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Racial Identity Development and Imposter Phenomenon as Predictors of Counselor Self-Efficacy

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Keywords

counselor self-efficacy, imposter phenomenon, racial identity development, counselors-in-training, supervision

Author's Notes

This article is based on the dissertation completed by Wade (2019)

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Abstract

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Counselor education programs equip professional counselors with the skills, knowledge, and experiences necessary for competent practice (CACREP, 2016). Investigating factors that impact a counselor's effectiveness has become a growing area of interest, such as examining the importance of counselor self-efficacy (CSE), which is a counselor's belief in their ability to demonstrate specific counseling skills (Goreczny et al., 2015; Lent et al., 2003; Morrison & Lent, 2018).

Counselor Self-Efficacy

Researchers have examined self-efficacy to explore career self-efficacy, counselor competency, and the role of supervision in supporting the development of CSE (Smith & Koltz, 2015). *Self-efficacy* refers to an individual's belief in their competence to complete tasks, achieve goals, and cope with unexpected problems (Bandura, 1982; Brady-Amoon & Fuertes, 2011; Fife et al., 2011). Bandura (1982) argued that self-efficacy is integral to human agency. Similarly, Mutchler and Anderson (2010)

noted that developing self-efficacy involves nurturing a sense of personal agency, which refers to an individual's belief in their ability to affect the outcomes of their actions. As a result, self-efficacy is an important determinant influencing professional counselors' ability to assume their roles successfully and confidently. Moreover, experts recognize self-efficacy as a measure of development in the counseling field (Mullen et al., 2015). Success builds a strong sense of self-efficacy, while failure lowers it, but success requires overcoming obstacles and difficult situations through persistence (Bandura, 1982; Blondeau & Awad, 2018). Consequently, self-efficacy can influence various domains, including academia, by fostering achievement, performance and motivation, racial identity development, and impostor phenomenon. The literature on counselor self-efficacy (CSE) is extensive, with over three decades of research in counseling. Counselor self-efficacy (CSE) refers to counselors' belief in their ability to demonstrate specific counseling skills (Goreczny et al., 2015; Lent et al., 2003; Morrison & Lent, 2018). In counselor education, researchers have extended

self-efficacy to include career self-efficacy, counselor competence, and the role of supervision in supporting the development of a counselor's self-efficacy (Meyer, 2015; Meyer, 2012; Morrison & Lent, 2018; Mullen et al., 2015; Smith & Koltz, 2015). In 1982, Bandura found that CSE increases performance levels and decreases anxiety levels in counselors. Counseling programs aim to improve students' self-efficacy through foundational coursework and clinical experiences, bridging the gap between coursework and clinical practice (CACREP, 2016).

As they have increasingly prioritized the impact of cultural factors on the development of counselors-in-training (CITs), the need to understand specific influences such as counselor self-efficacy [CSE] among CITs of color has grown (CACREP, 2016). Although many counselor educators concur that CSE is pivotal for effective counseling, limited research explores the relationship between a counselor's ethnic-racial identity and CSE development (Crockett & Hays, 2015; Interiano-Shiverdecker et al., 2021). The impact of self-efficacy beliefs in CITs of color is even more significant, as one's cultural factors (i.e., ethnicity and racial identity) can influence performance in working with clients (Interiano-Shiverdecker et al., 2021). Self-efficacy beliefs in CITs of color could also potentially contribute to experiences of anxiety and stress, potentially triggering the fear of being a failure. As a result, CITs of color with lower self-efficacy are prone to being overwhelmed by their experiences and may be more likely to develop feelings of failure (Blondeau & Awad, 2018).

Furthermore, counseling research has historically focused on the dynamic between the counselor and a client's ethnic-racial identities, often in binary terms such as White or Black (Okech & Harrington, 2002). This focus leaves a gap in our understanding of CSE among other ethnic-racial groups like Hispanic/Latinx, Asian, Asian American, Native Hawaiian/Pacific Islander, Indigenous American or Alaskan Native, African, Middle Eastern, or multiracial/multiethnic. Impostor phenomenon (IP)

is another overlooked construct that impacts CSE and could potentially have interactions with RID (Tigranyan et al., 2021).

■ Imposter Phenomenon and ■ Counselor Self-Efficacy

IP is defined as high-achieving individuals who struggle to internalize their success, leading to self-doubt and performance anxiety (Clance & Imes, 1978). Impostor phenomenon (IP) is an intense self-perception that one's achievements are undeserved or an internal experience of intellectual phoniness and inability to internalize success (Matthews & Clance, 1985; Sakulku & Alexander, 2011). IP also interferes with psychological well-being, leading to feelings of self-doubt and anxiety (Sakulku & Alexander, 2011). Even with numerous hours of counseling, observations, and supervision that can enhance self-efficacy beliefs, counselors may still feel like frauds, diminishing their confidence in their counseling skills. Additionally, (CITs) with IP often attribute their success to external factors, coinciding with the idea that IP is usually associated with impression management and self-monitoring behaviors (Clance & Imes, 1978; Cowman & Ferrari, 2002; Kets de Vries, 2005; Kolligian & Sternberg, 1991; Sakulku & Alexander, 2011). Research examining the relationship between impostor phenomenon (IP) and counselor development is limited. Tigranyan et al. (2021) asserted that understanding the occurrence of IP and the influence of this phenomenon on counselor competence could have positive implications for graduate training programs. Also, Larson et al. (1992) indicated that experiencing IP could adversely affect counseling trainees' perceptions of their counseling abilities and performance, potentially impacting their training experience. They noted that a counselor's self-efficacy can adversely affect performance. Furthermore, Larson et al. (1992) discussed how a counselor's self-efficacy perceptions change across developmental levels, with advanced trainees displaying higher efficacy expectations than first- or second-year trainees. While IP could significantly impact CSE,

interactions with RID could have lingering impacts on CIT training success.

Racial Identity Development **and Counselor Self-Efficacy**

Racial identity is the perception of racial belonging. *Ethnicity* is an individual's self-concept in having a common bond with a distinctive ethnic group of people because of similar experiences in culture (i.e., shared beliefs, practices, and values), ancestry (i.e., generational descendants, or kinship), and history [i.e., a record of inherited past] (Cokley, 2007; Luhman, 2002; Jiménez, 2010). Existing research has focused on exploring the relationship between racial identity development and multicultural counseling competency (e.g., Chao, 2008; Chao, 2012). For example, Chao (2008) found significant interactions between racial/ethnic identity and multicultural knowledge. However, no research examined racial identity development and counselor competence among CITs of color. Some studies suggested that racial identity could be a protective factor that may bolster positive coping responses (Cokley et al., 2013). However, Black, Indigenous, and People of Color (BIPOCs) do not seem to experience this protective effect. When Black, Indigenous, and People of Color (BIPOCs) individuals encounter negative messages, anxiety, or feelings of inferiority, their self-perception can still decrease, hindering the development of counselor competency (Cokley et al., 2013). Oh et al. (2019) reiterated the need for further research on how racial identity development (RID) relates to students' CSE. Their study determined a relationship between cultural factors (i.e., ethnicity) and CSE. Specifically, the results indicated that CSE increases during a student's graduate school experience (Oh et al., 2019). However, they also referenced that students of color require more time to develop CSE, potentially due to challenges, such as a lack of multicultural consideration in training or the need for greater diversity among faculty and supervisors (Oh et al., 2019).

Some studies have aimed to investigate further the relationship between academic achievement, self-efficacy, and other cultural factors [i.e., age, gender, and ethnicity] (Felder et al., 2014; Lam et al., 2013; Mullen et al., 2015). For example, Lige et al. (2017) suggested that high-attaining African American students may gain strength and affirmation due to their strong ethnic-racial identity. Particularly among counselors-in-training (CITs) of color, racial identity creates an opportunity to examine the impact of one's ethnic-racial realities on self-perception (Cokley et al., 2013) and has a resistance component that can influence mental regulation (e.g., Bernard et al., 2017; Bynum et al., 2008). Therefore, exploring racial identity development (RID) related to CSE will increase awareness of the counseling trainees' experiences.

As post-secondary institutions become increasingly diverse, investigating RID can provide better insight into the needs of CITs of color (Wijeyesinghe & Jackson, 2012). RID involves the lifelong process of self-categorization, understanding one's racial experiences, and identifying with a particular race (Cross, 1971; Fhagen-Smith et al., 2010). For this study, the Racial/Cultural Identity Model (R/CID; Atkinson et al., 1989) was used to conceptualize RID (Atkinson et al., 1989; Sue & Sue, 2016). The R/CID is a conceptual framework to understand how culturally diverse individuals experience or struggle to understand themselves in terms of their own culture (Atkinson et al., 1989). According to Sue and Sue (2016), individuals move through these phases based on experiencing a crisis that shifts them from a feeling of self-deprecation to self-appreciation. The researchers used the Cross Ethnic-Racial Identity Scale-Adult (CERIS-A) for the study. This scale assesses the multidimensional racial identity development across all United States ethnic-racial groups (Worrell et al., 2019).

Examining the relationship between a counselor's cultural factors (i.e., racial identity, IP, and CSE) is important, given Bandura's (1982) self-efficacy framework. Lam et al. (2013) emphasized that exploring these cultural factors helps understand how a trainee's diversity status impacts

the evolution of CSE. This understanding can inform counselor educators to consider different interventions to support a graduate student's experience. Therefore, further research is needed to explore the relationship between RID and CSE.

The Current Study

Although researchers have explored either one or both constructs (i.e., CSE and IP; Peteet et al., 2015), there needs to be more research examining the relationship between CSE, IP, and racial identity development (RID) among CITs of color. Given limited research, further investigation of the interconnectedness of CSE, IP, and RID among CITs of color is warranted (Isawi & Post, 2020; Lam et al., 2013). Researchers have established CSE as a significant factor influencing counselor competence. For CITs of color, RID may pose an additional layer of complexity that may exacerbate IP and further impact CSE. Investigating interactions between cultural factors such as ethnic-racial identity, self-concept/self-perception, and IP and how they may impact the development of CSE among CITs is needed to help support these CITs as they progress through their careers (Isawi & Post, 2020; Lam et al., 2013; Mullen et al., 2015; Oh et al., 2018).

The current study aims to explore the interactions between IP, RID, and CSE by investigating the degree to which IP and RID predict CSE in CIT of color. This study is deeply rooted in the foundation of counseling self-efficacy by investigating issues surrounding multicultural issues (race/ethnicity) and self-concept/self-perception (impostor phenomenon and counseling self-efficacy) issues among CITs of color. Although researchers have explored either one or both constructs (i.e., counseling self-efficacy and impostor phenomenon) (Peteet et al., 2015), there is limited research exploring counseling self-efficacy as it relates to factors of IP and racial identity development among CITs of color. Thus, results from this research will aid faculty, administrators, graduate counseling programs, and supervisors in providing culturally sensitive and

relevant support for counselors from varying academic and racial backgrounds.

Researchers selected correlational and regression analyses to examine the relationships among the variables. This study's research questions were: (a) **RQ1:** What are the statistical relationships between racial identity development, impostor phenomenon, and counselor self-efficacy? (b) **RQ2:** Does impostor phenomenon predict each component of counselor self-efficacy (micro skills, attending to the counseling process, dealing with difficult client behaviors, cultural competence, and awareness of one's values)? (c) **RQ3:** Does racial identity development predict counselor self-efficacy?

For this study, we define counselors-in-training of color as an individual who is attending a graduate counseling program (i.e., counseling psychology, clinical psychology, clinical mental health, counseling, counselor education and supervision, rehabilitation, marriage and family, and school counseling) at a college or university, and who self-identifies as either African, Black or African American, American Indian or Alaskan Native, Asian or Asian American, Hispanic or Latinx, Native Hawaiian or Pacific Islander, Middle Eastern or Arab American, or two or more races (i.e., multiracial or biracial).

Method

Few studies have explored constructs that can impact counselor self-efficacy (CSE) or counselors-in-training (CITs) of color, and scholars agree that a better understanding of CSE and cultural influences is essential to training CITs (Interiano-Shiverdecker et al., 2021). Thus, understanding how to incorporate these factors into counseling and supervision could significantly impact CIT education. Specifically, this research creates an opportunity to bring awareness to ethnic-racial identity and a CIT's ability to assume and develop their role as a professional counselor with success and confidence. Also, when CITs of color or counselor educators gain awareness regarding the roles/impacts of impostor phenomenon and racial

identity development on counselor self-efficacy, feelings of validation or normalization will occur, resulting in enhanced professional growth and competency of CITs.

Procedure and Participants

This study utilized a non-experimental correlational design to test the relative predictive power of variables identified in the literature (Field, 2017). The research team received approval from the university's Institutional Review Board (IRB) before collecting data. The researchers emailed various LISTSERVS (e.g., CESNET, directors of counseling programs, and university counseling centers) to recruit master's and doctoral-level graduate students of color. In addition, training directors and program coordinators of graduate counseling programs throughout the United States received an email solicitation. The inclusion criteria for participation were graduate students: (a) studying counselor education and supervision, school counseling, clinical mental health, counseling psychology, clinical rehabilitation counseling, marriage and family therapy, or clinical psychology, and (b) self-identifying as Black/African American, Asian or Asian American, Hispanic/Latinx American, Native Hawaiian or Pacific Islander, Indigenous American or Alaskan Native, Middle Eastern or Arab American, or two or more ethnic-racial identities (i.e., biracial or multiracial). Prospective participants received an email explaining the study and survey questions.

An a priori G* power analysis with a medium effect size and adequate statistical power (.95) at the .05 level required a minimum sample of 99 participants (Soper, 2017). The study comprised 122 participants; 111 (90.2%) were women, and 11 (8.2%) were men. Most participants (n=47 or 38.5%) were African American/Black, 35 (28.7%) Native Hawaiian/Pacific Islander, 17 (13.9%) Hispanic/Latinx, 10 (8.2%), multiracial/multiethnic, 7 (5.7%) Asian American, 2 (1.6%) Asian, 2 (1.6%) Middle Eastern, 1 (.9%) Indigenous American or Alaskan Native, and 1 (.9%) African. Participants

ranged from 22 to 67 years old, with the mean age being 34 years old.

Approximately half, 63 (51.6%), of the 122 participants were seeking a master's degree (i.e., M.A., M.S., M.S. Ed), and 59 (48.4%) were pursuing a doctoral degree (i.e., Ph.D., Ed.D., or Psy.D.). In addition, almost half of the participants, 48 (39.3%), reported a specialization in counselor education and supervision, 28 (23%) clinical mental health, 11 (9%) school counseling, 10 (8.2%) clinical psychology, 10 (8.2%) marriage, and family therapy, 9 (7.4%) counseling psychology, 4 (3.3%) counseling (master), and 2 (1.6%) rehabilitation counseling. Furthermore, the locations of programs varied throughout the United States, with the majority (n=48 or 39.3%) being from the Midwest. Regarding the years already undertaken within their programs, most participants (n=43 or 35.2%) indicated two years.

Measures

Counseling Self-Estimate Inventory Scale (COSE).

The study used the COSE instrument to assess the development of self-efficacy among counselors-in-training (Larson et al., 1992). The COSE consists of five subscales: microskills (12 items), attending to the counseling process (10 items), dealing with difficult client behaviors (7 items), cultural competence (4 items), and awareness of one's values (4 items) for a total of 37 items (Lent et al., 2003). Each item is a Likert item with response options ranging from 1= (Strongly Disagree) to 6= (Strongly Agree) to indicate respondents' confidence in completing various counseling-related tasks. The maximum possible score obtained is 222, and the minimum possible score is 37; higher scores indicate higher self-efficacy beliefs (Larson et al., 1992). The COSE has evidence of good construct validity as well as internal consistency values of alpha reported as .62 (awareness of values), .78 (cultural competence), .80 (difficult client's behaviors), .87 (processing), and .88 (microskills),

with alpha for the total (composite) instrument reported as .93 (Larson et al., 1992). For the test-retest reliability, the scores were reasonably stable over three weeks, with correlations ranging from .32 to .65 (Larson et al., 1992). This study's reliability estimate was .75, indicating adequate internal consistency.

Clance Imposter Phenomenon Scale (CIPS).

The study used the CIPS instrument to measure the presence of imposter phenomenon (IP; Clance & Imes, 1978). The survey consists of a 20-item, self-report, 5-point Likert scale instrument with response options ranging from 1= (not at all true) to 5= (very true) to indicate the respondents' degree of IP (Clance & Imes, 1978). Sample item: "I can give the impression that I am more competent than I really am" (Clance & Imes, 1978, p.1). Scores on the CIPS can range from 20 to 100, with 41-60 indicating moderate IP experiences and 61-80 indicating a presence of IP experiences (Clance & Imes, 1978). The CIPS has evidence of good construct validity and internal consistency, with alpha scores ranging from .84 to .96 (Chrisman et al., 1995). This study's reliability estimate was .93, indicating excellent internal consistency.

Cross Ethnic Racial Identity Scale-Adult (CERIS-A).

The Cross Ethnic Racial Identity Scale - A (CERIS-A; Worrell et al., 2019) expands the Nigrescence model from the original CERIS (Vandiver et al., 2002). Also, the CERIS-A measures cultural attitudes for use with all ethnic-racial groups in the United States. The CERIS-A was used to examine racial identity development in this study. The scale consists of a self-report 29-item 7-point scale with response options ranging from 1= (Strongly Disagree) to 7= (Strongly Agree) to indicate the degree of confidence in completing various counseling-related tasks that assess a participant's cultural identity attitudes. The seven subscales include assimilation (4 items), miseducation (4 items), self-hatred (4 items), anti-dominant (4

items), ethnocentricity (4 items), multiculturalist inclusive (4 items), and ethnic-racial salience identity (4 items). Worrell et al. (2019) reported alpha scores ranging from .92 to .94 for all ethnic-racial groups. This study's reliability estimate was .85, indicating good internal consistency.

Demographic Questionnaire.

A 6-item demographic questionnaire requested information about the participant's age, gender identity, ethnic-racial identity, degree status, program of study/area of specialization, and location of their program. Also, participants could self-identify their gender and ethnic-racial identity.

Data Analysis

122 graduate counselors-in-training of color completed the online survey. The researchers computed composite scores for the Counseling Self-Estimate Inventory Scale (COSE), Clance Imposter Phenomenon Scale (CIPS), and Cross Ethnic Racial Identity Scale-Adult (CERIS-A) by calculating the mean scores of their respective scale items. The study used bivariate correlational analysis to assess the relationships among (X measures, which relate to) racial identity development (RID) and imposter phenomenon (IP) as independent variables and counselor self-efficacy (CSE) as the dependent variable. The researchers conducted all statistical analyses in the Statistical Package for the Social Sciences (SPSS; Version 25). Before analysis, we considered the following assumptions: linearity, homoscedasticity, multicollinearity, outliers, leverage points, influential points, residuals normally distributed, model fit, and sample size. The current sample met the basic assumptions of normality and the absence of multicollinearity for all variables. The correlations for scores from the instruments are in Table 1. The researchers conducted a Pearson's product-moment correlation to assess the relationships among CERIS-A subscales, CIPS scores, and COSE subscales to answer Research Question 1. For Research

Question 2, the researchers used hierarchical regression analyses, with the counseling self-efficacy subscales as outcome variables and CIPS scores as predictors. The researchers conducted a hierarchical regression analysis to examine whether racial identity development directly affected counselor self-efficacy by regressing the COSE subscale scores (and total scores) on the CERIS-A subscale scores.

Results

Research Question 1

The researchers conducted a Pearson's product-moment correlation to assess the relationships among racial identity development, impostor phenomenon, and counselor self-efficacy among CITs of color. Pearson's correlation analysis indicated a relationship between racial identity development (i.e., CERIS-A subscales) and counselor self-efficacy (i.e., COSE subscales). There were 23 statistically significant correlations, and the most considerable correlation was $r(120) = .701, p < .0005$, or 49.1% shared variance between the CERIS-A (multiculturalist inclusive) subscale

and COSE (microskills) subscale. This result indicated that the association between perceived clinical effectiveness (i.e., Microskills) and a strong connection with one's racial group and other cultural groups (i.e., multiculturalist inclusive subscale) is significant for CITs of color. There was a small negative correlation between the Clance Impostor Phenomenon Scale (CIPS) score and COSE (cultural competence) subscale. Indicating that CITs of color whose score is above 61 on the CIPS scale (Clance, 1985) are more likely to experience feelings of doubt impacting their perception of handling issues of multicultural sensitivity and awareness and hindering an individual's progression beyond the first phase of the racial/cultural identity development model (Atkinson et al., 1989). In addition, there was a strong negative correlation, $r(120) = -.627, p < .0005$, or 39.3% shared variance between the COSE (microskills) subscale and CERIS-A (anti-dominant) subscale. This result suggests that the more a CIT of color dislikes an individual from the dominant group, the less confident they feel about their effectiveness in performing counseling skills during a session (see Table 1).

Table 1
Pearson Correlation Matrix

Variable	Assimi	ME	SH	AD	Ethno	MI	ERS	CIPS
Microskills	-.38**	-.49**	-.49**	-.63**	-.03	.70**	.23*	-.05
Counseling Process	.41**	.58**	.48**	.63**	.28**	-.35**	.01	.58
Difficult Behavior	.02	.10	.12	.13	.22*	.26**	.23*	.09
Cultural Competence	.11	.12	.04	.05	.25**	.21*	.05	-.18
Values	.43**	.54**	.44**	.51**	.19*	-.38**	-.10	-.16

Note. Assimi=Assimilation; ME=Miseducation; SH=Self-Hatred; AD=Anti-Dominant; Ethno=Ethnocentricity; MI=Multiculturalist Inclusive; ERS=Ethnic-Racial Salience; CIPS=CIPS Total Score.
* $p < .05$. ** $p < .01$.

Research Question 2

The second research question examined the predictive relationship between the impostor phenomenon (IP) and counselor self-efficacy (CSE). The findings indicated that IP does not predict CSE. However, when COSE (cultural competence and values) subscales considered outcomes, there was a marginally significant increase in R^2 provided by CIPS total scores $p = .050$, $p = .055$. Indicating that CITs of color whose scores are above 61 on the CIPS scale (Clance & Imes, 1978) could experience a fear of being exposed as a fraud in a way that impacts their perception of handling issues of cultural competence and diminishing self-confidence to manage personal biases.

Research Question 3

The third research question examined the predictive relationship between racial identity development (RID) and counselor self-efficacy (CSE). The results emphasized that RID is integral to CSE development among CITs of color. There were ten statistically significant predictors for the COSE subscale (and COSE total scores). Notably, the CERIS-A (anti-dominant and multiculturalist inclusive) subscales explained 59% of the variance in COSE (microskills) subscale scores, consistent with the findings from research question 1 (see Table 2). We calculated the effect size to provide more confidence in the significance of these relationships. An effect size of $r = .412$ suggests a meaningful observation of the strong relationship between RID and CSE, according to Cohen's (1988) guidelines.

Table 2
Hierarchical Multiple Regression Predicting COSE Subscales (and COSE Total Scores) from (CERIS-A) Subscale Scores

Variable	B	SE B	β	R^2	ΔR^2
Regression 1 (Microskills)				.63	.59
Anti-Dominant	-0.22	0.06	-0.36*		
Multiculturalist Inclusive	0.33	0.06	0.47*		
Regression 2 (Counseling Process)				.46	.43
Miseducation	0.22	0.09	0.27*		
Anti-Dominant	0.30	0.08	0.44*		
Regression 3 (Difficult Behavior)				.19	.18
Multiculturalist Inclusive	0.19	0.05	0.48*		
Regression 4 (Cultural Competence)				.17	.17
Ethnocentricity	0.131	0.06	0.24*		

Multiculturalist Inclusive	0.131	0.05	0.33*		
Regression 5 (Values)				.37	.36
Miseducation	0.191	0.07	0.33*		
Regression 6 (COSE Total Scores)				.27	.26
Miseducation	3.242	1.49	0.28*		
Multiculturalist Inclusive	5.547	1.35	0.50*		

Note: n=120. *p < .05

1. COSE (microskills) subscale (regression 1): The CERIS-A (anti-dominant and multiculturalist inclusive) subscales led to a statistically significant increase in R^2 ($\Delta R^2 = .588$). The anti-dominant ($\beta = -.362$, $p = 0.001$) and multiculturalist inclusive ($\beta = .470$, $p = 0.001$) subscales significantly predicted this outcome. These results indicate that CITs who do not dislike the dominant group and who have a connection with their racial group and a willingness to engage with others are more likely to increase their sense of effectiveness as counselors.
2. COSE (counseling process) subscale (regression 2): The CERIS-A (miseducation and anti-dominant) subscales led to a statistically significant increase in R^2 ($\Delta R^2 = .425$). The miseducation ($\beta = .269$, $p = 0.016$) and anti-dominant ($\beta = .436$, $p = 0.001$) subscales emerged as significant predictors. The analyses reveal that a CIT of colors' acceptance of stereotypes about their racial group and a dislike for the dominant group were more likely to restrict their actions during the counseling process.
3. COSE (difficult behavior) subscale (regression 3): The CERIS-A subscales significantly increased the explained variation ($\Delta R^2 = .184$). The CERIS-A (multiculturalist inclusive) subscale emerged as a significant predictor ($\beta = .481$, $p = 0.001$). The data indicate that having a strong connection with one's racial group and being willing to engage with another cultural group supports a CIT of color's knowledge and skills in dealing with challenging client concerns.
4. COSE (cultural competence) subscale (regression 4): The CERIS-A (ethnocentricity and multiculturalist inclusive) subscales led to a statistically significant increase in R^2 ($\Delta R^2 = .167$). Both ethnocentricity ($\beta = .240$, $p = 0.039$) and multiculturalist inclusive ($\beta = .334$, $p = 0.011$) subscales were significant predictors. The results suggest that for a CIT of color, their belief that their racial group significantly influences their life, combined with a strong connection to their racial group and a willingness to engage with other cultural groups in society, could positively impact their competence concerning ethnicity and social class.
5. COSE (values) subscale (regression 5): The CERIS-A (miseducation) subscale led to a statistically significant increase in R^2 ($\Delta R^2 = .364$), with miseducation being a significant

predictor ($\beta = .327$, $p = 0.007$). The findings point to a CIT of colors' acceptance of stereotypes about their racial group hinders their awareness of personal biases.

6. COSE total scores (regression 6): The CERIS-A (miseducation and multiculturalist inclusive) subscales led to a statistically significant increase in R^2 ($\Delta R^2 = .257$). Both miseducation ($\beta = .278$, $p = 0.031$) and multiculturalist inclusive ($\beta = .501$, $p = 0.001$) subscales were significant predictors. The results suggest that a CIT of colors' acceptance of stereotypes about their racial group, connection with their racial group, and willingness to engage with others hinders their counselor self-efficacy.

Discussion

The present study's findings contribute to the counseling literature on the relationship among CITs of color, racial identity development, imposter phenomenon, and counselor self-efficacy. The researchers found significant relationships between racial identity development (RID) and counselor self-efficacy (CSE). Nevertheless, there was a small negative correlation between the Counseling Self-Estimate Inventory Scale (COSE) [cultural competence] subscale and the Clance Impostor Phenomenon Scale (CIPS) score. These results suggest that counselors-in-training of color (CITs) with scores above 61 on the CIPS scale (Clance & Imes, 1978) might be less effective in engaging and valuing different cultural groups' perspectives. Similarly, Cokley et al. (2013) found that IP elements can increase a student's uncertainty. In addition, strong RID can contribute to the perception of self and the increased pressure to be accepted. Although limited research exists on the relationship between IP and RID, Cokley et al. (2013) believed that people of color are more susceptible to IP. Therefore, feelings of doubt or pressure could impact an individual in moving

beyond the first phase of the ethnic-racial/cultural identity development model (Atkinson et al., 1989). The lack of a significant relationship between IP and CSE is unsurprising. While IP could significantly impact CSE, interactions with RID could have lingering impacts on CIT training success. Additionally, this could be due to recruitment and sampling issues. In exploring whether IP predicts each component of CSE among CITs of color, the findings are consistent with previous research (Clance, 1985). Specifically, this study found a negative relationship between IP scores and the COSE (cultural competence and values) subscales. This result indicates that CITs of color with higher IP scores might need help to handle diversity issues and have the confidence to manage personal biases. A potential explanation is when CITs of color experience signs of IP such as shame, fear of failure, or intense distress (Clance, 1985; Harvey & Katz, 1985); confronting difficult issues such as diversity concerns or examining personal biases can become more challenging. In other words, experiencing IP could adversely affect counseling trainees' perceptions of their counseling abilities and performance; thus, CITs of color with higher IP have more self-doubt and anxiety, resulting in lower perceptions of their abilities to address cultural issues. Counselor educators should be vigilant in recognizing signs of IP in CITs of color and utilize interventions to reduce feelings of shame and fear of failure. For instance, they could promote reflective activities and journaling to address such negative emotions.

The researchers found a strong negative correlation between the CERIS-A (anti-dominant and multiculturalist inclusive) subscales and the COSE (microskills) subscale, indicating that higher CSE beliefs may decrease a counselor's discomfort in interacting with the dominant group. This finding suggests that CITs of color who are uncomfortable interacting with the dominant group are less confident using counseling skills. Whereas, when a CIT feels confident in demonstrating basic counseling skills (i.e., microskills), there is a positive correlation between their ethnic-racial

group and willingness to engage with another cultural group.

Furthermore, there was a 43% shared variance between the CERIS-A (miseducation and anti-dominant) subscale and the COSE (counseling process) subscale. Inferring that the counselors' beliefs about stereotypes specific to their ethnic/racial group and disliking the dominant group can impact the COSE (counseling process) subscale (i.e., actions between a clients and counselors). These results are consistent with Van Dinther et al. (2011) research that showed that tension could signify disappointment and frailty, whereas an optimistic disposition strengthens one's self-efficacy. The researcher noted that individuals could transform their thoughts and feelings, and scholars with high self-efficacy view opposition as energizing, even with performing. In contrast, someone with uncertainty translates tension as incapacitating. Counselor educators may facilitate counselor training by providing many supportive opportunities for cross-ethnic-racial interactions throughout the program to promote openness and comfort. Furthermore, Cokley et al. (2013) indicated that ethnic-racial identity is a protective factor that may bolster positive coping responses, but when individuals of color experience negative messages, anxiety, or feelings of inferiority, their perception of self-diminishes (Cokley et al., 2013). As a result, counselor educators have an opportunity to further facilitate the racial identity development of CITs of color through encouraging reflectivity.

Overall, this study contributes to understanding the predictors of CSE. Strong racial identity development can positively impact the competence of CITs of color in working with clients from the dominant group. The findings fill the gap in the literature by providing additional evidence that performance accomplishments are genuine achievements in dealing with circumstances (Van Dinther et al., 2011) and ethnic-racial identity is a strong protective factor that may contribute to positive coping responses (Cokley et al., 2013).

Therefore, when enhancing CSE for CITs of color, it may be essential to focus on counseling skills (i.e., microskills) concerning working with a member from the dominant group and assessing their connection with their ethnic-racial group. These findings provide important implications for counselor educators and supervisors.

Limitations

Despite the contributions of the current study, limitations exist. Using snowball sampling, the researchers recruited participants through listservs, other online resources, and personal networking; therefore, we cannot confidently assert that the sample represents all CITs of color. Additionally, the findings may have limited generalizability. In future research, recruiting a larger sample of CITs of color may enhance the accuracy of results. The fact that this study is non-experimental and collected by a self-report measure could affect the accuracy of results, as all measures involve participants' perceptions (Balkin & Kleist, 2017). Therefore, responses may not accurately reflect participants' experiences, and the researcher cannot determine the accuracy of the respondents' answers. Future research may consider using open-ended questions or interviews to examine participants' perceptions. In addition, regardless of anonymity, students may have provided socially desirable responses, especially for those on the Cross Ethnic Racial Identity Scale-Adult (CERIS-A) scale and Clance Impostor Phenomenon Scale (CIPS), due to the nature of some of the questions (e.g., Self-Hatred and Anti-White items (Worrell et al., 2019), or sometimes I'm afraid others will discover how much knowledge or ability I really lack [Clance & Imes, 1978]). Krumpal (2013) referenced using conventional approaches, such as wording or filtering techniques, or mixed-mode design to alleviate or avoid response biases and assist with data collection.

Implications and Recommendations

Counselor Educators and Supervisors

Racial identity development was a meaningful predictor of counselor self-efficacy among CITs of color. Working with faculty mentors or supervisors can further support their ethnic-racial identity development. They can facilitate students' racial identity development through reflective exercises and increase awareness of personal assumptions, values, and biases. Counselor educators may ask students the following reflective prompts:

"Introduce yourself from a cultural perspective (e.g., ethnicity, race, language, family, spiritual belief, family traditions, gender identity, birth order), provide some insight about yourself when it comes to counseling BIPOC communities."

Additionally, counselor educators and supervisors could infuse RID topics throughout the curriculum and supervise them to support their growth and learning about themselves and others.

They can also focus on enhancing students' counselor self-efficacy in working with a client from a dominant group through role-playing and providing culturally reflective supervision. Counselor educators and supervisors can utilize deliberate practice systems to provide opportunities for CITs to practice their skills with clients from various backgrounds to enhance their counselor self-efficacy. Furthermore, delivering necessary instruction and guidance in counseling interventions that incorporate racial identity development is essential. For example, utilizing tools such as the ADDRESSING model (Hayes, 2001) enables counselors to recognize and understand cultural influences from a multidimensional lens.

Limiting discussions of RID to multicultural classes or waiting until practicum could exacerbate stress or lack of confidence in CITs of color. Therefore, counselor educators must intentionally transform their environments to promote cultural humility and inclusion in training, supervision, mentoring, and instruction to support CITs of color (Williams, 2016). Counseling education programs are responsible for supporting the development of counselor self-efficacy in ethnic-racial diverse groups (Malcolm & Dowd, 2012) and addressing symptoms of the impostor phenomenon within

CITs. Programs may mitigate the impact of IP by providing opportunities to effectively utilize their skills in working with clients under supervision. It is also beneficial for counselor education programs to encourage mentoring, observational learning, and network programs (or social support on campus) among students and faculty of color. This practice reinforces social support (i.e., peers), and validation reduces anxiety or stress. Moreover, when CITs of color gain awareness regarding CSE and RID constructs, they validate their experience, enhancing their professional growth and competence. Finally, counselor education programs could better recruit, retain, and support students and faculty of color if they are mindful of CSE, RID, and IP topics.

Future research

With the new findings that racial identity development may contribute to counselor self-efficacy, a phenomenological analysis would assist in gaining a deeper understanding of the lived experiences of counselors-in-training of color and determining what additional factors may contribute to the relationship between RID and CSE. Additionally, future research could explore the potential difference in racial identity development, the imposter phenomenon, and counselor self-efficacy amongst master's students of color compared to doctoral students of color, given the varied number of years in a program. Future research would also benefit from examining the relationship between RID, IP, and CSE with a larger sample size and within other minoritized groups, such as gender identity and expressions, ability status, and specific ethnic-racial groups.

Conclusion

This study provides a better understanding of the relationships among counselor self-efficacy, impostor phenomenon, and racial identity development for counselors-in-training of color. Racial identity development significantly predicts counselor self-efficacy, and there is a negative correlation between the impostor phenomenon and

counselor self-efficacy. The impostor phenomenon has no predictive relationship with counselor self-efficacy or racial identity development. These findings offer insight into several constructs that will help counselor educators and supervisors facilitate counselor self-efficacy among counselors-in-training of color. The researchers provide specific recommendations for counselor educators to help create supportive learning environments by raising awareness on counselor self-efficacy, impostor phenomenon, and racial identity development.

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