal and professional stresses, making them more effective listeners. They explored artistic avenues for self-care to include dance, art, movement, and many other creative paths, which would allow the counselor to explore their ongoing feelings in an intentional manner. They highlighted that honesty is the very first step in self-care for counselors – they must admit to themselves that working with clients and listening to their stories may be emotionally draining.

Lenz and Sangganjanavanich (2015) emphasized counselors must be realistic in setting goals for themselves, which requires being insightful into how working with people may impact one’s health. They stressed that wellness does not only mean free from disease if one is not emotionally stable and high functioning; therefore, wellness entails emotional and psychological health. Continuing the theme, Thompson et al. (2012) stated the value of self-care is to be able to function in one’s role as counselor, while meeting ones’ own needs and stresses appropriately. Wolf, Thompson, and Smith-Adcock (2012) discussed counselor preparation programs may use the *Indivisible Self* model to evaluate wellness. The *Indivisible Self* model has five identified factors that are integral to personal wellness – creative self, coping self, social self, essential self, physical self (Myers, Sweeney & Witmer, 2004). This study on self-care is largely with counselors and counselors-in-training, with limited research on counselor educators being available.

Work-Life Balance

Researchers from many fields have studied the relationship of work-life balance and burnout. Work-life balance may be defined as the amount of time an individual spends outside of the work-force participating in their personal life responsibilities and duties (Fouche & Martindale, 2011). Work-life balance is vital, since there should be balance between career and personal roles to maintain wellness (Sirgy & Lee, 2015). Work-life balance affects everyone regardless of their career, from the helping professional, all the way to the corporate world and beyond.

Imbalance between work and life has been heavily linked with becoming burned-out (Merecz & Andysz, 2014). Merecz and Andysz (2014) found that experiencing burnout may result in insomnia, anxiety, stress, and isolation from family and friends. Inappropriate work-life balance has been found to be linked to physical ailments, stress, burnout, and overall poor health – this topic is a crucial area of study for medical professionals (Merecz & Andysz, 2014). An improper work-life balance may cause stress and unhappiness, which may then lead to lesser productivity in the workforce (Fernandez et al., 2015). Sirgy and Lee (2015) proposed four constructs that should be reviewed when studying work-life balance and overall satisfaction related to the job-force – “balanced role commitment, positive spillover, role conflict, and social alienation” (p. 2). Commitment to the job may impact one’s view of work-life balance, meaning the more committed one felt to their job, the less likely they were to feel burned-out.

Conducted research on work-life balance exists among differing types of professions to include nursing, pediatrics, and education. A study conducted by Boamah and Laschinger (2016) looked at work-life balance for recently graduated nurses. They found, due to the demanding nature of the job and improper work-life balance, there was a high level of turnover for newly

graduated nurses. Work-life interference was taking place at a high rate, as nurses reported they felt their job was negatively impacting their personal lives (Boamah & Laschinger, 2016). Similarly, Starmer, Frintner, and Freed (2016) looked at work-life balance for early career pediatricians. They found work-life balance vital for job satisfaction and that many early career pediatricians felt overwhelmed by their job responsibilities. However, Starmer et al. (2016) reported many pediatricians denied feeling burned-out but did report an inappropriate balance between their work and life responsibilities.

Within the academic environment, Eaton, Osgood, Cigrand, and Dunbar (2015) stated funding for higher education has been cut, while expectations for faculty continue to rise. Faculty want to feel supported and receive mentoring in their numerous job responsibilities. Women faculty face many unique challenges, as they have numerous obligations to meet in and outside the workforce (Phillipsen 2010). Armenti (2004) reported one major work-life balance difficulty for female faculty members in tenure track lines involved balancing motherhood with being a faculty member.

Wellness

Wellness may be defined as, “physical, mental, and social well-being, not merely the absence of disease” (Myers & Sweeney, 2008, p. 82). Wellness has been studied in a variety of contexts and it will likely continue to be studied due to its elusive nature. According to Myers and Sweeney (2008), wellness is defined numerous ways, with the fundamental meaning encompassing being healthy, not just the absence of illness. Research has indicated the necessity of balance and self-care to achieve wellness (Myers & Sweeney, 2008). In the theoretical model of wellness, there are twelve tenets, where self-care and balance are both mentioned. The theoretical model of wellness starts globally with macro factors impacting wellness leading to

the individual or micro factors that impact wellness. Some of these factors are global events, religion, education, family, community, government, media, work and leisure, spirituality, love, self-care, stress-management, identity, sense of worth, sense of control, realistic beliefs, emotional awareness and coping, and problem solving (Myers & Sweeney, 2008).

Wellness has been studied as a vital concept for professional counselors and counselors-in-training. In a study conducted by McGarrigle and Walsh (2011), they found working as a helping professional may lead to emotional exhaustion if the professional is not practicing self-care to maintain their wellness. They posited being spiritual and mindful of one's needs is necessary to maintain wellness. This study took place over eight weeks in which two-hour mindfulness practices were exercised and discussed. Participants maintained a journal throughout the study to document their experiences with implementing these practices. Upon completion of the study, they found that having time to be mindful of one's needs impacted their reflection, self-care, and overall wellness rating (McGarrigle & Walsh, 2011).

Lenz and Sangganjanavich (2015) studied the previously written literature and reported on this topic and reported that while wellness is not a new concept, it is a vitally important one for those working within the helping profession. They stated that balance in life is a significant component to achieving wellness. For mental health professionals, this means there needs to be an understanding that, while often the focus is on symptoms, the whole person must be seen (Lenz & Sangganjanavich, 2015). While counselors are working with clients, they need to see their lives in terms of wellness holistically and not just in terms of being "healthy." Wellness may not be achieved without awareness of a person's needs. Therefore, counselors must not only practice wellness for themselves, but also integrate wellness into client care, so they may meet

the needs of the whole client instead of just managing symptomology (Barden, Conley & Young, 2015).

Wellness within the helping professions has been studied to review information and to find strategies to prevent burnout. Wellness has also been studied in reviewing counselor preparation programs. Specifically, Roach and Young (2007) found graduate counseling programs have numerous admissions criteria, but that once students are admitted, there is little follow-up on addressing personal concerns that could lead to a lack of wellness. Roach and Young (2007) found that personal awareness of needs and development prevent burnout, increase coping, and increase wellness for counseling students. In fact, in a study conducted by Wolf et al. (2014) on students in counselor preparation programs, it was reported that self-awareness and maintaining balance were key to having a healthy well-being. Research on promoting wellness for counselors-in-training conducted by Wolf et al. (2012) found helping professionals should implement interventions and strategies to increase their health in relation to maintaining balance between work, friendship, love, self, and spirit. Meany-Walen, Davis-Gage, and Lindo (2016) found having a focus on wellness is necessary in supervisory relationships with counselors-in-training.

Tenure

Tenure is valued in academia. Jane Buck (2006) described tenure as:

Tenure is said to represent the crown jewel of academic life. It confers on those lucky enough to have it a lifetime of financial security and, purportedly, substantial freedom to teach and conduct research. Despite the modest pay and long probationary period, in those countries that still award tenure, once a scholar achieves this rank, his or her professional life may seem to be set (p. 53).

Tenure is an overwhelming process for some as those engaged in tenure track positions have to devote their time to many endeavors in order to be successful. Specifically, tenure has been described as an ongoing process that educators must be intentional in working towards. Teaching, research and service can all be time-intensive and with a time limit placed on tenure many faculty will feel stress during this process (Vogelsmeier, Phillips, Popejoy, & Bloom, 2015). It is recommended that faculty seek out mentorship for support and guidance, and they be intentional throughout this process to be successful. With the demands for counselor educators being numerous the tenure process can be a stressor that impacts self-care, work-life balance, and wellness; thus, the reason for studying the lived experience of pre-tenured counselor educators.

Counselor Educators

Self-care

Self-care research is vast related to counselors and counselors-in-training. In addition, self-care is visible in literature related to burnout, counselor wellness, and work-life balance. Self-care strategies have been studied with the aim to decrease emotional fatigue that might be experienced by helping professionals. Self-care is encouraged in the American Counseling Association (2014) *Code of Ethics* and CACREP (2016) standards. CACREP (2016) standards highlight the responsibility of counselor educators to emphasize and encourage self-care to counselors-in-training. Although research has been done on self-care among counselors-in-training, research is limited on self-care and counselor educators.

Work-life balance

Eaton et al. (2015) stated that higher education is a unique environment in which one must work under high stress and high expectations. Counselor educators are tasked with very

demanding job responsibilities which may impart high stress on their daily lives, making self-care a vital part of their continued wellness (Wester et al., 2009). Counselor educators must engage in ongoing professional development, grant work, community outreach, mentoring, advising, meeting student needs, teaching, and publishing with many other responsibilities while also meeting their own personal needs (Sangganjanavanich & Balkin, 2013). Beyond that, counselor educators are tasked with acting as gatekeepers and supervisors who are responsible for making difficult decisions within their daily job duties (Wester et al., 2009). Therefore, counselor educators, who are in tune with their own needs will likely be better able to meet their many roles within their academic and personal lives, without experiencing burnout (Sangganjanavanich & Balkin, 2013).

Work-life balance may be difficult for younger faculty who face the challenge of trying to achieve tenure as this requires a level of dedication that may cause strain on personal roles outside of work (Trepal & Stinchfield, 2012). A phenomenological study by Trepal and Stinchfield (2012) examined twenty tenured and non-tenured faculty members and found women faculty expressed, at times, they did not feel supported as the tenure process usually occurs in conjunction with motherhood for younger female faculty. Women faculty felt they were not supported in their varying life roles as mothers and faculty members who aim to achieve tenure and promotion. Additionally, Phillipsen (2010) qualitatively studied forty-six female faculty to review the academic domain – perceived expectations, teaching requirements, research, deadlines, publication - and its' impact on women's personal lives. This study, by Phillipsen (2010) found that the beginning years in a faculty position were the most difficult in relation to work-life balance as many women found that tenure and promotion took place during the same time they were raising children.

Herman et al. (2014) reviewed literature on counselor educators and found both men and women faculty expressed having trouble with work-life balance. In this study, women reported more responsibility with the child-rearing duties than their male counterparts, which added more stress to their lives. They found that having more duties as a mother forced women to seek better balance within their lives in order to stay in academia. This is important, as Lester (2015) stated that higher education settings aim to maintain women faculty; however, statistically women leave academia at a much higher rate than men do, meaning finding balance between work and life could lead to more women staying in academia.

Wellness

As stated above, wellness is often correlated to self-care and work-life balance. In a qualitative study with twenty tenured and non-tenured counselor educators, Wester, Trepal, and Myers (2009) reported wellness ratings relied heavily on rank, outside work responsibilities (e.g. children), marital status, and gender. They found rank – assistant, associate, tenured – impacted respondents' perception of work-life balance and wellness. Tenured faculty members reported more balance in their lives and greater wellness. Other factors that impacted wellness ratings were age and number of children, marital status and support, and gender. Gender was found to play a role, because women faculty members reported having to balance more responsibilities between work and home (Wester et al., 2009). This further supports the significance in studying self-care and work-life balance with pre-tenured counselor educators as this population has not been studied. Since work-life balance and self-care are an integral part of wellness, researchers should evaluate these concepts to offer recommendations for support to pre-tenure counselor educators with the aim of increasing productivity and decreasing burnout and turnover.

Chapter 3

Rationale for Qualitative Inquiry

This was a qualitative study that utilized the hermeneutical phenomenological approach of investigation. Hermeneutical phenomenology was chosen for this study because this approach utilized interpretation of the participants' own words to describe their lived experience as pre-tenured counselor educators in relation to self-care and work-life balance (Van Manen, 1990). Interviews were conducted to gain a fuller and more in-depth understanding of the lived experiences of pre-tenured counselor educators, in relation to self-care and work life balance. According to Creswell (2013), hermeneutical phenomenology is oriented toward understanding and being able to explain a lived experience by interpreting gathered information. The interviews conducted of pre-tenured counselor educators have enabled the researcher to provide a description by interpreting the meaning of participants' lived experiences through identification of themes (Van Manen, 1990). This led to a deeper understanding of their lived experience as a phenomenon.

Phenomenology is an approach that is used to gain a holistic view of a person's lived experience through interviews (Creswell, 2013). The semi-structured interview questions were created with the goal of developing a better and richer understanding of participants' lived experience (Creswell, 2013). Phenomenology is defined by Van Manen (1990) as, "phenomenological research is the explication of phenomena as they present themselves to consciousness" (p. 9).

Hermeneutical phenomenology is an in-depth study of a phenomenon with the goal of being able to provide a rich understanding of description to a lived event (Van Manen, 1990). According to Van Manen (1990), the role of the researcher is to attempt to gain an in-depth

understanding of the lived experiences of those being studied. As a qualitative researcher, I aim to hold true to the tenets proposed by Van Manen (1990). According to Manen (1990):

Turning to a phenomenon which seriously interests us and commits us to the world; investigating experience as we live it rather than as we conceptualize it; reflecting on the themes which characterize the phenomenon; describing the phenomenon through the art of writing and re-writing; maintaining a strong and oriented pedagogical relation to the phenomenon; balancing the research context by considering parts and whole (p. 30-31).

The goal of this study was to gain a rich and deep understanding of the lived experiences of pre-tenured counselor educators in relation to self-care and work-life balance by addressing this question: 1) What are lived experiences for pre-tenured counselor educators in relation to self-care and work-life balance? and the sub-set questions (attached in appendix C).

Role of Researcher

According to Van Manen's (1990) phenomenological approach, two vital aspects of hermeneutical research are reduction and epoche. Reduction entails having an interest and questioning the world beyond one's own pre-conceived notions. Thus, in Van Manen's (1990) approach, one must be open to new ideas or thoughts that are brought forth and find themes that go beyond the universal, making an effort to synthesize a commonality of the lived. Through Van Manen's (1990) approach, the interpretation of one's words, can lead to the identification of "lived experiences" for a group people which creates a commonality. Epoche, to Van Manen (1990), means placing one's biases aside to be truly open to the lived experience of the person or phenomenon being studied.

I brought into this study my own pre-conceived notions regarding pre-tenured counselor education faculty, which I have garnered professionally by working with pre-tenured counselor

educators, and academically from what I have observed as a doctoral student. As stated above, I maintained a reflective audit trail in order to uphold prolonged engagement and document observations to ensure credibility during this study (Morse, 2015).

At the time this study came into conception, I was a full-time doctoral student who was interning fifteen to twenty hours at a college counseling center, working twenty hours as a graduate assistant on campus, all while taking classes at night. During this study, I started a tenure track position, which was not expected when the study began. I collaborated closely with my advisor, Dr. Melanie Iarussi, on developing the idea of the study and it went through many adaptations. As a counselor, I likened pre-tenured counselor educators to Doctoral students. I undertook a great variety of different projects in each of my professional roles – prepping classes, research, presenting, networking, planning, and task management. I also participated in multiple committees, including department, college, university, which seemed similar to the first year of my doctoral program, which required investment and adjustment.

At the beginning of the study, self-care and work-life balance was not something at which I excelled. Since self-care was elusive to me at times, it piqued my interest in this area of study. With the guidance of my advisor, I delved deeper into this research domain. Additionally, I imagined recently-graduated individuals who may be starting families, have the pressure of tenure, and promotion evaluation at the same time might have unique self-care and work-life balance challenges. These challenges could encompass – learning their roles, managing their time and personal obligations, and the pressure of the tenure process. I thought that most of these pre-tenured counselor educators would have better balance than when they were in school. I will admit this was a bias of mine. I had to re-word my questions multiple times to work this bias out. In order to develop my research questions, I worked closely with my advisor and committee

members to ensure the questions addressed self-care and work-life balance in a non-leading manner and without biases present.

After questions were developed, I began to think about what this study might find. In stating this, I do not have children and I personally know many people who waited to start children until they attained their Doctorate and had a better salary. Could that throw work-life balance and self-care off? I thought about this study a lot and it became a cyclical thought process for me. What would I find? Better work-life balance? Worse? Better self-care? Worse? I was very interested. Self-care is necessary and work-life balance is necessary.

In conclusion, in reviewing the literature and finding challenges in academia related to self-care and work-life balance, I became more passionate on this topic and was happy to have selected it. Watching how hard all faculty members work and thinking about the investment my faculty had at previous institutions, I was convinced that this is a valuable area of study.

Procedure

After IRB approval, the researcher used two methods to recruit participants. First, snowball sampling was utilized – a recruitment email (Appendix B) was sent to counselor educators with a request to forward the invitation on to counselor education faculty members who they believed might fit the inclusion criteria of this study. This means the recruitment email, using snowball sampling, was sent to identified persons who knew or may have known of individuals who fit the inclusion criteria for this study (Creswell, 2014). The inclusion criteria were pre-tenure counselor educators who were currently in a tenure track position, at the time of this study. The exclusion criteria were counselor educators who had already received tenure. Second, a call was sent out to participants via CESNET.

First, contact was made via email to potential participants. Participants were invited to participate using snowball sampling. If they were interested in participating, I sent the informed consent (appendix A) and demographic form (appendix D). The demographic form questions asked: gender, age, ethnicity, years as a counselor educator, marital status, if they have children, and number of children. Then after informed consent and the demographic form were received, a semi-structured interview time was set. At the start of the phone conversation, the informed consent was reviewed, with participants. Next, the inclusion criteria were reviewed to ensure, once again, that participants met criteria even after receiving and having reviewed the demographic form. The inclusion criteria questions were:

- 1) Are you a pre-tenured counselor educator?
- 2) Are you in a tenure track position?
- 3) Are you willing to share your experiences with self-care and work-life balance, as a pre-tenured counselor educator, in a recorded interview?

The exclusion criteria were counselor educators who are not working in a tenure track position, have already received tenure promotion, or counselor educators who were not willing to share their experiences over audio recording.

At this point, I allowed for any questions and asked for participant pseudonyms before beginning recording. Then recording began of the semi-structured interviews (see appendix C for questions).

Data Collection

The informed consent stated the necessity of recording but recording only began after researcher verbally reviewed the informed consent with participants and they selected a pseudonym in order to ensure confidentiality. Recording was done with a digital audio recorder

during the semi-structured phone interviews. The semi-structured phone interviews took place in a private home office. Each participant completed one semi-structured interview that ranged between 45 to 90 minutes in duration, and member checking was completed via email, after transcription of the semi-structured interviews were completed. For the purpose of this study, a semi-structured interview was utilized. The purpose of the semi-structured questions (Appendix C) allowed for flexibility for emersion of themes to arise (Creswell, 2013).

Once the semi-structured interviews were conducted, the audio files were sent, securely, to Scribie. Scribie is a transcription service. Scribie transcription services signed a non-disclosure agreement and stated that files could be deleted from their website once the transcription had been obtained. The identities of participants were kept confidential, as the primary researcher was the only person aware of who participated, in the study (as pseudonyms were used during the recordings). Before recording the semi-structured interviews, participants were asked to choose a pseudonym which protected their identities throughout the data collection and transcription process, ensuring confidentiality.

Data Analysis

I analyzed data by interpreting the themes within the semi-structured interviews by utilizing the Atlas.ti software, which was purchased online. Atlas.ti was utilized to organize the data into prominent quotes and then code which were interpreted for their meaning. Participants were no longer sought out once replication of themes had been reached, meaning saturation had been attained. Utilizing the Van Manen (1990) approach, strong statements or themes will be pulled from the typed transcript, after immersing myself in the data through multiple reads. Van Manen (1990) offered three approaches to pulling out thematic statements in analyzing dialogues to learn and describe a phenomenon. Van Manen (1990) offered three vital steps for deciding

thematic statements which are sententious, selective, and detailed. First, the researcher attends to the whole text, then specific statements within the text, and lastly the researcher should read line by line to unveil the meaning of the lived experience of a phenomenon (Van Man, 1990).

According to Van Manen (1990), this approach requires that “we listen to or read a text several times to ask, what statement(s) or phrase(s) seem particularly essential or revealing about the phenomenon or experience being described?” (p. 93). Utilizing this approach, essential themes will be identified using free imaginative variation. Free imaginative variation is when one reviews text and imagines how deleting a theme would alter or change the described phenomenon (Van Manen, 1990).

Using Van Manen’s method, I read over the transcribed interviews multiple times before deciding what statements seemed essential in helping to explain the phenomenon of self-care and work-life balance for pre-tenured counselor educators. Once essential themes had been identified with free imaginative variation, I then highlighted these statements for coding. After highlighting statements that seem to be essential, I then turned this statement into a theme based on my interpretation of its’ meaning. Once essential themes had been identified, sub-themes or incidental themes were located in the text. This means other statements, which were important, but were not essential to describing the phenomenon were identified (Van Manen, 1990). These themes were then highlighted by a peer reviewer in order to ensure accuracy of data.

I analyzed the data to ensure that the themes were described without biases. The essential themes were used to provide an in-depth and rich description of the lived experiences for pre-tenured counselor educators related to self-care and work-life balance. The themes were found utilizing Atlas.ti, and then a peer reviewer was utilized to ensure accuracy of identification of essential versus incidental themes. The peer reviewer was a doctoral student who had advanced

course work in research, including qualitative analysis. The peer reviewer analyzed two randomly chosen transcripts and identified themes. The peer reviewer had knowledge of Van Manen's approach as she utilized the same approach in her dissertation. The peer reviewer was provided two random transcriptions and then allotted the amount of time she stated was needed to evaluate the transcriptions. Then the peer reviewer generated her own themes and reviewed these themes with the main researcher to ensure alignment. After consulting, peer reviewer and main researcher had complete consensus in themes and were able to discuss the incidental theme of "communication."

After this member checking occurred, via email, as transcripts were sent to participants and they had two weeks to address any changes they felt were necessary. A pedagogical mindset was prevalent, throughout the study, as the goal was to learn and provide information on the lived experience on pre-tenured counselor educators in relation to self-care and work-life balance. Lastly, in keeping true to Van Manen's (1990) approach, I sought balance throughout the study by analyzing the themes, while considering separate parts, as well as the whole, through utilization of main (essential) and sub-themes (incidental). The sub-themes (incidental) supported main themes (essential) in describing the lived experience of pre-tenure counselor educators.

Trustworthiness and Credibility

The aim was to make this study both trustworthy and credible (Creswell, 2013). Birt, Scott, Cavers, Campbell, and Walter (2016) explained trustworthiness as relying on confirmability of information. For this reason, member checking took place after the initial interview to ensure accuracy by sending transcriptions to participants via email, in addition to a thick and rich description being provided. In addition, Morse (2015) explained credibility as

internal validity, which is attained through “prolonged engagement, observation and analysis” (p. 1212). For this reason, an audit trail was kept in order to track ongoing engagement, observation, and analysis with this topic. Specifically, I tracked my feelings, biases, and beliefs regarding self-care and work-life balance throughout this study by writing memos in a notebook. I have been using a notebook to notate dates, articles, thoughts, feelings, beliefs, and any biases that I have or formed in relation to what I am studying as they arise.

Themes were drawn out utilizing the Van Manen’s (1990) approach. Themes have been listed with supporting context from participant’s own language in both essential and incidental themes. Essential themes were drawn out using free imaginative variation. Essential themes “make a phenomenon what it is” (Van Manen, 1990, p. 107). An incidental theme does not make up the essence of the theme but is connected more incidentally; however, it is a part of the phenomena (Van Manen, 1990). As the researcher, using Van Manen’s approach, the parts and the whole were considered in this study. Additionally, a thick description was utilized to show internal reliability of the study (Morse, 2015). In order to provide a thick and rich description, sample size must be appropriate to describe the phenomenon of self-care and work-life balance with pre-tenured counselor educators. Determining sample size in a phenomenological study is difficult; however, for this study sample size will be determined based on replication of data and proof of saturation (Morse, 2015). A thick description, with narrative, will be provided in order for judgements to be made on the accuracy of the themes or data collected (Lincoln & Guba, 1986). Once replication of data has been achieved, and saturation has been reached, then a detailed written account of the data with essential themes was compiled and the researcher collaborated with the peer reviewer to ensure themes were agreed upon for confirmability. Peer review allows for an outside investigator to review the data – a couple transcripts and determine

patterns in the data or identify what they feel are essential or incidental themes (Morse, 2015). This process allows for questions to be asked about the data presented and for them to draw their own conclusions in order to strengthen credibility of results (Morse, 2015). For this study, peer review was completed by an Auburn University Counselor Education and Supervision graduate in order to ensure accuracy of data.

Summary

The purpose of this study was to investigate the lived experience of pre-tenure counselor educators as they attempt to balance their work and life responsibilities, and how this impacts their self-care. There is a paucity of information on these topics, so my goal was to increase knowledge and awareness of these topics. With this knowledge, I hope to increase support for pre-tenure counselor educators. I hope this knowledge and awareness leads to an increase in their productivity and decreasing their burnout.

Chapter 4

Results

The purpose of this study was to explore self-care and work-life balance of pre-tenured counselor educators from a phenomenological perspective. Specifically, a hermeneutical phenomenological approach intends to explain the lived experience of pre-tenured counselor educators through the interpretation of themes within semi-structured interviews (Creswell, 2013). Van Manen (1990) expounded, phenomena present themselves to consciousness. It was the researcher's responsibility to gain an in-depth understanding through reflecting on the parts and the whole. These themes will be brought forth using free imaginative variation (Van Manen, 1990), meaning the transcriptions will be read and re-read to see what language cannot be taken

away without the meaning of the “lived experience” changing; therefore, creating the essential themes (Van Manen, 1990).

According to Van Manen (1990), in hermeneutical phenomenology, to discover the essence of a lived experience, a researcher must look at the whole and parts; therefore, in keeping with his approach, results will be shared in terms of essential and incidental themes. Essential themes are those that, when using free imaginative variation, cannot be removed without taking away from the essence of the phenomenon (Van Manen, 1990). Incidental themes do not make up the phenomenon’s essence; however, it is connected in an incidental manner. Van Manen (1990) wrote about the parts and whole being important; therefore, essential and incidental themes will be discussed in results. The in-depth evaluation produced five main themes: 1) Numerous Roles and Responsibilities, 2) Mindfulness and Intentionality, 3) Sacrifices 4) Needing Clarity, 5) Value in the Work; and one incidental theme: 1) Communication.

Participants

The participants of the study consisted of eight (four female and four male) pre-tenured counselor educators from varying geographic locations. Of these participants, four were from the South, two from the Northern Midwest, one from the Northeast, and one from the Central Midwest of the United States. Three of the counselor educators had school counselor backgrounds and five had clinical mental counseling backgrounds. Additionally, all but one of the participants were from CACREP accredited universities, and each participant voluntarily consented to partake in this study. The following is a brief description of each participant, at the time of the semi-structured recorded phone interviews:

Logan was a 32-year-old male, pre-tenured counselor educator of four years who worked in the Southern region of the United States. He was married and had no children at the time of

the interview. He was able to speak to self-care and work-life balance while pursuing licensure, teaching four to five classes, performing research, service, and volunteering.

Joey was a 35-year-old white male, pre-tenured counselor educator of five and a half years, who worked in the Central Midwest region of the United States. He was married and had two children under three years old. He provided insight into self-care and work-life balance with changing roles and responsibilities, while pursuing tenure and, at times, being uncertain of expectations.

Tom was a 31-year-old white married male, pre-tenured counselor educator of over one year, who worked in the Southern region of United States. He worked with a 50% research assignment and had no children, at the time of the study. He was the only participant to identify a heavy research responsibility.

Steve was a 35-year-old white male, pre-tenured counselor educator of two years, who worked in the Northern Midwest of the United States. He was married with no children and worked pre-dominantly with school counseling.

Sarah was a 33-year-old white female, pre-tenured counselor educator of four years, who worked in the Northern Midwest region of the United States. She was married and had three children, all under five, and is the clinical mental health coordinator.

Gloria was a 59-year-old African American female, pre-tenured counselor educator of four years, who worked in the Southern region of the United States and had two children. She worked in the K-12 system before becoming a counselor educator and admitted to finding work-life balance challenging during her first year as full-time faculty.

Jinny was a 40-year-old African American female, pre-tenured counselor educator of three years, who worked in the Southern region of the United States. She was married and had

four children. She just completed her third-year review and intended to pursue tenure promotion in two years.

Amelia was a 36-year-old Hispanic female, pre-tenured counselor educator of two months, who worked in the Northeast region of the United States. She was married with two children. She was the newest full-time faculty member participant of the study.

The demographic table below provided an overview of participants’ pseudonyms for the study, including gender, age, ethnicity, rank, years serving as a counselor educator, marital status, and number of children. Additional information on participants’ roles and responsibilities was embedded within the findings/themes identified below.

Demographic Table- Participant Information

Name	Gender	Age	Ethnicity	Rank as Counselor Educator	Years as Counselor Educator	Marital Status	Number of Children
Joey	Male	35	White	Assistant	5.5 years	Married, Partnership	2
Steve	Male	35	White	Assistant	2 years	Married, Partnership	0
Logan	Male	32	White	Assistant	4 years	Married, Partnership	0
Tom	Male	31	White	Assistant	1 year 3 months	Married, Partnership	0
Sarah	Female	33	White	Assistant	4 years	Married, Partnership	3
Gloria	Female	59	African American	Assistant	4 Years	Married, Partnership	2
Amelia	Female	36	Hispanic/Latina	Assistant	2 months	Married, Partnership	2
Jinny	Female	40	African American	Assistant	3 years	Married, Partnership	4

Essential Themes

Numerous Roles and Responsibilities

The first essential theme was “numerous roles and responsibilities.” highlighting the importance of self-care and work-life balance within the study. The participants of this study shared their stories of working in various roles of teaching, doing research, writing, presenting, performing committee work on all levels (department, college, university), as well as

responsibilities they have from advising to grading, and the learning curve of it all while managing self-care and work-life balance. Additionally, most participants discussed their numerous professional and personal roles and responsibilities; therefore, this theme was essential as their numerous roles and responsibilities, personally and professionally, were prevalent throughout the semi-structured interview.

Steve, a pre-tenure counselor educator of two years, had “numerous roles and responsibilities” which included teaching, research and service. Steve discussed these roles and responsibilities throughout the interview and in a later theme the boundaries he must maintain between his professional and personal life. Steve’s roles and responsibilities included clinical supervision that totaled eight hours weekly and adjusting to teaching hybrid courses. He shared:

60% of my job is teaching, 30% is research, and 10% is service. And so I’m teaching essentially five classes per year, not counting summer classes....And I’m not at a Research I Institution, so really teaching takes up the majority of my time and is supposed to be kind of the major focus, with the research being secondary to that, and I have, it’s typically somewhere around one publication a year that I’ve told, for getting tenure.

Steve continued to share his responsibilities. He added:

I’ve done some work serving on committees, so far just mostly within my department and our school of education. And recruitment is something that’s important for our program, and so I’ve some work for that....And then advising, too, is a big part, so I have mostly school counseling classes advisees and one doctoral advisee, and so I’m helping them decide what classes they want to take, what kind of track they want to do.

Steve noted further, “I have potentially really long days, like 12 – hours days when I’m coming in for meetings in the morning and then staying until 9:00 at night when I’m teaching classes.”

Similarly, Sarah, who has worked as a counselor educator for four years and is the clinical mental health counseling track coordinator, reported:

I oversee all the clinical track specific students. I also supervise the internship experience, so the students that are going out; I have an opportunity to work pretty closely with them through their internship. I’m the only person who teaches the play therapy courses. So, it’s a lot of work. Other responsibilities that I have include teaching a two, three-course load. I have a 20% research appointment and have lots of projects going on to help meet that research appointment. I also have a very small external service appointment.

Gloria, a counselor educator of 4 years, spoke of “numerous roles and responsibilities” that were complicated adjustments, especially during her first year. She shared, “My first year, I found it very challenging to develop a work-life balance.” She further elaborated upon her responsibilities:

Teaching is 25% of my work, scholarship is 25% of my work, and the service counts for 25% of my work, and I am also field experience coordinator for our program. Of course, I provide supervision to those students in addition to that 25% that I titled ‘service’, and / or miscellaneous. I also provide advising to the students that are on my caseload as advisees.

Joey, who was working as a pre-tenured counselor educator for 5.5 years, also had “numerous roles and responsibilities.” He reported role strain between his professional and personal lives. He described struggling with the balanced, by stating, “Work-life balance was so

easy and so balanced. It was just a joy. And then we had kids, and then it was not a joy.” He described his roles:

40% would be teaching, 40% research, and 20% service, I’m not sure. What it feels like here is... service is like 40% and then everything else is teaching, and then they maybe say “okay, 5% do some research.” So we’re expected to do all of it... We’re expected to serve on committees with the department, university, college, department.

With that also comes meeting with our outplacement sites, meeting the supervisors that our interns are working, maintaining those relationships. So, I do a fair amount of traveling to the outplacement sites that our interns are currently at.

Amelia, a pre-tenure counselor educator of two months, described her “numerous roles and responsibilities,” responsibilities. Amelia shared that with being a mother and wife there are parts that go unfulfilled at times due to “needing to write” as well as other obligations, some that are explicitly stated as being part of her “roles and responsibilities” in her counselor educator role and others that go beyond her three-day work week that “seem unfair.” She shared her roles and responsibilities” by stating:

I teach practicum and internship. I am the director of clinical internship, so I also have to monitor the students’ internship hours via their logs that they provide. As for me, being a counselor educator means supervising as I am with practicum and internship students. Providing a group supervision, overseeing their practicum sites, meeting with their site supervisors, having open communication, just making sure that they’re getting clinical practice at their sites. And then getting from me what they need to navigate their developing professional identity, as a counselor. That’s a big piece for me, that’s my area of interest, is profession. And so, with that responsibility, comes the gatekeeping piece,

making sure that they are becoming ethical and moral competent counselors....Publishing...service...presentations...and that time's unpaid, if you will, because it's not really part of the faculty salary either. That piece too is a little...Just feels unfair, as far as our profession goes, is that amount of salary you get as a faculty and how there all this extra time beyond the three days a week that you're in school, on your program, that is required for tenure.

Logan noted that he worked on committees, helped with department accreditation, volunteered in a mental health clinic, supervised, and pursued presenting and personal research with his tenure in mind. Logan shared his numerous "roles and responsibilities." He added to this theme's richness with this statement:

My primary assignment is teaching four graduate classes. And this semester, and some semesters, I teach an additional one. They're all three-hour graduate courses. And so, that's the main part of my responsibilities. And then I serve on various committees.

Jinny reported that, "curriculum instruction and development is part of my role – service, both university-wide and community-wide, research, mentoring, advising. It can be a lot." Lastly, Tom, who described his "numerous roles and responsibilities" as being a 50% split between research and teaching with service, also discussed his service and involvement with national organizations. Tom discussed his ideal of wanting to balance being a husband, father, community member, and counselor educator well. He added, "It all keeps you pretty busy."

Mindfulness and Intentionality

All participants emphasized varying roles and responsibilities from research, teaching, committee work, department work, university obligations, clinical work, acting as coordinators, mentoring, advising, grading, writing, presenting, tenure and promotion work, and more. The

participants were able to share their adjustment to these roles and responsibilities within the interview, and how they learned to handle the new roles, which led to the development of the second essential theme, “mindfulness and intentionality.” The essence of the second theme developed as participants identified the value and relation between self-care and work-life balance.

Participants were asked to explore experiences with work-life balance, challenges with work-life balance, practices that have been found to be helpful in striving for work-life balance, experience with self-care, challenges with self-care, and practices that have been helpful in striving for self-care, all of which led the emergence of the second essential theme of mindfulness and intentionality. Specifically, every participant discussed the value of being mindful and intentional within their personal and professional lives to maintain work-life balance and self-care. As the participants spoke about their similar experiences, it was clear they shared certain ideas and practices that required their special mindfulness and intentionality, highlighting this essential theme. Utilizing Van Manen’s (1990) free imaginative variation, the essential theme of “mindfulness and intentionality” was unable to be taken away without diminishing the essence of the phenomenon.

For some participants, this “mindfulness and intentionality” related to boundary setting, time with friends and family, and balance between physical and mental health. This theme encompassed varying aspects, but the core of the theme addresses the values and priorities of participants which are key enough to require their “mindfulness and intentionality.”

Joey mentioned being mindful and intentional in the moments that he enjoys. He stated, “When it comes to my self-care, the way that I see self-care, it’s being able to fully immerse yourself in those things that give you a lot of meaning and purpose.” Later in the semi-structured

interview, Joey further stressed this, as he noted, “and so I guess self-care, to me, is this constant task of staying present in the moment.”

Logan, a pre-tenured counselor educator, was “mindful and intentional” on setting boundaries and spending time with his family, both for self-care and to maintain a work-life balance. He taught four to five classes each semester, volunteered clinical hours towards licensure, pursued research, writing, and created presentations. He provided insight into setting boundaries and time management. He elaborated:

Spending time with my wife, I guess, is a part of self-care and I make sure I’m carving time out of my day for that, for seeing her. And then, sometimes, I’ll just purposely take a day to just do nothing. Like tomorrow, I’m not doing anything tomorrow. I know I’m supposed to be doing something, but I’m just going to have day of no responsibilities and just not do anything. So, for me, like jiu-jitsu, is a self-care thing, but it’s also a big part of my life too, so work-life balance. So they are the same thing to me.

Additionally, Logan offered a unique perspective on “mindfulness and intentionality.” He compared his Doctoral studies to his pre-tenured experiences. He was able to discuss “mindfulness and intentionality” in regard to self-care strategies and prioritizing his mental health. He further developed the ideas by saying:

I started feeling overwhelmed, and it wasn’t so bad during my doctoral studies, because I felt like there was going to be an end to it. And then, of course, I started being a faculty member and there’s no end to that.... At some point, I got my own counseling because I felt like I didn’t want to feel like these things were on my mind every second of the day, even when I was trying to relax....It’s all connected because I get thinking about like, all the tasks I have to do.... So I started practicing meditation on my own.... I just kind of

retrained my brain to think about one thing at a time....I've been doing Martial Arts for many years and I keep on that.... And for me exercise is a huge part of the work/life balance.... Finding time and managing is a must and learning to do it without cutting corners is challenging.... The things you enjoy are important and have to be done.

Steve provided insight and richness by talking about his experience as a school counselor, the work-life balance he had previously, and his adjustment into counselor education. He shared:

I like distinct boundaries, in terms of time when I would turn that off in the evening. And now, with teaching evening classes and doing research, too, sometimes it does feel like it's kind of an ongoing process. It's hard to get that more boundaries of my time, so it's like there's always more I could be working on in terms of my teaching or in terms of my research, and with evening classes the schedule can often look like I have potentially really long days.... But, overall, I try to be intentional about giving myself times where I'm not working. I try to set aside weekends, for the most part, to not do work and spend time with my wife or spend time doing other things I enjoy. Get some time away and get some distance. Not get burned out as much. Get more work done. I feel like I get less done and I'm less productive than when I give myself more intentional breaks. You know, give myself permission to go in a little later, little things. Finding out that right balance of how much to work.

Steve also mentioned the value of being healthy in relation to “mindfulness and intentionality” by stating, “making sure I'm taking care of myself too. Making sure that I'm getting regular sleep too. That I'm exercising.” Sarah added to this essential theme by expressing how she was being “mindful and intentional” while present at home, by stating:

I often bring my computer and a textbook home with me on the weekends, but I don't set any expectations that I actually get anything of it out. And, actually, not setting this expectation that I do work at home, has actually been really helpful for me. I'm able to be more present with my kids, less irritable with my partner, just a more pleasant person to be around, and I'm more of a pleasant person internally as well, because I don't feel that pressure. So that's really been something I found that works well. What does that mean when I'm at work? It means I hit the grindstone, I might shut the door, so I can really focus. I'm very task oriented.

Sarah continued to add to the richness and depth of "mindfulness and intentionality" by focusing on her professional environment, mentioning, "I feel like I'm constantly responding to things. That's really challenging because I'm probably really careful about how I respond in my professional environment, and I could stand to be more careful in my personal environment too". Sarah explained that she made the intentional decision to take less time when responding to emails and criticize herself less. Gloria articulately emphasized how adjusting during her first year as counselor educator took substantial time. She elaborated on the difficulty of learning her roles and the struggle she faced in developing course work and wanting to provide everything her students requested of her. Gloria contributed further:

I think setting realistic expectations, and boundaries, and time limits on how much I can devote to a particular aspect of my role. I feel that this has given me more peace.

...Lowering what my expectations of what a final product should look like or how prepared I feel I need to be to walk into the classroom with my students. Aspirational is one thing, but what's obtainable doesn't always line up with what the aspirations are for my different projects and roles that I have.

In addition, Gloria discussed her “mindfulness and intentionality” behind infusing exercise and setting time aside for herself with her family as being valuable for ongoing self-care and work-life balance. Gloria also addressed eating, sleeping, and the value of spirituality in her daily life. The essential theme of “mindfulness and intentionality” was found in Amelia’s statements regarding how she sets boundaries and prioritizes her family. She shared:

I am very dedicated and committed to my exercise routine.... My kids because they’re at a fun age and so when they’re home I enjoy them and just want to spend time with them. That’s helpful because then I’m happy with them and I’m not thinking about work. They also just give me a self-care time, that I need away from work.

Amelia explained further:

I think a big part that impacts self-care would be giving yourself permission to do those things, because, especially as woman, and as a mom, and even as a counselor educator, which is a helping profession, we tend to feel obligated to our roles and responsibilities in all those areas. Right? Being a mom, being a counselor educator, being a wife, which goes along with being a woman, being there for your household, for your husband.

Jinny’s statements were similar to Amelia’s in relation to “mindfulness and intentionality.” expounding on the theme. She discussed family, friends, and health, by offering:

I think about self-care, thinking about the whole body. Your sleeping habits, your eating habits, you know, I mentioned exercise. We all know that good sleeping and eating habits, and getting some sort of physical exercise, again helps with mental clarity.

....Spirituality, I make sure honestly that I’m reading my Bible. I attend church and I get that grounding.... When I spend time with my family I’m purposely, intentionally, doing something that does not have to do with work, so that I can have that balance. That I can

be a fun person and I'm not always talking about work and I have other things in my world that my family can relate to.

Tom was the only pre-tenured counselor educator interviewed for this study who had a 50% research appointment. He disclosed that he loved producing research and felt having a higher teaching load would be more stressful to him. One aspect of his "mindfulness and intentionality" revolved around his family and work-life balance. He shared:

So I've been very cognizant of the fact that I want to be excellent partner and I want to present in my child's life and all those things kind of come with family. As much as I want to be a good counselor educator, I want to be a good friend and community member and those things together.... What I've tried to do is set some boundaries around my time and to make sure I'm protecting myself. And, so, I have to really do my best to try to set some clear boundaries....I will be honest in saying my work-life balance this semester hasn't been what I would like it to be, meaning that I think one of the rules I had set for myself was not working on the weekends, just wasn't going to do it, and I was good about that last year. I would long hours during the week, but not on weekends. I've been working a little bit on Saturday mornings, mostly writing, because that seems to be the thing that's easiest to get neglected. But I have been really intentional about knowing that this is sort of a short-term things, knowing that I do have a child on the way...

Lastly, Tom discussed the "mindfulness and intentionality" by spending time with his wife, playing kickball, going for walks, and reading. All of which contributed to his self-care and work-life balance. Tom shared a very holistic view on self-care and work-life balance. In fact, many of the participants discussed sleep, eating well, and exercise but it was not everyone's focus.

Sacrifices

The next essential theme to arise from the data was “sacrifices.” This arose while reviewing the transcriptions utilizing Van Manen’s (1990) approach of free imaginative variation. The participants of the study all shared stories of sacrifice when discussing their lived experiences as pre-tenured counselor educators, in relation to self-care and work-life balance. The similar stories told by the participants in the study showed a common lived experience of sacrifice, leading naturally to the third theme.

Joey was a pre-tenured counselor educator. He spoke of the “sacrifices” he made, within his professional domain. Joey spoke of his belief that he would practice and teach. He spoke about believing he would be able to manage both well. He shared:

There’s, like, this assumption, I suppose, that one would actually consider maybe even practicing as well. And I simply haven’t been able to do that....So, when I moved here.... I got my license in...and I thought I should start and accrue my... hours under supervision again, we started having kids in... And my work-life balance, I essentially just said, I’m sorry, it’s not going to happen, I’m just going to have to wait the five years out and I’m not going to practice and that’s going to have to be good enough.... So you make sacrifices about your career, they come really easy. They’re really easy to make these sacrifices. I would have loved to practice.

Amelia spoke about the “sacrifices” she has made within her own life in relation to discussing self-care and work-life balance. She stated:

I also have a private practice that I was growing and developing and I started about two years ago. And then when I got this job as a counselor educator.... I got to make a decision for my work-life balance about continuing the private practice or not.... I ended

up deciding that was too much for me and my family as far as working out of the home four nights a week, because as a counselor educator in a program I'm in, I'm teaching evening classes.

Amelia expanded, by stating:

Another day I was off work, I ended up being on two or three different conference calls for professional organizations and that did interfere with my life, because my husband was home, my kids were home and I just couldn't participate [with her husband or kids]. That can happen sometimes, where I have to participate in these services, things for the profession and for my career and then I have to end up doing that on a day when I'm not working. That becomes a challenge too.

Amelia also sacrificed a piece of cultural identity by moving to a state outside of where her family lives. She went into depth about how distance from her family deeply impacted her self-care, which influenced much of her response during the interview as her cultural identity made up a large part of her self-care. Amelia discussed not being tied into her cultural community so having to rely on other aspects for self-care. Amelia also mentioned how she made the choice to sacrifice time with friends and family in order to write, because "it is a big piece of getting tenure in the future".

Similar to Amelia, Jinny stated, "I'm about three years into this position and it has taken me to this point or until last summer to realize that that I needed to slow down, as burnout was approaching." Jinny spoke about steps she took to ensure that she was taking care of herself, and how the elusive nature of the job and always having projects on the horizon began to lead her to burnout.

Tom related to the theme of sacrifice by sharing his sacrifices with how his time management and boundaries have slipped. He hoped that he could reestablish his boundaries once his child was born. Tom also expounded upon his multiple roles and values. He expressed that he wanted to be a good father, husband, community member, counselor educator, and, for him, the theme of “sacrifice” was found in his internal struggle. He shared:

I want to do a good job...but I'm not willing to sacrifice time with my family...That internal struggle of sometimes feeling torn, of wanting to be in multiple places at once and worrying, 'Can I manage it all? Can I do this successfully?'

Logan was similar to Tom in his concerns. He shared openly about having numerous roles and responsibilities and feeling overwhelmed and anxious, at times, regarding them. Logan's “sacrifices” seemed to be related to self-care and the internal struggle as well. He mentioned seeking counseling to address his anxiety. He stated, “At some point, I got my own counseling because I felt like I didn't want to feel like these things were on my mind every second of the day, even when I was trying to relax.”

Gloria's essential “sacrifice” was time or the lack thereof. She specifically mentioned “time” in varying places throughout the interview. She noted that, during her first year, she took her time to learn her roles and responsibilities. She discussed the amount of time she spent with professional organizations and her service work but admitted that teaching overwhelmed her as she adjusted to higher education. She asserted that, currently, all her roles take up time and “are important.” She explained further:

When you're in a tenure track position, all of those things are important, especially when you go up for your five years of tenure, going up for your five-year review for tenure. So, I still feel just the amount of time that is needed to perform all the various roles, including

the previous ones, teaching, scholarship – it is still a challenge to balance it. So, time, I think, the amount of time needed to devote to everything, is still a challenge.

Additionally, in Gloria’s interview, she emphasized her first year as being the one with the most “sacrifices.” In fact, her interview stood apart as she mentioned multiple times that her first year experience was difficult for her. She acknowledged:

I was not sleeping as well. I was really feeling inadequate in my role as a counselor educator and the demands that it placed on me during that first year. So, just very sluggish, lack of sleep.

Sarah related, as her sacrifice was also personal. She disclosed, “I have a husband. He’s moved to the bottom of the list in getting mentioned as of late, but that’s how it is.” Steve mentioned that he struggles not to “push things aside”. He talked very passionately about being a newlywed and wanting to place his marriage as his priority but admitted that he was going to have to make a conscious effort to avoid statements like, “Well, I’ve just really got all this work to do and that is going to have to take priority.”

Needing Clarity

“Needing clarity” was the next essential theme which manifested while reviewing the transcripts using free imaginative variation. “Needing clarity” also related to self-care and work-life balance as participants answered questions throughout the semi-structured interviews. This essential theme emerged in varying parts of the interviews but seemed most related to participants sharing stressors within their roles and responsibilities. The participants made statements of uncertainty related to specific aspects of their career roles across several varying topics, from the ambiguity of their salary, how they were being perceived, forming relationships in the department, or the tenure process.

Tom talked about “needing clarity” on more of a personal level and his struggles. He was the only participant working with a majority research assignment. In addition, Tom discussed his roles as a husband, future father, community member, and educator. He shared needing “needing clarity” by stating, “Am I prioritizing that enough?”, then expanded:

Tenure and pressure to publish is a real thing. And the stress that comes with that, the uncertainty that comes with that, is a very real thing. When I was looking at buying houses, I had to consciously think about the fact, that I, like subconsciously was asking questions about what is the re-sale value of these houses that we are looking at, because thinking about the idea that we may not be here very long.

Joey needed clarity in regard to the roles and responsibilities within the university where he worked. He stated, “We do way more service for the university, the department, and the college of ED than teaching. And that’s why when you asked what my role is, I would guess it’s probably like.... I don’t know.” Joey added another layer of “needing clarity” in that, leading to the tenure review process, it can seem as if there is negative judgement coming from various sources, and being able to understand the judgement would be helpful:

...Until you get into the environment of the tenure track position. Because what you begin doing is not allowing yourself to be aware of yourself. You begin focusing more on how are you perceiving others to perceive you. How are you navigating the boundaries without stepping on toes or without offending or; it’s so complex, about how to own your values while still managing the perception from other people who have such different values.

Steve shared “needing clarity” arose when adjusting to and learning his place in his department, college, and university:

Especially that it's been very different than my doctoral program. And I'm kind of managing some of the dynamics and relationships and new policies here. Trying to think about how much, as a new faculty member, how much do I have a say and a voice? Versus how much am I just a new faculty member and should kind of accept the way things are done and kind of accept the way things are done and kind of go along with and learn? Like how much do I have that sense of autonomy in this program, versus I really just should be thinking of it as a learning process?

Amelia noted that, at her university, she isn't given strict guidelines on the tenure process as she works at a teaching university; therefore, it seems ambiguous on how much to publish. Additionally, Amelia's sense of "needing clarity" related to making sense of how to stay competitive and marketable when working at a teaching university in the counseling education field, she stated:

Publishing is a criteria for tenure-ship...I have to be disciplined about research and writing....I'm in...more of a teaching college....They don't put pressure on us like. But I have pressure on me to do it because I want to keep myself marketable....Publishing and doing service to the profession, doing presentations because I also have to be visible in the field. Those things are extra time outside of work. That makes it a challenge of keeping that work-life balance because, again, all those things time out of my life.

Sarah added feeling unsure or "needing clarity" of what to produce or how much. Also, she added feeling unsure of how she is being perceived. She discussed being unsure of the goals she needed to work towards. She shared:

Goals – What is good enough isn't really clear. So I feel and I observe. I feel myself and I observe my colleagues attempting to produce as much as possible out of sort of fear or

unknowingness as to whether we or they will be evaluated as good during the tenure process, six or four, five years down the road.... It's... a gnarly storm for those of us who are in it sometimes because whether we're competing with each other or trying to keep up with each other, we just don't really know when we're going to get out of it and what that's going to look like.

Logan's "need for clarity" echoed Sarah's in mentioning competition but revolved around a more internal struggle of being uncertain about if his work was comparable to his colleagues. He stated:

Is what I'm doing really good enough? Am I good enough at this?... I'm of course, like many pre-tenured people, I only finished my doctoral program a few years ago and I'm somewhat young....Everybody else in my... department has been doing this for a long time and they're great. They all care about the students a lot and do a great job, and it just feels difficult to live up to what they're doing sometimes. And so, I was doubting myself, doubting that I was I was doing was enough. And so, I started putting a lot of pressure on myself and that impacted my anxiety.

Finally, Gloria shared "needing clarity" on learning how to helpfully incorporate recommendations, from colleagues, as this was a source of confusion for her.

Value in the Work

"Value in the work" was the last essential theme from the semi-structured interviews conducted. The values identified varied some from participant to participant, but the essential theme was the counseling education field was rewarding for the participants. Some of the participants talked specifically about the value of working with students, some discussed

flexibility in schedules, others focused on the environment or their colleagues, while others emphasized giving back to the community.

Gloria had a unique perspective on this theme, as she discussed the struggle she faced during the first year on the job and how she almost “disengaged”. Gloria’s perspective on her first year as she elaborated about her “value in the work” provided depth to the interview. Gloria was the one participant who discussed, at length, her difficulty adjusting during her first year, but she also expressed many “values in the work” she enjoyed. She shared:

I am so glad that I did not disengage after that first year.... The sense of self-worth, of being part of students that come into the field, and seeing them the first year, and then progress through that second year, and learn more about the position and enter into the field experience aspect of it....And then to see them graduate and enjoy their role as school counselor in the field, that is most rewarding for me.... It really gives me a great sense of satisfaction and accomplishment.

Tom’s response was similar to Gloria’s. During Tom’s interview, he voiced how much he valued contributing the community, working with students, and working on research. He disclosed:

I love to work autonomously; I think you’d be hard pressed to find a job where that of piece of me is fulfilled in the way that it is in this job. I feel like I make a difference in my community and the world by teaching and through the research, and I love working with students and, like, all those ways, those things all fill my bucket, I feel really good about the work that I do...

Joey admitted to his struggle with work-life balance between being a father and his “numerous roles and responsibilities.” In stating this, Joey emphasized the “value” he receives from working with his students was clear. He explained:

I get a ton of meaning and purpose from doing my job. There is nothing that energizes me more than when I have three straight supervision appointments with beginning counselors, and we spend so much time processing their internal experiences working with people. That brings me so much joy, so I would label that as part of my self-care – it’s being able to fully immerse yourself in those things that give you a lot of meaning and purpose. And for me, a lot of that is my work.

Steve seconded this “value” as his passion for working with students and seeing their growth as professionals. Steve even discussed the “value” he feels in other aspects of the job related to research and publishing. He emphasized:

Parts of the job really positively impact my sense of wellbeing, like getting to see students grow – getting to build relationships with students has been very rewarding for me. And getting to find some success with publishing research so far and even getting to do the research.

Jinny discussed the “value in the work” and added to the depth of this essential them. Jinny talked about boundaries and recognizing when she was becoming burned out. Her “value in the work” was found in the structure or flexibility that exist in academia. She added:

I recognized ...things like, I wasn’t sleeping well, I always felt like I was on the go, on the run, there was something pressing, and for me that’s stressful. And that was my clue, my key that, ‘Okay, you need to slow down’..”....And so I purposely backed away, just a little bit....This counseling education world, which is very unique, and research and

publications and teaching and class prep and mentoring and advising and technology, and it's a whole lot to do and a whole lot of responsibility, and most of which can be unstructured, but you have to do it in a structured fashion.

Logan reiterated Jinny's statement. He elaborated:

I think that the fact that the job is not a nine-to-five office job affords us a lot of opportunities to do some of these things, pursue our hobbies and our passions that are outside of work, and be ourselves in that way.

Sarah's response was similar to all of the above, as she simply stated, "I love my students". Amelia also discussed the flexibility in choosing a career location and environment that is right. She shared, "Work-life balance...when you are looking for a job as a counselor educator, ...Hopefully, you have choices....Choosing the one you feel most comfortable in, as far as the setting.... Because I know that has helped me a lot too." Amelia continued to discuss choosing an environment that was ethnically diverse and urban, which she "valued." Amelia concluded with:

For me, if I'm not happy going to work, if I'm not going to like the people I work with, then I'm not going to be well, I'm not going to be happy. And that's not the path I want to go down.

Incidental Theme: Communication

After utilizing free imaginative variation, according to Van Manen (1990) one incidental theme seemed to arise from the interview transcriptions – communication, technology in particular. According to Van Manen (1990), incidental themes are different than essential themes as they can be removed from the data and do not change the lived experience of a phenomenon, but they are incidentally connected and could be studied further.

“Communication” emerged as an incidental theme. This was not an essential theme, however; the participants discussed the role communication played within their lives, but there was not a consensus as to whether it was a good or bad contribution. This theme was not prominent but was significant in how it was brought into the interviews. Some raised the subject of communication in a positive way, while others had a negative view. Some participants posited that communication was necessary, making life much easier, and the addition of technology to their workplace was great. Some of the participants, on the other hand, noted that it also adds another layer to the obligations of being a counselor educator, husband/wife, and community member. Communication was mentioned throughout the participant interviews; however, it was not prevalent and did not address the “lived experience” of self-care and work-life balance of living as a pre-tenure counselor educator.

For example, Joey was glad that his university recently embraced Zoom, a user-friendly video conferencing service which is making time management, and therefore his life, much easier. Sarah discussed the constant “feeling of being needed” and emails that are received when working as a counselor educator and her goal to reduce the amount of time she spent answering emails. Jinny, however, explained that new technology meant that communication was available constantly, which made her work-life balance less stable, at times. Tom emphasized having to set boundaries and communicate “no” if students did not provide enough notice when asking for recommendations. Therefore, communication was mentioned throughout the participant interviews; however, it was not prevalent and did not to address the “lived experience” of self-care and work-life balance for pre-tenure counselor educators but was incidentally connected. Future research could be conducted to explore this relationship.

Summary

Using Van Manen's (1990) approach, five essential themes were found to be related to self-care and work-life balance in explaining the phenomenological or lived experienced of pre-tenured counselor educators. These essential themes were numerous roles and responsibilities, mindfulness and intentionality, sacrifices, needing clarity, and value in the work with one incidental theme of communication.

Chapter 5

Discussion

The purpose of this research study was to understand the phenomena of the experiences pre-tenured counselor educators had with self-care and work-life balance. The main research question: "What are lived experiences for pre-tenured counselor educators in relation to self-care and work-life balance?" guided the study. A phenomenological approach was applied (Cresswell, 2013). Specifically, Van Manen's (1990) hermeneutical phenomenology, in which the goal of studying an experience is to provide an in-depth, rich description of a lived experience, was utilized. This chapter will review the relation to the literature, implications for pre-tenure counselor educators, limitations of the study, recommendations for future research, as well as a summary.

In conducting the study, five essential themes and one incidental theme emerged. The five essential themes were numerous roles and responsibilities, mindfulness and intentionality, sacrifice, clarity, and value in the work. One incidental theme, communication, also emerged. An essential theme, according to Van Manen (1990) is one which uncovers "what makes a thing what it is" (p. 177). Van Manen (1990) discussed the importance of notating essential themes, that uncover the "essence" of a lived experience and incidental themes which are material that

are incidentally connected to the material. In utilizing Van Manen's approach, free imaginative variation was the avenue in which the difference was uncovered between essential and incidental themes. Free imaginative variation required asking, if this material was taken away, would the essence of the lived experience be diminished or changed; thus, leading to the development of the essential and incidental themes discussed in the results section (Van Manen, 1990).

In regard to the first essential theme, that numerous roles and responsibilities emerged was not surprising, as pre-tenured counselor educators are often obligated to do research, committee work, service, teach, publish, supervise, in addition to potentially working clinical hours, all while having personal lives. The second essential theme, mindfulness and intentionality encompassed many components, including setting boundaries, time management, physical and mental health, and family dynamics. Sacrifice was the third essential theme that arose, and this theme was also not surprising as counselor education is a demanding field, in which counselor educators have numerous roles and responsibilities. The fourth essential theme was the necessity of clarity, which encompassed mentoring as well as self-perception. The fifth essential theme to emerge was the value in the work. The participants within the study discussed the struggles they faced as pre-tenured counselor-educators, but every participant highlighted a value or values they found within their roles and responsibilities, or within the environment in which they worked. The one incidental theme of communication arose as some participants discussed, in varying ways, the importance or impact communication had within their lives. Some participants discussed this in regard to their personal lives, other professionals, while others discussed the role of communication as it related to technology and how this impacted their communication.

Findings in Relation to Existing Literature

The theme of numerous roles and responsibilities aligned to the literature. The participants discussed the numerous roles and responsibilities they had from outreach, service (department, college, university), teaching, research, acting as clinical directors, mentoring, and advising. Additionally, the participants discussed their personal roles and responsibilities and how this impacted their self-care and work-life balance, which also aligned with work-life balance literature among counselor educator faculty. Specifically, researchers have found counselor educators have disclosed that the numerous roles and responsibilities placed upon them impacted their sense of self-care and work-life balance (Herman et al., 2014; see also Trepal & Stinchfield, 2012). In academia, having children can be referred for women, as a “maternal wall” (Trepal & Stinchfield, 2012). Hermann, Ziomek-Diagle, and Dockery (2014) stated both men and women can report challenges with work-life balance, but women were the focus of their study and they reported the struggle their participants experienced related to increasing demands with tenure and motherhood role conflict. Trepal and Stinchfield (2012) found tenured faculty reported greater work-life balance and that female faculty often reported strain balancing their work and family roles.

It should be noted that most of the literature focused on women in academia and not much is notated on men in counselor education and balancing the roles of fatherhood in higher education; therefore, this is an area of future research that could be studied in relation to counselor education, self-care, and work-life balance. Within my study, four participants were male pre-tenured counselor educators. One participant, Joey, spoke about the strain he felt balancing his professional and personal roles while Tom discussed his anticipation with having a child, but how will this impact his future work-life balance?

The second essential theme was mindfulness and intentionality. The participants discussed differing things in their lives they were choosing to be mindful or intentional about, such as exercise, sleeping, eating, family, or setting boundaries with colleagues. The participants with this study were making choices to be mindful and intentional on certain aspects of their lives. Within the theme of “mindfulness and intentionality,” self-awareness of what was important for every participant was highlighted by them and their decision to be mindful and intentional regarding certain aspects of their lives (family, friends, exercise, leisure). This theme can be correlated to self-care literature on mindfulness and seeking balance (Williams et al., 2010; see also Richards et al., 2010). Richards, Campenni, and Muse-Burke (2010) supported this theme by clarifying that mindfulness relies on the ability to be self-aware. Their study found a positive correlation between self-awareness and mindfulness. Williams, Richardson, Moore, Gambrel, and Keeling (2010), further supported this essential theme by having described mindfulness as paying attention purposefully to some context and found being mindful could help in self-care.

The third essential theme was sacrifice. Multiple participants in this study discussed sacrificing working clinical hours, sacrificing time with family and sacrificing time friends. This is related to the above literature on work-life balance and illustrated the strain that takes place between professional and personal obligations. Research conducted by Herman, Ziomek-Diagle, and Dockery (2014) stated both genders, in academia, have work-life balance strain, but studied females in academia and stated several barriers for women faculty; to include: workloads, tenure, family obligations, society and motherhood, and discrimination. Philipsen (2010) conducted a qualitative study with forty-six female faculty members and concluded higher education is a setting that can have negative impacts on female faculty. Participants in Philipsen (2010) study

discussed similar “sacrifices” by mentioning instances of deciding not to take maternity leave, feeling their positions led to their separations, and limiting family time. The above literature related well to the essential theme of “sacrifice,” to a degree, but most research is focused on female faculty and more is needed on male faculty.

The fourth essential theme was the need for clarity. The participants discussed needing clarity on overall performance, salary expectations, perception from other faculty members, setting boundaries, and navigating the tenure process. This essential theme was related to the literature on open communication and feedback. Sorcinelli (2000) highlighted the value of providing feedback and having ongoing communication with new faculty to retain them. Additionally, Hill, Leingaugh, Bradley, and Hazler (2005) found 70% of counselor educators interviewed reported, “little or no research collaboration in their programs, and only 45% reported that mentoring programs were available to them” (p. 377). This literature correlated with the essential theme of “needing clarity” in that it supports there needs to be more clarity and communication with faculty and administration; however, further studies could be conducted on formal mentoring program development and what pre-tenure counselor educators need to feel supported. Solomon and Barden (2016) highlighted the “self-compassion model” that arose out of Buddhism for mentoring, which entailed recognizing and meeting individual barriers with compassion. The mentoring research available focused on research mentorship, mentoring of master students, mentoring of doctoral students, and / or mentoring within counselor education programs. The literature and research with pre-tenured counselor educators, could be expanded, in relation to managing perception from colleagues, maintaining boundaries, and attaining tenure.

The fifth essential theme was value in the work. Magnuson, Black, and Lahman (2006) found, in a phenomenological study with counselor educators, that satisfaction was reported in relation to the environment, support from colleagues, working with students, and developing confidence in their roles. Satisfaction was also reported when counselor educators were mentored in their workplace (Magnuson et al., 2006). Dissatisfaction mirrored satisfaction in the study. This was related to the study in that the pre-tenured counselor educators, who participated in the study, all mentioned the same areas of receiving value in their work: the environment, flexibility, work with students, and support. Dissatisfaction could be an area of further research in that a qualitative or quantitative study could be conducted in which participants were asked to explore where their dissatisfaction came from, within their roles and responsibilities, as a counselor educator.

One incidental theme was found. Some participants, of the study, discussed communication or technology. The participants either talked positively or negatively regarding communication or the ease of communication through technological advancements. They stated communication through technology made their work-life balance easier, while others stated the opposite. Some said the fact that they could be made available twenty-four hours per day and seven days a week detracted from their work-life balance, while others felt it made their work-life balance easier. This aligned to a study conducted by Taewoo Nam (2013) on work-life balance and technology. He found some people use technology to ease their work-life balance, while others do not allow themselves to set boundaries, which detracts from their work-life balance. The incidental theme of communication was supported in literature, through the Taewoo Nam study, but further research specific to counselor education faculty needs to be conducted.

Implications for Pre-Tenure Counselor Educators

The phenomenological study of self-care and work-life balance with pre-tenure counselor educators led to five essential themes, which provided implications for pre-tenured counselor educators. These themes highlighted the participants' lived experiences within their roles, professionally and personally. These results can assist counselor education programs in assisting new tenure track counselor educators within their numerous roles and responsibilities with self-care and work-life balance.

Numerous roles and responsibilities, mindfulness and intentionality, sacrifices made by counselor educators, and value in work were all themes related to literature and seemed threaded to the theme of needing clarity. This is important to notate, as the implication for counselor education programs, program coordinators, or department chairs is to develop or maintain a mentoring program. A mentoring program could address and make transparent what the numerous specific roles and responsibilities would be for the counselor educator being hired, recommendations for self-care or work-life balance practices, setting boundaries, class development activities, and, in general, provide clarity to their pre-tenure counselor education faculty. The value of mentoring has been notated in numerous studies (Borders et al., 2012; see also Bruce, 1995; Lienbaugh et al., 2003; Magnuson et al., 2006; Solomon & Barden, 2016).

An additional implication counselor education programs could implement would be creating research teams. This could be differentiated between mentoring programs aiming to address clarity in that the goal would be to have two or more faculty members collaborate on research. Borders, Wester, Granello, Change, Hays, Pepperell and Spurgeon (2012) stated having research mentorship can promote ongoing engagement in research in the field and since research is a requirement for most tenure promotion it would serve multiple purposes.

Counselor education programs could consider hosting self-care and work-life balance forums or workshops. It would be important that these not be mandatory as these could be perceived as another responsibility onto their “roles and responsibilities.” Work-life balance was found to be important in the literature and the participants discussed work-life balance as being a balance between their “roles and responsibilities.” These forums could allow for transparency and increase support between faculty. Sorcinelli, (2000) stated that support was necessary in retaining faculty.

Some participants of this study discussed the value of flexibility in their schedule; however, with departmental and university obligations this can impact that flexibility. Utilizing more technology-based equipment for holding meetings could increase reported satisfaction of work-life balance, among counselor education faculty; therefore, an implication for counselor education programs could be to implement or utilize more technology in setting meetings in order to meet the diverse needs of their faculty. This could decrease strain in their counselor-education faculty’s work-life balance and increase their perceived work schedule flexibility.

Limitations of the Study

Trustworthiness and credibility was the aim of this study, through prolonged engagement, providing thick description, member checking, and through the peer review process (Creswell, 2013). Even with these efforts to ensure a trustworthy and credible study, there were limitations to this phenomenological study. The limitations that existed included participants having differing years of experience as pre-tenured counselor educators, differences between participant being from a teaching university or a research university, and regionally based differences among participants.

Perhaps the results of the study would have been different if the study had focused on pre-tenured counselor educators, if it had been focused on counselor educators from a specific year of study, or counselor educators going into their fifth-year pre-tenure review. During evaluation of the themes, Steve, Amelia, and Gloria all discussed the learning curve of the job. Gloria talked at length about her first year and how she almost made the decision not to return but was glad that she “stuck it out”. Jinny had just completed the third-year review process and, if the study had been conducted with just pre-tenured counselor educators in their third year, results could be different. Also, the study could have been conducted with only pre-tenured counselor educators going into their fifth year or those that are preparing to go up for tenure as their feedback on self-care and work-life balance might provide a different lived experience, different themes, or different implications. Needing clarity was an identified theme within this study and changing the dynamic of the study to focus on one specific year of counselor educators may have incurred more specific themes on mentoring.

An additional limitation which arose was that there was not a distinction on the call for participants that specified if the pre-tenured counselor educators were from a majority research or teaching university. Therefore, there was not an accurate representation from both teaching university and research university faculty. In fact, of the participants, only one, Tom, identified as having a 50% research appointment in his pre-tenured counselor education job. Having a more equal distribution between research and teaching participants within the study could have impacted the overall results, but, since this did not happen, this is a limitation.

Another limitation, was that of the four male pre-tenured counselor education faculty that participated in the study, all were Caucasian.

The last identified limitation was the location or region of participants. There were participants from the South, North East, Central Midwest, and North Midwest, but there were no participants from the Western region of the United States.

Recommendations for Future Research

The purpose of this study was to provide a thick and rich description through development of themes, utilizing Van Manen's (1990) heuristic phenomenological approach. Through completion of the study, five essential themes and one incidental theme emerged, which led to the description of the lived experience for pre-tenured counselor educators in relation to self-care and work-life balance. The incidental theme of communication was not an essential theme, in that it could be removed without detracting from the essence of the lived experience, but it was mentioned by every participant to some degree (Van Manen, 1990). This study helped to uncover additional opportunities for future research.

A qualitative or a quantitative study could be conducted with pre-tenured counselor educators, but with a specifier that limits participants to the years of experience they have in academia. Based on this study, first year seems to be a difficult year for many counselor educators, and therefore, research focused solely on this subset of pre-tenured counselor educators to provide clarity on ways in which departments and administration can be supportive of new faculty in order to increase retention and decrease burnout. This study could provide unique insight and clarity for first year pre-tenure counselor educators on self-care and work-life balance. Additionally, a study could be conducted to detect differences between tenure track and non-tenure track positions related to self-care and work-life balance. The current study only investigated the experiences of pre-tenure-seeking faculty, but looking at differences between groups is an area that could be studied in the future.

In relation to mentoring and the theme of “needing clarity,” a quantitative or qualitative study could be conducted that evaluates mentoring programs in place to evaluate efficacy and areas of weaknesses, within counselor education programs. This study could evaluate what this “mentoring” specifically entails in order to find out what counselor educators are stating works for them and they need to feel supported and what is missing. The goal would be to utilize the results of the study to be able to better support new faculty. Mentoring could possibly help with doing research, course development, workshops on self-care, transparency on setting boundaries with colleagues or relationship development at the college or university level, or assistance with choosing what sacrifices to make.

A theme that emerged was “value in the work,” but an area of future study could investigate areas of dissatisfaction within counselor education. This could be a quantitative research study, utilizing a Likert scale. Some of this emerged as participants discussed needing better clarity, having to make professional sacrifices, but further exploration of this would add to the breadth of knowledge in this area. With this breadth of knowledge, then administration and departments could create strategies to address some areas of stated dissatisfaction.

Lastly, a study could be conducted on the role technology plays within the academic setting, for counselor educators, with regards to self-care and work-life balance. This could be a quantitative or qualitative study that further explored the intricacies of how communication and the advancements of technology are perceived by counselor education faculty. This could lead to an understanding on the role of technology and how it could be more incorporated to increase flexibility in work-life balance or how if boundaries were not implemented work-life balance could decrease.

Summary

This study was a journey. Within this journey, the phenomenological method utilized was Van Manen's (1990). Utilization of Van Manen's (1990) approach, which allowed for both the parts and the whole of the lived experience to be explored. By evaluating these themes, five essential themes and one incidental theme emerged. The study had eight participants from the South, North East, Central Midwest, and Northern Midwest who were all pre-tenured counselor educators. This study was able to add to the literature and provide valuable feedback on the lived experiences of pre-tenured counselor educator's daily lives, including numerous roles and responsibilities, mindfulness and intentionality, sacrifice, the need for clarity, the value in their work, and communication.

Through this study, the value of mentoring and clarity between pre-tenure and tenured faculty became prevalent within theme results. Additionally, the value of being mindful and intentional and its relation to self-care and work-life balance arose. The study provided insight on the value that pre-tenure counselor educators place on the flexibility that comes with the job, the environment, the importance of finding the right placement after graduation, and feeling supported. Participants were able to highlight varying roles and responsibilities and stated how important it is for counselor educators to know what their roles and responsibilities will be when taking a position; however, this can be related back to mentoring. If mentoring is taking place from the onset of taking a position, then pre-tenured counselor educators would have clearer expectations throughout their early careers, possibly avoiding burnout and increasing retention. Additionally, mentoring could lead to a decrease in personal and professional sacrifices, as a result of more experienced tenured counselor educators being able to provide detailed recommendations and guidance to new faculty.

In closing, a phenomenological study on pre-tenured counselor educators in relation to self-care and work-life balance provided a rich description of their lived experience. This study has added to literature, provided implications for pre-tenured counselor educators, highlighted the value of mentoring, reviewed the limitations of the study, and has stated areas for future research.

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Appendix A: Informed Consent

INFORMED CONSENT SELF-CARE AND WORK-LIFE BALANCE AMONG PRE-TENURED COUNSELOR EDUCATORS

You are invited to participate in a research study to investigate the experiences of self-care and work-life balance among pre-tenure counselor educators. The study is being conducted by Tristen Hyatt, MS, NCC, APC, a Counselor Education Doctoral Student at Auburn University, under the direction of Dr. Melanie Iarussi in the Auburn University Department of Special Education, Rehabilitation, and Counseling. You were selected as a possible participant because you are a pre-tenure counselor educator who is in a tenure track position and are age 19 or older.

What will be involved if you participate? If you decide to participate in this research study, you will be asked to participate in an initial 45 to 90 minute semi-structured phone interview. After the initial interview, once themes have been identified, the themes will be compiled and emailed for member checking purposes.

Are there any risks or discomforts? The risks associated with participating in this study are minimal in that you may experience discomfort in sharing your experiences in an interview; however, any concerns may be reported to researcher.

Are there any benefits to yourself or others? If you participate in this study, you will be entered for a random drawing for one of two 25\$ Visa Gift Cards. This research may be published to describe the experiences of self-care and work-life balance among pre-tenure counselor educators, but your information will be kept confidential.

Will you receive compensation for participating? To thank you for your time you will be entered for a random drawing for one of two 25\$ Visa Gift cards.

Are there any costs? If you decide to participate, you will not incur any costs.

If you change your mind about participating, you may withdraw at any time during the study. Your participation is completely voluntary. If you choose to withdraw, your data may be withdrawn. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the Department of Special Education, Rehabilitation and Counseling.

Your privacy will be protected. Any information obtained in connection with this study will remain *confidential*. Information obtained through your participation may be used to fulfill an educational requirement, published in a professional journal, used for Dissertation purposes, or presented at a professional meeting.

If you have questions about this study, *please* contact me, Tristen Hyatt at 706-289-8255 and them my faculty advisor, Dr. Melanie Iarussi, for this project at 334-844-2880 or mmi0004@auburn.edu.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334)-844-5966 or e-mail at IRBadmin@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT YOU WISH TO PARTICIPATE IN THIS RESEARCH STUDY. YOUR SIGNATURE INDICATES YOUR WILLINGNESS TO PARTICIPATE.

_____ Participant Signature

_____ Participant Printed Name

_____ Date

_____ Researcher Signature

_____ Researcher Printed Name

_____ Date

******This Informed Consent Document was pulled from the Auburn University IRB website under Informed Consent for Adults participating in research at: <https://cws.auburn.edu/OVPR/pm/compliance/irb/sampledocs>**

Appendix B: Sample Recruitment Email

Dear Potential Participant,

My name is Tristen Hyatt and I am a doctoral candidate in the Counselor Education and Supervision Program at Auburn University. I would like to invite you to participate in my research study. This study aims to investigate the lived experiences of pre-tenure counselor educators in relation to self-care and work-life balance.

Please consider participating in this study if you are currently a pre-tenure counselor educator who is working in a tenure track position and has not yet received tenure promotion. *If you are a tenured counselor educator, please consider passing this along to your colleagues who are not yet tenured.*

Participation in this study involves participating in a phone interview which will be recorded and is estimated to take 45 to 90 minutes. Your information will be kept confidential. Your decision to participate in this study is completely voluntary. If you are interested in participating in this study please contact me at tcw0018@auburn.edu in order to receive and complete the screening process and informed consent.

The Institutional Review Board at Auburn University has approved this project. If you have any questions regarding this study you may contact me at tcw0018@auburn.edu. My dissertation chair is Dr. Melanie Iarussi and she may be reached at mmi0004@auburn.edu

Thank you for your consideration,

Tristen Hyatt, MS, APC, NCC
Counselor Education and Supervision Doctoral candidate
Auburn University

Appendix C: Semi-structured Interview Questions

Interview Questions

1) Tell me about your roles and responsibilities as a counselor educator.

2) Tell me about your experience with work-life balance.

Sub-questions: What challenges with work-life balance have you experienced? What in your role as a counselor educator impact your work-life balance? What have you found helpful in striving for work-life balance?

3) Tell me about your experience with self-care.

Sub-Questions: What do you believe impacts self-care?

4) In your experience, do you believe your self-care and work-life balance influence one another? If so, how do you think work-life balance and self-care influence each other?

5) Tell me about your experience with burnout, if any? In you have experienced burnout, what factors do you believe impacts burnout? How do you believe you avoid burnout?

6) In your experience, do you believe that work-life balance, self-care and burnout are related? If so, how do you think they influence each other?

7) Do you feel that working in a tenure track position has impacted your sense of wellbeing, self-care? Is so, how and in what specific ways?

Appendix D: Demographic Form

Please put a check mark in one box per demographic question to mark your response.

1) Gender?

- Male
- Female
- Transgender
- Prefer Not to Answer

2) What is your age? _____

3) What is your ethnicity? (Please check all that apply)

- White
- Hispanic or Latino
- Black or African American
- Native American or American Indian
- Asian
- Non-Hispanic or Latino
- Other
- Prefer Not to Answer

4) What is your rank as a counselor-educator?

- Assistant Professor
- Associate Professor

5) How long have you been working as a counselor-educator? _____

6) What is your marital status?

- Single, never married
- Married, Partnership
- Divorced
- Widowed
- Separated
- Prefer Not to Answer

7) Do you have children?

Yes

No

8) If yes, How many children do you have? _____

Appendix E: Scribie Confidentiality Letter



<https://scribie.com>

Confidentiality Letter

TO WHOM IT MAY CONCERN

I, Rajiv Poddar, on behalf of Scribie.com, agree to treat in absolute confidence all information that we become aware of in the course of transcribing the interviews or other material connected with the files which we receive for transcription. We agree to respect the privacy of the individuals mentioned in the interviews that we are transcribing. We will not pass on in any form information regarding those interviews to any person or institution. On completion of transcription we will not retain or copy any information involving the above project.

We are aware that we can be held legally liable for any breach of this confidentiality agreement, and for any harm incurred by individuals if we disclose identifiable information contained in the audiotapes and/or files to which we will have access.

Signature: 

Date: 4/3/2017.....