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Counselor Education Doctoral Students' Experiences with Multiple Roles and Relationships

A Dissertation

Submitted to the Graduate Faculty of the
University of New Orleans
in partial fulfillment of the
requirements for the degree of

Doctor of Philosophy
in
Counselor Education

by

Kristen Noel Dickens

B.A., Furman University, 2007
M.A., East Tennessee State University, 2009

May 2014

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Dedication

I would like to dedicate this dissertation to a few individuals. First, I want to dedicate this study to the ten women and men who participated in the research. It was an honor and a privilege to hear your stories. I hope I have done them—and you, justice.

I would also like to dedicate this body of work to my mother, Patsy Dickens, who always encouraged me to keep learning. Her words inspired me to further my education and pursue my dream of obtaining a doctoral degree.

Lastly, I dedicate this dissertation to my dear friend, fellow graduate assistant, and “partner-in-crime,” Chantrelle Varnado-Johnson. I am lucky to know you, and to have worked along-side you. I will always be grateful for your friendship and wisdom, and awed by your determined spirit. You are an inspiration to me.

Acknowledgments

As the old proverb says, “It takes a village to raise a child.” I would now like to thank my “village.”

I would like to start by thanking my higher power, God, for providing me with strength in times of weakness and renewed faith in times of despair.

To my chair, Dr. Herlihy: there are not enough words in the English language to express the gratitude I have for you. You have been more than a dissertation chair and advisor to me. You have been a mentor, a role model, a source of comfort and strength, a motivator, and a believer in my abilities to navigate the doctoral student role and dissertation maze. I would not have completed this journey without your guidance and wisdom. Thank you for believing in me even when I struggled to believe in myself. It is because of your encouragement that this research topic was chosen, and I look forward to the future work we will do together.

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To Dr. Bitter: Jim, thank you for everything. I still remember you saying, “You need to go to UNO and study with Dr. Barbara Herlihy.” Without your encouragement I would not have applied to UNO, and thus not had the opportunity to work with amazing people. You have been,

and will continue to be, one of the most influential mentors, counselors, counselor educators, and people I will ever meet. Your passion for helping others, or as Adler would say “gemeinschaftsgefühl,” is inspiring and a quality I hope to emulate with my work. Your mentorship served as the foundation for my development as a counselor and counselor educator, and for this I am grateful. I will always cherish your friendship.

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I would like to thank my dad, Doug Dickens, who has been the best father/mother I could ask for. Thank you for teaching me the value of an education, for loving Lori and me with the strength of two parents. I could not have come this far without your wisdom, love, and encouragement. To my other family members, including my stepmother Sherri, sister Lori, cousins, aunts, and uncles—thank you for your love and support.

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with each of you, and am grateful for your friendships. To Elise Johns, Bonnie King, Cynthia Cashman, Jaime Parker, Candace Park, Latrina Raddler, Ariel Mitchell, and Karen Parker: you each hold a special place in my heart because of the impact of your friendship on my life. Thank you for being a part of my family of choice and my “local New Orleans village.” I love you all very much.

There are countless others to acknowledge and thank, including many more doctoral peers. Please know that you are not forgotten. Thank you for being a part of this journey with me.

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Abstract

The purpose of this phenomenological study was to explore the lived experiences of counselor education doctoral students who participated in multiple roles and relationships. Random purposeful sampling was used to conduct in-depth interviews with current doctoral students in CACREP-accredited counselor education programs who had completed at least one year of full-time enrollment as a doctoral student, participated in a minimum of two multiple roles that were provided in an a priori list, and had access to videoconferencing software in order to participate in the study.

The participants in this study reported and described perceptions of their lived experiences as counselor education doctoral students. The primary research question for the study was “How do counselor education doctoral students experience the phenomenon of multiple roles and relationships?” A review of the literature that examined types of multiple roles and relationships between counselor educators and students, ethical standards, and models for ethical management provided the foundation for the study. Semi-structured phenomenological interviews comprised of open-ended questions were used to collect data via videoconferencing software. Audio taped interviews were transcribed and analyzed for key words and descriptive terms. The data were coded into categories, categories were clustered into themes and themes were cross-analyzed to create super-ordinate themes. Super-ordinate themes were used to address the primary and secondary research questions.

Three super-ordinate themes emerged: awareness and education, multiple roles and relationships as transformative, and experiential learning. Implications for counselor education doctoral students and programs are presented along with recommendations for further research. Personal reflections of the researcher were provided.

Keywords: multiple roles and relationships, counselor education, doctoral students, boundaries, videoconferencing.

CHAPTER ONE

INTRODUCTION

In this chapter, a brief background of dual and multiple relationships between counselors and clients is introduced. A statement of the problem is presented, the significance of the study is explained, research questions are presented, and an overview of methodology is offered. Assumptions of the study are discussed, as are potential limitations and delimitations. Definitions of terms are provided and the organization of the document is presented.

Background

Dual Relationships. Dual relationships have been a controversial ethical issue in the mental health professions for several decades (Remley & Herlihy, 2014). The term “dual relationship” denotes a secondary relationship that exists between counselor and client in addition to the primary therapeutic relationship (Herlihy & Corey, 2006; Lazarus & Zur, 2002; Moleski & Kiselica, 2005). Jensen defined a *dual relationship* as “a separate and distinct relationship that occurs between the therapist and a patient, or a patient’s spouse, partner, or family member, either simultaneously with the therapeutic relationship, or during a reasonable period of time following the termination of the therapeutic relationship” (as cited in Herlihy & Corey, 2006, p. 17). According to Corey, Corey, and Callanan (2007), dual relationships can include blurring two or more professional relationships (e.g., counselor and client, or professor and student) or combining professional roles with nonprofessional roles (e.g., counselor and client playing on the same softball team).

The literature on dual relationships in counseling traces the origins of the concept back to the early days of famous practitioners of psychotherapy such as Freud, Jung, and Ferenczi, who were known to exchange gifts and/or participate in sexual and romantic relationships with their

clients (Lazarus & Zur, 2002). Dual relationships became more widespread in the United States during the 1950s “sexual revolution,” an era when counselors commonly participated in sexual relationships and friendships with their clients without much thought given to the potential repercussions (Lazarus & Zur, 2002). As ethics boards started receiving increased complaints from practitioners and clients regarding boundary problems resulting from dual relationships, a sharper look was taken at the harmful effects of counselor-client dual relationships (Corey, Corey, & Callanan, 2007; Herlihy & Corey, 2006; Lazarus & Zur, 2002; Moleski & Kiselica, 2005). Initially, the increase in awareness of dual relationships focused only on the negative aspects, with several practitioners advocating for the prohibition of all dual relationships (Corey et al., 2007; Kitchener, 1988; Lazarus & Zur, 2002; Moleski & Kiselica, 2005). Practitioners later realized that simply prohibiting dual relationships with clients does not provide assistance with how to identify the potential development of dual relationships, as well as how to generally navigate interactions with clients that occur outside of the counseling session (Pope & Keith-Spiegel, 2008). Eventually, state licensure boards and professional ethics committees included standards within their codes and bylaws that addressed participation in dual relationships with clients (Corey et al., 2007; Herlihy & Corey, 2006; Lazarus & Zur, 2002). Researchers in counseling related disciplines (e.g., social work, marriage and family therapy, psychology, and psychiatry) recognized the scope of the problem presented by dual relationships, and ethical frameworks and procedures were developed for practitioners to use when faced with dual relationships (Biaggio, Paget, & Chenoweth, 1997; Blevins-Knabe, 1992; Corey et al., 2007; Lazarus & Zur, 2002).

Types of dual relationships between counselors and clients are known to include friendships, and romantic and/or sexual, business, financial, social, and familial relationships

(Herlihy & Corey, 2006; Moleski & Kiselica, 2005). Dual relationships are usually categorized into one of three types of relationships: nonprofessional relationships, sexual/romantic relationships, and professional role change (Kaplan, et al., 2009; Moleski & Kiselica, 2005). Though there is a general consensus as to what constitutes a dual relationship, opinions regarding the ethics of the secondary relationship vary across and within disciplines (Herlihy & Corey, 2006; Lazurus & Zur, 2002; Moleski & Kiselica, 2005; Pearson & Piazza, 1997; Pope & Keith-Spiegel, 2008). The American Counseling Association adopted a revised *Code of Ethics* in 2005, at which time the term “dual relationship” was removed from the standards (American Counseling Association, 2005). The removal of the term represented the change in attitudes about dual relationships, especially the recognition of potential benefits that dual relationships may have for clients (Herlihy & Corey, 2006; Kaplan et al., 2005; Moleski & Kiselica, 2005; Pope & Keith-Spiegel, 2008).

The terms “dual relationship” and “multiple relationship” are often used interchangeably in the literature; however, they refer to the same type of relationships (Corey, et al., 2007; Herlihy & Corey, 2006). The American Psychological Association (APA) described a “multiple relationship” as existing when a mental health practitioner is engaged in a secondary relationship with a person (e.g., a client) in addition to the primary professional relationship (e.g., counseling relationship), or prematurely agrees to participate in a relationship with the person or someone who is directly connected to that person (as cited in Corey et al., 2007). The American Counseling Association (ACA) *Code of Ethics* (2014), which does not contain the terms dual or multiple relationships, uses the terms *nonprofessional interactions* and *nonprofessional relationships* in order to distinguish relationships that occur outside of the professional realm, including romantic/sexual relationships. For the purposes of my dissertation I use the term

“multiple relationships,” as it encompasses both professional and nonprofessional interactions and relationships (ACA, 2014; Corey et al., 2007; Herlihy & Corey, 2006). A discussion of the connection between multiple relationships and boundary issues is included in the following section.

Initially, dual relationships were staunchly prohibited by mental health professional organizations and their ethics codes in reaction to the high number of reported ethical violations; however, this left little room for guidance on how to evaluate and navigate a potential dual relationship, especially in cases where such a relationship is unavoidable (Corey et al., 2007). Over time, mental health practitioners and ethics boards recognized the potential benefits for clients of some nonprofessional interactions and dual relationships, and addressed these in updated ethics codes (Corey et al., 2007; Lazarus & Zur, 2002; Moleski & Kiselica, 2005). The following organizations have published ethics codes that address the issue of dual and multiple relationships: Canadian Association of Social Workers (2005), National Association of Social Workers (2008), Canadian Psychological Association (2000), Feminist Therapy Institute (2000), National Organization for Human Services (2000), American Association for Marriage and Family Therapy (2012), American Psychological Association (2010), American School Counselor Association (2010), American Counseling Association (2014) (ACA, 2014; Corey et al., 2007). Ethics codes offer vital guidance for practitioners; yet ultimately the onus is on the counselor to use his or her clinical judgment when navigating the prospects of dual and multiple relationships (Corey et al., 2007).

Starting in the 1980s and continuing through the 1990s, boundary issues related to dual relationships were heavily scrutinized in light of persistent inquiries regarding nonprofessional interactions between clients and mental health practitioners outside of counseling sessions (Pope

& Keith-Spiegel, 2008). Opponents of dual relationships built their argument on the premise that dual relationships promoted a breeding ground for boundary violations due to the inherent power differential that exists within the counselor-client relationship, violations that would inevitably harm the client (Corey et al., 2007; Herlihy & Corey, 2006; Kitchener, 1988; Lazarus & Zur, 2002; Moleski & Kiselica, 2005; Pearson & Piazza, 1997). Additional concerns included the slippery slope phenomenon, familiarity and issues pertaining to transference, risk management, and incidental encounters outside of the counseling office (Lazarus & Zur, 2002).

A leading spokesperson in cautioning against dual relationships was Kitchener (1988), who believed all dual relationships, not just sexual and/or romantic relationships, were by nature laden with ethical problems due to the inherent influence of the power differential. Kitchener (1988) built her argument on role theory, which claims that expectations are attributed to people in certain social roles due solely to others' assumptions about the role itself. Conflict occurs when someone's expectations of a person in a certain role are not met, and behaviors appear incongruent with the assumptions about how the person in the role "should" behave. Ethical dilemmas may occur, for one or both individuals, especially if initial assumptions and expectations were not discussed at the onset of the relationship. In other words, outsiders (e.g., clients or students) may have misinformed beliefs and expectations of the roles and responsibilities of professionals, and thus cannot make fully informed decisions that are in their best interest, especially if the professional in power is misusing his or her power to manipulate.

Gutheil and Gabbard (1993) wrote an influential article that prompted mental health practitioners and ethics boards to reconsider their previous stance on avoiding all dual relationships. The authors provided a framework for practitioners to use to classify a boundary incident as either a *crossing* or a *violation* (Gutheil & Gabbard, 1993). The term "boundary

crossing” refers to an interaction between a counselor and client that is not within the formally defined therapeutic relationship; however, it may potentially benefit the client. An example of a boundary crossing is a counselor attending the wedding of a couple he or she previously counseled. The couple may view the counselor as influential in helping strengthen their relationship, and thus request the counselor’s presence at their nuptials. Boundary crossings are dependent on the context and facts specific to the situation at hand (Gutheil & Gabbard, 1993). The term “boundary violation” refers to an obviously destructive thwarting of a boundary (Gutheil & Gabbard, 1993). Therefore, a boundary crossing is an example of a change in role or an interaction that takes place outside of the counseling session in which the primary intention is to benefit the client. Herlihy and Corey (2006) stated, “A *boundary violation* is a serious breach that causes harm. When a therapist’s actions are harmful to or exploitive of a client, a violation has taken place” (p.10). Boundary crossings become violations when harm is intended by the counselor, the relationship is identified by the client as hurtful and unwarranted, the relationship occurs to gratify the counselor’s need(s), and when the nature of the relationship is inconsistent with professional and ethical standards (Barnett, 2008).

Although boundary issues were initially studied as they pertained to counselor-client dual relationships, these issues often occur in a variety of other settings, such as college counseling centers (Dallesasse, 2010; Malley, Gallagher, & Brown, 1992, as cited in Pearson & Piazza, 1997), ministerial relationships between clergy and parishioners (Haug, 1999), and higher education (Barnett, 2008; Biaggio et al., 1997; Blevins-Knabe, 1992; Bowman & Hatley, 1995; Holmes, Rupert, Ross, & Shapera, 2000; Kolbert, Morgan, & Brendel, 2002; Oberlander & Barnett, 2005; Schwab & Neukrug, 1994; Sullivan & Ogloff, 1998; Welfare & Sackett, 2011) where power differentials exist between two parties.

Within the higher education realm, numerous researchers have analyzed multiple relationships and nonprofessional interactions in counselor education faculty-student relationships and doctoral-master's student relationships, focusing on supervision, advising, friendships, mentoring, monetary interactions, and romantic or sexual relationships (Barnett, 2008; Biaggio et al., 1997; Blevins-Knabe, 1992; Bowman & Hatley, 1995; Holmes et al., 2000; Kolbert et al., 2002; Oberlander & Barnett, 2005; Remley & Herlihy, 2001; Scarborough, Bernard, & Morse, 2006). Other types of "in-between" multiple relationships between counselor educators and students include the following: professors who lead an experiential group counseling experience as part of a group course and training for the profession; demonstrations in a theories and techniques class that involve students as clients; and when a student discusses personal issues with a faculty member. Legal and ethical problems resulting from faculty-student and/or doctoral-master's student multiple relationships have been examined, and student and faculty opinions about the ethical quandaries have been surveyed. Common findings include the following: high prevalence of multiple relationships between students and faculty and between doctoral and master's students; differing opinions between students and faculty regarding the nature of certain multiple roles and relationships within counselor education; and lack of education for students regarding how to evaluate and navigate various types of multiple relationships (Biaggio et al., 1997; Blevins-Knabe, 1995; Bowman & Hatley, 1995, Kolbert et al., 2002; Schwab & Neukrug, 1994). Noted in the discussion of findings of most of the studies cited above was the influence of the power differential and its potential to affect students' ethical decision-making processes.

Statement of the Problem

A review of studies on multiple relationships in counselor education revealed an acknowledgement of the lack of program emphasis on teaching students about setting and maintaining boundaries with faculty and fellow students (Biaggio et al., 1997; Blevins-Knabe, 1995; Bowman & Hatley, 1995, Kolbert et al., 2002; Schwab & Neukrug, 1994). The failure of counseling programs to provide adequate instruction on identifying and navigating multiple roles and relationships has additional implications for doctoral programs, as counselor education doctoral students represent the new generation of counselor educators. A number of researchers (Barnett, 2008; Kitchener, 1988; Sullivan & Ogloff 1998) have noted the potential for future counselor educators to succumb to the slippery slope phenomenon after participating in multiple relationships while enrolled as doctoral students. For example, Blevins-Knabe (1992) described the mentoring effect and how it relates to professors who participated in multiple relationships while they were students and subsequently participated in multiple relationships with their own students. Blevins-Knabe (1992) noted the potential harm of this phenomenon for the profession, especially if early mentoring relationships are characterized by poor boundaries between professor and student.

Additionally, researchers have cited mentorship as a vital contributor to doctoral student success and professional development. Multiple relationships involving mentorship were consistently cited as an important theme connected to doctoral student success in programs and professional development (Barnett, 2008; Bowman & Hatley, 1995, Holmes et al., 1999, Protivnak & Foss, 2009). The literature supports increased education regarding multiple relationships in counselor education, in partnership with teaching viable ethical decision-making models to assist in navigating boundary issues that may arise. In essence, part of what I am planning to study is how doctoral students' knowledge of ethical decision-making models and

boundary issues affected their experiences with the power differential resulting from multiple relationships and roles.

Significance of the Study

As previously discussed, doctoral students enrolled in counselor education and related academic programs are expected to participate in roles and subsequent responsibilities in which they are required to interact with faculty, doctoral peers, and master's students. Certain roles may be voluntarily chosen, such as a doctoral student electing to conduct research or co-author a professional article with a faculty member or peer. Alternatively, some roles are required, such as doctoral students completing a semester as a teaching assistant for a pedagogical class, or serving as university supervisor to a master's level practicum or internship student (Scarborough, Bernard, & Morse, 2006). Furthermore, some doctoral students are hired as departmental graduate and/or research assistants, and are in a unique position as they employed by the university and thus work for the institution, faculty, and current and prospective students (Dallesasse, 2010; Oberlander & Barnett, 2005). Considering the numerous studies examining multiple relationships in conjunction with the myriad of ethical decision-making models and frameworks available in the literature, it is curious that boundary violations resulting from multiple relationships between counselor educators and students and supervisors and students continue to be reported to ethics and legal boards (ACA Ethics Committee Reports Summary, 2011; Lazurus & Zur, 2002).

The impetus for the proposed dissertation study is best supported by a key point made in Sullivan and Ogloff's (1998) findings: "existing ethical guidelines do not provide enough guidance in this area where students are in a position of diminished power" (p. 229). Findings from previous studies scrutinizing faculty and student opinions about boundary issues have

emphasized the need for future studies to explore the effects of engaging in multiple relationships; a need that is strengthened by the potential modeling effect and slippery slope phenomenon (Corey et al., 2007). Due to support in the literature that the power differential exists within multiple relationships, I was curious to learn how counselor education doctoral students experience boundary issues that arise due to multiple relationships, and how the presence of the power differential might emerge in participants' stories.

Purpose

The purpose of this phenomenological study was to explore counselor education doctoral students' experiences with multiple relationships. Due to the multiple roles students experience at the graduate level (see Figure 1), it is important to understand the types of roles they participate in, and how the experiences shape them. Multiple roles and relationships are unavoidable in higher education settings, and the way in which counselor education doctoral students engage and navigate their roles is largely unexplored nor understood. Research is needed to establish and sustain a positive modeling effect for students as they navigate intricacies of multiple relationships.

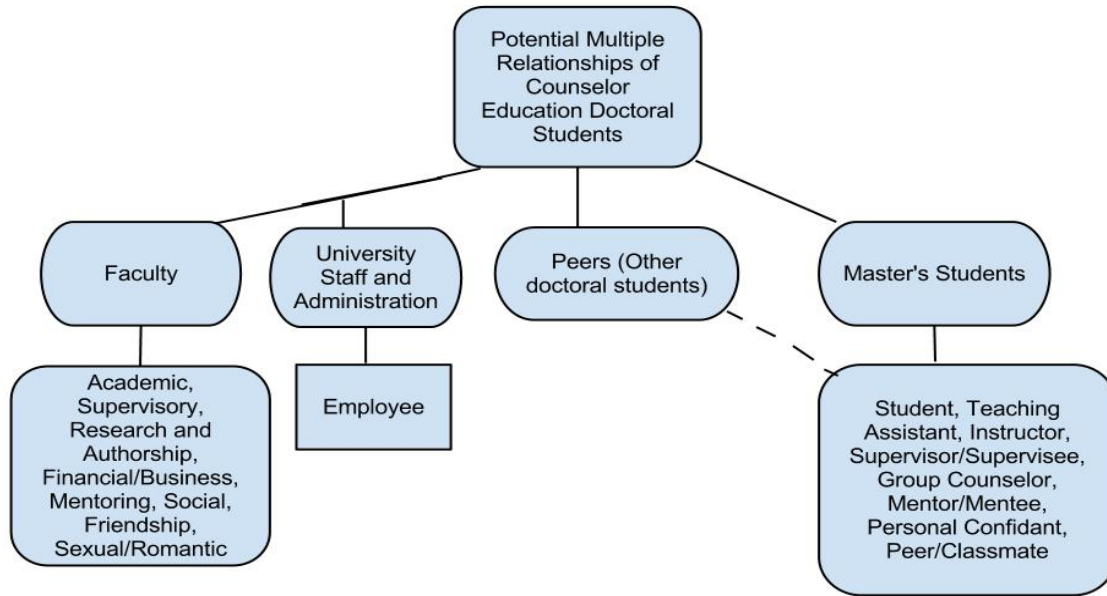


Figure 1. Potential multiple relationships of counselor education doctoral students.

Conceptual Framework

The conceptual framework of the proposed study is rooted in feminist theory. Key concepts guiding feminist theory include the following: egalitarian relationships; analysis of power and how it is gained, used, and possible consequences; enhancement of capabilities and strengths; rejection of the medical and disease model, replaced with the notion that problems are coping mechanisms to be examined within the social context; educating people to recognize cognitions that are harmful and encouraging them to honor their intuitions (Brown, 2010; Herlihy & Corey, 2009; Herlihy & McCollum, 2011).

Feminist theory. Feminist theory is based on five basic principles: the personal is political; the counseling relationship is egalitarian; definitions of distress and pathology (e.g., “mental illness”) are reexamined; feminist therapists utilize an integrated analysis of oppression;

and women's perspectives are valued (Brown, 2010; Herlihy, & Corey, 2009; Herlihy & McCollum, 2011). The goal of the tenet "the personal is political" is to change the context of oppression of women, and more recently, of men. Personal issues arise from the political oppression of the White male-dominated society; individuals absorb the experience of oppression and sexism. Understanding, analyzing, and addressing issues of inequality in the person's life are primary goals of therapy. In other words, equity is the goal. Feminist theorists view the counseling relationship as an egalitarian one in which the client is seen as an expert on his/her own issues and context. Honoring experiences refers to the process of the personal story becoming the individual's strength, because his or her belief system is acknowledged, validated, and appreciated. When recognizing all types of oppression, feminist therapists acknowledge male and female societal oppressions in which gender inequalities are widely embraced and promoted (Brown, 2010; Herlihy & Corey, 2009; Herlihy & McCollum, 2011).

A central question at the heart of feminist therapy is "what are the power dynamics in this situation?" (Brown, 2010, p. 30).

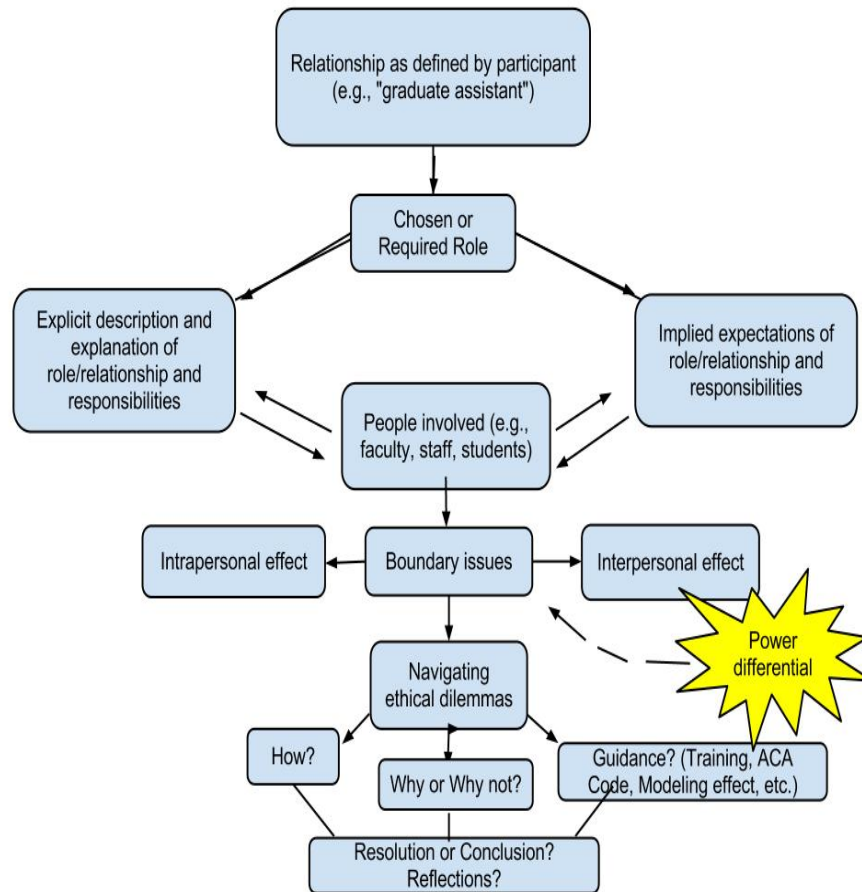


Figure 2. Conceptual model for exploring counselor education doctoral students' experiences with multiple roles and relationships.

Research Questions

The central research question is “how do counselor education doctoral students experience the phenomenon of the power differential that exists within their multiple relationships?” I am specifically interested in the multiple relationships related to their roles as doctoral students. I explored the data through the lenses of the themes of influence, issues, and choice, via the following research questions: (a) what kind of choices do doctoral students make when participating in multiple roles and relationships? (b) do boundary issues emerge as a result of participation in multiple roles and relationships? (c) do students react differently to

experiences that stem from multiple roles and relationships depending on whether the role was assigned or willingly chosen?

Overview of Methodology

I chose to use a qualitative approach to my research study, because qualitative research involves the collection of rich narrative and non-numerical data in order to gain insight into a topic of interest (Gay, Mills, & Airasian, 2009). The goal of qualitative research is to understand a lived experience (e.g., “phenomenon”) with the intent of applying inferences to a larger population. Because my dissertation study was aimed at understanding counselor education doctoral students’ lived experiences with multiple roles and relationships, I chose the phenomenological method (Creswell, 2007). More specifically, the phenomenological qualitative research method was well suited to address current counselor education doctoral students’ experiences of multiple roles and relationships, as the goal was to understand the shared experience of this particular group. To compartmentalize the experiences of a group of participants into a succinct portrayal of the phenomenon of participating in multiple roles and relationships, I used specific interview questions to gather the “whats” and “hows” of the students’ experiences (Creswell, 2007). I sought to learn more about doctoral students’ experiences of engaging in multiple relationships while enrolled in counselor education programs.

I used Interpretative Phenomenological Analysis (IPA) as the framework for data collection and analysis. Smith, Flowers, and Larkin (2009) described IPA as a detailed approach to inquiry with the goal of understanding how a group of people experienced and made sense out of a certain phenomenon, or influential event. Using IPA allowed me to discover in-depth participants’ lived experience(s) and the meaning they attributed to the experiences as they

attempted to conceptualize the phenomenon. I collected data from current doctoral students in CACREP-accredited counselor education programs, including but not limited to students who served as graduate assistants, teaching assistants, or research assistants. As part of curriculum standards, CACREP-accredited programs require doctoral students to supervise master's students (if both master's and doctoral programs exist at the university), complete a teaching practicum course, and complete clinical practicum and internship courses (Council for Accreditation of Counseling and Related Educational Programs, 2009).

I utilized semi-structured interviews and an interview protocol to ensure consistency for the entire data collection process. I conducted all interviews through the videoconferencing software (e.g., Skype, Google Hangout, and Face Time). Recent literature supported the use of videoconferencing software by researchers when conducting interviews, and the similarities of these interviews to in-person interviews have been noted (Beck, 2005; Diccico-Bloom & Crabtree, 2006; Richardson, Frueh, Grubaugh, Egede, & Elhai, 2009; Sedgwick & Spiers, 2009; Winzenburg, 2012). I maintained confidentiality by conducting interviews in a private room where only I was privy to participants' responses. Due to participant concerns, I chose not to disclose the individuals' names, institutions, and names of persons mentioned in their interviews with members of my committee and my peer reviewer. Transcripts were saved under the participant's pseudonyms, and documents with participant's identifying information were saved on the researcher's password protected computer.

I used three methods to triangulate the data and test for trustworthiness: member checking, peer review, and keeping an audit trail. I used member checking with each participant after each interview to ensure I collected accurate information and to clarify any unclear information. Member checks allowed participants to provide additional information they forgot

to include during the interview. A colleague assisted as a peer reviewer. The colleague had prior training in phenomenological qualitative research, and thus was an appropriate choice for a peer reviewer. She evaluated and questioned my selection of individual, cross-case, and super-ordinate analysis and thematic development. Additionally, she discussed themes she located within each transcript and compared them to my list. After comparing our lists of themes, a final list was established. Lastly, I maintained an audit trail that included an overview of transcripts, my rationale for selecting certain themes, and a summary of all findings. In an effort to be thorough, I also kept field notes during each interview and recorded the interview processes in a reflective journal throughout the data collection and analysis stages.

Assumptions of the Study

I assumed that participants were open and honest during the interview process. I expected that participants felt comfortable discussing their experiences with engaging in multiple roles and relationships while completing their doctoral program, and did not limit their responses to either “all negative” or “all positive” experiences. I assumed that, due to the potential boundary issues that can occur between faculty and students within a counseling program (based on existing literature), students who consent to be interviewed will allude to experiencing a struggle regarding a real or perceived power differential.

Limitations and Delimitations

A significant potential limitation of the study was the bias of the participants, who may have wanted to shed a positive light on their experiences, or conversely, a negativistic perspective on their experiences with boundary issues that resulted from engaging in multiple roles and relationships within their program. Another potential limitation was if participants assumed they needed to discuss negative significant experiences more than positive experiences

with multiple roles. A third limitation was researcher bias, due to my previous experiences with engaging in multiple roles and relationships and the boundary issues that arose. I bracketed my biases in detail in chapter three. A final limitation was the use of the videoconferencing software to conduct the interview processes. Videoconferencing is supported in the literature as a valuable medium to conduct in-depth interviews with geologically dispersed participants due to reduced costs and the general similarities to face-to-face, in-person interviews (Sedgwick & Spiers, 2009). Despite the support for videoconferencing technologies, disadvantages do exist, such as inability to perceive nuances of participants' body language, potential for technological difficulties, and lack of physical proximity that is sometimes helpful when building rapport with participants during the interview process.

The delimitation of the proposed study related to criteria for selection of participants. I only interviewed doctoral students currently enrolled in CACREP-accredited counselor education programs who completed at least one year of full-time enrollment in their doctoral program. Another delimitation was that participants must have participated in at least two of the following roles while enrolled in their doctoral program: graduate assistant, teaching assistant, research assistant, supervisor for master's level practicum/internship students, co-author with a faculty member of a publication, and co-presenter with a faculty member at a professional conference.

Definition of Terms

Boundaries- Within the context of psychotherapy, boundaries refer to the therapeutic-fiduciary relationships, which are considered the framework for the therapeutic relationship between counselor and client. Boundaries separate the psychotherapeutic relationship from social, familial, sexual, business and many other types of relationships between counselor and client that

may take place outside of a counseling session. Some boundaries are drawn around the therapeutic relationship and include time and place of sessions, fees, and confidentiality or privacy (Zur, 2011). When applied to student-professor and student-student relationships in counselor education, boundaries refer to professional and ethical standards created by academic institutions and ACA that separate the academic relationship from other types of relationships (see aforementioned examples).

Boundary issues- Boundary issues refer to conflict that occurs for the client and/or counselor, or student and counselor educator, when boundaries are not upheld. Within the therapeutic relationship examples include inappropriate therapist self-disclosure, physical contact, giving and receiving gifts, contact outside of the normal therapy session, clothing choices, and proximity of therapist and client during sessions. When applied to student-professor and student-student relationships in counselor education, boundaries issues may emerge from interactions that occur outside of the professional academic relationship, such as friendships and social interactions, being a member of a small community, monetary interactions, or clinical supervision outside of the program.

Boundary crossing- A boundary crossing describes an interaction between counselor and client or faculty member and student that is considered “outside” of the normative behaviors of the therapeutic or academic relationship; the interaction is conducted for the benefit of the client.

Boundary violation- A boundary violation is a severe infringement that causes harm. When a counselor or counselor educator engages in exploitative behaviors that cause harm to a client or student, it is considered a violation.

Counselor - “A professional (or a student who is a counselor in-training) engaged in a counseling practice or other counseling-related services. Counselors fulfill many roles and responsibilities

such as counselor educators, researchers, supervisors, practitioners, and consultants” (ACA, 2005, p. 20). In this study, the terms “counselor,” “therapist,” and “mental health practitioner” are used interchangeably and share the same meaning.

Power differential- An imbalance in “power” in a relationship, specifically between counselor-client and professor-student.

Psychotherapy- A general term referring to the process when a person with emotional or mental problems seeks treatment from a trained mental health practitioner (e.g., psychologist, counselor, clinical social worker, marriage and family therapist).

Dual relationships or multiple relationships- Dual or multiple relationships occur when professionals engage in two or more roles simultaneously or sequentially with a client. These relationships may include socializing with clients, having a business relationship with a client, borrowing and/or loaning money to a client, becoming emotionally or sexually involved with a client, or providing therapy to a relative or friend. In parallel fashion, dual or multiple relationships also can exist between counselor educators and students, and between doctoral and master’s students; although the propriety of some types of faculty/student and student/student multiple relationships is viewed differently than it is viewed in therapeutic relationships.

Nonprofessional interaction- This term refers to behaviors in which the client and counselor engage outside of the counseling session, as part of a dual or multiple relationship. This term applies to similarly to counselor education relationships when there is a risk of potential harm to the student, or the if the behaviors could compromise the training experience or grades.

Organization of Document

This dissertation proposal is divided into five distinct chapters, each with its own purpose. Chapter one provides an overview of the study, states the problem that was studied,

discusses the significance of the study, defines the purpose of the study, presents the research questions, and introduces the methodology. In chapter one, assumptions, limitations, and delimitations of the study are presented. Chapter two includes the supportive literature on which the study is based. Chapter two begins with a discussion of the history of dual relationships within psychotherapy and proceeds to a discussion of its existence within higher education. Also included within chapter two is a full discussion of research on multiple relationships within counselor education, including that which implores future researchers to consider conducting qualitative studies that examine doctoral student experiences of the multiple relationships. The issues related to various types of multiple relationships are identified, as well as potential boundary issues that occur. Chapter three includes a thorough explanation of the methodology that was utilized to conduct the study in addition to a detailed account of the rationale for choosing the specific method. Chapter four contains the findings from the research. In this chapter, summaries of the interviews were provided; emerging themes and super-ordinate are presented. Finally, chapter five provides a discussion of the findings according to the super-ordinate themes discovered, as well as a summary of the study, limitations of the study, and implications for future research. References and the appendices are listed in the final pages of the document.

CHAPTER TWO

REVIEW OF THE LITERATURE

In this chapter a review of the literature on dual relationships and multiple relationships is presented. A brief history of dual and multiple relationships between counselors and clients is offered, including definitions and reasons for scrutiny regarding boundaries and relevant standards in ethics codes. Second, multiple relationships are identified and discussed within the context of counselor education programs between faculty and students. Finally, the impetus for the study is discussed, specifically in terms of the relevance of the proposed study.

Dual Relationships in Counseling

“Dual relationships” is a term that originated within psychotherapy to describe a relationship that exists outside of the standard counselor-client professional relationship (Lazarus & Zur, 2002; Moleski & Kiselica, 2005). According to Moleski and Kiselica (2005), “a dual or multiple relationship exists whenever a counselor has other connections with a client in addition or in succession to the counselor-client relationship” (p. 3). Instances of dual relationships can be traced back to notable contributors to psychotherapy such as Sigmund Freud, Carl Jung, and Sandor Ferenczi who gave clients gifts, kissed clients, and engaged in a sexual relationship with a client (Lazarus & Zur, 2002). When American Gestalt therapy was established in the 1950s (during the “sexual revolution” era in the United States), therapists and clients commonly engaged in friendships and sexual relationships. These types of behaviors emerged as a concern when ethics committees across various mental health disciplines consistently received complaints related to dual relationships (Lazarus & Zur, 2008; Pearson & Piazza, 1997). Mental health practitioners started to observe the emotional and psychological effects on clients of multiple relationships, and terms such as “boundaries,” “standard of care,” and “boundary

crossings and violations” were born and asserted as pertinent ethical considerations (Lazarus & Zur, 2002).

Developers of ethics codes initially prohibited dual relationships in reaction to reported violations, rather than developing ethical standards based on the type of dual relationship and providing evaluation criteria based on the situation (Corey et al., 2007). Beginning in the 1980s and continuing through the 1990s, boundary issues related to dual relationships were heavily examined due to rising questions as to how mental health practitioners could or should interact with clients outside of counseling sessions (Pope & Keith-Spiegel, 2008). In an effort to draw increased awareness to the harmful nature of dual relationships between counselors and clients, professional ethics committees and state licensing boards for mental health practitioners (including, but not limited to psychiatrists, psychologists, counselors, social workers, and marriage and family therapists) began promulgating rules and regulations regarding dual relationships with former and current clients (Corey et al., 2007). The current ethics codes of the following organizations address the issue of dual and multiple relationships: Canadian Association of Social Workers (2005), National Association of Social Workers (2008), Canadian Psychological Association (2000), Feminist Therapy Institute (2000), National Organization for Human Services (2000), American Association for Marriage and Family Therapy (2012), American Psychological Association (2010), American School Counselor Association (2010), American Counseling Association (2014) (ACA, 2014; Corey et al., 2007). Today, it is generally understood that, although codes can offer guidance and support, it is the responsibility of each mental health practitioner to use clinical judgment when navigating the prospects of dual and multiple relationships (Corey et al., 2007).

Dual relationships tend to develop over time and in a sequential manner, as opposed to occurring unexpectedly and simultaneously (Herlihy & Corey, 2006; Pearson & Piazza, 1997). Definitions and opinions regarding the criteria for a dual relationship vary within and across disciplines, including psychology, social work, and counseling (Herlihy & Corey, 2006; Lazurus & Zur, 2002; Moleski & Kiselica, 2005; Pearson & Piazza, 1997; Pope & Keith-Spiegel, 2008). Lack of clear guidance from legal and ethical governing boards has further contributed to the discrepancies in how mental health practitioners perceived dual relationships (Herlihy & Corey, 2006; Kaplan et al., 2005; Moleski & Kiselica, 2005; Pope & Keith-Spiegel, 2008). The *ACA Code of Ethics* (revised in 2005) omitted the term dual relationship due to the new viewpoint that embraced the potential benefits of dual relating with clients, as opposed to the original viewpoint that all dual relationships are harmful and should be avoided (Herlihy & Corey, 2006; Kaplan et al., 2005; Moleski & Kiselica, 2005; Pope & Keith-Spiegel, 2008). The current 2014 *Code of Ethics* also omitted the term dual relationship (American Counseling Association, 2014).

Dual relationships are complex, and to facilitate understanding they have been categorized into types. For example, dual relationships may be categorized as either personal or professional: personal relationships may include dual roles with friends, sexual and romantic partners, or relatives; professional relationships refer to dual roles as counselor and professor, employer, or supervisor (Herlihy & Remley, 2001). Furthermore, dual relationships can be a combination of two or more professional and non-professional relationships (e.g., counselor and friend or counselor and business partner), or more than one professional role (e.g., instructor and therapist) (Corey et al., 2007). Kaplan et al. (2009) stated that dual relationships are usually classified into one of three types of relationships: sexual/romantic relationships, nonprofessional relationships, and professional role change. Moleski and Kiselica (2005) claimed that dual

relationships are generally categorized as sexual or non-sexual, and originate “by choice and by chance” (p. 4).

Counselors, before entering into a dual relationship with a client, need to evaluate whether or not the secondary relationship may in any way negatively affect the primary counseling relationship (Moleski & Kiselica, 2005). Early literature regarding dual relationships stated that some dual relationships are unavoidable (e.g., counselors living in a sparsely populated area may find it impossible to avoid some dual roles) and were most likely harmful to clients; however, later researchers reconsidered the perspective on dual relationships, whether chosen or circumstantial, and found that some have the potential to enhance the counselor-client relationship (Moleski & Kiselica, 2005).

Across mental health disciplines, clinicians largely agree that dual relationships exist on a continuum from harmful to beneficial (Moleski & Kiselica, 2005). Moleski and Kiselica (2005) presented Gladding’s (2000) discussion of the relevance of moral principles such as autonomy and nonmaleficence that affect the ethical decision-making process when considering dual relationships between counselors and clients. Within the context of the counselor-client relationship, autonomy refers to the power of the client to choose the direction (Corey et al., 1998, as cited in Moleski & Kiselica, 2005). A dual relationship initiated by the counselor is assumed to diminish the client’s autonomy if the counselor’s needs are the primary ones being met in the secondary relationship. The client may feel compelled to participate in a secondary relationship with the counselor (including non-sexual relationships) for fear of real or imagined negative repercussions (Moleski & Kiselica, 2005). The principle of nonmaleficence means to avoid doing harm (Corey et al., 1998). Moleski and Kiselica (2005) encouraged counselors to consider the potential for harm to occur to the client should they enter or choose to avoid

participating in a secondary relationship. Considering these two factors assists counselors in answering a vital question posed by Corey, Corey, and Callanan (1998) when debating whether to engage in dual relationships: whose needs are being met? (as cited in Moleski & Kiselica, 2005).

Arguments against dual relationships

Lazarus and Zur (2002) compiled the research on dual relationships and psychotherapy, including pro- and anti- dual relationships perspectives. After an extensive search of the literature Lazarus and Zur (2002) identified six arguments against dual relationships:

1. The concern with boundaries
2. The slippery slope
3. Power and exploitation
4. Familiarity and issues pertaining to transference
5. Risk management
6. Leaving the office and incidental encounters

These six arguments supporting the prohibition of dual relationships are briefly explained in the following section, and rebuttals for each argument are then presented. Of the arguments presented below, Lazarus and Zur (2002) identified the first three as paramount reasons for therapists to carefully consider engaging in dual relationships; the final three arguments build upon the first three, and are also noteworthy to consider.

The concern with boundaries. In the context of dual relationships, the lone term “boundaries” applies to anything outside of the “standard client-therapist relationship” (Lazarus & Zur, 2002, p. xxvii). In summarizing the work of proponents for strict boundaries in therapy, Lazarus and Zur (2002) stated, “...supporters of this line of reasoning view any deviation from ... boundaries

as a threat to the therapeutic process and regard such transgressions as potential if not inevitable precursors to harm, exploitation, and sexual relationships between therapists and clients” (p. 5). Langs (1976) supported the prohibition of dual relationships due to their potential to undermine clinical work, specifically the therapeutic relationship; possible issues of transference; and the potential to for therapist loss of objectivity (as cited in Lazarus & Zur, 2002). Building on Lang’s (1979) critique, Simon (1994) created guidelines that stated,

Maintain therapist neutrality. Foster psychological separateness of the patient. Obtain informed consent for treatment and procedures. Interact only verbally with clients. Ensure no previous, current, or future personal relationships with patients. Minimize physical contact. Preserve relative anonymity of the therapist (p. 514).

Gutheil and Gabbard (1993) contributed a significant article that served as a turning point for how mental health practitioners perceive dual relationships (Herlihy & Corey, 2006; Pope & Keith-Spiegel, 2008). These authors identified physical contact, time, space, place, gifts, services, money, language, clothing, and self-disclosure as the pertinent areas often involved in boundary issues. Furthermore, Gutheil and Gabbard (1993) provided guidance and identified characteristics to consider when navigating daily decisions regarding boundaries in clinical practice. Specifically, a framework for classifying therapist actions as either *boundary crossings* or *boundary violations* was created to assist practitioners (Gutheil & Gabbard, 1993). Herlihy and Corey (2006) describe the term *boundary crossing* as, “a departure from the commonly accepted practice that might benefit the client. Crossings occur when the boundary is shifted to respond to the needs of a particular client at a particular moment (p. 10). By contrast, a *boundary violation* is an overtly destructive crossing of a boundary (Gutheil & Gabbard, 1993). In other words, a boundary crossing is an example of a change in role, whereas a boundary

violation is a harmful infringement upon a client (Corey et al., 2007). According to Barnett (2008), boundary crossings become violations when mal-intent is present, the relationship is perceived as negative and unwelcome, the relationship occurs to gratify the mentor's need(s), and when the nature of the relationship is inconsistent with professional standards.

Kitchener (1998), a leading opponent of dual relationships, believed all dual relationships, not just sexual and/or romantic relationships, were by nature laden with ethical problems due to the inherent influence of the power differential. Kitchener (1988) supported her perspective using role theory, which states that social roles carry expectations about others. Ethical issues can arise if the expectations of both parties were not initially discussed at the onset of the relationship. Secord and Backman (1974) (as cited in Kitchener, 1988) asserted that the objectivity of the person in power or influential position is not the problem, but rather the jaded "objectivity" of the outsider (e.g., client or student) in a relationship with the professional in power. Outsiders may have a misguided notion of the roles and responsibilities of professionals, and thus cannot make fully informed decisions that are in their best interest, especially if the professional in power is misusing his or her power to manipulate.

The slippery slope. According to Gabbard (1994), the term "slippery slope" is defined as "the crossing of one boundary without obvious catastrophic results (making) it easier to cross the next boundary" (as cited in Lazarus & Zur, 2002, p. 284). Lazarus and Zur (2002) identified certain behaviors of therapists that researchers recognized as potentially antecedent to a sexual dual relationship: hugs, home visits, socializing, extended sessions, sharing meals, gift exchange, self-disclosure, hugs, walks, and participating in recreational leagues. Many mental health practitioners and researchers asserted that, to avoid the slippery slope phenomenon, therapists must avoid even seemingly harmless dual relationships with clients (Corey et al.,

2007; Herlihy & Corey, 2006; Kaplan et al., 2005; Lazarus & Zur, 2002; Moleski & Kiselica, 2005; Pearson & Piazza, 1997; Pope & Keith-Spiegel, 2008).

Power and exploitation. After reviewing the literature, Lazarus and Zur (2002) noted that perhaps the most significant reason for avoiding dual relationships is the potential abuse of power by the therapist. The inherent power differential between therapist and client can limit the client's autonomy. In conjunction with a dual relationship, the power imbalance creates a higher risk of exploitation by the therapist that in turn threatens the primary therapy relationship (Lazarus & Zur, 2002). To assess the potential for harm in dual relationships, Kitchener (1988) created three guidelines: potential for harm increases with increased incompatibility of expectations between roles; loss of objectivity and divided loyalties increases as obligations associated with different roles diverge; and potential for exploitation increases as the power and prestige between the professional's and consumer's roles increase. Clarifying roles and relationship expectations is necessary to minimize the potential for harm. Kitchener (1988) concluded by imploring professionals to be aware of the various roles and relationships in which they engage, as well as the expectations that accompany these roles due to the inherent influence of the power differential.

Familiarity and issues pertaining to transference. The concept supporting this rationale for prohibiting dual relationships is the importance of protecting the anonymity of therapist, client, and their shared primary relationship outside of the counseling session. Specifically, this argument refers to counselor-client interactions outside of the counseling session during which time acquaintances of counselor or client may observe and question the interaction that could ultimately compromise the confidentiality of the therapeutic relationship. Furthermore, Lazarus and Zur (2002) purported that increased familiarity between the therapist

and client outside of sessions leads to decreased clinical effectiveness, as well as potential transference issues. Transference occurs when the client “transfers” feelings for a significant person onto the counselor, such as associating the counselor with a parent, significant other, friend, etc. (Lazarus & Zur, 2002). When a counselor and client spend increased time together outside of the counseling session, there is potential for the client to view the counselor as more than a therapist. Transference issues can interrupt therapeutic work in session, especially if the client is reactive to the counselor due to having associated the counselor with another person in the client’s history (Lazarus & Zur, 2002).

Risk management. The term “risk management” refers to therapists engaging in certain behaviors (and avoiding others) in order to minimize potential harm or exploitation of the client and avoid potential repercussions from ethics and licensure boards (Lazarus & Zur, 2002). This argument is built on the premise that engaging in dual relationships is a “high risk” choice that opens the floodgates for potential malpractice claims and lawsuits.

Leaving the office and incidental encounters. Previous researchers asserted that interacting with clients outside the therapy session, no matter the setting, is potentially dangerous for clinical, ethical, and legal reasons (Lazarus & Zur, 2002). Even in remote or rural areas, therapists are discouraged from engaging in out-of-office meetings due to the possibility of compromised anonymity, violation of confidentiality, and the subsequent negative repercussions on the therapeutic relationship (e.g., diminished trust or overreliance on the therapist). Haphazard incidental encounters with clients require discretion of the therapist to respect the client’s privacy and confidentiality, even when the client approaches the therapist on his or her own accord. It is the therapist’s responsibility to refrain from (a) initially acknowledging a client in public, and (b) identifying him or herself as the client’s therapist (Lazarus & Zur, 2002).

Arguments for potential benefits of dual relationships

In rebuttal to those who caution against dual relationships, some writers have distinguished boundary crossings from boundary violations and have purported that boundary crossings have noteworthy benefits to clients and therapists. Boundary crossings, such as attending a client's wedding or taking a plane ride with a client who has a fear of flying, may convey a sense of warmth and caring between counselor and client that leads to increased rapport (Lazarus & Zur, 2002). Lazarus and Zur (2002) stated, "Boundary crossings are likely to increase familiarity, understanding, and connection and hence increase the likelihood of success for clinical work" (p. 6). Those who argue against strict boundaries have further suggested that rigid boundaries convey a sense of therapist "coldness" which would inhibit the therapeutic process. Certain theories such as existential, feminist, and humanistic theories support the breakdown of traditional rigid boundaries between counselor and client as being essential to the therapeutic process (Lazarus & Zur, 2002). Additionally, it is difficult to maintain strict boundaries in close-knit communities such as rural, religious, military, gay, feminist, and ethnic minority cultures due to cultural and social norms.

Rebuttal to the slippery slope concept. Lazarus and Zur (2002) asserted that although some boundary crossing lead to boundary violations, not all crossings spiral downward into violations. Lazarus and Zur (2002) criticized the slippery slope argument as "all or nothing" extreme thinking, and pointed out that correlation between two events does not imply causation. Those who argue against the "slippery slope mentality" support the potential benefits of dual relationships, and do not believe that all boundary crossings will negate therapeutic effectiveness (Lazarus & Zur, 2002).

Rebuttal to power and exploitation concerns. Although a concern for the influence of the counselor's power over the client is legitimate, the inherent power imbalance does not imply the relationship is inherently exploitative (Lazarus & Zur, 2002). For example, there are several relationships in which a significant power differential exists, like parent-child and teacher-student. These types of relationships have potential for the person in the elevated, "power up" position to facilitate growth and encourage persons in the "power down" position to reach their full potential (Lazarus & Zur, 2002). Mental health practitioners are expected to adhere to certain principles that align with the Hippocratic oath, which requires professionals to "do no harm." Counselors are charged with pursuing and promoting wellness with clients, as they are hired for their expertise. Counselors are considered experts on navigating the waters of mental and emotional health due to their training; yet, the inherent power differential does not determine exploitative behavior, rather it is the behavior of the person in the counselor role (Lazarus & Zur, 2002).

Rebuttal to familiarity and issues pertaining to transference. Supporters of the benefits of dual relationships note the norms in some communities in which anonymity of counselors is unsupported (Lazarus & Zur, 2002). For example, in rural, religious, feminist, gay, and ethnic minority communities, social interactions and informality of therapists is encouraged and fosters increased therapeutic alliance that heightens therapeutic effectiveness. Feminist therapists often self-disclose and they establish egalitarian relationships with their clients to strengthen the relationship. According to Lazarus and Zur (2002), researchers have found that outcomes of therapy were positively affected by compatibility of values, spiritual orientation, and lifestyle between client and counselor. In the way of transference, psychoanalysts rely on

transference in order to better understand the client's feelings and subsequently explore the deeper meaning underneath the feelings to reveal unresolved conflicts (Lazarus & Zur, 2002).

Rebuttal to risk management concerns. Those who argue against risk management as a reason to avoid dual relationships claim that counselors are inappropriately and preemptively basing their actions on fears of negative repercussions from ethics and legal boards (Lazarus & Zur, 2002). Clarkson (1994) stated, "An unrealistic attempt to avoid dual relationships in psychotherapy may be defensively phobic or repressive" (as cited in Lazarus & Zur, 2002, p. 15). Lazarus and Zur (200) argued that avoiding engaging in certain behaviors and relationships due to fear of real or perceived punishments may hinder a potentially beneficial intervention from taking place.

Rebuttal to arguments related to encounters outside the office. Lazarus and Zur (2002) discussed three types of interactions that typically occur outside the office. The first type of encounter is a pre-planned meeting between counselor and client that is part of a researched-based treatment approach, such as eating with an anorexic client. Encounters such as attending the play of a client who recently overcame his or her fear of public speaking is the second type of out of office interaction that has therapeutic merit. The counselor is celebrating the progress the client has made in treatment (Lazarus & Zur, 2002). The third type of encounter includes naturally occurring meetings that typically take place in small communities, such as playing in a recreational sport league or attending the same church as a client. Lazarus and Zur (2002) suggested that counselors broach the topic of potential out of office encounters with clients early on in their relationship, and even brainstorm ways to address them that are comfortable for the clients. Additionally, if out of office encounters occur, it is important for the counselor to address them in session, especially if they occur frequently (Lazarus & Zur, 2002).

Dual relationships versus multiple relationships

The terms dual relationship and multiple relationship are often used interchangeably in the literature as they often refer to the same types of relationships; however, the term multiple relationship more accurately depicts the complex nature of combined role relationships (Corey et al., 2007; Herlihy & Corey, 2006). The American Psychological Association (APA) 2002 ethics code describes a *multiple relationship* as occurring:

when a psychologist is in a professional role with a person and (1) at the same time is in another role with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or (3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person (as cited in Corey et al., 2007, p. 1065).

The American Counseling Association (ACA) *Code of Ethics* (2014) no longer uses the terms dual or multiple relationships; those terms have been replaced with *nonprofessional interactions and relationships* to distinguish relationships that occur outside of the professional realm, including romantic/sexual relationships (Herlihy & Corey, 2006). When revising the 1995 *Code of Ethics*, the ACA Ethics Revision Task Force acknowledged the lack of clarity of the term “dual relationship,” mainly due to the three types of relationships to which it could pertain: romantic/ sexual relationships, nonprofessional relationships, and professional role change (Kaplan et al., 2009). The current code of ethics allows for nonprofessional interactions between counselors and clients when the interactions benefit the client and are not sexual or romantic in nature (American Counseling Association, 2014). Examples of beneficial nonprofessional interactions are: a counselor attending the wedding of a couple he or she previously counseled,

and hospital visits to an ill family member (Kaplan et al., 2009). Regardless of the code's support for beneficial counselor-client nonprofessional interactions, the counselor is still held responsible for using caution and maintaining firm, ethically sanctioned boundaries. For the purposes of my dissertation I plan to use the term multiple relationships, as it encompasses both professional and nonprofessional interactions.

I conclude this section of the literature review on multiple roles in counseling with Herlihy and Corey's (2006) ten key themes to consider, summarized from the literature:

1. Multiple relationship issues affect virtually all mental-health practitioners, regardless of their work setting or clientele.
2. Most professional codes of ethics caution against forming dual relationships, but the newer codes also acknowledge the complex nature of these relationships.
3. Not all multiple relationships can be avoided, nor are they necessarily always harmful, and they can be beneficial.
4. Multiple role relationships challenge us to monitor ourselves and to examine our motivations for our practices.
5. Whenever we consider becoming involved in a dual or multiple relationship it is wise to seek consultation from trusted colleagues or a supervisor.
6. There are few absolute answers that can neatly resolve dual or multiple relationship dilemmas.
7. Decisions whether to enter into dual or multiple relationships should be for the benefit of our clients or others served rather than to protect ourselves from censure.
8. In determining whether to proceed with a dual or multiple relationship, consider whether the potential benefit outweighs the potential for harm.

9. It is the responsibility of counselor preparation programs to introduce boundary issues and explore multiple relationship questions. It is important to teach students ways of thinking about alternative courses of action.

10. Counselor education programs have a responsibility to develop their own guidelines, policies, and procedures for dealing with multiple roles and role conflicts within the program (p. 191-194).

The next section of the literature review discusses multiple relationships in counselor education, specifically.

Multiple Relationships in Counselor Education

As of the early 1990s, the attention regarding dual relationships was still largely focused on relationships between therapists and clients (Blevins-Knabe, 1992; Pope, 1991). Although boundary issues initially were studied as they pertained to counselor-client dual relationships, they often occur in a variety of other settings, such as college counseling centers (Dallesasse, 2010; Malley et al., 1992, as cited in Pearson & Piazza, 1997), ministerial relationships between clergy and parishioners (Haug, 1999), and higher education (Barnett, 2008; Biaggio et al., 1997; Blevins-Knabe, 1992; Bowman & Hatley, 1995; Holmes et al., 2000; Kolbert et al., 2002; Oberlander & Barnett, 2005; Schwab & Neukrug, 1994; Sullivan & Ogloff, 1998; Welfare & Sackett, 2011) where power differentials between two parties exist. Although dual relationships in therapeutic relationships were acknowledged, the ethics surrounding faculty-student relationships were widely neglected in the literature and ethics codes (Blevins-Knabe, 1992). During the 1990s, there was a dearth of resources regarding the ethics of teaching in higher education (Keith-Spiegel & Koocher, 1985), thus most learning was indirect, occurring via students' observations of professors' behaviors, and students were not provided with clarification

on navigating the ethics of problematic relationships. One resource that did exist was the American Psychological Association's (APA) written set of guidelines for higher education; these guidelines stated psychologists should avoid conflicting dual relationships with students that could impair objectivity, lead to exploitation, and inevitably harm the student (APA, 1990, as cited in Blevins-Knabe, 1992). Yet, even with the acknowledgment of the potential harm of dual relationships between faculty and students, the APA did not include ethical guidelines for sexual relationships between these populations (Blevins-Knabe, 1992; Keith-Spiegel & Koocher, 1985).

Multiple roles of counselor educators and students.

Professors and graduate students in counselor education programs participate in a variety of roles, any number of which can be overlapping and simultaneous. Potential roles of counselor educators identified in the literature are: university supervisor, teacher, administrator, academic advisor, research team leader, employer (e.g., to graduate assistants, research assistants, or teaching assistants hired to work within the department), mentor, clinic coordinator, practicum and internship coordinator, program coordinator, department chair, clinical practitioner, licensed clinical supervisor (outside of university), evaluator of students, and ethical and practical guide. Potential roles of counselor education doctoral students include: student, graduate assistant, teaching assistant, research assistant, supervisor (of master's students), co-presenter, co-author, co-facilitator of groups, co-therapist, and mentee. It is important to note that the number and types of roles required of faculty and students are affected by universities, accrediting bodies (e.g., doctoral students in CACREP-accredited programs are required to complete a teaching assistantship), program designation of titles and responsibilities (e.g., program or practicum and internship coordinators), and size of the program. Some faculty or students choose to participate

in additional “non-required” roles (e.g., a faculty member practicing as a clinician and/or supervisor within the community in addition to teaching, or a graduate student choosing to seek employment as a graduate assistant).

Ethical standards.

Earlier in the chapter the codes of ethics of various psychosocial disciplines that address potential boundary issues (each organized body adheres to different codes) were identified. In this section I present the American Counseling Association’s (ACA) *2014 Code of Ethics*, and include a discussion of how the code currently addresses multiple relationships and nonacademic interactions in counselor education programs.

Historically, four separate organizations rooted in counseling and training programs formed the American Personnel and Guidance Association (APGA) in 1952. The APGA changed its name in 1983 to the American Association of Counseling and Development (AACD), and finally in 1992 the organization settled on the name American Counseling Association (American Counseling Association, n.d.). As the APGA, the organization published three sets of ethical standards. The first set of standards was published in October 1961. The initial code of ethics omitted the term “dual relationship.” The term first appeared in the *1986 Ethical Standards* as a situation that counselors were urged to avoid. It is important to note that the term “dual relationship” initially applied only to relationships between counselors and clients.

The ACA code did not refer to dual relationships in counselor education training programs until 1995, when *Code of Ethics and Standards of Practice* offered a standard specific to supervision under standard F. 2 “counselor education and training programs.” Relationships with peers were addressed in standard F. 2 as well (ACA, 1995). Given the unavoidable multiple

relationships that exist within counselor education programs (e.g., mentor-mentee, supervisor-supervisee, dissertation chair-doctoral student) and the lack of direction on how to navigate them, in 2005 the American Counseling Association incorporated ethical guidelines for training programs concerning roles, responsibilities, and relationships of counselor education faculty and students. Similar ethical guidelines were included and updated in the *2014 Code of Ethics* (American Counseling Association, 2014).

It is important to note the commonalities between the counselor-client relationship and the professor-student relationship, specifically due to parallels in the power imbalance (Corey et al., 2007; Herlihy & Corey, 2006; Kolbert et al., 2002). Kolbert et al. (2002) noted similarities between counselor-client and professor-student relationships:

Both types of relationships involved an inherent inequality in that one individual is seeking a service (counseling or education, respectively) from another individual. The consent of the person with decreased power (client or student) to enter nonprofessional relationships is not valid if he or she is motivated by fear of the negative consequences of noncompliance (p. 195).

Those in the decreased-power position, clients and students, both experience “fear of negative consequences of noncompliance;” including fear of termination of the counseling relationship for the client, and fear of potential unfavorable ramifications for the student (Sullivan & Ogloff, 1998).

The *2014 Code of Ethics* addresses multiple relationships between counselor educators and supervisors and students and supervisees (Section F: Supervision, Training, and Teaching). The term “nonacademic interactions and relationships” was added to reflect interactions and relationships that occur outside the academic setting (American Counseling Association, 2014).

In standards F.3. through F.4., faculty roles and responsibilities are described in regards to supervision, including boundaries, sexual relationships, sexual harassment, informed consent, termination, and potentially beneficial relationships as an extension of the conventional supervisory relationship. In standard F.5., student and supervisee responsibilities are addressed, with sub-sections on ethical responsibilities, impairment, and professional disclosure. In standard F.6., counseling supervision, evaluation, remediation, and endorsement are outlined, as well as a sub-section on gate-keeping. In standard F.7., the responsibilities of counselor educators, such as teaching ethics, relationships with peers, and including classroom materials on multicultural competencies, are addressed. Acknowledged in standards F.8. through F.9. are student welfare, responsibilities, remediation and evaluation, and limitations. Specifically discussed in standard F.10 are roles and relationships between counselor educators and students, with special attention given to: sexual or romantic relationships, sexual harassment, relationships with former students, nonacademic relationships, counseling services, and extending educator-student boundaries (American Counseling Association, 2014). In standard F.10.d., counselor educators are urged to avoid engaging in nonacademic interactions with students that may potentially cause harm to the student, and compromise the student's training. Furthermore, counselor educators are prohibited from accepting any form of payment from students for placement at a site (F.10.e.). In standard F.10.f., counselor educators are alerted to the existence of the power differential between professors and students. Specifically, counselor educators are heavily cautioned to take precautions similar to those they would take with clients, when they are evaluating whether or not to engage in either a potentially harmful or beneficial nonprofessional interaction with students. Examples of potentially beneficial relationships and nonprofessional interactions provided in standard F.10.f. include: "attending a formal ceremony;

hospital visits; providing support during a stressful event; or mutual membership in a professional association, organization, or community” (American Counseling Association, 2014). Standard F.10.f. includes encouragement for counselor educators to openly discuss with students potential multiple relationships and nonprofessional interactions. Additionally in standard F.10.f., counselor educators are provided with information on the importance of setting boundaries and discussing limitations, rationales, potential drawbacks and benefits, and possible consequences with students prior to engaging in a nonprofessional interaction or multiple relationship.

Types of multiple relationships between faculty and students.

Both sexual and nonsexual dual relationships in counselor education have been discussed in the literature (Bowman & Hatley, 1995; Herlihy & Corey, 2006; Holmes et al., 1999; Kolbert et al., 2002; Schwab & Neukrug, 1994). When analyzing sexual-romantic dual relationships, the question of consent is raised; more specifically, researchers noted that due to the inherent power differential between a student and professor, the student is not in a completely autonomous position to fully consent to a relationship (Blevins-Knabe, 1992; Dixon, 1996; Kitchener, 1988; Kolbert et al., 2002; Moleski & Kiselica, 2005). Blevins-Knabe (1992) stated, “It is important to note that the assumption that older students or graduate students are adults and should be considered as mutually consenting in these relationships ignores the very real power of the professor” (p. 159). Nonsexual dual relationships present similar problems as sexual relationships, especially if the objectivity of the professor is compromised, and/or if the student or professor is at risk of harm (Blevins-Knabe, 1992; Kitchener, 1988).

Multiple relationships within counselor education and related programs have been analyzed in terms of relationships between faculty and students and between doctoral and

master's students regarding issues of supervision, mentoring, advising, friendship, monetary interactions, romantic or sexual relationships, and authorship (Barnett, 2008; Biaggio et al., 1997; Blevins-Knabe, 1992; Bowman & Hatley, 1995; Holmes et al., 1999; Kolbert et al., 2002; Oberlander & Barnett, 2005; Remley & Herlihy, 2001; Scarborough et al., 2006; Welfare & Sackett, 2011). Researchers have explored the ethical and legal dilemmas resulting from faculty-student and/or doctoral-master's student dual relationships, as well as student and faculty opinions about these relationships. Findings that were in common across studies included the high report rate of multiple relationships, a lack of student competency to address various multiple relationships, and differing opinions between faculty and students regarding the nature of certain multiple roles and relationships within counselor education (Biaggio et al., 1997; Blevins-Knabe, 1995; Bowman & Hatley, 1995, Kolbert et al., 2002; Schwab & Neukrug, 1994).

Findings of some of the earliest research studies indicated that students and faculty acknowledged the presence of a power differential and its potential to affect students' ethical decision-making processes. Schwab and Neukrug (1994) explored ethical concerns of counselor educators. They reviewed the existing literature on the topic, and found sexual contact between students and educators remained a prevalent issue due to its consistently high report rate. Additionally, Roberts, et al. (1982) surveyed counselor educators in the southern region of the United States about: counseling relationships with students, personal relationships with students, conflict of interest derived from serving on a student's dissertation committee while simultaneously acting as a consultant in an agency where the student was employed, and joint authorship with students (Roberts, Murrell, Thomas, & Claxton, 1982, as cited in Schwab & Neukrug, 1994). Their respondents reported varying opinions regarding ethical actions in situations where dual relationships might occur (Roberts et al., 1982, as cited in Schwab &

Neukrug, 1994). Schwab and Neukrug (1994) also examined the emergence of ethical issues in student training experiences such as group counseling and supervision. They noted that earlier researchers had emphasized the necessity of having unified, clear guidelines for identifying potential situations in which dual relationships might occur, the subsequent boundary issues, and how to navigate the ethical quandaries (Schwab & Neukrug, 1994).

Bowman and Hatley (1995) conducted a survey that explored counselor education program faculty and graduate student opinions about dual relationships, specifically in the following areas: romantic-sexual relationships, mentoring, informal social interactions, monetary interactions, and friendships. The survey consisted of 26 questions with seven scenarios that were based on a 1992 Association for Counselor Education and Supervision (ACES) conference program and a review of the literature. The authors noted the lack of research on dual relationships involving mentoring and social interactions, and with their study aimed to assess: (a) if the behaviors described in the scenarios were perceived as ethical or unethical; (b) differences (if any) between faculty and student perceptions; and (c) gender differences in faculty and student perceptions. Each scenario depicted a specific professor-student relationship with three to four subsequent questions related to particular behaviors that could occur within that relationship. Respondents were asked whether the described behavior should be labeled as ethical or unethical (Bowman & Hatley, 1995). Results revealed a lack of agreement on the ethics of the relationships described in the scenarios, as well as gender differences. For example, female professors and female students were more likely to rate as unethical certain behaviors, such as professors disclosing personal information to students and friendships between faculty and students (Bowman & Hatley, 1995). Additionally, results indicated that female faculty and students may perceive appropriate and inappropriate behavior

based on the potential for sexual harassment to occur within the dual relationship. Less distinct differences were found between faculty and students' perceptions of ethical and unethical behavior in relation to student disclosure of bias and prejudice in or outside of the classroom setting. Students perceived faculty acting on knowledge of a student's reported prejudices as unethical, whereas professors rated the behavior as ethically appropriate. Bowman and Hatley (1995) commented that, "Although self-exploration of values and prejudice is encouraged as part of a student's professional development, it can then possibly be used against her or him" (p. 238). They concluded that, while dual relationships in higher education (specifically counselor education) have similarities to dual relationships in psychotherapy, there are important differences. Faculty-student dual relationships do not include therapeutic goals, pertain to financial contracts, or require self-disclosure; instead, the primary focus of the counselor educator is to facilitate student development and growth in the profession (Bowman & Hatley, 1995). Bowman and Hatley (1995) concluded that, rather than avoiding faculty-student dual relationships and regarding them as unethical, the behaviors of the parties involved should be evaluated.

Holmes, Rupert, Ross, and Shapera (1999) studied psychology undergraduate students' perceptions of dual relationships between faculty and students. Holmes et al. (1999) utilized 109 hypothetical relationships between an undergraduate student and a male professor that included the following types of relationships: sexual/dating, friendship/social, personal/counseling, business/financial, and professional/academic. Two survey formats were created and distributed to different groups of study participants; one format presented all students in the scenarios as female, the other format presented the students as male. The goal of the researchers was to investigate student perspectives about the level of appropriateness of behaviors occurring within

the context of dual relationships. Significant gender effects of the student raters and the gender of the student in the scenario were demonstrated by the way participants rated individual items. For example, when students were portrayed in personal but clear non-sexual relationships, the relationship was rated as “more sexual” if the student was female. Additionally, female participants were highly sensitive to sexual overtones in explicit sexual behaviors between faculty and students, but were less likely to rate personal non-sexual relationships as having sexual connotations. Women were also more likely to identify beneficial aspects of dual relationships. Holmes et al. (1999) acknowledged the influence of faculty-student relationships on student development and potential effects on academic performance. Their results supported previous literature that stressed the importance of evaluating the professor’s power position and subsequent responsibility to maintain objectivity while simultaneously avoiding exploitative situations.

Kolbert, Morgan, and Brendel (2002), noting the lack of attention given to student experiences with dual relationships, conducted a qualitative study to assess faculty and student perceptions of dual relationships within counselor educations. Kolbert et al. (2002) disputed Kitchener’s (1988) perspective that dual relationships should be prohibited due to their inevitable harmful nature, and stated that, rather, dual relationships within educational settings are unavoidable and necessary. Kolbert et al. (2002) explored the reasoning counselor education faculty and students use to defend their perceptions of dual relationships. Participants were 16 graduate students and six full-time faculty in a counselor preparation program in the southeastern United States that contained separate master’s and doctoral programs, although no doctoral students participated in the study. Kolbert et al. (2002) distributed the scenarios originally created by Bowman et al. (1995), and asked: (a) describe your reactions to the vignettes; (b)

explain the reasoning for your reactions; and (c) discuss what circumstances or variables influenced your reactions. After completing the items, respondents were presented with their answers and a series of individualized follow-up questions. The researchers found that students and faculty recognized the influence of the power differential within dual relationships and understood that the responsibility ultimately lies with the professor to maintain appropriate boundaries (Kolbert et al., 2002). A key finding from the study was that counselor educators may not be attuned to the students' negative experiences and perceptions of dual relationships, the potential for harm, and the consequences for the student, especially in terms of professional development (Kolbert et al., 2002).

Supervision. Faculty-student dual relationships have been discussed in supervision literature (Glaser & Thorpe, 1986; Kolbert et al., 2002; Schwab & Neukrug, 1994; Sullivan & Ogloff, 1998). Student supervisees have limited autonomy to give informed consent in the relationship, as supervision is a required component of counselor education programs (Bowman & Hatley, 1995; Sullivan & Ogloff, 1998).

Sullivan and Ogloff (1998) examined the ethical dilemmas that arise in supervisor-graduate student relationships, such as authorship, favoritism or inequitable treatment of students, and sexual relationships. Sullivan and Ogloff (1998) described actions that students might take when supervisor behavior is ethically questionable, which include: acknowledge inappropriate conduct (by student or supervisor), approach other faculty or administrators in or outside university, seek counseling for crisis management purposes, discuss with supervisor; and/or contact licensure board. The authors highlighted the failure of graduate programs to emphasize the importance of creating and maintaining boundaries. Additionally, they concluded

that programs were not educating students as to what constitutes an acceptable relationship, nor were they providing guidelines for how to handle these violations (Sullivan & Ogloff, 1998).

In 1990, standards for counseling supervisors were produced that included 11 core areas of competencies, knowledge, and personal traits that exemplify successful supervisors (American Counseling Association, 1990). The current *2014 Code of Ethics* addresses boundary issues in supervision in standards F.3. through F.5. Counseling supervisors are responsible for defining and upholding “ethical professional, personal, and social relationships with current supervisees” (American Counseling Association, 2014). Supervisors are prohibited from engaging in sexual or romantic relationships with supervisees, and are expected to educate supervisees on legal responsibilities and professional and ethical standards. Furthermore, supervisors are held responsible for discussing informed consent with supervisees, which should include policies and procedures of the supervisory relationship and due process courses of action should a supervisory issue arise (American Counseling Association, 2014). The code mandates that supervisors and supervisees alert themselves to potential areas of limitations of counseling, which include impairment. Should the supervisee require personal counseling or medical assistance, the supervisor may intervene to refer the supervisee to the appropriate healthcare services; however, the supervisor is prohibited from providing direct counseling services to the supervisee.

The Association for Counselor Educators and Supervisors published a “Best Practices in Supervision” document in 2011 that provided specific and detailed guidance for supervision. The document is broken down into twelve sections that include: initiating the supervision process, setting supervision goals, giving feedback, conducting supervision, the supervisory relationship, diversity and advocacy considerations, ethical considerations, documentation,

evaluation, the format for supervision, the role of the supervisor, and supervision training and supervision of supervision (ACES, 2011). Overall the document is extremely thorough and provides explicit instruction for supervisors in each of the aforementioned sections. Certain sections pay specific attention to multiple roles and relationships between supervisor and supervisee, as well as the influence of power within the supervisory relationship. For example, when initiating the supervision process supervisors are required to create an egalitarian and collaborative working alliance with the supervisee (section 1.c.i.) and describe their role as supervisor, which includes teacher, mentor, consultant, counselor, and evaluator (section 1.c.ii.). Supervisors are required to acknowledge and discuss parallel process issues, and transference and countertransference issues with the supervisee in ways that promote learning and growth (5.b.x.). Supervisors are aware of the power differential within the supervisory relationship and openly discuss this with the supervisee. The supervisor must work to lessen the power imbalance while simultaneously keeping appropriate boundaries (section 5.c.ii.). Furthermore, the supervisor is expected to provide clear definitions of potential boundary issues that can arise within the supervisory relationship, and avoid engaging in multiple roles or relationships that would cause harm to the supervisee (section 5.c.iii.). If the supervisor is unable to avoid a multiple relationship with a supervisee, the supervisor is required to ethically manage the multiple roles and maintain objectivity when working with the supervisee under the role of supervisor. Should supervisors recognize countertransference issues with the supervisee, they are required to address them outside of the supervisory relationship, such as through consultation and peer supervision (section 5.c.v.). Supervisors are required to: avoid participating in multiple relationships with the significant others of supervisees (section 7.d.i.); address power issues with the supervisee in order to prevent exploitative sexual and nonsexual relationships; explain the

appropriate ethical boundaries of addressing the supervisor's personal issues in supervision (section 7.d.iii.). The role of doctoral student supervisors is addressed in sections 7.d.iv-v. The doctoral student's supervisor is to avoid assigning a supervision pairing with a master's student that could pose a conflict of interest. Additionally, the doctoral student's supervisor should be observant of conflicts that may occur due to the multiple roles the supervisor has with the doctoral student (ACES, 2011).

In summation, instruction is available to counselor educators and students, in the ethics code and in a limited amount of literature, on how to manage potential boundary issues and multiple relationships in regards to guidance about supervision.

Mentoring and advising. Mentoring and advising, both formal and informal, are key influencers of graduate student success, and play a vital role in students' professional development (Barnett, 2008; Johnson & Nelson, 1999; Protivnak & Foss, 2009). According to Johnson and Nelson (1999), mentoring is an interpersonal relationship between a more experienced individual who acts as a guide, role model, teacher, and sponsor of a less experienced student. Existing literature provides support for the many benefits of mentoring and overall increased interactions between faculty and students (Barnett, 2008; Bowman & Hatley, 1995, Holmes et al., 1999, Protivnak & Foss, 2009). Potential benefits for students include higher grades and increased scholarly activity, professional acculturation and skill development, increased satisfaction with overall education and experience, networking opportunities, employment and early career assistance, psychological health benefits, and professional identity development (Barnett, 2008). For faculty, potential benefits of mentoring relationships include personal fulfillment, networking opportunities, friendship and support, professional stimulation and collaboration, and motivation to remain in one's current field (Barnett, 2008). Additionally,

institutions may accrue benefits from mentorships, such as greater scholarly productivity and enhanced prestige for the institution, increased faculty and student satisfaction along with decreased rates of attrition, increased alumni commitment, and the likelihood of having more mentors in the future (Barnett, 2008; Johnson & Nelson, 1999). Mentors assist protégés with becoming competent professionals, and help them to develop knowledge, skills, attitudes, and teach them how to execute professional tasks effectively. Barnett (2008) asserted that “The attitudes held by compassionate, ethical, and well-functioning professionals and the ability to effectively and appropriately implement one’s knowledge, skills, and judgment may be the aspects of competence most directly impacted by mentoring relationships” (p. 4). Barnett (2008) noted the wide variety of student experiences with mentorship as advisees, research assistants, and supervisees, as well as the high level of dissatisfaction regarding the experience. Factors that contribute to lack of faculty mentorship and subsequently increase student dissatisfaction include lack of extra time, energy, and interest in meeting with students outside of the classroom (Barnett, 2008). It is important to note that “mentors” and “advisors” are not synonymous; in fact, more students have formal advisors than mentors (Schlosser & Gelso, 2001, as cited in Barnett, 2008). The evolution of mentoring relationships may be intentional and gradual, and they often are informal, with the mentoring relationship being secondary to the primary relationship of advisor, teacher, or supervisor (Barnett, 2008).

Barnett (2008) emphasized the need for mentors and students to clearly outline the guidelines for the relationship at the outset, and continue to evaluate the relationship as it progresses over time in order to prevent boundary crossings from becoming violations. Barnett (2008) offered recommendations for maintaining effective boundaries in mentoring relationships, and reiterated that faculty and students must be cognizant of potential boundary issues involved

with any relationship affected by a power differential, including mentorship. According to Jorgenson, Hirsh, and Wahl (1997), the concept of fiduciary responsibility applies to mentoring and advising relationships:

A fiduciary relationship exists when one party, the fiduciary, accepts the trust and confidence of another party, the entrustor, and agrees to act only in the entrustor's best interest. The professional, by virtue of his or her status as a fiduciary, has both the power and opportunity to exert undue influence over the client (as cited in Barnett, 2008, p. 51).

Barnett (2008) suggested questions for mentors to consider when engaged in a multiple relationship in which boundary crossings or violations may occur: Is this action beneficial to my protégé; will taking this action potentially result in harm to my protégé; is the suggested behavior congruent with my professional responsibilities as a psychologist, in general, and a mentor, in particular; is the suggested behavior congruent with the initially agreed upon boundaries of the relationship; will participating in the behavior promote the protégé's independence, or increase dependence on me, and; am I treating the protégé better or worse than others? In standard F.8.b., counselor educators are urged to advise students regarding career opportunities in the field (American Counseling Association, 2014). Mentoring is not specifically addressed in the *2014 Code of Ethics*.

Friendships and social interactions. Several writers have urged caution in engaging in platonic social interactions between professors and students (Biaggio et al., 1997; Blevins-Knabe, 1992; Bowman & Hatley, 1995; Kolbert et al., 2002; Schwab & Neukrug, 1994). Sullivan and Ogloff (1998), raising the issue of fair treatment of students, noted that increased casual (e.g., nonsexual) interactions between professors and students may lead to increased

favoritism of the student that in turn can negatively affect other students who are not receiving the same treatment. Kolbert et al (2002) found that students were split on their views on friendships and social interactions with professors. Several students approved of friendships between professors and students as they arose from advising relationships, due to the influence on meaningful learning; however, other students disapproved due to impaired objectivity and unfair treatment of the professor towards other students. Students noted the importance of the location in which the friendships and social interactions took place. For example, the majority of student respondents asserted that contact should be limited to the classroom or office setting (Kolbert et al., 2002). Students and faculty respondents were cognizant of the potential for both parties to be exploited in these types of multiple relationships; students primarily noted the responsibility of faculty members to avoid using their power status to manipulate and exploit students.

Relationship boundaries with supervisees are addressed in the *ACA Code of Ethics* (2014), standards F.3.a. through F.3.d, and include parameters regarding the extension of conventional supervisory relationships, the prohibition of sexual relationships, and relationships with individuals with whom supervisors are unable to remain objective (e.g., friends or family members). In standard F.3.e., supervisors are urged to clearly define and maintain ethical relationships with their supervisees (e.g., professional, personal, and social relationships), and to consider the risks and benefits of extending these relationships outside of the initial parameters (American Counseling Association, 2014). In parallel fashion, friendships and social interactions between faculty and students are referred to in standards F.10.d. “nonacademic relationships” and F.10.f. “extending educator-student boundaries.” Counselor educators are urged to avoid nonacademic relationships in which there is a potential for harm or if the

relationships would compromise the student's training. Examples of potentially beneficial interactions or relationships include, but are not limited to, hospital visits, providing support during a stressful event, and attending a formal ceremony (American Counseling Association, 2014).

Monetary interactions. Counselor educators are prohibited from accepting fees or any other forms of professional payment from students (ACA Code of Ethics, 2014, Standard F.10.d. and F.10.e.). It appears that students may be aware of problems inherent in dual relationships with faculty which would involve them receiving monetary compensation. Kolbert et al. (2002) found that students often disapproved of students and faculty exchanging money. Students reasoned that even in situations in which a struggling student is given a job by a professor outside of the academic institution, objectivity and fairness are compromised.

Romantic or sexual relationships. Nearly two decades ago, Bowman and Hatley (1995) noted the increased interest in guarding against faculty-student dual relationships, especially those that are considered harmful and exploitative, such as romantic-sexual relationships. At that time, some academic institutions prohibited faculty-student dating and sexual relationships, although other schools only "strongly discouraged" them (Leatherman, 1993; as cited in Bowman & Hatley, 1995). Bowman and Hatley (1995), citing increased reports of sexual harassment between professors and students, stated, "The ethical issue common to both sexual harassment and dual relationships is diminished consent due to a power differential" (p. 233). The American Counseling Association's code of ethics in effect at that time, the 1988 *Ethical Standards*, did not explicitly prohibit sexual relationships between professors and students. Nonetheless, Bowman and Hatley (1995) asserted that students are in a vulnerable position, similar to psychotherapy clients, due to the hierarchical characteristics of the dual relationship

that inevitably inhibit “true” equal consent. The current *ACA Code of Ethics* (2014) addresses sexual or romantic relationships and sexual harassment between counselor educators and current or former students in standards F.10.a, F.10.b., F.10.c. Sexual or romantic relationships between faculty-students, and sexual harassment of students or faculty members, are prohibited (American Counseling Association, 2014).

Research and authorship. Collaborative research and publishing endeavors are a recently identified area of ethical concern in counselor education. Welfare and Sackett (2011) called for future research regarding the attitudes and decision-making processes of students and faculty involved in the publications of collaborative research. The authors provided a comprehensive history of current and best practices for determining authorship in student-faculty collaborative research. Welfare and Sackett (2011) found that some student researchers felt uncomfortable broaching the issue of authorship order with a professor, due in part to lack of familiarity in navigating the topic, and also due to fear of real or perceived negative consequences in other aspects of the student-professor relationship. The *ACA 2014 Code of Ethics* addresses research and publication in Section G. Researchers who invite students or supervisees to participate must clarify that participation in research (or not) will not affect any other professional relationship (e.g., supervisory or academic) (Standard G.2.b.). Issues of authorship and publication are itemized in standards G.5.d. through G.5.f., specifically how credit must be given to those who significantly contributed to research and publications, as well as the ways in which authors should be listed in terms of their contribution (American Counseling Association, 2014).

Multiple relationships between students. Scarborough, Bernard, and Morse (2006), focusing specifically on multiple relationships and boundary issues between doctoral and

masters' students, reinforced the reality that doctoral students participate in multiple roles, especially with students. They discussed the effect of the power differential that can easily turn seemingly harmless multiple relationships into destructive affiliations (Scarborough et al., 2006). Oberlander and Barnett (2005) examined the ethical concerns arising from multiple relationships between graduate assistants and students. The authors reported that graduate teaching assistants and graduate research assistants receive almost no supervision and training regarding their assignments, and that many participate in unethical behaviors (Oberlander & Barnett, 2005). Graduate assistants are reportedly very likely to participate in multiple roles and engage in multiple relationships, which may consist of multiple levels of one or several roles. According to Oberlander and Barnett (2005), the multiple roles and relationships of graduate assistants can often conflict, which presents ethical dilemmas for the student. Graduate assistants can have similar responsibilities to faculty members who participate in multiple roles and relationships. Although there are no clear prevalence rates for undergraduate-graduate student sexual relationships (nonconsensual and consensual), Oberlander and Barnett (2005) reported a large number of graduate assistants who engaged in "definitely unethical" behavior with other students. They provided strategies specifically for graduate assistants that are comparable to ethical decision-making guides previously suggested in the literature for faculty members, especially in terms of prompting graduate assistants to consider the power they have over other students (Biaggio, et al., 1997; Blevins-Knabe, 1992; Kitchener, 1988).

Ieva, Ohrt, Swank, and Young (2009) examined the impact of experiential groups on master students' counselor and personal development through a qualitative approach. Doctoral students facilitated an experiential personal growth group of 15 master's students, which was separate from their group counseling class. The goal of the study was to learn how students make

meaning of their personal growth development and how they observed the experience of being a group member. Important implications from the study related to the participants' emphasis on having non-faculty facilitators of the group who also served as instructors for the group course. Ieva et al. (2009) stated:

The majority of the participants reported that they would not feel comfortable having a facilitator who they may have as a future instructor, indicating that they may have been more apprehensive about self-exploration and feedback exchange with the group.

Ieva et al. (2009) related this finding to the work of Davenport (2004) that discussed the debate in the literature regarding this topic.

Models for ethical management of multiple relationships between faculty and students.

Frameworks have been proposed for professors on how to manage multiple roles. Blevins-Knabe (1992) noted the importance of assessing the potential risks of dual relationships between professors and students, and suggested that the faculty member's role, characteristics of the scenario, and characteristics of the student must be taken into consideration. Teaching is the first component of the professor's role, and is one of the most complicated, especially in terms of modeling appropriate ethical behavior for students. Because it is the duty of the professor to treat students in an ethical manner, the concept of trustworthiness is vital to consider. Blevins-Knabe (1992) noted the confidences students often share with professors, assumedly due to the level of trust students place in their professors to receive the information without exploiting them. Objectivity and equal evaluation of students is the second role of the professor. Blevins-Knabe (1992) stated that what professors do for one student, such as providing extra tutoring sessions or lecture notes, they must do for other students. Lastly, Blevins-Knabe (1992) identified the inherent power differential as the third and final aspect of the professor's role,

which she asserted is derived from the professor's authority in the subject matter and ability to evaluate the student.

Characteristics of students such as age and gender are factors that may contribute to the formation of dual relationships (Blevins-Knabe, 1992). For example, a student closer in age to a professor may have shared interests, whereas a younger student may put an older professor on a pedestal due to the age difference (Schneider, 1987, as cited in Blevins-Knabe, 1992). The student's gender may be a factor if a professor attempts to initiate a romantic-sexual relationship with a student. Blevins-Knabe (1992) noted that differences may exist depending on whether the student is an undergraduate or graduate student who may have increased opportunities for contact with professors outside of the classroom, resulting in a dual relationship. Lastly, Blevins-Knabe (1992) noted the influence of a student's physical appearance on a professor engaging in a dual relationship because of the positive correlation between attractiveness and liking.

Characteristics of a setting or situation should also be considered, in addition to the professor's role and student characteristics (Blevins-Knabe, 1992). For example, Blevins-Knabe recognized the level of intimacy present in the context of a situation, and defined "intimacy" as "access to personal information that is available to one or both parties either prior to the dual relationship or because of it" (p. 153). The degree of contact in a professional role is another situational aspect to consider. Specifically, the continuum of contact may range from a student's enrollment in a course that the professor-in-question is not teaching, to the frequent contact that occurs in supervision of a graduate student or working with a graduate assistant (Blevins-Knabe, 1992). Blevins-Knabe presented seven questions for professors to consider when determining if

their teaching role (e.g., the primary relationship between professor and student) is at risk of being compromised in a dual relationship:

1. What is the student in the dual relationship learning?
2. What are the other students learning?
3. Does the student involved have a choice?
4. Do all students have the same opportunity for access to a professor's attention?
5. Is there actual or perceived loss of objectivity?
6. Are future evaluation decisions influenced?
7. What are the consequences for other faculty? (p.154).

Blevins-Knabe (1992) suggested that the ethical risks of a dual relationship may be evaluated utilizing these criteria: (a) Is the professor's role negatively compromised by the additional relationship? (b) Is the student being exploited (or at risk of exploitation) by the faculty member? (c) Does participating in the second relationship put the professor at further risk for exploitation, such as keeping the relationship secret and the student having more access to the faculty member than other students? (d) Will the professional roles of other faculty members be affected by the one professor's actions (i.e., have professional boundaries been so far breached that another faculty member must step in)? Blevins-Knabe (1992) implied that one should analyze the influences of power and responsibility of the professor who instigated the relationship, along with the autonomy of the student to choose whether or not to participate in the relationship. Next, Blevins-Knabe (1992) identified two key themes that stem from the aforementioned criteria: due to the professional aspect of the professorial role, faculty behavior should be scrutinized using guidelines provided by a governing body; and whether or not engaging in the dual relationship will compromise the professor's integrity should be assessed.

The second theme alludes to the concept of virtue ethics, which prompts professors to contemplate the type of person they want to be (Jordan & Meara, 1990, as cited in Blevins-Knabe, 1992).

Biaggio, Paget, and Chenoweth (1997) examined the types of multiple relationships between faculty and students, and made recommendations for navigating the relationships in an ethical manner. The authors acknowledged the power and responsibility of the faculty member's role when choosing to engage in multiple relationships with students. Because overlapping dual relationships occur on a continuum, Biaggio et al. (1997) discussed the necessity of adhering to an ethical decision-making framework to evaluate the types of relationships. They suggested that three conditions must be met: educational standards are maintained; educational experiences are provided for the student; and exploitative practices are absent. Biaggio et al. (1997) stated the final condition must be present in order to define a relationship as ethical, as the focus is on the combined responsibility of the educator, the responsibility to students, and the absence of harmful practices. Thus, when the conditions are met, there is potential for a positive long-term modeling effect on students. When faculty and students have continuous and open conversations about the nature of dual relationships, a healthy climate for ethical relationships is fostered and demonstrates to students the importance of utilizing ethical decision-making models in everyday "gray" areas (Biaggio, Paget, & Chenoweth, 1997).

Welfare and Sackett (2011) utilized the ethics codes for guidance regarding how to navigate authorship for publications. Confusion arises when different codes have different guidelines for evaluating authorship. Welfare and Sackett (2011) explored three research questions: "when and how is authorship determined in student-faculty collaborative research;" "how comfortable are doctoral students and faculty with various parts of the authorship

determination process;” and “are there differences in counselor’ and non-counselors’ levels of comfort with the process of deciding authorship?” The results further highlighted the need for a unified decision-making model regarding student-faculty collaborative research. Bowman and Hatley (1995) contended dual relationships between faculty and students are best judged by considering the individual behaviors of the professor and student and how they affect the relationship in question.

Summary of the Literature. Researchers who have investigated multiple relationships in counselor education have noted the failure of some programs to emphasize the importance of creating and maintaining boundaries, or even to provide students with information on what constitutes an acceptable relationship and how to handle boundary violations (Barnett, 2008; Bowman & Hatley, 1995; Holmes et al., 1999; Kolbert et al.; Scarborough et al., 2006). This lack of training is especially problematic considering that many counselor educators believe multiple relationships are essential to the growth and development of future counselor educators (Barnett, 2008; Biaggio et al., 1997; Blevins-Knabe, 1992; Bowman & Hatley, 1995; Holmes et al., 1999; Kolbert et al., 2002; Oberlander & Barnett, 2005; Remley & Herlihy, 2001; Scarborough et al., 2006; Welfare & Sackett, 2011). Furthermore, multiple relationships involving mentorship were consistently described as important to doctoral student success and professional development (Barnett, 2008; Bowman & Hatley, 1995, Holmes et al., 1999, Protivnak & Foss, 2009).

Over time, the pendulum seems to have swung from concentrating on prohibiting multiple relationships between faculty and students and warning of the risks, to educating students on the existence of potential boundary issues, including differences between boundary crossings and boundary violations. How multiple relationships are managed by faculty in

doctoral programs has a modeling effect on the doctoral students who are the future generation of counselor educators. Blevins-Knabe (1992) noted that individuals who participated as students in multiple relationships later participated in multiple relationships as professors with their own students.

The goal of this proposed study was to understand the experiences of counselor education doctoral students who participated in multiple relationships while enrolled in their training programs. A literature review did not reveal any studies that have specifically explored the perceptions and experiences of counselor education doctoral students who have participated in multiple roles and relationships. Several studies supported the need for more research regarding student perspectives and their participation in multiple relationships (Bowman & Hatley, 1995; Schwab & Neukrug, 1994). Holmes et al. (1999) supported the development and use of ethical frameworks to assist faculty in making decisions regarding dual relationships with students; the authors also suggested the need to understand student experiences of engaging in these relationships. For faculty to be fully informed about dual relationships with students, and to be aware of the continuum on which behaviors range, from harmful and exploitative (e.g., sexual relationships) to potentially beneficial (e.g., co-authoring a nationally published article), comprehensive information on students' experiences must be gathered and assessed (Biaggio et al., 1997; Blevins-Knabe, 1992; Bowman & Hatley, 1995; Holmes et al., 1999; Kolbert et al., 2002; Schwab & Neukrug, 1994; Sullivan & Ogloff, 1998).

The literature on multiple relationships in counselor education has not examined the qualitative lived experiences of counselor education doctoral students. Although the vast majority of research presented in this review of literature identified the power imbalance inherent in all dual relationships, whether counselor-client or faculty-student, and despite suggestions that

future researchers explore student experiences of dual relationships, there remains a void in the research. Thus, I plan to explore the lived experiences of counselor education doctoral students who participated in multiple roles and relationships in their program to understand how they made meaning from their experiences.

I chose a qualitative method to explore this phenomenon, in part due to suggestions from previous researchers (Biaggio et al., 1997; Kolbert et al., 2002; Schwab & Neukrug, 1994), including those who received unsolicited complaints about the forced nature of providing ethical/unethical ratings without room to explain the reasoning for the ratings (Bowman & Hatley, 1995). A qualitative approach generated rich narrative data that illuminated the experiences of counselor education doctoral students who participated in multiple relationships.

Summary

In this chapter a review of the literature on dual relationships and multiple relationships was presented. A brief history of dual and multiple relationships between counselors and clients was offered, including definitions and reasons for scrutiny regarding boundaries and ethical codes. Multiple relationships were identified and analyzed within the context of counselor education programs, and specifically between faculty and students. The literature review provided a rationale for the proposed study. The next chapter presents the methodology that was used to collect and analyze the data.

CHAPTER THREE

METHODOLOGY

Introduction

In this chapter, the purpose of the study is reiterated and the rationale for qualitative methodology is discussed. Additionally, sections on the following are included: general research questions, participants, role of the researcher, interview protocol, ethical considerations, and assumptions. Also, the data collection, data analysis, and data reduction strategies are described in detail. Lastly, explanations of how I established trustworthiness, credibility, dependability, transferability, and confirmability are provided.

Purpose of the Study

The purpose of this proposed phenomenological study was to explore the lived experiences of counselor education doctoral students who participated in multiple roles and relationships. A review of the literature demonstrated a dearth of information regarding counselor education doctoral students' experiences with participating in multiple roles and relationships and potential boundary issues that result from these roles and relationships.

Research Questions

The central research question was: "How do counselor education doctoral students experience the phenomenon of multiple roles and relationships?" I was specifically interested in the multiple relationships related to their roles within their doctoral program, as opposed to multiple relationships in which they participated outside of their doctoral studies. I explored the data through the lenses of the themes of

influence, issues, and choice, via the following research questions: (a) what kind of choices do doctoral students make when participating in multiple roles and relationships? (b) do boundary issues emerge as a result of participation in multiple roles and relationships? (c) do students react differently to experiences that stem from multiple roles and relationships depending on whether the role was assigned or willingly chosen?

Rationale for Phenomenological Method

Qualitative research involves the collection of rich narrative data to gain insight into a particular population and/or topic of interest (Gay, Mills, & Airasian, 2009). A primary goal of the qualitative researcher is to understand a lived experience or phenomenon with the intent of applying inferences to a larger population. Depending on the researcher's topic and population of interest, the design of the study may be rooted in one of five qualitative methods: phenomenological, narrative, grounded theory, ethnography, or case study (Creswell, 2007).

The phenomenological qualitative research method was suitable to address current counselor education doctoral students' experiences of multiple roles and relationships, as the goal was to understand the shared experience of this particular group. A foundational question of phenomenology is "what is the meaning, structure, and essence of the lived experience of this phenomenon for this person or group of people?" (Patton, 2002, p. 104). Phenomenology is classified as the study of the experiences of an individual or a group of individuals (Smith, Flowers, & Larkin; 2009). Creswell (2007) described a phenomenological study as one that explores the meaning for individuals of the lived experiences of a concept or phenomenon. More specifically, a *phenomenon* is defined as "an 'object' of human experience" (Van Manen, 1990, p. 163), and can be

anything ranging from an emotion, a relationship, job, organization, to our culture (Patton, 2002). Phenomenological inquiry aims to explore and understand how a person makes meaning of an experience within his or her lived world. Utilizing a phenomenological approach to inquiry requires the researcher to develop focused in-depth interview questions that prompt participants to explore the experienced phenomenon in terms of how they: describe it, feel about it, remember it, perceive it, judge it, make sense of it, and discuss it with others (Patton, 2002).

Gathering the “whats” and “hows” of the individual’s experiences is critical to the phenomenological research approach in order to narrow down the experiences of many into a combined description of the nature of the phenomenon (Creswell, 2007). This qualitative phenomenological study sought to explore doctoral students’ experiences with engaging in multiple relationships while enrolled in counselor education programs. I valued IPA’s inductive method of inquiry and focused on exploring the rich, detailed experiences of a small number of participants (Smith et al., 2009).

Interpretive Phenomenological Analysis

The phenomenological qualitative approach to inquiry offers a variety of data collection methods, including observations, interviews, utilizing documents (e.g., examining records), and focus groups (Creswell, 2007; Gay et al., 2009). Interpretive Phenomenological Analysis (IPA) was utilized as the framework for data collection and analysis. IPA is defined as “a qualitative approach committed to the examination of how people make sense of their major life experiences” (Smith, Flowers, & Larkin, 2009, p. 1). Researchers who utilize IPA desire to learn about a person’s lived experience(s) and the meaning that the person attributes to an experience in order to make sense of it.

Smith, Flowers, and Larkin (2009) purported that IPA is idiographic in nature, meaning it seeks to explore and emphasize the importance of delving into the details. When examining details of a small, homogenous group of individuals sharing the same experience, generalizability to a larger group is unlikely, which is not an overall goal of the analytical approach (Smith et al., 2009). IPA utilizes a double-hermeneutic process, referring to the process of the researcher gathering the first-order information (i.e., rich details describing the significant experience) of the interviewee, and the second-order “processing” of the researcher as he or she attempts to make sense of the details (Smith et al., 2009). I chose to use IPA for its phenomenological theoretical underpinnings, as well as its systematic, detail-oriented analysis that provided a thorough map for me as a novice qualitative researcher. I wanted to learn how doctoral students experienced and made meaning out of their participation in multiple roles and relationships.

Role of the Researcher

The researcher is a vital part of the qualitative research process because the researcher collects the data firsthand, as well as participates in what IPA calls the “double-hermeneutic process” when analyzing the data (Smith et al., 2009). I have a personal interest in the topic of inquiry, as I am currently enrolled in a CACREP-accredited counselor education program as a doctoral student. During my three years of enrollment in the program I participated in various roles including graduate assistant, teaching assistant, research assistant, and supervisor of master’s level students enrolled in the program. Additionally, I participated in research projects and presentations with faculty members and students, and had some co-authoring opportunities. As I progressed in the program and participated in more than one role, I developed new relationships with

faculty and students that both challenged and changed me for the better. I noticed that when two or more of my relationships overlapped, the potential for ethical dilemmas occurred. Combining my knowledge from the research that multiple relationships and roles are common for doctoral students in counselor education programs (Barnett, 2008; Biaggio et al., 1997; Blevins-Knabe, 1992; Bowman & Hatley, 1995; Holmes et al., 1999; Kolbert et al., 2002; Oberlander & Barnett, 2005; Remley & Herlihy, 2001; Scarborough, et al., 2006) as well as the literature that suggests that ethical dilemmas related to multiple relationships occur on a continuum ranging from harmful to beneficial (Corey et al., 2007; Gutheil & Gabbard, 1993), I wondered how other students navigated the sometimes “muddy waters.” I also observed that when one of my relationships led to an ethical quandary, it was often due to some degree of power imbalance. There were times during my positive *and* negative experiences with multiple relationships when I yearned for guidance, whether through an ethical guidebook or from the experiences of others who could offer words of wisdom. Although this study did not aim to establish a “guidebook” for navigating potential ethical dilemmas resulting from multiple roles and relationships, it *did* aim to explore the lived experiences of other doctoral students and the meaning they made from them. My hope was that the results of the study would provide further impetus for research into the effects of multiple roles and relationships between students and between faculty and students in order to promote awareness and subsequent conversations regarding ethical dilemmas within the counselor education setting.

I am concerned that doctoral student training regarding participation in multiple roles and relationships is inconsistent across counselor education programs. Without

proper education and openness from faculty to discuss potential boundary issues that emerge from multiple roles and relationships between faculty and students, doctoral students are left unprepared. These are the same doctoral students who comprise the next generation of counselor educators, who may choose to forego having conversations regarding the complexities of multiple roles and relationships with their future students as previously modeled by their professors. It is my belief that, in order to establish a cycle of ethically sound mentoring and effective counselor training programs, it is vital for professors to educate students on: (a) the continuum of multiple relationships in counselor education; (b) the potential negative and positive consequences of engaging in multiple relationships; (c) potential ethical issues that may emerge due to certain boundary crossings or violations; (d) the power differential that exists within multiple relationships; and (e) how to navigate ethical dilemmas that arise due to participation in multiple relationships.

Participants

Data were collected from current doctoral students in CACREP-accredited counselor education programs had completed at least one year of full-time enrollment in their doctoral program. Additionally, participants were required to have participated in at least two of the following roles while enrolled in their doctoral program: graduate assistant, teaching assistant, research assistant, supervisor for master's level practicum/internship students, co-author with faculty of a publication, and co-presenter with faculty at a professional conference. IPA experts suggest at least ten participants may be needed to collect data to the point of saturation (Smith et al., 2009). Ten individuals participated in this research study. I utilized random purposeful sampling, as

described in the later section on data collection procedures, and conducted in-depth interviews via videoconferencing. Creswell (2007) defined the purpose of random purposeful sampling as “[adding] credibility to the sample when the potential purposeful sample is too large” (p. 127).

Participant Demographics

Ten participants were interviewed, all of whom were counselor education doctoral students who had completed their first year in a CACREP-accredited Counselor Education program and had participated in at least two multiple roles while enrolled. Eight participants were female and two were male. Their ages ranged from 30 to 56 and their mean age was 37. Nine participants were Caucasian and one was African American. They attended nine different CACREP- accredited Counselor Education programs; two participants were from the same university and doctoral cohort.

Participants were asked to describe their current status in the program. At the time of the interviews four participants were doctoral candidates, four were completing coursework that was prerequisite to beginning their dissertations, one participant had just submitted her dissertation proposal for review, and one participant was about to take her qualifying exams. Nine participants described roles they played outside the program and connected them to their roles within their doctoral programs. Pseudonyms were assigned to all participants for confidentiality. Participant demographics are presented in Table 1.

Betty

Betty is a 42-year-old Caucasian female enrolled in her third and final year as a full-time doctoral student. She is currently working on the final stages of her dissertation as a doctoral candidate, and she plans to graduate in May 2014. At Betty’s institution,

which is located in the Rocky Mountain ACES (RMACES) region, all doctoral students are expected to complete the program, including the dissertation, in three years. The counselor education program had eight full-time faculty members at the time of Betty's interview. All incoming doctoral students in Betty's program are provided with a 20-hour per week graduate assistantship within the department. Betty's program adheres to the full-time student cohort model, and each class moves together at the same pace. There are five students in Betty's cohort, including herself. Betty has a secondary job on campus outside the department, in addition to her assistantship. During the interview Betty identified 11 roles she has played since starting her program in May 2011. These roles were: doctoral student, university supervisor, cohort member, graduate assistant, program training clinic assistant (part of her graduate assistantship), research assistant (required by program to conduct research with cohort group), advisee, teaching assistant, supervisee, university employee, and her leadership role in a national counseling-related organization.

Andrea

Andrea is a 34-year-old African American female enrolled in her tenth year as a doctoral student. Andrea is currently working on the final stages of her dissertation, and she plans to graduate in August 2014. Andrea was enrolled as a full-time student in her program for the first full year, and has been a part-time student for the past nine years. At Andrea's institution, which is located in the North Central ACES (NCACES) region, doctoral students have the option to enroll as full-time or part-time students. Andrea was unsure as to how many doctoral students are currently enrolled in her program, as all of the students with whom she started the program have graduated, and because the program

includes full-time and part-time students. The counselor education program had 11 full-time faculty members at the time of Andrea's interview. Andrea identified nine roles associated with her doctoral program that included: doctoral student, university supervisor, research assistant (required research for doc internship), advisee, teaching assistant, supervisee, doctoral candidate, doctoral intern, and doctoral peer. Additionally, Andrea identified roles outside her program that included mother, wife, and full-time employee.

Karen

Karen is a 39-year-old Caucasian female enrolled in her third year as a full-time doctoral student. Karen has one year of coursework remaining before she can begin the dissertation process, and plans to graduate in May 2016. At Karen's institution, which is located in the North Central ACES (NCACES) region, doctoral students have the option to enroll as full-time or part-time students. Karen was unsure how many doctoral students are currently enrolled in her program due to the blend of full-time and part-time students. Her program had six full-time faculty members at the time of Karen's interview. Karen identified 11 roles she has taken since she started her program in summer 2011: doctoral student, university supervisor (required only during the supervision course), co-research assistant (initially required research for emerging research project), advisee, teaching assistant (required to be taken only once, but can be taken multiple times), supervisee (only when enrolled in doc practicum/internship classes), site supervisor at a nearby school (every semester at off-campus job), co-author, co-presenter, doctoral intern, and doctoral student peer. Karen also mentioned her roles outside the program: wife, mother, and school counselor.

Dan

Dan is a 36-year-old Caucasian male enrolled in his third year as a full-time doctoral student. He has one semester remaining before he is able to start the dissertation process, and he plans to graduate in spring 2015. At Dan's institution, which is located in the North Atlantic ACES (NARACES) region, doctoral students have the option to enroll as full-time or part-time students; however, Dan commented that the program tries to adhere to a cohort model. The program had five full-time faculty members at the time of Dan's interview. Dan identified nine roles: doctoral student, graduate assistant, cohort member, doctoral student peer, university supervisor, supervisee, teaching assistant, professional counselor educator (encompasses co-presenting and co-authoring), and researcher/scholar. Dan was unsure how many doctoral students are currently enrolled in his program due to the blend of full-time and part-time students. Dan works for the program as a 20-hour per week graduate assistant, and is married with a child.

Meghan

Meghan is a 34-year-old Caucasian female enrolled in her third year as a full-time doctoral student. She is currently working on the final stages of her dissertation, and she plans to graduate within the next year. At Meghan's institution, which is located in the Southern ACES (SACES) region, all incoming doctoral students are provided with a 20-hour per week graduate assistantship. Additionally, Meghan's program adheres to the full-time student cohort model, and each class moves together at the same pace. There are eight students in Meghan's cohort, including herself. Her program has 11 full-time faculty members at the time of Meghan's interview. Meghan identified 18 roles: doctoral student, doctoral candidate, cohort member, graduate assistant, teaching assistant

(as part of graduate assistantship), research assistant (for research apprenticeship), university supervisor, doctoral intern, counselor (as part of doctoral internship), assistant to program training clinic (part of graduate assistant), agency counselor on-campus (as part of her graduate assistantship), co-presenter (with faculty and students), co-author, CSI chapter board member, advisee, research team member, and two mentorship-based roles (not named due to confidentiality concerns).

Sarah

Sarah is a 56-year-old Caucasian female enrolled in her fourth year as a full-time doctoral student. She is currently waiting to set a dissertation proposal date, and she plans to graduate in May 2014. Sarah's program is located in the Southern ACES (SACES) region, and offers a blended online and face-to-face format, with a two to four day required on-campus residency. Sarah clarified:

For example, a group course will meet for the first three weeks online, and...complete the on-campus residency for 4 days. It might be a Thursday-Sunday or a Mon-Thurs, where you meet from 9-5 each day. The remaining class time is online. Each course is different. Most are 3 days in residence.

Doctoral students at Sarah's institution have the option to enroll as full-time or part-time students. Sarah reported that her program uses the online format predominantly, and approximated that 20 doctoral students are enrolled in her unofficial cohort group. Sarah works full-time as a counselor at her private practice and is married. Her program had eight to ten full-time faculty members at the time of Sarah's interview. Sarah identified 13 roles: alumna of her university's master's program, mentee, friend of professor, professional colleague, site supervisor, doctoral student, teaching assistant, co-researcher,

member of a small community, co-worshipper with faculty at the same spiritual center, confidant, board member of a counseling organization, and executive board member of a counseling organization.

Courtney

Courtney is a 32-year-old Caucasian female enrolled in her third and final year as a full-time doctoral student. She is currently working on the final stages of her dissertation and plans to graduate in May 2014. At Courtney's institution, which is located in the Rocky Mountain ACES (RMACES) region, all doctoral students are expected to complete the program, including the dissertation, in three years. All incoming doctoral students in Courtney's program are provided with a 20-hour per week graduate assistantship within the department. Additionally, Courtney's program adheres to the full-time student cohort model, and each class moves together at the same pace. There are five students in Courtney's cohort, including herself. There were eight full-time faculty members at the time of Courtney's interview. Courtney listed 11 roles associated with her doctoral program: doc student, university supervisor, cohort member, graduate assistant, assistant with running the program training clinic (part of her graduate assistantship), research assistant (required by program to conduct research with cohort group), advisee, teaching assistant, supervisee, university employee (at a location separate from her program), and her leadership role in a national counseling-related organization. Courtney also mentioned additional outside roles as a co-researcher and mentee of one of her master's program professors.

Alex

Alex is a 32-year-old Caucasian male enrolled in his second year as a full-time

doctoral student. He is currently finishing his coursework, which his program requires before he can start on his dissertation. He anticipates graduating in May 2015. At Alex's institution, which is located in the North Central ACES (NCACES) region, doctoral students have the option to enroll as full-time or part-time students. Alex was unsure how many doctoral students are currently enrolled in his program due to the blend of full-time and part-time students. The program had six full-time faculty members at the time of Alex's interview. Alex listed ten roles associated with his doctoral program: doctoral student, advisee, graduate teaching assistant, instructor (primary instructor for a university course), teaching assistant, university supervisor, supervisee, group leader for master's group process class, advocate, and colleague/peer. Alex works for the program as a 20-hour per week graduate teaching assistant, and is married.

Jennifer

Jennifer is a 35-year-old Caucasian female enrolled in her fifth and final year as a full-time doctoral student. She has completed her coursework and her portfolio project, and is about to take her qualifying exams. Jennifer's institution is located in the Southern ACES (SACES) region. Her program adheres to the full-time student cohort model, and each class moves together at the same pace. All incoming doctoral students in Jennifer's program are provided with a 20-hour per week graduate assistantship on campus, although funding is not always guaranteed from year-to-year. Jennifer was unsure how many students were in her cohort, but approximated that 40-45 doctoral students are enrolled in the program. The program had 12 full-time faculty members at the time of Jennifer's interview. Jennifer reported participating in 15 roles: doctoral student, university supervisor, supervisee, research participant, co-author (grants, professional

papers), undergraduate instructor, teaching assistant, guest lecturer, assistant director of a community counseling clinic associated with the program, leadership role in CSI chapter, counselor (part of doctoral internship), award group team member, and two mentorship-based roles (not named due to confidentiality concerns). Jennifer reported she is married.

Elizabeth

Elizabeth is a 30-year-old Caucasian female enrolled in her second year as a full-time doctoral student. She is still completing her coursework and will not start her dissertation process for another year. At Elizabeth’s institution, which is located in the North Atlantic ACES (NCACES) region, doctoral students have the option to enroll as full-time or part-time students. All incoming doctoral students in Elizabeth’s program are provided with a 20-hour per week graduate assistantship on campus, though funding is not always guaranteed from year-to-year. Elizabeth started her program with two other students who both dropped out within the first year. Elizabeth anticipates graduating in Fall 2015. Elizabeth reported she is married with a child. Her program had ten full-time faculty members at the time of Andrea’s interview. Elizabeth identified 14 roles: doctoral student, graduate associate, CACREP assistant (after graduate associate role ended), teaching assistant, leadership position in CSI chapter, university supervisor, advisee, supervisee, mentee of professor, doctoral intern/practicum student, friend with professor, co-researcher, co-presenter, and co-author. Elizabeth reported she is married with a child.

Table 1

Participant Demographics

Name	Betty	Andrea	Karen	Dan	Meghan
Age	42	34	39	36	34
Gender	Female	Female	Female	Male	Female
Race	Caucasian	African	Caucasian	Caucasian	Caucasian

		American			
Region of ACES	RMACES	NCACES	NCACES	NARACES	SACES
Type of Program*	Cohort, FT required	FT/PT options	FT/PT options	FT/PT options	Cohort, FT required
# of Core Faculty**	8	11	6	5	11
Year Started Program	May 2011	2004	Sum 2011	Fall 2011	Fall 2011
Current Status in Program	3 rd year, Doctoral Candidate	10 th year, Doctoral Candidate	3 rd year, final year of coursework	3 rd year, one semester left before dissertation	3 rd year, Doctoral Candidate
Anticipated Graduation	Spring 2014	Summer 2014	Spring 2016	Spring 2015	Spring or Fall 2014
# of Identified Roles***	11	9	11	9	18

Name	Sarah	Courtney	Alex	Jennifer	Elizabeth
Age	56	32	32	35	30
Gender	Female	Female	Male	Female	Female
Race	Caucasian	Caucasian	Caucasian	Caucasian	Caucasian
Region of ACES	SACES	RMACES	NCACES	SACES	NCACES
Type of Program*	FT/PT option, Blended online and face-to-face format	Cohort, FT required	FT/PT options	Cohort, FT required	FT/PT options
# of Core Faculty**	8-10	8	6	12	10
Year Started Program	Fall 2010	Fall 2010	Fall 2012	Summer 2009	Fall 2012
Current Status in Program	4 th year, submitted dissertation proposal	3 rd year, Doctoral Candidate	2 nd year, Finishing coursework	5 th year, About to take qualifying exams	2 nd year, Finishing coursework
Anticipated Graduation	Spring 2014	Spring 2014	Spring 2015	Summer 2014	Fall 2015
# of Identified Roles***	13	11	10	15	14

*Denotes if programs required students to be full-time, offered both full-time and part-time options, strictly followed a cohort model (e.g., “Cohort required”).

**Participants were asked to approximate faculty numbers, which were later confirmed by checking program websites.

***Number of identified roles that are program-related. Does not include “outside roles” (e.g., mother, father, etc.).

Participants in this study identified thirty-two types of roles and relationships.

The different roles attributed to each participant are depicted in Table 2.

Table 2

Roles and Relationships Identified by Participants

Betty (11)	Andrea (9)	Karen (11)	Dan (9)	Meghan (18)
<i>Doctoral student</i>	<i>Doctoral student</i>	<i>Doctoral student</i>	<i>Doctoral student</i>	<i>Doctoral student</i>
<i>University supervisor</i>	<i>University supervisor</i>	<i>University supervisor</i>	<i>Graduate assistant</i>	<i>Doctoral candidate</i>
<i>Cohort member</i>	<i>Research assistant</i>	<i>Co-research assistant</i>	<i>Cohort member</i>	<i>Cohort member</i>
<i>Graduate assistant</i>	<i>Advisee</i>	<i>Advisee</i>	<i>Doctoral peer</i>	<i>Graduate assistant</i>
<i>Program training clinic assistant</i>	<i>Teaching assistant</i>	<i>Teaching assistant</i>	<i>University supervisor</i>	<i>Teaching assistant</i>
<i>Research assistant</i>	<i>Supervisee</i>	<i>Supervisee</i>	<i>Supervisee</i>	<i>Research assistant</i>
<i>Advisee</i>	<i>Doctoral candidate</i>	<i>Site supervisor</i>	<i>Teaching assistant</i>	<i>University supervisor</i>
<i>Teaching assistant</i>	<i>Doctoral intern</i>	<i>Co-author</i>	<i>Professional counselor educator (encompasses research and writing)</i>	<i>Doctoral intern</i>
<i>Supervisee</i>	<i>Doctoral peer</i>	<i>Co-presenter</i>	<i>Researcher/scholar</i>	<i>Counselor (as part of doctoral internship)</i>
<i>University employee</i>		<i>Doctoral intern</i>		<i>Assistant to program training clinic</i>
<i>Leadership role in a national counseling-related organization</i>		<i>Doctoral peer</i>		<i>Agency counselor on-campus (as part of her graduate assistantship),</i>
				<i>Co-author</i>
				<i>CSI chapter board member</i>
				<i>Advisee</i>

				<i>Research team member</i>
				<i>Two mentorship-based roles</i>

Sarah (13)	Courtney (11)	Alex (10)	Jennifer (15)	Elizabeth (14)
<i>Alumna</i>	<i>Doctoral student</i>	<i>Doctoral student</i>	<i>Doctoral student</i>	<i>Doctoral student</i>
<i>Mentee</i>	<i>University supervisor</i>	<i>Advisee</i>	<i>University supervisor</i>	<i>Graduate associate</i>
<i>Friend of professor</i>	<i>Cohort member</i>	<i>Graduate teaching assistant</i>	<i>Supervisee</i>	<i>CACREP assistant</i>
<i>Professional colleague</i>	<i>Graduate assistant</i>	<i>Instructor (primary instructor for a university course)</i>	<i>Research participant</i>	<i>Teaching assistant</i>
<i>Site supervisor</i>	<i>Assistant with running the program training clinic</i>	<i>Teaching assistant</i>	<i>Co-author</i>	<i>Leadership position in CSI chapter</i>
<i>Doctoral student</i>	<i>Research assistant</i>	<i>University supervisor</i>	<i>Undergraduate instructor</i>	<i>University supervisor</i>
<i>Teaching assistant</i>	<i>Advisee</i>	<i>Supervisee</i>	<i>Teaching assistant</i>	<i>Advisee</i>
<i>Co-researcher</i>	<i>Teaching assistant</i>	<i>Group leader for master's group process class</i>	<i>Guest lecturer</i>	<i>Supervisee</i>
<i>Member of a small community</i>	<i>Supervisee</i>	<i>Advocate</i>	<i>Assistant director of a community counseling clinic associated with the program</i>	<i>Mentee of professor</i>
<i>Co-worshipper with faculty at the same spiritual center</i>	<i>University employee (at a location separate from her program)</i>	<i>Colleague/peer (in regards to faculty)</i>	<i>Leadership role in CSI chapter</i>	<i>Doctoral intern/practicum student</i>
<i>Confidant</i>	<i>Leadership role in a national counseling-</i>		<i>Counselor (part of doctoral internship)</i>	<i>Friend with professor</i>

	<i>related organization</i>			
<i>Board member of a counseling organization</i>			<i>Award group team member</i>	<i>Co-researcher</i>
<i>Executive board member of a counseling organization</i>			<i>Two mentorship-based roles</i>	<i>Co-presenter</i>
				<i>Co-author</i>

Interview Protocol

Interviews can be structured, unstructured, semi-structured, or a mixture, and are often used to gather data that cannot directly be acquired via direct observation by the researcher (Gay et al., 2009; Russell & Gery, 2010). Semi-structured interviews and an interview protocol were utilized during each interview to ensure consistency across participant interactions (Creswell, 2007; Smith et al., 2009). Semi-structured interviews consist of researchers asking participants a set of similar questions and allow flexibility for the researcher to modify questions and the order of topics to be addressed in the interview (Russell & Gery, 2010). The semi-structured interview process allowed me to use an interview guide that included a list of questions and topics I wanted to address, as well as a list of probes to elicit richer descriptions from participants (e.g., “Tell me more about that”). The interview questions for this study were guided by one grand-tour research question, and further sub-questions that aimed at understanding: (a) what the participants experienced in terms of the phenomenon, and (b) what contexts or situations influenced or affected their experiences of the phenomenon (Creswell, 2007). Depending on the nature of the study and research topic, interviews vary in length of time and whether single or multiple sessions are held with each participant (Gay et al., 2009).

Although my goal was to provide sufficient time and space for interviewees to fully answer each question, I was mindful of the amount of time dedicated to each interview. Prior to conducting the interview, I asked participants to allot at least an hour and a half for completion of the interview. Participants were subsequently reminded of the time commitment in the informed consent document. The length of interviews ranged from approximately 45 minutes to almost 2 hours.

Internet as a Data Collection Medium

A review of qualitative research conducted over the recent decade indicates increased use of technological media to collect data through the Internet (Beck, 2005; Davis, et al., 2004; van Eeden-Moorefield, Proulx, & Pasley, 2008). E-mail questionnaires, online chat rooms and focus groups, and videoconferencing are utilized by researchers to provide “space” for participants to share their experiences related to the proposed research topic (Beck, 2005; Kenny, 2004; Schneider et al., 2002; Sedgwick & Spiers, 2009; van Eeden-Moorefield et al., 2008). In the following sub-sections, I describe types of Internet media that I used for the data collection process and discuss the advantages and disadvantages.

Videoconferencing. Audiovisual and Internet technologies are becoming widely used resources by researchers for data collection and analysis purposes, and have significant effects on the interviewer-interviewee relationship (Dicicco-Bloom & Crabtree, 2006; Richardson et al., 2009; Sedgwick & Spiers, 2009). According to Segwick and Spiers (2009), “in studies where participants are geographically dispersed over large areas, videoconferencing technology that includes a variety of telecommunication systems that transmit voice, pictures, and data over telephone and/or

Internet connections might be an appropriate medium for conducting in-depth qualitative interviews” (p. 3). Videoconferencing technologies have been used in education, research, and health care, and frequently are cited as cost-saving strategies for interviewing applicants for potential employment (Beck, 2005; Diccico-Bloom & Crabtree, 2006; Richardson, Frueh, Grubaugh, Egede, & Elhai, 2009; Sedgwick & Spiers, 2009; Winzenburg, 2012). Sedgwick and Spiers (2009) examined the use of videoconferencing as a medium to conduct qualitative interviews with nursing students who were geographically dispersed during their rural, hospital-based preceptorship. Sedgwick and Spiers (2009) concluded that, while some disadvantages exist, overall videoconferencing was a valuable medium to conduct in-depth interviews with geographically dispersed participants due to reduced costs and the general similarities to face-to-face, in-person interviews.

Considering the evidence in the literature regarding videoconferencing as a valid means for conducting qualitative interviews, I believe videoconferencing was a cost-effective and appropriate medium to use for my data collection. Richardson et al. (2009) discussed the pertinent ethical and legal issues involved with videoconferencing. They suggested that researchers utilizing videoconferencing consider the issue of informed consent, especially with respect to recording the videoconference. Additionally, researchers using videoconferencing need to decide in advance how the recorded session will be used and stored for data analysis (Richardson et al., 2009). The issues of informed consent, recording, and storing of interview sessions will be discussed in the upcoming sections.

Ethical Considerations

Confidentiality of the participants was of the utmost importance; thus, interviewees were provided with an overview of their rights as participants prior to engaging in the interview process. Each participant was provided with a verbal and written (e.g., electronically sent) informed consent that delineated the purpose of the study, participation criteria, significance of the study, potential psychological risks (if any), and confidentiality. Additionally, participants were given the option to withdraw from the study at any point in time. Participants were given the option to contact me prior to engaging in the interview process with any questions or concerns. Participants were informed that the interviews would be recorded, but their consent was required prior to taping. Pseudonyms were assigned to each participant to ensure confidentiality. Additionally, programs were identified with minimal descriptive characteristics, such as location of program in an ACES region, number of faculty, and student enrollment options (e.g., cohort model, full-time or part-time student enrollment options). Basic demographic information for participants is provided in Table 1.

Data Collection Procedures

Prior to initiating the data collection process, permission was obtained from the University of New Orleans' Institutional Review Board (IRB). Participants were recruited via listservs connected to the American Counseling Association, including COUNSGRADS and CESNET. As part of the screening process, the invitation for participation in the study clarified that persons must meet certain criteria and must have access to videoconferencing programs (e.g., Skype, Google Hangout, or Face Time). After receiving communication from interested potential participants, I ensured that the persons met the criteria for participation.

After locating ten participants, I conducted introductory interviews via videoconferencing programs in order to check both parties' use of the software. To control for technological difficulties, I used a back-up recording device during each interview. I began each interview by explaining the purpose of the study, the informed consent process, and confidentiality. Participants were given time to ask questions prior to consenting to participate, as well as throughout the interview process. To limit biases in the data analysis and interpretations, I disclosed my connection and interest in the research problem to participants during the initial screening process. After participants agreed to the terms of the study and gave consent to participate, I asked interview questions that are located in Appendix A. The final interview question allowed participants to provide feedback regarding their interview experience. At the conclusion of the interview I saved only the audio recordings on my computer's password protected hard-drive.

I transcribed the interviews without the help of a hired transcriptionist, to fully immerse myself in the richness of the raw data. After each interview transcript was completed, I sent a copy to the participant for review. This "member checking" process allowed participants to provide feedback regarding their interpreted answers, as well as revisit previously asked questions and expound on any responses. Furthermore, participants used this follow-up process to make changes to their transcript, which included requests to omit any potentially recognizable individual, professor, student, or program characteristics. Participants were encouraged to contact me with any follow-up questions and concerns.

Data Analysis

IPA's data analysis process includes six systematic steps (Smith et al., 2009). Step one required me to read and re-read each written interview transcript with the participant as the main focus of analysis. During this step I recorded my thoughts and feelings regarding the content and process of the interview—and any additional thoughts that emerged during this step (Smith et al., 2009). I continued to look for patterns when the topic shifted from general to specific as I re-read each transcript.

In step two, which was the most detailed and time-consuming, I examined the semantics of the interview. As suggested by the literature, I identified certain ways in which participants discussed, understood, and described an issue, despite the lack of rules for what I should comment on (Smith et al., 2009). The goal of this step was to develop a detailed set of notes on the data (e.g., each separate interview transcript), through a phenomenological focus lens. In other words, I noted things that mattered to participants, as well as the meaning of those things for the participants. I used techniques such as examining the participants' diction and identifying abstract concepts to consider the context of the participants' lived worlds. Step two was further broken into three types of labeling processes: descriptive comments, linguistic comments, and conceptual comments (Smith et al., 2009). I noted descriptive comments that comprised the detailed content of what the participant said, such as key words, phrases, and explanations, and did so at face value. I also noted the objects that structured the participant's experiences and thoughts. Next, I noted linguistic comments that reflected the ways in which meaning and content were conveyed by the participant. During this phase I attended to "pronoun use, pauses, laughter, functional aspects of language, repetition, tone, degree of fluency...and metaphors" (Smith et al., 2009, p. 88). Lastly, I observed conceptual

comments in the transcript, which were interpretative and took a questioning form. According to Smith et al. (2009), “conceptual annotation is often not about finding answers or pinning down understandings; it is about the opening up of a range of provisional meanings” (p. 89).

In step three I searched for emergent themes. Smith et al. (2009) describe this process as “the task of managing the data changes as [the researcher] simultaneously attempts to reduce the volume of detail (the transcript and the initial notes) whilst maintaining complexity, in terms of mapping the interrelationships, connections and patterns between exploratory notes” (p. 89). During this stage I organized and examined the data in narrative chunks.

Step four consisted of searching for connections across emergent themes. During this stage I dropped some of the initial emergent themes that did not pertain to the guiding research question and scope of inquiry (Smith et al., 2009). Following Smith et al.’s (2009) suggestion, I placed all themes in chronological order and subsequently organized them into clusters of related themes, also known as the process of pile sorting (i.e., writing themes on pieces of paper and organizing them in terms of connectivity).

In step five, I repeated steps one through four with each additional transcript. During this step Smith et al. (2009) cautioned against being influenced by previous findings with earlier transcripts. I was mindful of potential bias, and avoided searching for new emergent themes in previously analyzed participant data. During step six I looked for patterns across cases. During this step I configured a table or chart to organize the thematic content in order to look for interactions among various themes. At that point I chose to re-label themes in order to better address the content (Smith et al., 2009). The

final step of the data analysis process consisted of taking large rich quotes from each participant transcript and placing them in the narrative in order to demonstrate the connection of themes across the interviews.

Establishing Trustworthiness

Yardley (2000) identified four standards used to determine the quality of qualitative research: sensitivity to context, commitment and rigor, transparency and coherence, and impact and importance. Sensitivity to context is established through the researcher's appreciation of the data, demonstrated through his or her interview style with participants in partnership with insight into the topic of inquiry. Additionally, sensitivity to context is connected to the data analysis process; the researcher must be diligent in tracking the participant's making meaning of the experience (Yardley, 2000).

Commitment and rigor are demonstrated via the researcher's dedication to the participant, taking care to build rapport and establish a comfortable setting for the interview process.

Rigor is a vital component as the researcher aims for thoroughness, not only in terms of developing the interview questions, but also during the analysis of the data. Yardley's (2000) concept of transparency referred to the researcher's write-up of the data, including the potential use of a table to visually display the data. Coherence denotes that the reader can clearly follow the steps of the study, as well as the data analysis process.

Furthermore, it was imperative for me to track (and possibly challenge) my identification and development of themes derived from the data. Drafting and re-writing are key components to develop a coherent final write-up (Yardley, 2000). Impact and importance refers to whether or not the study informs the reader of important findings that make the results vital to the greater body of literature on the topic.

In reference to seeking validity in qualitative research, Lincoln and Guba (1985) proposed, “credibility as an analog to internal validity, transferability as an analog to external validity, dependability as an analog to reliability, and confirmability as an analog to objectivity,” and determined those principles would allow the researcher to address “trustworthiness” (i.e., similar to the concept of “rigor”) (p. 76-77). Additionally, Lincoln and Guba (1986) stated that naturalistic research should be evaluated via dependability and authenticity, and emphasized the importance of triangulating data as means to explore multiple perspectives rather than settle on one “truth.”

I used three types of validation checks to triangulate and test for trustworthiness of the data. Triangulation of the data occurs when using three data confirming strategies (Shank, 2006). First, I used member checking during the post-interview follow-up to verify participants’ responses. Member checking required me to “check-in” with each participant to ensure I obtained the most accurate information, clearly understood what the participant was saying, and gave the participant an opportunity to provide additional information (Creswell, 2007). I emailed each participant a copy of her or his transcript in an attachment, along with a summary of my understanding of their responses and meanings behind them. Participants were encouraged to review the transcripts and suggest changes, and were given the option of completing the follow-up interview via email, phone, or videoconference. Some participants requested to make minimal changes to their transcripts based on confidentiality concerns.

A second triangulation method I used is peer review. I shared each transcript with a fellow counselor education doctoral student. The transcripts were previously approved by the participants, and were sent to the reviewer under their pseudonyms. The doctoral

student was trained in reading and conducting research studies in addition to writing manuscripts, and has degrees in English and counseling. After completing steps one through six of IPA, I sent copies of my categories and emerging themes for each participant to the peer reviewer and demonstrated my selection of emergent themes with supportive, rich narrative quotes. I asked my peer reviewer to analyze the transcripts in conjunction with my list of participant categories and themes, and requested her feedback on my choices. The peer reviewer and I discussed aspects of the transcripts I might have missed during my initial coding and categorizing phases. Throughout this process, the peer reviewer and I debated emerging themes for participants, and discussed potential super-ordinate themes. She appropriately questioned and challenged my chosen themes and reasons for choosing them. The peer reviewer method served as another measure to bracket my researcher bias and receive feedback on my analysis process from a peer who did not share my biases towards the topic. Because minimizing researcher bias was a primary method of establishing trustworthiness, the peer reviewer process was vital to the data analysis phase (Lincoln & Guba, 1985). IPA recommends researchers display their list of themes in a table in order to present the results in a coherent and logical form (Smith, Flowers, & Larkin, 2009). Thus, I created a table of themes that emerged across participant cases, which can be found in Chapter 4.

My final method of triangulation was an audit trail. An audit trail tracked the processes I used that led ultimately to my findings. It included an overview of transcripts, my rationale for the selection of themes, and a summary of all findings. In addition to the audit trail, I kept field notes during the interviews and a reflective journal throughout the data collection and analysis processes in an effort to be thorough and to

allow potential readers to follow the study from beginning to end. The reflective journal was a vital component for my qualitative research and validation measures, as it provided an opportunity for me to track my personal biases throughout the interview process, data analysis, and identification of themes. I would typically journal pre- and post- interviews in order to track my feelings before, during, and after the interactions with each participant. I also made notes when participants requested changes to their transcripts, especially when it related to their concerns about confidentiality. Due to my familiarity with the research topic, there was potential for me to inadvertently emphasize certain themes and de-emphasize others based on a desire to validate my experiences. The journal provided space for me to track my internal processes and explore my handling of the data before, during, and after selecting examples of emergent themes. The audit trail, copies of field notes, and journal entries are saved on my password-protected computer, and are accessible only by me.

Summary

In this chapter, the purpose of my study, research questions, and rationale for qualitative research and methodology were described. Sections on the following were included: participant profiles, role of the researcher (including bias), interview protocol, ethical considerations. Furthermore, the research method, data collection procedures and data analysis method were described in detail. Finally, the processes through which trustworthiness was established were also presented. All of the above were explained in detail as they pertain to understanding the experiences of doctoral students who have participated in multiple roles and relationships while enrolled in their doctoral program.

CHAPTER FOUR

Results

In this chapter, the findings are reported and the results of the study are presented. The interviews were conducted using Interpretative Phenomenological Analysis, an approach that focuses on the development of themes from categories that emerged from coding the data. According to Smith, Flowers, and Larkin (2009), “The essence of IPA lies in its analytic *focus*...[that] directs our analytic attention towards our participants’ attempts to make sense of their experiences” (p. 79).

The purpose of this study was to explore counselor education doctoral students’ experiences with multiple roles and relationships. Open-ended interviews were conducted with ten participants to obtain their perceptions. Each interview was transcribed verbatim and a copy was sent to each participant for a member check to ensure accuracy. All transcripts were coded into categories, the categories were clustered into themes, and the themes were cross-analyzed and clustered into super-ordinate themes. All categories, themes, and super-ordinate themes were reviewed by a peer reviewer to ensure that they were accurately interpreted. Once the peer reviewer reviewed the coded transcripts and suggestions for category and theme development, I consulted with the peer reviewer in an effort to address any concerns and to discuss my rationale for theme development. Throughout the analysis process an audit trail was maintained to document each step.

Data Analysis Procedures and Research Questions

An in-depth analysis was conducted for each participant’s interview transcript. The participants are presented in this chapter in the same chronological order in which they were interviewed. Following the steps outlined in chapter three, I completed the six-step analysis

process that first begins with reading and re-reading each interview multiple times. The first step allowed me to look for initial patterns and topics within each separate transcript. Next, I examined the semantics of each interview and identified ways that participants discussed, understood, and made meaning out of certain topics that emerged. During this second step I developed a detailed set of notes on each set of data (e.g., each separate participant transcript) and created a list of codes and emerging categories. Roles and relationships identified by each participant were coded separately and are noted in Table 1. The various ways in which participants made meaning out of their experiences were noted in the margins of the transcripts and categorized. Categories were then reduced into overarching themes for each participant's experience with multiple roles and relationships as interpreted by the researcher. Themes were labeled with appropriate descriptive titles and compared to the transcriptions to ensure accuracy of interpretation by the researcher while staying true to the messages conveyed by participants. During this step of the "double-hermeneutic process" (Smith, Flowers, & Larkin, 2009), careful attention was paid to the emphasis and frequency with which participants discussed certain topics related to multiple roles and relationships in order to ascertain the level of importance of each theme to the participants. Finally, a conclusive list of themes was developed to demonstrate which themes were most significant for each participant (as interpreted by the researcher). This interpretative process was replicated for all ten participants in this study. Once all ten thematic lists were finalized, a cross-case analysis was conducted. Emerging themes that were emphasized the most strongly by participants were labeled as the super-ordinate themes that were used to answer the research questions.

The primary research question was: How do counselor education doctoral students experience the phenomenon of multiple roles and relationships? The secondary research

questions explored the data through the lenses of the themes of influence, issues, and choice: (a) what kind of choices do doctoral students make when participating in multiple roles and relationships? (b) do boundary issues emerge as a result of participation in multiple roles and relationships? (c) do students react differently to experiences that stem from multiple roles and relationships depending on whether the role was assigned or willingly chosen?

Quotes from each participant interview were used to support the thematic development that transpired, both for the individual participants' experiences and for the overall shared experiences that were expressed as super-ordinate themes. Quotes and themes were used to support the findings presented to answer the research questions. Figure 3 illustrates the data collection and analysis process.



Figure 3. Data collection and analysis process.

Participants' Interviews

Betty

Betty is a 42-year-old Caucasian female enrolled in her third and final year as a full-time doctoral student. Betty's program provides graduate assistantships for each doctoral member in a cohort. Graduate assistant was one of the primary roles on which she focused during the interview. When discussing how her roles fit together, she described them as "ever-evolving" and "layer upon layer." Betty's program provides a doctoral handbook that delineates the roles and responsibilities of doctoral students; however, Betty felt that the information was fairly

unclear with respect to the reality of what those roles actually entail. Overall, Betty described her experience with multiple roles and relationships as “overwhelming,” and she discussed negative experiences with the power differential between her and her major professor. Betty also emphasized the importance having support, especially from doctoral students in other programs.

Emerging Categories and Themes

An interpretation of the transcripts of the interview with Betty originally resulted in 22 individual categories that emerged from the coded data. While reviewing the 22 categories, I identified connections among the categories, which I then clustered into themes. This IPA analysis process produced eight themes. I factored in the emphasis that Betty placed on each category in order to identify the themes, as well as the overarching themes that emerged when the individual categories were clustered together. Quotes were selected as evidence to support the themes interpreted from the data. A thorough review of Betty’s transcribed interview was required to select quotes that are representative of her words and the meaning behind them. In accordance with the IPA process, all themes were given a descriptive title that depicted the essence of the meaning. The eight themes were *role confusion*, *lack of knowledge on how to navigate multiple roles and relationships*, *the power differential*, *gate-keeping*, *boundary issues*, *fear of real or perceived negative consequences*, *setting boundaries*, and *finding support*.

In terms of *role confusion*, Betty said, “We have a really good handbook that’s online...and I still don’t think that our handbook is as good as it needs to be.” She went on to explain that basic roles are explained (e.g., supervisor, doctoral student expectations, teaching assistantship); however, some faculty members ignore official guidelines and responsibilities outlined in the handbook. Betty stated:

Faculty interpret that...differently...I don't understand how you interpret 30% differently...one of my favorite faculty is...like, 'Your role is to be a student, and...I get paid the big bucks...you're not going to teach the class for me...because that's not fair. That's what I get paid to do (calm, normal tone). You get paid to come and help, and to learn what works for you.'...then there's some faculty that are like, 'Welll'

Regarding *lack of knowledge on how to navigate multiple roles and relationships*, Betty stated, "I think the hardest part is when master's students don't realize that we're students, too. And there's this 'What you do you mean you can't meet with me at this time (sarcastic tone)?' And I'm like, 'Well, I'm in class.'...they're like, 'What are you talking about you're in class (sarcastic tone)?" She continued, "And I think faculty have a hard time remembering that I happen to work on campus. So, again, lines are blurred."

Betty spoke at great length about the *power differential*, specifically how she feels she has limited or no power when it comes to working with faculty in the majority of her roles. For example, she told a story of how her original dissertation chair (who helped get her a leadership position in the counseling organization) was leaving the university in December to accept another faculty position, so Betty chose a co-chair before the faculty member left. The faculty member had told her to choose as her co-chair the faculty member who was his partner (with whom Betty reported she does not work well), and instead Betty chose a different professor whom the original major professor did not like. As a result of this decision, Betty reported, "When he found out and I told him that I wanted to work with (current co-chair's name)... he told me that he didn't want to work with me on my dissertation any more...that he'd be there for moral support...so he's like what I think is intentionally shitty to me in class." She continued:

It's funny because I want very badly to just fire him from my committee,...but...I'm afraid to because he has so much power in the field...And what would that be to potential employers as I'm job searching (pause)? Right? ... I can explain away that (professor's name) is not my chair anymore because he's not at the university...People might think it's suspicious that suddenly I'm like, 'And goodbye.' ...there are some people in the field who think that he's amazing. And...other people in the field who realize that he's a nut job. And sadly...because I am associated with him, no one will ever tell me what they really think.

When discussing her feeling that she has limited or no power, Betty told a story about working on campus and being called by faculty to teach a supervision class because the faculty instructor was out sick. She discussed her conflict with leaving early from her job to assist faculty, "But sadly I do...I'm like, 'Hey (boss' name), they need me to go work...I've gotta go' (small voice)...Because I also recognize who has the power, and it sure as hell ain't me." When asked, "On a daily basis, how much would you say that affects your decision-making in regards to what you do in the program" Betty responded:

Oh gosh...a lot... I think it impedes my ability to speak my mind sometimes...my ability to say 'no.' ...when I got called to...teach a "guest lecture (mocking tone)" to the theories class, I was like, 'Well the person who called me is on my committee. (Pause). He is really nice...I guess I need to do that.' And I don't think...he's just sitting there...like 'I'm going to wield my power,' (mocking tone)...it's just the faculty not recognizing that they do have that power...I don't know ... what the ramifications would have been if I had said no.

When speaking further about power and fear of real or perceived negative consequences, Betty stated:

I sit there and I'm like, 'Would he throw me under the bus?' Probably not...because I think he knows that...the things that he would say aren't true, and I think he would know better...and I don't know that...I don't know that he's not going to throw me under the bus...I don't want to take that chance.

On the theme of *gate-keeping*, Betty related an issue that arose when master's supervisees told her about their former doc supervisor (her former cohort peer) who did not carry out her supervision role, was accused of sexually harassing a student, and divulged confidential grading information to a student. Betty stated:

My frustration and anger was through the roof...he's not doing supervision, he's telling confidential things to master's students, this is...unacceptable...I have this information, and I don't know what to do with it...if I go and tell someone, he's probably going to get kicked out of the program...Do I have to say something? I think I need to, what do I say? Should I say it to him first? How do I manage all of this...am I a colleague? Am I a gate-keeper?...what am I?

She continued:

So I went to one of the faculty and I [asked], 'If I have a serious ethical concern, what do I do?' [He said], 'The ethical code says...you bring it to that person first, and then you follow up and talk to that person's supervisor, or advisor.' ...I was like, 'Ok.' ...I went to my faculty advisor, who's the department chair, and [said], 'P.S., shit's going on here.' And through this... process I felt like, I don't even know how to interact with him...with the faculty...with my master's students, because I don't know what else he has told them.

Betty likened the gate-keeping issue to a boundary issue that stemmed from her role confusion.

She stated:

It's like, what is my role with my relationship with the faculty, because at first my perception was they're not handling that...they were, I didn't see it, but (sigh), but I...was like what the hell? They're not doing anything, what am I supposed to do? Am I supposed to call ACA...I think in the end I'm glad I handled it the way I handled it...because I don't know that those students ever would have gone to the faculty...it made my life a nightmare, and I have more power than master's students...that's something that I need to recognize.

Speaking more specifically about *boundaries*, Betty stated that she is better at setting and upholding boundaries with master's students than with faculty:

It's much easier for me to set those boundaries with master's students than it is for me to do that with faculty...in our program I have a reputation of being...solid, like, 'Let's ask [Betty] to do something, because she's going to do it, she's going to do it well, and so we're going to ask her to do things.' Which is...the double-edged sword... I work with people that flake out, the faculty don't ask them to do as much, and I sit there and get irritated because I'm like, 'Why do I have to do all this shit (high pitched, sarcastic tone)?'

When giving advice to new doctoral students on how to handle multiple roles and relationships, Betty spoke in terms of setting boundaries: "I think I would start from this place of just knowing yourself, and know what you're willing to put up with...and knowing what you're not willing to put up with." She also mentioned power, stating that "It's... understanding power...your power, and understanding that we may not feel like we have a lot of power, and we don't." She emphasized the importance of finding *support*, especially from sources outside the program:

Get involved and get to know doc students from other programs, because that's been my saving grace...from my work on (name of association committee), I've gotten to know people in other programs, and when the shit hits the fan, I'm not talking to people in my doc program. I'm talking to my friends that go to other schools across the country, because they have that nod of understanding. And they're like, 'I get it.

Betty stated that she does have support from a couple of peers within her program, and her that while her former dissertation chair is now unsupportive, she does receive support from her current dissertation chair.

Summary of Betty's Interview

The eight themes identified in this interview (role confusion, lack of knowledge of how to navigate multiple roles and relationships, influence of power, gate-keeping, boundary issues, fear of real or perceived negative consequences, setting boundaries, and finding support) provided insight into Betty's perceptions about her experiences with multiple roles and relationships. Betty, having participated in 11 different roles, was able to offer a perspective that reflected her personal experiences of working with faculty and students. She sometimes struggled to acknowledge that she was experiencing "layer upon layer" of roles and responsibilities, often simultaneously. Betty was a strong advocate of recognizing and understanding the power differential, although she acknowledged her constant struggle to navigate her roles because of the power influence. She was adamant that doctoral students should find support to cope with their experiences with multiple roles and relationships.

Andrea

Andrea is a 34-year-old African American female enrolled in her tenth year as a doctoral student. Andrea was enrolled as a full-time student in her program for only one year before changing to

part-time student status. Andrea reported that her program provides a student handbook that outlines many roles in the program such as doctoral student, teaching assistant, and supervisor, and provides instructions on the dissertation process. Additionally, Andrea stated that her program requires new doctoral students to take a class the first year that gives an overview of the doctoral program and requirements; doctoral candidates speak to the class in a panel format. She reported that she believed much of the information provided was “sugarcoated,” although she admitted it might have felt that way due to her part-time student status as opposed to being more involved in the program. During the interview, Andrea focused primarily on her role as a doctoral student transitioning to the role of doctoral candidate and her challenges as a part-time student.

Emerging Categories and Themes

An interpretation of the transcripts of the interview with Andrea originally resulted in 11 individual categories that emerged from the coded data. The same process used with the previous participant was utilized to analyze the data collected from Andrea. The categories provided insight into Andrea’s perceptions of her personal experiences with multiple roles and relationships. The emphasis that Andrea placed on each category as well as the overarching themes that emerged produced eight themes: *role confusion*, *challenges as a part-time student*, *using challenging experiences as learning opportunities*, *prioritizing roles*, *setting boundaries and limits*, *identity formation as a future counselor educator*, *finding support*, and *knowing role expectations*.

The primary focus of Andrea’s *role confusion* was the transition from doctoral student to doctoral candidate. Andrea completed one year of full-time enrollment in her program before changing to part-time status due to her full-time employment outside the university as well as her

new roles as wife and mother. Andrea reported that her program provides a program handbook that outlines the doctoral student process, as well as guidelines on supervision and how to complete the comprehensive doctoral internship requirement. Newly admitted doctoral students are also required to take a seminar course in which the doctoral student process is further discussed in addition to having doctoral student guest speakers and a panel of doctoral candidates who speak further about their experiences. As Andrea described it, “I felt like coursework was explained very well. It was laid out ‘these are the classes you have to take, select electives that go with—that complement your program.’” However, Andrea further stated, “But I felt like it was very sugarcoated...I was not prepared for the process that took place.” Andrea admitted her lack of understanding of the process might have been in part due to her eventual part-time student status, “But I don’t know if that was due to me being a part-time student, and not a TA or a GA...and just not following necessarily a cohort. I was... part-time, so I...did my own thing...but I don’t know if it was due to that, or if that’s how they haze you, or (laughs) I don’t know.” As Andrea finished with coursework and started the dissertation process she struggled to understand the comprehensive exam and proposal writing process. She commented that her initial advisor who remained on her dissertation committee “was probably the only one who really spelled things out for me about how I should study for them...what they would be like, how the questions will be laid out...if it weren’t for him, I probably wouldn’t have...been prepared to take them at all.”

Andrea experienced some additional *challenges as a part-time student*, although during the interview she reframed her experiences as learning opportunities:

Because I work full-time and have to fulfill all the requirements of the program it was just a lot to deal with...I don’t think that programs...cater to part-time students as

much...most of their requirements are for full-time students...they don't think about some of the other things that part-time students have to do, and...expect you to kind of move along as a full-time student. So, not that I wanted to do less than full-time students, I...wanted a little more leeway in doing them, like having to meet the requirements at a certain time...can be difficult for someone who works full-time.

Andrea spoke of how her roles with professors in her program shifted over time as she felt they were unsure of her motivations to complete the program and take on additional roles and responsibilities:

Since I've kind of persevered through...the program, and still am hanging on, I think my advisors respect me more...they know that I am serious and I want to finish...I think that happened...in the last year or so, they really saw my dedication and...need to finish, so I think that role has changed for them...they seem a little bit more helpful...they kind of offer more things than me trying to figure it out.

Compared to her former classmates who continued full-time, Andrea recognized that her experiences were different, but she viewed them as *learning opportunities*:

I was never there in the midst of stuff. I didn't know what was going on, or...this professor did this, or that professor did that...I didn't teach classes, so...it was a little different. And a lot of my classmates did...were present...knew exactly what was going on and what to do and how to publish things...I didn't have that experience....But I had a lot more clinical experience than they did...I think that was in my favor.

When speaking about her overall experiences in the program, including benefits and challenges to her multiple roles, Andrea discussed her ability to *prioritize roles*:

I have a life...and they didn't have any of that...I think people put things in priority for them, and PhD program was, and still is, low on the list for me...is it something I want to finish at some point? Absolutely, but it was not in the top three ever...my family is first...faith...work, and then school.

Prioritizing roles led to a conversation regarding Andrea's ability to *set boundaries and limits* with her multiple roles and relationships:

I don't think that I was ever asked to do anything outside my role...I'm very assertive, and so most people aren't going to ask me to do something outside of anything that I do, because I'm going to tell them 'No, I'm not doing it,' ... I think most of my professors and classmates know that, so they wouldn't ask me to do anything outside of my role...I've...been called abrasive at times...I'm good at boundaries, so I'm going to tell you this is what I can do, and this is all I'm going to be able to do, I'm sorry.

Andrea reported that one of the most significant benefits she received related to multiple roles and relationships was the extra experience with supervision (one of her research interests) and using her experiences to *form her identity as a future counselor educator*:

I think once I'm done I really can say that I'm an expert in supervision, per se...all these roles have prepared me to do that and be able to finish and become a doctor of philosophy...and be an expert in the field...I would say there are some benefits to doing the multiple roles. I didn't know at the time, but...had I not had that experience in my doctoral studies, I would not know as much as I do now.

Andrea concluded her interview by encouraging future counselor education doctoral students to *seek support* with multiple roles and relationships in addition to *knowing role expectations*:

...find a mentor or a colleague...to advise you through it, and know your expectation, their expectations of the role...whoever puts those expectations out there, be it the college or the advisor...and know what the expectations of you are with those roles so you can set boundaries...Know your expectations and then...set boundaries...I think people have to realize what the expectations are, prior to going in. Once you know your expectations you then set your boundaries so you don't go beyond what the expectations are...otherwise you just tire yourself...you're overwhelmed.

Summary of Andrea's Interview

The eight themes identified in this interview (role confusion, challenges as a part-time student, using challenging experiences as learning opportunities, prioritizing roles, setting boundaries and limits, identity formation as a future counselor educator, finding support, and knowing role expectations) provided insight into Andrea's perceptions about her experiences with multiple roles and relationships. Andrea, having participated in nine different roles, was able to offer a perspective that reflected her personal experiences of transitioning to a part-time student, navigating the dissertation process, and setting personal boundaries and limits. Andrea was firm about her priorities with her roles outside of the program, but just as firm in her resolve to complete her program and graduate.

Karen

Karen is a 39-year-old Caucasian female enrolled in her third year as a full-time doctoral student. Before starting her program, Karen had the role of school site supervisor for master's students at her current university's school counseling program and supervised school counseling practicum and internship students. Karen reported that her program provides a student handbook that outlines the doctoral student role and supervision; however, she did not think her role as a

teaching assistant was clearly defined. One of her biggest challenges was navigating the research project with little to no direction and assistance from her advisor, who is the person with whom Karen holds the most roles and relationships. Karen has maintained enrollment as a full-time student throughout her program, and she had predominantly positive experiences with her multiple roles and relationships.

Emerging Categories and Themes

An interpretation of the transcripts of the interview with Karen originally resulted in 18 individual categories that emerged from the coded data. The same process used with the previous participants was utilized to analyze the data collected from Karen. The categories provided insight into Karen's perceptions of her personal experiences with multiple roles and relationships. The emphasis that Karen placed on each category as well as the overarching themes that emerged produced ten themes: *role confusion, learning by doing, balancing and prioritizing roles, supportive and mentoring relationships with faculty, age and life experience, using challenging experiences as positive learning opportunities, professional development as a future counselor educator, modeling, setting boundaries and limits, and knowing the role expectations.*

Karen described experiences with *role confusion* and difficulty navigating her different roles:

I have my role as the student, and not even mentioning my role as a mother and a wife, and ... all those other personal roles, but just your professional roles of working as a practicing school counselor who's expected to do a lot of things in my building, and provide leadership.

She continued, "You have to really work hard to not get confused about your roles and let yourself get overwhelmed by what you need to be doing." She reported that although the

program handbook is very thorough, “It’s just a document. It doesn’t give the full reality of what it looks like in real life.”

Additionally, Karen talked about learning about her roles and responsibilities by actively engaging in the roles, or “*learning by doing*.” She stated, “It’s just something I had to go through and get beyond my discomfort with it.” She went on to discuss her challenges with her researcher role (in regards to her student research project) and the lack of direction she received:

I’m so analytical, but I thought, is that on purpose? Are they just letting me figure it out all on my own because they want me to have gone through it so that I’ve gone through it and understand it better? Or is it laziness? They just don’t want to take the time to tell me how to do it?...it was frustrating...you’re so afraid, and I can’t even imagine for the dissertation how afraid I’ll be of making a mistake or doing something wrong, messing everything up...there wasn’t a lot of definition about that role of researcher. So that was tough.

Karen spoke about the challenge of *balancing various roles*, and *the need to prioritize* her roles and responsibilities based on situational needs:

Balancing that with my role as a grad student, and then you combine it with the site supervisor...it can...be a lot...to keep on my plate and to remember...what’s my biggest priority...my biggest obligation...I find myself internally dialoging with some of those roles...to make sure I keep my identity...or my responsibility in each of those roles and what those require.

Throughout the interview Karen spoke highly of the *supportive relationships she has with faculty*, specifically the *mentoring* relationship with her advisor with whom she has the most multiple roles and relationships. Karen discussed the support she received from her advisor:

“[My advisor] is the one I’ve had most of these multiple roles with, and...I think it’s developed and become more intimate because we know each other...I feel like we’ve built up a very trusting relationship and knowing how the other one works.

She continued:

I adore all five of my professors in the program...every semester I’ve felt like they cared and that I could go to any of them, and I did for different things.

Karen factored in her *age and life experiences* as part of the reason why she is comfortable with multiple roles and relationships and is able to see them in perspective:

I hear the struggles [my peers] go through...some of them definitely have struggled...more, but not me personally...maybe...because I’m older than a lot of the others in my program by far and have been a counselor for nine years...a little bit of life experience can play a part in that...I have two teenagers, so I have lots of stuff on my plate...stressing myself out with some of the things that happen at school, I’m just like, ‘Nah, life’s too short’...try to keep my focus.

Despite viewing some of her experiences with multiple roles and relationships as

“overwhelming” and “challenging,” Karen reflected on them as *positive learning opportunities*:

I’m always [wondering if] I [am] over-reacting, or is there some other agenda to why they’re ... not telling us how to do this whole process...I have to think that it’s they want us to experience it on our own and go through it so that we’re learning from it...I was never angry about it...just a little frustrated trying to figure it out. I was just so worried I was going to do something wrong...there’s a lot riding on it, so it made me nervous. I felt a little out on my own. Not that it wasn’t clearly explained, but I feel like there was that intention of why they did it that way.

Karen recognized the value of her experiences and believed they will add to her *professional development as a future counselor educator*, and will prompt her to *model* positive behaviors for her future students:

I hope it's something I never forget, of what it's like...I don't want to lose that feeling of being able to relate to my students, to remember what those experiences are like...

She continued further:

I think is huge before I go out and...look for a faculty position, because I'll most likely be doing many of them. I don't know if you would be very good as a faculty without having experienced them yourself, because I don't know how you would relay that to students.

Karen concluded the interview by encouraging new doctoral students to *set boundaries and limits* in regards to multiple roles and relationships, in addition to *knowing the role expectations*:

Try to always keep at the forefront of your mind what your responsibility is within each role, to not lose that focus, because I think that can help you get through when you do have dilemmas which often could come up, or will come up, or conflict. But I think if you try to keep whatever your responsibility is within each role as a priority, that should help eliminate a lot of that confusion, or conflict that could come up...just trying to maintain a sense of professionalism and not forgetting...your priorities.

Summary of Karen's Interview

The ten themes identified in this interview (role confusion, learning by doing, balancing and prioritizing roles, supportive and mentoring relationships with faculty, age and life experience, using challenging experiences as positive learning opportunities, professional development as a future counselor educator, modeling, setting boundaries and limits, and

knowing the role expectations) provided insight into Karen's perceptions about her experiences with multiple roles and relationships. Karen, having participated in 11 different roles, was able to offer a perspective that reflected her personal experiences with positive working relationships with faculty and master's students, as well as viewing challenging experiences as learning opportunities. Karen advocated that students seek out role and relationship expectations from others, and work to set boundaries while simultaneously practicing professionalism. Overall, Karen viewed her experiences with multiple roles and relationships as positive and put them towards her identity development as a future counselor educator.

Dan

Dan is a 36-year-old Caucasian male enrolled in his third year as a full-time doctoral student. In addition to describing his nine roles associated with his doctoral program, he mentioned his roles outside the program (e.g., husband, father, adjunct professor), as he felt that all of his roles interacted with each other. Dan took time off between graduating with his master's degree and starting his doctoral program, and worked as a school counselor. His "time off" between his master's role and doctoral student role was a notable factor in some of his initial confusion about multiple roles and relationships. Dan spoke at length about his willingness to take on multiple roles because he wanted to have a myriad of experiences and opportunities within the profession; however, he realized the toll these roles were taking on himself, his family, and his overall performance in the program. Dan reported that his program has a handbook that provided logistical information students needed to know to move through the program.

Emerging Categories and Themes

An interpretation of the transcripts of the interview with Dan originally resulted in 22 individual categories that emerged from the coded data. The same process used with the previous participants was utilized to analyze the data collected from Dan. The categories provided insight into Dan's perceptions of his personal experiences with multiple roles and relationships. The emphasis that Dan placed on each category as well as the overarching themes that emerged produced ten themes: *role confusion, learning roles by doing, balancing and synching roles, challenging experiences as learning opportunities, prioritizing roles, setting boundaries, support from faculty, challenges as supervisor/gate-keeping, power, and internal conflict over how to navigate multiple roles.*

When starting his doctoral program, Dan initially struggled with *role confusion*, especially the role of being a doctoral student. For example, he said:

I feel like my student role was not defined at all...it was...expected that you already be at a certain level of knowledge and...willingness to be open...I don't feel like that was clearly defined for me—what it means to be a good student.

Despite early challenges with acclimating to his program, Dan took on a number of roles within his first year, including graduate assistant, supervisor, supervisee, and adjunct instructor at a nearby university. Though some roles (e.g., graduate assistant) came with direction, his role as supervisor had a learning curve:

I had two supervisees. Within the first week of starting the supervision class I was meeting with supervisees. So, that role was defined in the process of learning, you know, like as I learned about supervision, I learned about what the role of a supervisor is.

The process of "*learning by doing*" was something that has continued for Dan, not just in terms of specific roles, but also in the overall experience of having multiple roles and relationships.

For example, Dan spent a lot of time describing his struggle to *balance roles and his pursuit to find ways to put them in sync*. In reference to his teaching assistantship role he stated, “It took me a few weeks though...to allow myself to enjoy it...to feel comfortable with the fact that ‘Wow, I’m teaching this class right now.’”

Dan discussed his perspective of using *challenges as learning opportunities*, especially in terms of recognizing limits:

If I think about it almost developmentally...in the beginning it was overwhelming, but...also super exciting and stressful...it was everything at once...I think during my supervision class...halfway through that class I remember really feeling the multiplicity of the roles...it was a struggle...I was uncomfortable with it. I didn’t feel like I was balancing the roles well...it was not easy...then...I had a class that just had a...profound impact on me in many ways, and at the same time had a really awesome clinical placement, and...all of my roles started becoming more synchronous...it became...exciting. The only challenge was riding this excitement and...also trying to balance my time with my family...wanting to dive into everything I was experiencing as a student, but recognizing that there were some limits to what I could do.

He spoke further about *prioritizing roles*:

I think I definitely moved to a point of feeling...fortunate that I get to be in all these roles and that I do it somewhat reasonably well...seeing it as a challenge and embracing it as a challenge to do, to figure out...when do I need to focus and work on being better at one of those roles versus letting another one maybe take a backseat for a little while.

Dan’s recognition of how his program roles were affecting his other roles was a turning point for him, especially when his child was sick and he had to shift his role priorities. He stated, “It was

like a culmination of a couple weeks of things that had just been really off and challenging and feeling like ‘Ok this is not working, I’m not doing this the way I want to do it.’” After this experience Dan declined some opportunities to take on new roles and relationships within his program, and *started setting boundaries* with his current roles.

Dan spoke highly about the *support and willingness of his faculty* to “drop the content for the process” and participate in conversations about multiple roles and relationships, especially in the classroom setting. He highlighted this willingness as a strength of his program, and found it necessary to have these conversations, especially in regards to gate-keeping and supervision issues. Dan coupled *gate-keeping* with issues of *power*:

I think [gate-keeping] is like pervasive...if you’re supervising and teaching, and having any other sort of interactions with master’s students...it’s just the lack of clarity.

He continued:

There’s this power thing that’s interesting...how much power should I have, do I have...who do I listen to, you know, like if I have something come up and I talk to two faculty members, and they give me different information, who do I listen to? How do I make that call?...that probably speaks to a larger role thing...people are going to give me different information about different things, because...there’s nothing written in stone about how we do what we do, and so...figuring out...whose information...is more appropriate to my situation or useful for me.

The influence of power combined with lack of clear role and responsibility definitions led to Dan’s *internal conflict over how to navigate multiple roles*, specifically when he was simultaneously a teaching assistant for a doctoral supervision class and a supervisee in a doctoral internship class. He reported:

I TA'ed the supervision class...and it definitely came up in there...as you're developing as a supervisor, figuring out what these roles are...how to use your power and...share the power...there are conversations that in my two and a half years in the program I can say have always been active.

Dan continued, "That...was a challenge...but I brought it on myself...it wasn't like I was asked to TA this class." Dan further explained that he resolved his internal conflict by speaking to his peers and asking for feedback from faculty.

Dan concluded the interview by advising new doctoral students to learn how to "say no" to certain roles, because "there's always going to be opportunities." He further stated, "Try to be active in engaging all of the roles and...[figure] out ways to let your roles work together, rather than fight each other."

Summary of Dan's Interview

The ten themes identified in this interview (role confusion, learning roles by doing, balancing and synching roles, challenging experiences as learning opportunities, prioritizing roles, setting boundaries, support from faculty, challenges as supervisor/gate-keeping, power, and internal conflict over how to navigate multiple roles) provided insight into Dan's perceptions about his experiences with multiple roles and relationships. Dan, having participated in nine different roles, was able to offer a perspective that reflected his ability to prioritize roles, set boundaries and limits, seek ways to synchronize roles to maximize their benefits, and collaborate with faculty about the experience with multiple roles and relationships. Dan highly encouraged new doctoral students to learn to set limits and know that multiple roles and relationships will occur, but this doesn't have to be a negative experience.

Meghan

Meghan is a 34-year-old Caucasian female enrolled in her third year as a full-time doctoral student. Due to the full-time enrollment requirement of her program, Meghan participated in many roles her first few semesters. She reported in the interview that she started cutting back on roles after her second year. Meghan also discussed two mentorship-based roles during the interview. Some of Meghan's roles stemmed from her role as a graduate assistant, which her program provides to doctoral students. Being a graduate assistant requires assisting with running the program's training clinic for master's students, and assisting professors with their classes where responsibilities varied depending on the course and professor (not necessarily a "teaching assistant" role). Meghan took time off to work as a counselor after graduating with her master's degree; the interval played a significant role in Meghan's acclimating to being a student again.

Emerging Categories and Themes

An interpretation of the transcripts of the interview with Meghan originally resulted in 27 individual categories that emerged from the coded data. The same process used with the previous participants was utilized to analyze the data collected from Meghan. The categories provided insight into Meghan's perceptions of her personal experiences with multiple roles and relationships. The emphasis that Meghan placed on each category as well as the overarching themes that emerged produced eight themes: *self-efficacy*, *influence of power*, *the doctoral program as a system*, *difficulty navigating multiple roles and relationships with faculty*, *role confusion*, *learning roles and responsibilities by doing*, *balancing roles*, and *prioritizing roles and responsibilities*.

Meghan emphasized throughout the interview the importance of having *self-efficacy*, and how it played into how she made meaning of her experiences. She reported:

My first year was really rough on me...my self-efficacy was so low...I didn't navigate the systems as well, because I didn't know them as well, and so a lot of those opportunities didn't come to me.

Meghan reported that her low self-efficacy, or “sense of proficiency” affected her self-confidence:

It was such a huge shift in roles, going back to school...that was just a huge part of it for me...my self-efficacy dropped significantly...especially when you go from—I wouldn't say I was an expert counselor, but I was proficient. I felt really good about things most of the time...when you go from that to ‘I have no idea what the hell I'm doing 95% of the time,’...it's...this huge shift.

She continued,

My level of self-efficacy was very strongly tied to all of those different roles and relationships, and it was constantly in flux...in one role I might have decent self-efficacy, and then the next role...my self-efficacy is in the toilet...because you have so many roles and so many different skills and things going on...especially when you're going from...a zillion different skills and roles and responsibilities...part of what we've talked ...in our program is...because it's so intense, you have to accept that you can't do everything perfectly.

She further connected self-efficacy and the *influence of power* in regards to her multiple roles and relationships:

My first semester...I felt really powerless in a lot of ways in many of my roles...even the ones where I technically had power in some ways...I still felt kind of powerless in a

sense like, 'What am I doing in here,' and I think the only role that I really felt like I had some power and self-efficacy about was in our practicum in our clinic our first semester. She continued, "Even in roles where I had a certain degree of power, like being a practicum assistant, there was still always people sort of over me, and sometimes I didn't know if I was meeting their expectations or not." When discussing her fear of not meeting expectations, she said, "It was almost like I didn't really want to accept that my self-efficacy was that low." When she continued to feel overwhelmed, Meghan sought comfort in her partner and considered dropping out of the program:

My one way of reclaiming some power, was the idea that I can drop out of school if I want to...if I don't have power over anything else, I have power over whether I'm actually enrolled in school or not...it felt like a four year old trying to reclaim a little bit of power.

Meghan perceived the roles and relationships within the doctoral program as existing within a *system*. She connected her attempts to navigate her roles to adapting to a system: "I think even part of that was just...becoming acclimated to the system...I didn't have that understanding of the culture or the systems coming into it."

Meghan reported that her program made attempts to communicate about multiple roles and relationships and provide definitions of the roles:

We have a doctoral handbook...I would say that [it] defined the roles to an extent... in the sense of 'here's what you need to do to stay in the program with these roles, here's what you need to do to not get kicked out.'...the definition of some of those roles varied.

Regarding faculty acknowledgement of multiple roles and relationships, Meghan said, "They're supportive in the sense that, I think they coordinate things well so that at least from the

department's perspective they're not completely overloading you." She also mentioned informal conversations she had with other students and faculty who addressed the complexity of multiple roles, and noted one professor who stressed the importance of maintaining the outside relationships Meghan had when she entered the program.

Meghan described her struggles with *navigating multiple roles and relationships*, such as not knowing *how to discuss issues with faculty*:

I don't know that I accessed the faculty as much as I could've or maybe even should've.

But I think I've always sort of felt like, where I'm at with the faculty was probably one of the fuzzier areas I experienced, in terms of my roles...I think it really took me a while to sort of get a feel for those dynamics...And so I don't think I ever really learned that at the graduate level, what those interactions were supposed to look like.

Meghan's program required students, during their first semester, to enroll in a seminar course that included a discussion about multiple roles and relationships. Despite some clarity of role and responsibility definitions, Meghan reported feeling the strain of *role confusion*:

I think there were a lot of intentional efforts to define...and there was also oftentimes a feeling of trial by fire...you just jump in and you're running into a lot of things along the way.

Meghan's "trial by fire" experiences prompted her to *learn her roles by doing them*:

I don't know that I could've been prepared better...I can't think of anything offhand that anything anyone could have done to prepare me better, but that was still the feeling that I had at times, was you were definitely getting thrown into this and, you know, you kind of pick things up along the way and hopefully you don't drop anything as you're going along.

She continued by describing her experiences with *balancing roles*, and stated, “I could be in eight different roles in one day very easily. And didn’t have time in between them.”

Meghan described eventually being able to *prioritize her roles and responsibilities*, and called it “selective half-assing.” She stated:

I would pick a class each week that was going on the back burner because they couldn’t all be up front... I made sure that the class that needed the most attention was getting it, but they couldn’t all get the most attention every week...it was that acceptance...really internally accepting that you’re going to suck at things sometimes, and you can’t avoid it.

Meghan concluded the interview by advising new doctoral students, with respect to multiple roles and relationships, to “Get as much information as you can before you even step foot in the door about everything that you’re going to be doing.” She went on to say, “Definitely [talk] to people who have done it before you...[see] what they had to do to navigate it. “ She ended by saying, “[Find] whatever ways you can to get a little bit of that power back and that self-efficacy back” and “Don’t take on roles that you don’t either really want to take on or really need to take on.”

Summary of Meghan’s Interview

The eight themes identified in this interview (self-efficacy, influence of power, the doctoral program as a system, difficulty navigating multiple roles and relationships with faculty, role confusion, learning roles and responsibilities by doing, balancing roles, and prioritizing roles and responsibilities) provided insight into Meghan’s perceptions about her experiences with multiple roles and relationships. Meghan, having participated in 18 different roles, was able to offer a perspective that reflected her personal experiences with having a large number of roles and relationships that often existed simultaneously. Meghan was a strong proponent of

recognizing and understanding the power differential, although she admitted her constant struggle to navigate her roles because of the power influence, role confusion, and uncertainty regarding how to discuss issues with faculty. She was adamant that doctoral students should find ways to have power and self-efficacy in order to cope with the strain of multiple roles and relationships.

Sarah

Sarah is a 56-year-old Caucasian female enrolled in her fourth year as a full-time doctoral student. Sarah is enrolled in a doctoral program with a non-traditional campus that combines in-person training and online learning, and she has a variety of what she labeled “non-traditional” roles with faculty in her program. Sarah intertwined her perspective on the need for continuing education on multiple roles and relationships throughout the interview, and connected it to her developing identity as a future counselor educator.

Emerging Categories and Themes

An interpretation of the transcripts of the interview with Sarah originally resulted in 16 individual categories that emerged from the coded data. The same process used with the previous participants was utilized to analyze the data collected from Sarah. The categories provided insight into Sarah’s perceptions of her personal experiences with multiple roles and relationships. The emphasis that Sarah placed on each category as well as the overarching themes that emerged produced seven themes: *non-traditional/in-between roles, role confusion, acknowledgement and preparation, boundaries and power, program as a system, age and personality factors, and modeling.*

Sarah is a graduate of the master’s program at the same university where she is a doctoral student, and she developed a mentoring relationship and friendship with one of her former

professors who teaches in the doctoral program. She stated, “We had kind of moved into that friend role, (pause) and no one really talks about that...you become colleagues, but no one really talks about how that’s supposed to change.” Sarah and the professor had several conversations about the change in their relationships. “We needed to talk about what if she did teach in the doc program and how are we going to be with that...She and I actually sat down and had a conversation when I came back into the program.” Sarah went on to say that, now that she is working on her dissertation, she and the professor (who serves as her dissertation chair) have “gone back to being more of friends.” Other *non-traditional, or “in-between roles”* as Sarah sometimes called them, included her roles as a practicing clinician in the community, serving on two counseling related boards with one of her current professors, and living in a small community with many of her professors and attending the same spiritual center as a few of them. As a clinician and alumna of the program, Sarah receives student referrals from the program, which adds to her multiple roles. She stated:

There’s a lot of confidentiality...because I do get referrals from the school for students, so I have to be very, very mindful of who’s made the referral and what that contact could be...I think there’s also the issues of just learning your boundaries.

Sarah also serves as a site supervisor for master’s students. She added, “They’ve (i.e., the master’s students) talked about other students and I have to be very, very careful in that role, because—they’re not that big of classes, you can figure out who these people are.” Sarah spent a lot of time describing her multiple roles with one professor with whom she serves on two counseling boards:

At school I call him, “Dr. _____,” but...at the association meetings that would look ridiculous, because we’re all the same...it’s interesting because I can be talking to him at

school about something to do with school, and then because of our time, we'll switch to whatever I needed to talk to him about for (name of state counseling association). So the beginning it's "Dr. ____," but for the second part of it I'm calling him by his first name...I actually have to be cognizant enough to know to switch the roles.

She later went into further detail about her experiences with *role confusion*:

It puts "multi-tasking" to a new definition...sometimes we just are reacting because we're in the midst of a program that...becomes extremely time-consuming and challenging, and especially when I'm still working and doing all the other things that I do, that you just don't even sometimes stop and think about them, you just do them. And that becomes...a place of a real grey area, because maybe we should be questioning parts of that, and we don't.

Sarah spent a lot of time discussing her lack of overall *preparation* for dealing with the various doctoral roles within her program that led to some role confusion and the *need to educate* doctoral students about the phenomenon of multiple roles and relationships. Recognizing that faculty may not always broach the topic of multiple roles and relationships, she shifted her focus: "I think it falls on us as students to be aware of what those roles look like, and...feel confident...and comfortable enough in our abilities to ask those questions...ask for clarification."

The theme of *boundaries and power* emerged during Sarah's interview, specifically the importance of having awareness and setting boundaries, discussing them, issues of confidentiality, gate-keeping, and ethics. Sarah reported:

There's also the issue of just learning your boundaries. I think in the doc program they're so blurred, and I don't know that we do a real good job on either aspect, as the students or

as the faculty, and having that open discussion of what our boundaries are supposed to look like.

In relation to confidentiality and gate-keeping, she said:

Being privy to some information especially with the master's students... You have access to information and trying to remember who showed it to you and who gave it to you and where am I supposed to hold this at? It gets really confusing... that's a lot of power that we're holding, that we might not necessarily have been given true permission to hold...

She continued,

It's sometimes... difficult to gate-keep what you should be gate keeping about... keeping our own personal bias out of it, versus us sitting in a room reading professors who've had these students before and know what their strengths and weaknesses are much differently than what we do, and seeing some of those interactions and how they may be blurring some lines.

Sarah conceptualized her *program in terms of a family system* and highlighted the complexities of multiple roles and relationships, "I would think of something like in a family systems perspective—it was unspoken... I'm not sure how else to explain it but except to draw from family systems. It was like one of those rules." She explained:

I don't know that we ever talked about it, but you kind of knew it... the system changed, and you're trying to adapt, but you're not quite sure what you're adapting to... I just think I decided to ride it... and... see where it went... thankfully for me it's been an easy transition. I know some of my classmates would tell you it's not been that easy.

Sarah described herself as an *assertive and outspoken person* who is willing and ready to ask questions, especially if she is unsure of her role and potential boundary issues. She commented

that it could be in part due to her *age* being similar to or older than that of some of her professors:

If it doesn't make sense to me and it doesn't line up with what I think is supposed to happen, I'm going to question it, and I'm not afraid to take it to the top, because I've done that on some things that I've gone, 'Wait a minute, what are we doing here?' I think that's our responsibility. I'm not sure that I think it's totally the university's responsibility or the professor's responsibility, I think part of that falls on us. By the time we become doc students, I'm not sure that age has anything to do with it, some people might argue that.

Sarah discussed benefits to her multiple roles and relationships, such as observing faculty roles:

To see how different profs handle different parts of the boundaries and different roles, was really helpful for what I may do somewhere down the road, and for things I may want to...I wouldn't have experienced them if I had stayed with the same prof throughout the whole process...that's a really good thing to be able to see how different professors handle their TAs and the boundaries and the roles and how it's discussed or not discussed.

She coupled her observations of faculty behavior with her *desire to model positive roles and relationships* with her future students:

I think that needs to come from us now as the counselor educators. I think we need to be more aware of that and we're the ones that need to make sure that the master's and the doc students know what those roles are. Because we talk a lot about everybody else's roles, we talk about our roles with clients, we talk about our roles with supervisors. We really don't talk about our roles with counselor educators and other professors and the

students. We really don't do a good job of that.

Sarah's advice to new doctoral students included: "Acknowledge multiple roles and relationships exist...know yourself...speak up and ask questions...that might be the only way you get answers."

Summary of Sarah's Interview

The seven themes identified in this interview (non-traditional/in between roles, role confusion, acknowledgement and preparation, boundaries and power, program as a system, age and personality factors, and modeling) provided insight into Sarah's perceptions about her experiences with multiple roles and relationships. Sarah was adamant throughout the interview that the profession of counselor education does not adequately prepare doctoral students for the experience of multiple roles and relationships, and provided program-specific examples. She perceived her experiences as having many benefits and positive challenging experiences, which she will use in her career as a counselor educator.

Courtney

Courtney is a 32-year-old Caucasian female enrolled in her third and final year as a full-time doctoral student. Courtney's program provides graduate assistantships for each doctoral member in a cohort. Graduate assistant was one of the primary roles on which she focused during the interview. Courtney mentioned taking time off to work as a counselor after graduating with her master's degree, which played a factor when Courtney struggled to re-acclimate to the university setting.

Emerging Categories and Themes

An interpretation of the transcripts of the interview with Courtney originally resulted in 26 individual categories that emerged from the coded data. The same process used with the

previous participants was utilized to analyze the data collected from Courtney. The categories provided insight into Courtney's perceptions of her personal experiences with multiple roles and relationships. The emphasis that Courtney placed on each category as well as the overarching themes that emerged produced seven themes: *mix of emotions, influence of power, program as a system, lack of clarity about roles and expectations, learning by doing, overlapping of benefits and challenges, and identity.*

Courtney experienced a *mix of emotions* throughout her participation in multiple roles and relationships:

It seemed really confusing and also kind of daunting at first. And yet in some ways it was really exciting, too, because it was like 'I get to do this? And then I get to come over here and teach, and then I get to come over here and supervise this person. And then I get to try out triadic supervision and see how that works.'

Courtney spoke about being an introverted individual who struggles with ambiguity, which she felt permeated many of her roles:

I typically look inward first with everything ...[I'm] an over-analyzer...so I would have a lot of internal conflicts, especially when I felt like I didn't have a voice. There would be a lot of internal conflict.

Courtney felt heavily affected by the *power differential* with faculty, and with some of the doctoral students in cohorts above her. One doctoral student informed her of the "pecking order" with advanced doctoral students in terms of who would do the brunt of the work when doctoral students shared supervising and teaching responsibilities. In regards to viewing her *program as a system*, she added:

I really wanted to handle it different, and yet being told like “know your place” and being told “just learn our system” was holding me back...maybe that’s me not being open to learning their system and maybe I should just know my place and be quiet.

Courtney observed that power differentials were a part of every role, especially her graduate assistantship role. She noted that “You get an assistantship, but you’re their slave for three years and you just need to learn to deal with that.” She related that her doctoral cohort confronted a professor about her power and influence:

But she still wouldn’t really acknowledge like, I walked out of there like ‘Oh my gosh!’ She holds all the power, and she’s an important faculty member, so that in itself, too...she holds tons of power, and...power in the field, and she’s well known. So not even recognizing that there’s a power differential...I don’t understand that at all...It was really disheartening...it seemed to be a lack of awareness on her part, and that’s how we are as a field...I didn’t understand how she could be so unaware of all of this...having it brought up and still being unaware of it.

She went on to discuss that other faculty do acknowledge the power differential in relationships. Courtney felt the influence of power at the dissertation stage of her program:

It comes up a lot more in the dissertation phase...these five people can prevent me from graduating...they hold a lot of power...Even though, yes, it’s your committee, there’s other faculty members who can influence that, and it’s become more of a reality as the faculty seem to be less cohesive...that’s really where it comes in. Because...my first and my second year when they were at least the illusion of being cohesive [sic].

Courtney reported that despite a handbook for students, there was a consistent *lack of clarity about roles and expectations*:

One of the things I think we...as a program consistently complained about is the lack of communication when it comes to certain things...I think the struggle is that for the most part, they're really not defined. Like you know you're going to have to teach, you're going to have to supervise, but some people don't get that information...it's hard to kind of navigate—it gives you the structure of an expectation, but then because there is a lack of continuity, I feel like there's also a challenge in what that really does look like and if that is really a real expectation or maybe just something that helps the university look good, or helps serve that particular mentor's agenda that they have.

Similarly to other participants, the theme of “*learning by doing*” emerged within Courtney's interview. She reported feeling that because she was given a multitude of roles and at the same time, had to figure some things out on her own in addition to collaborating with her peers:

You're always collaborating with people in one way or another, so...part of that is whether you want to or not, and given the fact that our program is so tiny...you just have to learn how to do it...you have to learn how to navigate it.

Courtney recognized that, while some situations were confusing and challenging, “Overall when I think about it, I'm not being in a negative frame of mind...all of it's going to benefit me in one way or another.” She continued to discuss the *overlapping of benefits and challenges*:

The opportunities within having all of those roles were also really exciting...I think over time, it also evolved of initially...confusing, being scary, and being more comfortable with, ok, this is kind of preparing me to be a counselor educator, so if I can get comfortable with this now...imagine...comfortable I'm going to be as a pre-tenured faculty and how great I'm going to be at these roles, because I'm getting to learn to do

them now...I think once you also start framing it like ‘Oh it’s going to help me’

I...embrace it more.

Being authentic within each role and having a strong *sense of identity* was important to

Courtney:

That’s evolved so much in all of my roles—just bringing me to it, and being ok with this is who I am, and part of my counselor identity, and my counselor educator identity, and I can bring that to all of these pieces of what’s going on.

She continued:

It’s just really congruent with how...it’s been so important to be me and true to me, and personal growth from the time I was young has always been an important thing to me. So that’s just me being me!

Courtney concluded her interview by encouraging new doctoral students to find things that fit for them in regards to figuring out their roles and responsibilities, specifically, “learning the system and how to be true to you.”

Summary of Courtney’s Interview

The seven themes identified in this interview (mix of emotions, influence of power, program as a system, lack of clarity about roles and expectations, learning by doing, overlapping of benefits and challenges, and identity) provided insight into Courtney’s perceptions about her experiences with multiple roles and relationships. Courtney viewed all of her experiences (both positive and negative) as essential to her learning process in becoming a future counselor educator.

Alex

Alex is a 32-year-old Caucasian male enrolled in his second year as a full-time doctoral

student. Alex discussed multiple benefits of his experiences with multiple roles and relationships in his doctoral program, with faculty, doctoral peers, and supervisors. He shared a perspective similar to other participants that challenging experiences with role confusion turned out to be valuable learning opportunities that will aid him as a future counselor educator.

Emerging Categories and Themes

An interpretation of the transcripts of the interview with Alex originally resulted in 19 individual categories that emerged from the coded data. The same process used with the previous participants was utilized to analyze the data collected from Alex. The categories provided insight into Alex's perceptions of his personal experiences with multiple roles and relationships. The emphasis that Alex placed on each category as well as the overarching themes that emerged produced seven themes: *benefits, collegial relationships with faculty, role confusion, challenges as learning opportunities, advocacy, fear of real or perceived outcomes, sense of identity.*

Alex perceived his experiences with multiple roles and relationships as having numerous *benefits* that included positive relationships with faculty and students, insight into the complexity of multiple roles and relationships, opportunities that came with some of his roles, and opportunities to observe professors' experiences with navigating their roles. Alex stated, "It's opened some doors that I can see some of my peers aren't getting these experiences, because they aren't in these same roles. So it's definitely given me some opportunities to see things I probably would not have seen."

Speaking more specifically about his *collegial relationships with faculty*, Alex reported:

It can be very frustrating at times as well, because there are days when I'll be talking to a faculty member, and I feel like I'm being treated as a peer with the faculty member, but

then the next day I'm a student—and not in a bad way, but I'm a subordinate at that point—which makes sense, but it's hard to necessarily know “What is my role, what should I be doing?”

Despite having written and verbal guidance regarding various student roles and responsibilities in the program, Alex reported feeling the stress of *role confusion*:

I would say most of it was defined verbally, not so much through a written means. We do have the graduate handbook...and departmental handbooks that are available to us.

He continued:

I think there are definitely times when I do feel that strain as well of not knowing what is the proper way for me to approach this, how do I advocate for myself, how do I talk about the things that I see that I feel like could be done better or improved, and do it in a respectful way without jeopardizing my GTA position, without jeopardizing anything with my coursework, my grades, my dissertation, you know, those things. So I don't want to get to a place where I'm burning bridges.

Alex reported that his main source of role confusion was switching in and out of the colleague and student roles.

Over time Alex reframed his *challenges with role ambiguity and saw them as learning opportunities*. He stated, “I felt like there were expectations that weren't clearly defined, but, you know, I had to find my way to muddle through all of it.”

Alex chose to take on the role of an *advocate*, both for himself and his doctoral peers, to seek answers to questions when there was confusion:

I also consider myself to be a little bit of an advocate in a way, because when things don't seem to be necessarily clear or me and my cohorts... I'm usually a bit more vocal about

going to the professors and trying to figure out what it is that's going on with the problem that's presenting itself.

Alex spoke about how he sometimes makes decisions based on his *fear of real or potential negative outcomes*. He gave an example of working with one particular professor:

I think some of that plays into the professor that I generally go talk to the most...and the way that I see that that professor talks about certain other people, it sometimes plays into the—I mean if you go against this professor, if she sets her mind that she's done with you, then it's a one-and-done type of thing...because of that attitude I'm sometimes cautious, because I don't want to get onto that bad side.

He continued:

I don't have anything that is ample evidence that says that this would happen type of thing, so there definitely is a place where I'm catastrophizing, if I use my good clinical terms here (laughs), but just that I'm blowing things up, that I'm worrying about something that I shouldn't worry about, but I don't have evidence either way, in my opinion, that either assuages those fears, or contributes to them.

Alex concluded the interview by encouraging new doctoral students to get in touch with their individual *sense of identity* and stated, “[Be] true to yourself and [understand] who you are, and understanding how that plays out within the different roles that you're going to play.”

Summary of Alex's Interview

The seven themes identified in this interview (benefits, collegial relationships with faculty, role confusion, challenges as learning opportunities, advocacy, fear of real or perceived outcomes, sense of identity) provided insight into Alex's perceptions about his experiences with his ten multiple roles and relationships. Alex reaped numerous benefits of his participation with

multiple roles, and perceived challenging experiences as learning opportunities.

Jennifer

Jennifer is a 35-year-old Caucasian female enrolled in her fifth and final year as a full-time doctoral student. Jennifer reported that her main source of struggles and frustration with multiple roles and relationships was due to her program's lack of providing an accurate handbook to her cohort group. Jennifer discussed several negative experiences with multiple roles and relationships, such as role confusion, lack of clarity with role and responsibility definitions, and influence of power. Despite reporting challenging experiences with multiple roles and relationships, Jennifer believed her experiences were learning opportunities to grow personally and professionally.

Emerging Categories and Themes

An interpretation of the transcripts of the interview with Jennifer originally resulted in 17 individual categories that emerged from the coded data. The same process used with the previous participants was utilized to analyze the data collected from Jennifer. The categories provided insight into Jennifer's perceptions of her personal experiences with multiple roles and relationships. The emphasis that Jennifer placed on each category as well as the overarching themes that emerged produced seven themes: *lack of role definitions, expectations of program, in-between relationships, significant challenges, regrets, acceptance, and benefits.*

The most prominent theme in Jennifer's interview was the *lack of role definitions* provided by her program, starting with the absence of a program handbook. Jennifer reported that her cohort never received a doctoral student handbook:

There actually was no handbook the year I came in...we were promised that the one for our year was almost complete, but it never came out, and a year later they eventually

said, ‘Oh just use the one from the previous year,’ even though they had made massive changes and functionally what we were experiencing and expected to do and were being verbally told and directed to do and expected was completely different from what was in the handbook.

She continued, “This has probably been the most frustrating part of my doctoral experience, was no roles for most of these positions, with the exception of instructor.” She spoke about a faculty member who made efforts to discuss the doctoral role process in a course:

I think [she] did a very good job of being consistent in trying to express all of these new expectations and changes verbally, but for me, that doesn’t work well. It created a lot of anxiety for me, and I just needed something that I could refer to so that later I wasn’t trying to find what notes I took in the class...It was very overwhelming.

Jennifer compared her program to a system and described it as “enmeshed,” as she spent numerous hours each day with her cohort and professors. Jennifer also described how the power dynamics in her relationships with *professors and their expectations* prevented her from attending to relationships outside of the program. She stated:

I do believe that there is an attitude within the program...an expectation that the program will be absolutely without a provocation our very first priority in our life and it would come before family, faith, other obligations, money, finances—that it is your absolute primary obligation, and that you will not question the way in which you’re told to go about doing it, even when it’s inconsistent.

She went on to describe her perceptions that the faculty did not handle ambiguity well and “There was a lot of injustice and inappropriate ways of handling things.” Jennifer reported that some of her roles were defined through informal conversations with faculty members with whom

she had role relationships, but overall she felt that the program failed to provide adequate instruction on what roles and responsibilities were expected of doctoral students (e.g., teaching assistant, doctoral student, doctoral candidate, research assistant, supervisor).

Jennifer participated in what she called “*in-between roles*,” the existence of which she called “mind-blowing.” She described having multiple roles with her advisor and, currently, with her dissertation chair who at times treats her like a colleague and friend: “That’s the one relationship where there are so many different roles and aspects to it that it’s just been all over the place and it feels...kind of chaotic...I think it’s a very unhealthy relationship.”

Jennifer discussed *several challenging experiences* with her multiple roles and relationships that took a psychological and physical toll on her. She stated, “It was very stressful...I found myself being sick a lot, and things that come along with stress were common problems for all of us...my cohort would be in the doc lounge and would just start this crying fit.” She continued:

I was unaware of the incredible number and variety of roles that would be expected of me when I was accepted to the doctoral program and moved across the country, and made this huge life shift. I was very unaware of what I was getting myself into. And was unaware that I was unaware...it was very overwhelming for me, it came as a surprise. I am naturally an introvert, so I tend to do better when I can focus on one thing at a time and juggling so many different roles within this one setting, and multiple roles and relationships even with the same person, because my dissertation chair is also the supervisor for this, but then also oversees my supervisor as a new therapist, but then also supervises me supervising the master’s students. It’s like, to me that was extraordinarily overwhelming.

When asked if she would have handled anything differently, specifically in regards to

role relationship conflicts or dilemmas, Jennifer talked about having *regrets*:

Yeah, I wish I'd handled a lot of things differently... because I have a better understanding of myself and how I react in those situations, because I have a better understanding of how the program works and it being later on down the road because I have better boundaries now... more concretely though, I wish I had not fought that ambiguity as I did in the first two and a half years... I was really just banging my head against the wall trying to create some clarity for myself.

Jennifer followed up her discussion of regrets with learning to practice *acceptance* with her role confusion. She stated:

It would have been a lot easier for me and my relationships with the faculty members had I been much more peaceful and productive if I had just been able to accept that you found yourself in a place where there is rampant ambiguity, and you're either going to have to figure out how to adjust to that, or you're going to have to decide that this is not for you.

She continued:

I'm frustrated that it took me as long as it did, but I'm really glad that that was eventually something I was able to grow into a lot better than where I was in the beginning of the program... and just thinking, I can either let that piss me off and ruin my whole experience, or I can accept that that's part of it and move forward.

When asked if she felt she had to accept the ambiguity or move forward, Jennifer responded:

In many of the situations here, specifically, I felt like those were two of some very limited options, because I had for so long tried to come at it from a different angle, and when I realized that that was continually fruitless, that was where I ended up.

Jennifer reported *benefits to her experiences* with multiple roles and relationships, specifically

her increased threshold for frustration and ambiguity, and personal growth, “Being ok with someone having a lot of power over me being angry at me or not liking me or abusing that position of power.”

Jennifer concluded the interview by encouraging new doctoral students to acknowledge the existence of multiple roles and relationships, “maintain a high degree of awareness... especially when they exist simultaneously,” and to know that there is a learning curve. Lastly, she encouraged doctoral students to realize that roles and relationships outside the program will be affected by those within the program.

Summary of Jennifer’s Interview

The seven themes identified in this interview (absence of handbook, expectations of program, in-between relationships, significant challenges, regrets, acceptance, and benefits) provided insight into Jennifer’s perceptions about her experiences with multiple roles and relationships. Jennifer, having participated in 15 different roles, was able to offer a perspective that reflected her personal experiences with ambiguity, role confusion, lack of clarity, and making meaning of her challenges as opportunities to learn and grow.

Elizabeth

Elizabeth is a 30-year-old Caucasian female enrolled in her second year as a full-time doctoral student. She is still completing her coursework and will not start her dissertation process for another year. Elizabeth reported having mostly positive experiences with multiple roles and relationships, and highlighted her mentoring relationships with several of her professors.

Emerging Categories and Themes

An interpretation of the transcripts of the interview with Elizabeth originally resulted in

13 individual categories that emerged from the coded data. The same process used with the previous participants was utilized to analyze the data collected from Elizabeth. The categories provided insight into Elizabeth's perceptions of her personal experiences with multiple roles and relationships. The emphasis that Elizabeth placed on each category as well as the overarching themes that emerged produced seven themes: *difficulties navigating multiple roles and relationships, positive relationships with professors, finding support, balancing and prioritizing roles, setting boundaries and limits, and self-care.*

Elizabeth reported that her program provides a handbook and requires new students to take a seminar class that "goes through identity as a counselor and as a counselor educator, what the program expects of its students...and talks through the timeline of things that happen." Elizabeth said, "The problem was that when I came in, there were so few of us that they didn't offer the class that semester." She reported that waiting to take the class until her second year did not impede her ability to manage her multiple roles and relationships, "but it probably would have been helpful to get some of that information right at the beginning." Elizabeth reported *struggling with navigating her multiple roles and relationships:*

It was hard (laughs), that's the first thing that comes to mind, especially the first year with the associateship and stuff. Because I was also living an hour away from school, so I was commuting an hour there and an hour back, so that made it a little harder just because my schedule.

She described a relationship during her first year with her professor with whom she worked for her associateship. Elizabeth reported that the professor was not inappropriate or rude, but did not go out of her way to accommodate Elizabeth's requested schedule:

That was a little difficult...navigating...experiencing the ‘I’m the professor and you’re the student, so you’re going to do it how I need it,’ or so it felt, whereas the others were more understanding and cool about...it was hard because I was so far away, and...hard when I’ve never done doctoral work and I didn’t know what to expect.

Elizabeth described her experiences with multiple roles and relationships as mostly *positive*, especially with her professors and other doctoral peers. For example, Elizabeth spoke in detail about her mentoring relationship with two professors:

[Name of one professor] really wanted to have discussions about what it means to be a professor and what it looks like, and difficult situations she either has run into or is running into that semester at the school with students, and how she’s thinking through them and working through them. And so she was giving me a lot of really good advice about being a professor. So I still feel like even though I was doing grunt-work for her I really gained some good insight into the profession.

She further commented, “My relationship with her is a lot more informal, I think, even though I still call her Dr. (name of professor), because I still think that’s the ideal in the program.” The other professor with whom Elizabeth developed a *supportive and mentorship relationship* assisted her in extending her work in the graduate program when Elizabeth’s family was struggling with finances:

He’s (major professor) just been kind of a real source of support for me...When times were tough as a family, because I’m going to school and my husband couldn’t find work...we were struggling financially...and he just said how important student advocacy is to him, and making sure that the students in the program can successfully complete the

program, and just helping them through that process...he was the one who went to the department chair and worked that all out for me.

Her relationships with these two professors were described as supportive and beneficial as they provided Elizabeth with opportunities for conducting research, presenting, and writing manuscripts:

I felt really blessed in that way, because it's not something that all students get...that experience and knowledge of how to do [research], so that was really good. And just getting to know the professors, too...I had built pretty solid relationships with three of them, at least, so I think that that was all really super beneficial.

Elizabeth reported struggling initially with *balancing and prioritizing her multiple roles*, especially because of her outside roles:

Trying to juggle it all, and figure out a routine, and fit it all in, especially while being a mom. I really wanted to make sure that I wasn't doing work all the time, 24 hours a day and over the weekends when my daughter needed attention. So that was all a struggle in the beginning, how to make that work. But, it's worked out ok in the end I guess (laughs). So those were the biggest challenges with it.

Elizabeth's challenges with multiple roles and relationships prompted her to re-evaluate *setting boundaries and limits*: "It's just a time management thing with all the other roles at this point. I've purposefully put boundaries on my time." She connected setting boundaries with self-care in terms of her mental health, "I think that's the only way I've stayed sane."

Elizabeth concluded the interview by encouraging new doctoral students to set boundaries and limits with multiple roles and relationships. She also urged them to find ways to practice *self-care*:

That would be my biggest advice is figure that out early on and then, you might shift it or figure it out as you go a little bit, too, but if you can kind of set something from the beginning to start working with, is probably my biggest advice because it will help you stay sane and not burn out as much as possible.

Summary of Elizabeth's Interview

The seven themes identified in this interview (difficulties navigating multiple roles and relationships, positive relationships with professors, finding support, balancing and prioritizing roles, setting boundaries and limits, and self-care) provided insight into Elizabeth's perceptions about her experiences with multiple roles and relationships. Elizabeth, having participated in 14 different roles, was able to offer a perspective that reflected her personal experiences with setting boundaries and limits, finding support and mentorship opportunities, and practicing self-care.

Cross-case Analysis of Participants' Themes

In accordance with the IPA process, I completed each of the individual case interviews for all ten participants before attempting a cross-case analysis. Cross-case analysis, the sixth step of IPA, involved looking for the thematic patterns across cases (Smith, Flowers, & Larkin, 2009). Using cross-case analysis I was able to view each participant's interview themes within the context of the combined interviews and themes of all ten participants. According to Smith, Flowers, and Larkin (2009), "Sometimes this will lead to a reconfiguring and relabeling of themes...often it helps the analysis to move to a more theoretical level as one recognizes, for example, that themes or super-ordinate themes which are particular to individual cases also represent instances of higher order concepts which the cases therefore share" (p. 101).

Prior to embarking on the cross-case analysis process, I analyzed each participant case separately before attempting to seek answers to my research questions. IPA encourages

researchers to first analyze each case separately in an attempt to minimize researcher bias and provide a more accurate account of participants' meaning and experiences, in this case with participating in multiple roles and relationships within their counselor education doctoral programs. Themes that were most often mentioned and strongly emphasized by the participants were clustered into super-ordinate themes. The results of the cross-case analysis are presented in a graphic or table of themes (Smith, Flowers, & Larkin, 2009).

For the ten participants, the cross-case analysis of participants' themes produced a total of 14 themes. Betty's transcripts included 9 of the 14 themes, Andrea's transcripts included 9 of the 14 themes, Karen's transcripts included 9 of the 14 themes, Dan's transcripts included 12 of the 14 themes, Meghan's transcripts included 12 of the 14 themes, Sarah's transcripts included 9 of the 14 themes, Courtney's transcripts included 10 of the 14 themes, Alex's transcripts included 10 of the 14 themes, Jennifer's transcripts included 10 of the 14 themes, and Elizabeth's transcripts included 9 of the 14 themes (see Table 3). Across the 14 themes, nine participants' transcripts included the theme *setting boundaries*, seven participants' transcripts included the theme of the *influence of power*, ten participants' transcripts included *lack of definition and role confusion*, three participants' transcripts included *in-between roles*, four included *interpersonal conflict*, ten included *intrapersonal conflict*, six included *challenges as learning opportunities*, six included *balancing and prioritizing roles*, seven included *support*, ten included *benefits*, five included *learning by doing*, five included *interaction of CES and non-CES roles*, seven included *acceptance*, and ten included *integrating personal and professional selves*.

Table 3

Cross-Case Analysis of Seven Participants: List of 14 Themes

Theme name	Theme Total	Betty (9)	Andrea (9)	Karen (9)	Dan (12)	Meghan (12)
Setting	9	YES	YES	YES	YES	YES

boundaries						
Influence of Power	7	YES	NO	NO	YES	YES
Lack of definition and role confusion	10	YES	YES	YES	YES	YES
In-between roles	3	NO	NO	NO	NO	NO
Interpersonal conflict	4	YES	NO	NO	NO	YES
Intrapersonal conflict	10	YES	YES	YES	YES	YES
Challenges as learning opportunities	6	NO	YES	YES	YES	NO
Balancing & Prioritizing roles	6	NO	YES	YES	YES	YES
Finding Support	7	YES	YES	YES	YES	YES
Benefits	10	YES	YES	YES	YES	YES
Learning by doing	5	NO	NO	YES	YES	YES
Interaction of CES and non-CES roles	5	NO	YES	NO	YES	YES
Acceptance	7	YES	NO	NO	YES	YES
Integrating personal and professional selves	10	YES	YES	YES	YES	YES

Theme name	Theme Total	Sarah (9)	Courtney (10)	Alex (10)	Jennifer (10)	Elizabeth (9)
Setting boundaries	9	YES	YES	YES	NO	YES
Influence of Power	7	YES	NO	NO	YES	NO
Lack of definition and role confusion	10	YES	YES	YES	YES	YES
In-between	3	YES	NO	YES	YES	NO

roles						
Interpersonal conflict	4	NO	YES	NO	YES	NO
Intrapersonal conflict	10	YES	YES	YES	YES	YES
Challenges as learning opportunities	6	NO	YES	YES	NO	YES
Balancing & Prioritizing roles	6	YES	NO	NO	NO	YES
Finding Support	7	NO	NO	NO	YES	YES
Benefits	10	YES	YES	YES	YES	YES
Learning by doing	5	NO	YES	YES	NO	NO
Interaction of CES and non-CES roles	5	NO	NO	NO	YES	YES
Acceptance	7	YES	YES	YES	YES	NO
Integrating personal and professional selves	10	YES	YES	YES	YES	YES

Super-Ordinate Themes

I compared each theme with all 14 themes and clustered similar themes into super-ordinate themes. According to Smith, Flowers, and Larkin (2009), “A super-ordinate theme is a construct which usually applies to each participant within a corpus, but which can be manifest in a different ways within the cases” (p. 166). Clustering the 14 themes shown in Table 3 created three super-ordinate themes: *awareness and education*, *multiple roles and relationships as transformative*, and *experiential learning*. The theme of awareness and education included: influence of power, lack of definition and role confusion, acceptance, and in-between roles. The theme of multiple roles and relationships as transformative included: interpersonal conflict, intrapersonal conflict, find support, interaction of Counselor Education and Supervision (CES)

program roles and non-CES roles (i.e., roles outside of the program), and integrating personal and professional selves. The theme of experiential learning included: setting boundaries, challenges as learning opportunities, balancing and prioritizing roles, benefits, and learning by doing.

Super-ordinate Theme 1: Awareness and Education

The super-ordinate theme of *awareness and education* emerged through the lenses of influence and issues. The ten participants addressed a lack of definition of roles and relationships within their programs, although some acknowledged their programs' attempts to discuss multiple roles and relationships with students. Specifically, all participants mentioned the need for more ongoing conversations about multiple roles and relationships, including power dynamics, within their individual programs and within the counselor education field as a whole. Sarah, in regards to her confusion with navigating multiple roles, especially the "in-between roles," stated, "It would be really nice to have that clear discussion about that change in roles." She continued:

I think that needs to come from us now as the counselor educators...we need to be more aware...make sure that the master's and the doc students know what those roles are.

Because...we really don't talk about our roles with counselor educators and other professors and the students. We really don't do a good job of that.

Betty, Andrea, Courtney, Jennifer focused on predominantly negative experiences, which they attributed to the absence of faculty acknowledgment and discussion about their multiple roles, relationships, and expectations. Jennifer stated, regarding her program's failure to provide her cohort with a current handbook, "This has probably been the most frustrating part of my doctoral experience, was that no, the roles for most of these positions...with the exception of [the teaching] role and my role as a therapist...the other roles were incredibly ill-defined." Courtney

discussed how her professors ignored the power differential between doctoral students and faculty:

We were talking about gate keeping...and someone brought up the idea of the power differential, and she just really didn't want to talk about it...she finally after twenty minutes was like, 'Well I guess I could see, but I am a tenured faculty member, and I guess I've been away from it,' but she still wouldn't really acknowledge...So not even recognizing that there's a power differential...was really disheartening...it seemed to be a lack of awareness on her part, and that's how we are as a field, so I didn't understand how she could be so unaware of all of this...having it brought up and still being unaware.

Dan, Karen, Sarah, and Elizabeth discussed their struggles with multiple roles and relationships, including the influence of power; however, they noted the willingness of their faculty to discuss those topics, which appeared to alleviate some distress. Dan reported,

I have never encountered a situation where somebody wasn't willing to say, 'Ok...if we're going to talk about this, let's talk about this. Let's get things out on the table, and not necessarily solve problems or be focused on the solution, but engage in the conversation.'...these professional identity issues, and those kind of things...I would say our faculty is really supportive of that.

Alex attributed some of his interpersonal and intrapersonal conflict that emerged from his role confusion to his "in between roles" with faculty:

There are times when I've felt like I'm almost seen as a peer to some of the professors, and there are other times when I'm definitely the student....things like when I've been invited to parties because I teach in the college...not sure how to label that, but definitely those times that come up where I'm holding those multiple roles at the same time.

When asked to give advice on how to handle multiple roles and relationships, nine participants urged new doctoral students to accept that being a doctoral student requires participation in multiple roles and relationships. Furthermore, all ten participants encouraged new doctoral students to educate themselves on what their roles and responsibilities entailed, regardless of whether the information was provided formally, informally, or not at all. Meghan stated, “Get as much information as you can before you even step foot in the door about everything that you’re going to be doing,” and later continued, “if it’s talking with current doc students, talking with faculty...talking to people who have done it before you...Seeing what they had to do to navigate it.”

Super-ordinate Theme 2: Multiple Roles and Relationships as Transformative

The super-ordinate theme of *multiple roles and relationships as transformative* emerged through the lenses of issues and choice. This particular theme encompasses participant experiences regarding interpersonal and intrapersonal conflict or dilemmas, the intersecting of personal roles and counselor education and supervision program-related roles and selves, and finding support. Jennifer spoke about conflict with navigating multiple roles and relationships that affected her relationships outside of the program:

...that was a constant experience for my first three and a half years...the part...that I found most challenging was that it created a lot of frustration in my personal relationships outside the program...it was very hard for my friends to understand that I made [a] decision...because of the power dynamic...So there would be frequent experiences where I felt like I was letting friends and family down.

In regards to his confusion on how to navigate intrapersonal conflict that stemmed from his multiple roles and relationships, Alex reported:

Do I say anything? Am I going to have this professor in classes later on down the line? I don't want to burn any bridges my first semester, but I'm seeing some real problems with the way we're interacting, and I don't know how to bring this up.

Regarding the intrapersonal and interpersonal conflicts with her former dissertation chair, Betty stated:

I wish that I could have just gotten rid of him. Like I wish that I had just been like, who cares, I'll still find a job. I'll still be ok...because...the emotional and mental ramifications of still working with him are really exhausting. And I wish I had just been like, I don't need this, goodbye.

Additionally, Betty emphasized the importance of finding support:

Having other people who are in other doc programs has been the best thing that I've done...having that nod of understanding from people everywhere. It's like, 'I get it, that blows. I'm sorry.'

Super-ordinate Theme 3: Experiential Learning

The super-ordinate theme of *experiential learning* emerged from all three lenses: influence, issues, and choice. All participants discussed in detail their experiences with balancing and prioritizing roles, which led most of them to re-evaluate their abilities to set boundaries and limits. Regarding her experiences with balancing roles, Karen stated, "I have my role as the student...my role as a mother and a wife, and [my] professional [role] of working as a practicing school counselor." Elizabeth reported, "For me it's just kind of a 'juggling time' issue...I have all these responsibilities with my classes that I have to get done...it's just a time management thing with all the other roles at this point."

The theme of learning by doing was common for participants in this study, whether it was

learning how to set boundaries, prioritize roles, navigate conflict, or reframe challenging experiences as opportunities for growth. Regarding his immersion into multiple roles and relationships, Dan reported:

My experience has been different from others, though, and I think that's part of because it's just the kind of learner I am. If I'm in it, I'm going to engage, and I'm going to let the process shape me. I'm going to let myself be influenced by what's happening around me.

Sarah, speaking about her experiences of learning to balance and prioritize roles, stated, "I don't know how you have us do what we need to do and become educated in the way we need to become educated, if it isn't as most of us walk through it."

All participants perceived benefits to participating in multiple roles and relationships, despite whether or not the initial experiences were challenging. For example, Jennifer commented:

...to be fair, I...liked getting such a wide variety of experiences and being able to stretch myself in those ways. I've learned a lot from those experiences, but do I think it was completely appropriate or ethical? No. So...that has a dual aspect to it.

Alex reported having reaped many benefits from participating in multiple roles and relationships:

I've had some really great experiences by being able to have these multiple roles, it's opened some doors that I can see some of my peers aren't getting these experiences, because they aren't in these same roles...it's definitely given me some opportunities to see things I probably would not have seen.

Similarly to Alex, Courtney described her experience with the challenges-benefits cycle to multiple roles and relationships:

I...am one of those people like...I might as well try it, and I tend to put a lot on my plate...That would definitely be where the challenges come in. And yet I know overall...it's going to benefit me in one way or another...I think it's all going to benefit one way or another as a learning experience, and that's always going to be beneficial...the back and forth—the benefits and the challenges.

Conclusion

In this chapter, a comprehensive description of the themes that emerged from the participant interviews was presented. A cross-case analysis of participant responses was performed and organized and the original themes were clustered into three super-ordinate themes: awareness and education, multiple roles and relationships as transformative, and experiential learning. Three super-ordinate themes emerged from the three thematic lenses used to explore the data (i.e., themes of influence, issues, and choice). The super-ordinate theme of awareness and education emerged through the lenses of influence and issues, and was rooted in participants' desire for increased education and discussion regarding multiple roles and relationships within counselor education programs based on varying experiences with role confusion, power differentials, in-between roles, and acknowledgement and acceptance that multiple roles are a part of being a doctoral student. The super-ordinate theme of multiple roles and relationships as transformative emerged through the lenses of issues and choice, and was rooted in participant experiences' regarding interpersonal and intrapersonal conflict or dilemmas, intersecting of personal roles and program-related roles and selves, and finding support. The super-ordinate theme of experiential learning emerged from all three lenses (i.e., influence, issues, and choice), and was rooted in participant experiences' with navigating and juggling roles, which led most of them to consider setting boundaries and limits.

CHAPTER FIVE

DISCUSSION

In this chapter, the purpose of the study is explained and the summary of results is presented. The findings are reviewed and discussed in relation to earlier research on the subject matter. The limitations of the study and implications for doctoral students, counselor educators, and counselor education programs are provided. Suggestions for future research inquiries on the topic are presented. Finally, a personal reflection of the researcher is shared.

Purpose

The purpose of this phenomenological study was to explore counselor education doctoral students' experiences with multiple relationships. A review of the literature revealed little research on this topic. Specifically, the aim of the study was to understand and describe counselor education doctoral students' with multiple roles and relationships, focusing on their perceptions and the meaning behind their lived experiences. Utilizing a feminist perspective, the focus of this study was to uncover meaning that defined the essence of the participants' experiences.

My conceptual framework was rooted in feminist theory. Key concepts guiding feminist theory that applied specifically to this study included: egalitarian relationships; analysis of power and how it is gained, used, and possible consequences; enhancement of capabilities and strengths; and educating people to recognize cognitions that are harmful and encouraging them to honor their intuitions. A vital tenet of feminist theory is honoring an individual's experiences, especially the process of personal stories becoming a source of strength. Recognizing individual experiences is important because it acknowledges the individual's belief system and validates it.

The primary research question was: How do counselor education doctoral students experience the phenomenon of multiple roles and relationships? Secondary research questions were:

- (a) What kind of choices do doctoral students make when participating in multiple roles and relationships?
- (b) Do boundary issues emerge as a result of participation in multiple roles and relationships?
- (c) Do students react differently to experiences that stem from multiple roles and relationships depending on whether the role was assigned or willingly chosen?

The data were explored through three thematic lenses: influence, issues, and choice.

Summary of Methods and Procedures

I used Interpretive Phenomenological Analysis (IPA) to explore the lived experiences of counselor education doctoral students who participated in multiple roles and relationships within their doctoral programs. A small sample size of ten was utilized, and no specific criteria were applied regarding age, gender, or race of the participants. Ten participants were interviewed, each of whom was currently enrolled in a doctoral program in counselor education at the time of the interview. Each participant had completed at least one year of full-time enrollment, had participated in a minimum of two roles that were provided in an a priori list, and had access to videoconferencing software to participate in the study.

Random purposeful sampling was utilized to recruit participants. I emailed requests for participants on the COUNSGRADS and CESNET listservs, and conducted an initial screening process to ensure that potential participants met the required criterion. Participants completed interviews via videoconferencing programs (e.g., Skype). I conducted and transcribed all individual interviews. The length of interviews varied from 45 minutes to almost two hours.

After I transcribed the interviews, I sent each participant a copy of the transcript to review and approve. I then conducted a follow-up conversation with each participant to clarify any questions and gather any comments the participant wished to offer regarding the transcript. Participant requests to make changes to their transcript for clarification and confidentiality purposes were honored. Types of requests to protect confidentiality included changing the genders of professors or students mentioned, omitting the labels of specific roles that could identify the participant's program or professors, and generalizing certain roles (e.g. "leadership role in a national counseling-related organization").

After confirming transcripts with participants and receiving their approval, I coded the raw data with key words and phrases to identify categories. Categories were clustered into themes that were grouped across cases into super-ordinate themes and used to address the research questions and lenses. The cross-case analysis of participants' themes produced a total of 14 themes, which were narrowed into three super-ordinate themes: awareness and education, multiple roles and relationships as transformative, and experiential learning.

Discussion of Results

The three super-ordinate themes are representative of the considerable amount of data that emerged from individual participant stories that, when combined, produced a total of 14 themes. The first super-ordinate theme of awareness and education included 4 of the 14 themes: influence of power, lack of definition and role confusion, acceptance, and in-between roles. The label "awareness and education" refers to participants' desire for more clarity and instruction regarding specific roles and responsibilities, and for heightened recognition and discussion from counselor educators about the existence of multiple roles and relationships. The concept of power emerged as a significant theme for seven participants, specifically the influence of power

on participant's decision-making processes, and was demonstrated by behaviors and/or intrapersonal distress. Though the remaining three participants discussed experiences with the power differential in their relationships with faculty and other students, it was not a significant theme. The theme of lack of definition and role confusion was pertinent for all participants, who described significant experiences when they felt lost and uncertain how to navigate their roles, at times due to the absence of role and responsibility explanations. Some participants felt the strain of not having clear instruction about required roles, such as doctoral student, teaching assistant, supervisor, and graduate assistant. All participants discussed attempts by their program and professors to define roles and responsibilities, whether through an orientation, introductory course, handbook, or informal conversation. Despite attempts by their institutions to acknowledge doctoral student roles, all participants reported experiencing various states of role confusion. The theme of acceptance emerged primarily from participants' advice to new doctoral students on how to handle multiple roles and relationships. The intended meaning was to advocate for doctoral students' heightened awareness and acceptance that multiple roles and relationships occur as part of being a counselor education doctoral student in a CACREP-accredited program. The seven participants who broached the topic of acceptance described their internal processes that led them to accept the intricacies of multiple roles and relationships and embrace the negative aspects with the positive. The last sub-theme in the first super-ordinate theme was in-between roles. In this study in-between roles referred to "non-traditional" roles that occurred primarily between doctoral students and professors (though sometimes between doctoral and master's students), such as friendships, serving in a leadership position on a counseling board, colleague, and being a member of a small community. The theme was

significant for three participants who noted the complexities of these types of relationships largely due to undefined “grey areas” they experienced.

The second super-ordinate theme was multiple roles and relationships as transformative included 6 of the 14 themes: interpersonal conflict, intrapersonal conflict, find support, interaction of Counselor Education and Supervision (CES) program roles and non-CES roles (i.e., roles outside of the program), and integrating personal and professional selves. The term “transformative” is intended to convey how participating in multiple roles and relationships affected the participants; namely, how the experience “transformed” participants in significant and meaningful ways. Interpersonal conflict was a major theme for four participants who described primarily negative experiences with professors and students with respect to their multiple roles and relationships. It is important to note that not all interpersonal conflicts described by participants resulted in negative consequences. All participants experienced intrapersonal conflict related to multiple roles and relationships. For some participants, conflicts stemmed from role confusion due to absence of definitions of roles and responsibilities. For other participants, conflicts emerged from the power differential and fear of real or perceived consequences for choosing to engage (or not engage) in certain behaviors with the key players in the multiple relationships (e.g., professors or other doctoral students). In response to experiencing interpersonal and/or intrapersonal conflict with their roles, some participants sought support from others, including significant others, professors, other students, and doctoral students from other programs. Seven participants noted the importance of finding support, essentially with the goal of resolving the different forms of conflict. Five participants discussed significant experiences when their program-related roles intersected with their roles outside the program (e.g., partner, counselor, parent); however, every participant reported significant

experiences with integrating their personal and professional selves. Regarding the interaction of program roles and non-program roles, participants reported instances when they experienced challenges in trying to accommodate the responsibilities of being a counselor education doctoral student while simultaneously being a partner, full-time employee, parent, or friend. All participants discussed their individual processes of integrating personal and professional selves that involved self-exploration and resulted in the combination of their authentic selves with their developing professional identities as future counselor educators.

The third super-ordinate theme of experiential learning included the remaining 4 of the 14 themes: setting boundaries, challenges as learning opportunities, balancing and prioritizing roles, benefits, and learning by doing. The term “experiential” refers to participants’ immersive experiences with multiple roles and relationships from which they interpreted meaning and garnered valuable knowledge. Six participants reframed their challenging experiences with multiple roles and relationships as learning opportunities. Specifically, participants acknowledged their hardships, and later recognized how those obstacles had facilitated personal-growth. Additionally, six participants elaborated on experiences with balancing and prioritizing roles; nine participants emphasized the importance of setting boundaries and limits both internally and with others. All participants reported receiving benefits to their participation in multiple roles and relationships, regardless of associated challenges. Learning by doing was a significant theme for five participants, and was largely related to learning how to set boundaries, prioritize roles, navigate conflict, or reframe challenging experiences as opportunities for growth.

Relationship to Previous Research

In keeping with IPA procedure, the researcher must relate super-ordinate themes to the existing body of literature on the research topic (Smith, Flowers, & Larkin, 2009). Using the

super-ordinate theme to answer the secondary research questions provided an overview of how participants addressed the primary research question of “What are counselor education doctoral students’ experiences of participating in multiple roles and relationships?” In this section, I connect my research findings to previous research and link them to the major topics addressed in Chapter Two: multiple roles of counselor educators and students, ethical standards, types of multiple relationships between counselor educators and students, multiple relationships between students, and models for ethical management of multiple relationships between faculty and students.

Types of multiple roles of counselor education doctoral students.

Professors and graduate students in counselor education programs participate in a variety of roles, any number of which can overlap and occur simultaneously (Bowman & Hatley, 1995; Herlihy & Corey, 2006; Holmes et al., 1999; Kolbert et al., 2002; Schwab & Neukrug, 1994). In this study participants were first asked to list the various roles in which they have participated, and state whether or not the role was required by the program or was an additional role they chose. A list of roles was constructed a priori and included in the recruitment email to the COUNSGRADS and CESNET listservs. Prior to the interview, participants were asked to consider the various roles and relationships in which they participated. The list was also utilized as a prompt during the interview for the first question only when requested by participants. In other words, participants were not provided with an exhaustive list of potential roles and relationships from which to choose. Though the researcher was interested primarily in participants’ multiple roles and relationships within their doctoral programs, many participants also mentioned roles outside of their programs, such as partner, parent, employee, and counselor. An initial question was how multiple roles and relationships affected students depending on

whether or not they chose to participate in the role and complementary relationship; however, the results were not significant regarding this facet of the initial inquiry. What emerged more clearly was how participants chose to navigate interactions when program and non-program roles intersected.

Multiple relationships of doctoral students with faculty and students

Multiple relationships within counselor education and related programs have been analyzed in terms of relationships between faculty and students and between doctoral and master's students regarding issues of supervision, mentoring, advising, friendship, monetary interactions, romantic or sexual relationships, and authorship (Barnett, 2008; Biaggio et al., 1997; Blevins-Knabe, 1992; Bowman & Hatley, 1995; Holmes et al., 1999; Kolbert et al., 2002; Oberlander & Barnett, 2005; Remley & Herlihy, 2001; Scarborough et al., 2006; Welfare & Sackett, 2011). Findings from previous studies that explored the ethical and legal dilemmas resulting from faculty-student and/or doctoral-master's student dual relationships revealed a lack of student competency to address various multiple relationships, and differing opinions between faculty and students regarding the nature of certain multiple roles and relationships within counselor education (Biaggio et al., 1997; Blevins-Knabe, 1995; Bowman & Hatley, 1995, Kolbert et al., 2002; Schwab & Neukrug, 1994). Findings of this study support these results, in that my findings suggest a lack of instruction for doctoral students on how to address multiple relationships, as well as a lack of clarity regarding role definitions. The super-ordinate theme of *awareness and education* encompasses participants' conflict with faculty and program inconsistencies with respect to educating students on multiple roles and relationships, including potential boundary issues.

Previous researchers have recognized the commonalities between the counselor-client relationships and the professor-student relationships due to parallels in the power imbalance (Corey et al., 2007; Herlihy & Corey, 2006; Kolbert et al., 2002), although there are important differences (Bowman & Hatley, 1995). Findings of earlier research studies indicated that students and faculty acknowledged the presence of a power differential and its potential to affect students' ethical decision-making processes (Schwab & Neukrug, 1994). In this study, the presence and influence of the power differential in some participants' multiple roles and relationships lends support to the earlier findings. Betty, Meghan, and Jennifer reported feeling the strain of being in a decreased-power position, such as the role of graduate assistant. Betty, Meghan, Alex, and Jennifer discussed how they made certain decisions based on their experience of the "fear of negative consequences of noncompliance," which was described by Sullivan and Ogloff (1998) as the fear of termination of the relationship for the student, and fear of potential unfavorable ramifications for the student. Sullivan and Ogloff (1998) likened the experiences of doctoral students to those of clients, as both groups are in a power-down position, with their faculty and counselors, respectively. Sarah and Dan reported experiences of having power over master's students, specifically due to gate-keeping issues. Dan discussed having multiple conversations with faculty members on navigating potential gate-keeping issues with master's students. Sarah acknowledged her power over master's students, as a doctoral student and as a site supervisor for master's students in her program. Sarah reported instances when she proactively addressed potential boundary issues with master's students and faculty due to having pre-existing multiple relationships.

In this study, the super-ordinate themes of *multiple roles and relationships as transformative* and *experiential learning* reflected a myriad of experiences that participants

reported, such as boundary issues, role confusion, gate-keeping issues, conflict with faculty and students, internal conflict, and learning to balancing and prioritize roles. Participants who experienced inconsistencies with role definitions and instruction from faculty reported more psychological distress and significant negative consequences of participating in multiple roles and relationships. Participants whose faculty members were open to conversations about multiple roles reported feeling validated and secure in their abilities to navigate potential boundary issues and role confusion.

Holmes et al. (1999) acknowledged the influence of faculty-student relationships on student development and potential effects on academic performance. Their results supported previous literature that stressed the importance of evaluating the professor's power position and subsequent responsibility to maintain objectivity while simultaneously avoiding exploitative situations. The results from this study support Holmes et al.'s (1999) findings, as all participants noted the positive and negative effects of multiple roles and relationships on personal and professional levels. For example, Betty reported a significantly negative experience with her former dissertation chair and was affected by the conflict within the classroom setting when inappropriately confronted by the professor. Meghan and Dan noted the stress and strain of trying to balance multiple roles and relationships after having taken on too many of them. Unlike Betty, Meghan and Dan had supportive professors who understood when they started declining offers to engage in additional scholarly projects that would create further roles and relationships.

Results from this study supported Kolbert et al.'s (2002) findings that dual relationships within educational settings are unavoidable and necessary. All participants acknowledged that multiple roles and relationships are a part of being a doctoral student in counselor education.

Betty, Dan, Meghan, Sarah, Courtney, Alex, and Jennifer emphasized the need to accept the existence of multiple roles and relationships and be open to the potential growth opportunities they offer.

Supervision. Betty, Dan, Alex, and Sarah reported instances when boundary issues emerged from their role as assistant in their program's training clinic or as a university supervisor. Previous researchers have emphasized the necessity of having unified, clear guidelines for identifying potential situations in which dual relationships might occur, the subsequent boundary issues, and how to navigate the ethical quandaries within student training experiences such as group counseling and supervision (Schwab & Neukrug, 1994). All four participants reported seeking faculty support for the boundary issues, despite initial confusion regarding how to effectively handle them.

Mentoring and advising. Several participants discussed the benefits to their mentoring and advising relationships with faculty. Some participants separated mentorship and advising into separate relationships. Dan reported feeling unsure of how to utilize his advisor, and later developed mentoring relationships with other faculty in his program. Jennifer likened her advising relationship to an in-between relationship, due to her similarity in age to the professor, and because of the multiple layers she has experienced with the advising process. Karen described a positive and beneficial mentoring relationship with her advisor with whom she has the most roles within her program. Similarly, Elizabeth spoke highly of the mentoring relationships with has with professors in her program, and how those relationships have opened up opportunities for scholarly activities. Despite having a negative relationship with her former advisor and dissertation chair, Betty reported having a strong mentoring and advising relationship with her new dissertation chair from who she receives tremendous support. The

results from this study support the previous research findings that mentoring and advising, both formal and informal, are key influencers of graduate student success, and play a vital role in students' professional development (Barnett, 2008; Johnson & Nelson, 1999; Protivnak & Foss, 2009). Nine of the ten participants noted benefits to their mentoring and advising relationships that are similar to the potential benefits identified by Barnett (2008). Mentors to participants in this study were reported to have assisted the students with becoming competent professionals and developing their identities as future counselor educators.

Friendship and social interactions. Sarah, Alex, and Elizabeth discussed friendships and collegial relationships with professors that were managed in a way that seemed to adhere to the *2005 Code of Ethics* that urges counselor educators to avoid nonprofessional relationships in which there is a potential for harm or if the relationships would compromise the student's training (American Counseling Association, 2005). Sarah and the faculty member with whom she is friends spoke at great length about the change in their relationship before Sarah started the doctoral program. Sarah and the professor discussed what would change if she would take the professor's class, and how to remain ethical. Sarah and Alex spoke at length about collegial relationships with faculty members in their program. Sarah discussed her multiple collegial relationships with a professor with whom she serves on two counseling related boards. Alex discussed his relationships with faculty in the department who invite him to parties due to his role as a primary instructor for a course. Alex discussed the role conflict he sometimes experienced due to his collegial relationships with faculty, but stated he normally spoke to faculty and advocated for himself if he felt something was potentially unethical or if a boundary issues was present. Elizabeth reported a friendship with a professor with whom she recently started working on research projects and presentations. Elizabeth stated that she and the

professor still operate in an ethical manner, and do not spend time together outside of their research planning meetings.

Sullivan and Ogloff (1998), raising the issue of fair treatment of students, noted that increased casual (e.g., nonsexual) interactions between professors and students may lead to increased favoritism toward the student that in turn can negatively affect other students who are not receiving the same treatment. Counselor educators are urged to avoid nonprofessional relationships in which there is a potential for harm or if the relationships would compromise the student's training (American Counseling Association, 2005).

Research and authorship. In regards to collaborative relationships between faculty and students including presenting, writing, and conducting research, results from the study supported Welfare and Sackett's (2011) research that highlighted the need for a unified decision-making model regarding student-faculty collaborative research. Karen, Dan, Meghan, and Elizabeth reported instances when they engaged in conversations with faculty about authorship order and how their collaborative research would be conducted (i.e., designation of responsibilities). They reported that having initial conversations with professors who provided clear definitions of the researcher role and relationship was beneficial. Conversely, Courtney reported feeling unsure if her faculty member was using her for the labor and would later take all the credit for the research. This was a faculty member who Courtney had previously described as failing to provide clear instruction about doctoral student roles in her program.

No romantic or sexual relationships, or relationships involving monetary interactions, emerged from the data.

Multiple relationships between students. Six of the ten participants had roles as graduate assistants in their program, and one served as a graduate associate. Previous research

by Oberlander and Barnett (2005) revealed that graduate assistants may have responsibilities similar to those of faculty members who participate in multiple roles and relationships. Consistent with Oberlander and Barnett's (2005) findings, participants in this study actively participated in a variety of multiple roles and relationships. Betty and Courtney shared a negative perspective of their experiences of being a graduate assistant; Betty described her experience as being a "beck-and-call-girl" and Courtney referred to her experience as "being their slave for three years." Meghan, Dan, and Alex reported having somewhat clear definitions and expectations of their role as a graduate assistant; Elizabeth reported a similar experience when serving as a CACREP assistant and graduate associate. Jennifer described her first graduate assistantship assignment as confusing, with little direction from her faculty supervisor, which led her to switch to a different assignment the next year. Jennifer reported the second assignment as a graduate assistantship was challenging, but she had more direction from the faculty supervisor. This study's results support to some extent those of Oberlander and Barnett (2005), who asserted that graduate teaching assistants and graduate research assistants receive almost no supervision and training regarding their assignments, but no support was found for Oberlander and Barnett's (2005) assertion that many graduate assistants participate in unethical behaviors.

Ethical and Training Standards

All participants in this study stressed the need for increased definition and discussion of multiple roles and relationships in the field of counselor education. Specifically, across cases participants reported experiencing role confusion and conflict that often stemmed from lack of role definitions provided by their faculty members and program handbooks. This finding is consistent with previous literature on multiple roles and relationships that noted the failure of

some programs to emphasize the importance of creating and maintaining boundaries, or even to provide students with information on what constitutes an acceptable relationship and how to handle boundary violations (Barnett, 2008; Bowman & Hatley, 1995; Holmes et al., 1999; Kolbert et al.; Scarborough et al., 2006). Despite some efforts of participants' programs and faculty to define roles (e.g., handbook definitions, syllabi requirements, informal conversations between students and faculty) and orient students (e.g., orientations, doctoral seminars), participants reported struggling with role confusion and stressed the need for ongoing, open conversations with faculty members. Also consistent with previous research (Barnett, 2008; Biaggio et al., 1997; Blevins-Knabe, 1992; Bowman & Hatley, 1995; Holmes et al., 1999; Kolbert et al., 2002; Oberlander & Barnett, 2005; Remley & Herlihy, 2001; Scarborough et al., 2006; Welfare & Sackett, 2011) was participants' recognition of the necessity and importance of multiple roles and relationships to foster their professional development as future counselor educators.

Models for Ethical Management of Multiple Relationships

Participants were asked if they experienced any interpersonal or intrapersonal conflict or dilemmas that resulted from participating in multiple roles and relationships. If participants reported experiencing conflicts or dilemmas, they were subsequently asked how they handled situations, including whether they referred to an ethical decision-making model. No participants reported using a specific ethical decision-making model to work through conflicts; however, Betty reported consulting faculty about her gate-keeping issue with a doctoral peer, who referred her to the *ACA 2005 Code of Ethics*. Sarah reported feeling that the *ACA 2005 Code of Ethics* was too vague and was not particularly helpful to her when attempting to resolve ethical dilemmas. Sarah suggested that counselor education programs incorporate more education in the

classroom on multiple roles and relationships, specifically gate-keeping issues, boundary issues, and in-between relationships.

Some participants questioned the ethics of faculty with whom they shared a multiple relationship. For example, Betty and Jennifer reported instances when they perceived faculty as acting unethically due to an abuse of their power. When Biaggio, Paget, and Chenoweth (1997) examined the types of multiple relationships between faculty and students, they acknowledged the power and responsibility of the faculty member's role when choosing to engage in multiple relationships with students. Betty and Jennifer, two participants who reported a high number of negative experiences with faculty, felt a high level of distress and confusion regarding how to navigate their roles. Specifically, Betty and Jennifer reported receiving little direction and information from faculty regarding their roles as graduate assistants and doctoral students, and were met with faculty resistance when they attempted to seek clarification. Conversely, Dan and Sarah spoke highly of their faculty who were open to discussing the quandaries of multiple roles and relationships, specifically as they related to doctoral and master's students' relationships. The openness of Dan and Sarah's faculty members to engage in ongoing conversations is consistent with Biaggio et al. (1997) who found that, when faculty and students have continuous and open conversations about the nature of dual relationships, a healthy climate for ethical relationships is fostered and demonstrates to students the importance of utilizing ethical decision-making models in everyday "gray" areas.

Blevins-Knabe (1992) reported that the interaction of certain characteristics of students and faculty may contribute to the formation of dual relationships. Schneider (1987) provided examples of characteristics that included age, gender, whether the student is at the graduate or undergraduate level, and physical appearance (as cited in Blevins-Knabe, 1992). Karen and

Sarah noted their ages as potential influences on why and how they felt comfortable asking questions of faculty about multiple roles, as well as setting boundaries. Karen reported feeling that her age in conjunction with her roles outside the program (e.g., mother, partner, and school counselor) caused her to be judicious when taking on more roles and responsibilities. She felt confident and comfortable setting boundaries with faculty and master's students. Sarah identified her age and personality as reasons why she had different relationships with faculty than some of her peers. For example, she reported being close in age to two of her professors with whom she works closely, which is part of the reason she has collegial relationships with them. Alex experienced some role confusion and interpersonal conflict with a new professor in his program for whom he served as a teaching assistant. Alex reported the female professor is close to him in age, and that at times he felt that she was speaking to him on a personal level rather than a professional level. Elizabeth discussed having close mentoring relationships with faculty members who were near to her age and had children around the same age. Sharing similar spiritual backgrounds was a connecting characteristic for Sarah and Elizabeth. Sarah reported living in a small community with some of her faculty who practiced at the same spiritual center as she and her husband. Elizabeth reported having a positive mentorship relationship with the professor for whom she worked as a CACREP assistant, due to their similar belief systems and religious practices. The characteristic of being a part-time student affected the formation of multiple roles and relationships for Andrea, who changed to part-time student status after her initial year in her doctoral program. Andrea reported feeling confident about finishing the program due to her unique status as a married African American woman who had her children in wedlock, and is a determined doctoral candidate at her institution. Andrea believed people like her are "unheard of" in counselor education, and reported being comfortable

with her choice to switch to part-time student status due to her prioritization of roles outside her program. Andrea stated that she may have had more opportunities to participate in additional multiple roles if she had remained full-time; however, she did not feel slighted or that she had missed out on major opportunities within her program. Gender considerations between faculty members and students were not examined in this study due to the requests of some participants to change the genders of professors and students mentioned in their interview. Additionally, participants did not identify any significant gender effects in their interviews, and often did not mention whether faculty members or students were male or female.

Implications for Counselor Educators

In summary, a review of the literature did not reveal any studies that specifically explored the perceptions and experiences of counselor education doctoral students who have participated in multiple roles and relationships. This qualitative study provided insights into such perceptions and experiences. Understanding how counselor education doctoral students deal with multiple roles and relationships while enrolled in their programs can validate current and future doctoral students' experiences and assist them in navigating multiple roles and relationships within their programs. Furthermore, understanding the lived experiences of doctoral students may contribute to the awareness of counselor educators of how their approach to participating in multiple roles and relationships can shape the next generation of counselor educators. Research on counselor education doctoral students' experiences with multiple roles and relationships can have a positive impact on the profession by providing insight into the types of problems that doctoral students often find themselves facing as well as benefits to participating in multiple relationships. Knowing how doctoral students interpret their experiences may inspire counselor educators and programs to take a proactive stance and incorporate more didactic training about multiple roles

and relationships to promote an open and ongoing learning process with students. The next sections present the implications of the study for counselor education doctoral students and counselor education programs.

Implications for Counselor Education Doctoral Students

No previous studies have specifically explored the perceptions and experiences of counselor education doctoral students who have participated in multiple roles and relationships. Learning about what the doctoral students who participated in this study did to navigate the complex world of multiple roles and relationships, especially conflicts and role confusion, may benefit future counselor education doctoral students who may also struggle with multiple roles and relationships. Findings of this study suggest that multiple roles and relationships do not always come with clear instruction or even any instruction regarding role definitions. Nonetheless, all participants in this study encouraged future doctoral students to acknowledge and accept that multiple roles and relationships exist and come with a myriad of benefits and challenges.

Six participants reported using their challenging experiences, specifically the ambiguity that stemmed from role confusion and interpersonal conflicts and dilemmas, as learning opportunities. All participants reported experiencing psychological and emotional turmoil (e.g., intrapersonal conflict), but not all attributed it to conflicts with others. Regardless of whether participants had clear instruction about their roles and responsibilities, they each described the ways in which they chose to deal with ambiguity. For example, Alex, who self-identified as an advocate, spoke directly to professors and asked questions when he desired clarity. Alex reported that, despite sometimes being met with frustration from professors, he always tried to be respectful and accepted the directives. Similarly, Jennifer and Sarah attempted to resolve ambiguities by directly approaching faculty. Sarah reported feeling comfortable with her

proactive stance and questioning faculty; however, she did not report receiving repercussions from these conversations, as Jennifer did from some of her professors. Jennifer discussed the extreme emotional and psychological tolls her role confusion and ambiguity took on her. She reported wishing in retrospect that she had not pushed so hard against the ambiguity and had accepted it instead. Jennifer felt she grew a lot as a person during her struggles; for instance, she learned to tolerate ambiguity. Dan, Andrea, and Karen handled the stress of their roles internally, and felt they had to completely immerse themselves in the experience of having multiple roles to find a way to navigate them. Dan reported consistently receiving support from faculty to discuss his challenges, including those related to power differentials in various relationships with professors and students. Meghan, who repeatedly emphasized the importance of having self-efficacy, dealt with the stress of having multiple roles by finding ways to reclaim her power. Meghan did not report having many negative experiences with faculty. When interpersonal conflict did occur with professors or other students, Meghan was selective with the timing regarding when she approached the other person. Elizabeth found support from her faculty and her husband when she experienced challenges with role confusion and stress. Betty and Courtney, who attend the same school, reported instances when they felt exploited due to the power their faculty had over them. Betty's descriptions of her experiences with faculty were negative, and she often reported feeling she was trapped in a chaotic cycle. Betty reported that she felt she had no choice but to do whatever the faculty asked (or told) her to do, despite her opinion that it was unfair or outside the scope of her boundaries. Betty's most significant negative experience with the power differential was with her now former dissertation chair who informed Betty she would no longer assist with her dissertation due to her disapproval of Betty's selection of co-chair. Courtney's descriptions of her experience with the faculty's abuse of

power was related to co-research projects, when she felt the faculty were taking advantage of student work and putting their names on it. Courtney also reported feeling upset when a professor denied having significant power over students after being confronted in class about issues with power. Although Courtney, too, felt she had to do whatever the faculty requested, she viewed her experiences as vital to her development as a future counselor educator and saw them as learning opportunities.

A potential parallel was the ability of participants to perceive their challenging experiences as fundamental to their self-growth process and to shaping their future identities, in a process similar to how some clients view their struggles as a necessary part of change. Professors, despite their best intentions, like counselors, do not always have the answers or the ability to resolve students' problems. Perhaps part of what makes challenging experiences meaningful for students (and clients) is finding their way through it, and using support when necessary. Perhaps self-growth comes from embracing the interpersonal and intrapersonal struggles and viewing them as opportunities to learn. All participants perceived their experiences as fundamental to their identities as future counselor educators. These findings suggest that challenging experiences are not necessarily negative, and can present opportunities for personal growth.

Implications for Counselor Education Programs

The findings of this study contribute to an understanding of how counselor education doctoral students experience the phenomenon of multiple roles and relationships and make meaning out of it. Results from this study may provide further impetus for counselor education programs to take care when orienting new doctoral students to program handbooks and procedures. Across cases, participants reported experiencing role confusion and conflict that they attributed to lack

of role definitions from their faculty members and program handbooks. This may continue to be problematic and potentially inhibit the growth and development of future counselor educators should faculty and programs fail to acknowledge and openly process the phenomenon of multiple roles and relationships. Findings of this research study may provide helpful suggestions to counselor educators on what topics to include in their program orientations for doctoral students and training on multiple roles and relationships in counselor education. This research study could lead to future research that further addresses the ways in which doctoral students experience multiple roles and relationships, perhaps by taking certain themes and studying them individually instead of collectively. This study may inspire counselor educators to create consistency in the ways their programs teach the topic of multiple roles and relationships, as well as to proactively engage in conversations with students about the benefits and consequences.

Recommendations for Future Research

The field of counselor education would benefit from additional studies that explore doctoral students' experiences with multiple roles and relationships, specifically with a qualitative approach to inquiry. All participants communicated their appreciation for the present research study, as they felt strongly that the profession fails to adequately address the phenomenon of multiple roles and relationships for students within counselor education programs. Additionally, results from this study highlighted the need for ongoing education and discussion about different roles, such as doctoral candidate navigating the dissertation process, supervision and teaching roles, advising roles and relationships, and in-between roles (e.g., collegial relationships with faculty, friendships). Quantitative studies could be designed to poll counselor education programs to determine what procedures and strategies they use to educate

students about multiple roles and relationships, including how to use ethical decision-making models when appropriate.

Previous researchers who studied faculty and student opinions about boundary issues have emphasized the need for future studies to explore the effects of engaging in multiple relationships; a need that is strengthened by the potential modeling effect and slippery slope phenomenon alluded to by some participants (Corey et al., 2007). For example, Betty reported how her negative experiences with faculty and their abuse of power serve as the impetus to treat her future students with better care and support. Karen, Sarah, and Alex discussed the positive modeling of faculty behaviors that shaped their development as future counselor educators. Results from this study supported the existing evidence of the various facets to multiple roles and relationships, including boundary issues, power dynamics, and potential consequences and benefits. Doctoral students enrolled in counselor education programs are expected to participate in roles and subsequent responsibilities in which they are required to interact with faculty, doctoral peers, and master's students. Some roles are voluntarily chosen (e.g., conducting research with a faculty member or peer), and some roles are required (e.g., completing a semester as a teaching assistant for a pedagogical class (Scarborough, Bernard, & Morse, 2006). Furthermore, some doctoral students are hired as departmental graduate and/or research assistants, and are in a unique position as they employed by the university and thus work for the institution, faculty, and current and prospective students (Dallesasse, 2010; Oberlander & Barnett, 2005). Because these types of roles continue to exist for doctoral students in counselor education programs, future researchers might explore the specific effects of chosen roles versus voluntary roles, effects that did not emerge in a significant way in this particular study. Perhaps future studies can employ focus groups of doctoral students to elicit more detailed conversation

from students enrolled in different programs and normalize student experiences. Another suggestion for future research originated from Andrea, who experienced unique challenges as a part-time student in her program. Although Andrea was happy about her decision to switch to part-time student status, she felt that her experiences as a part-time student were markedly different from those of full-time students in her program. For example, she reported believing faculty did not present co-research, co-writing, or co-presenting opportunities to her because she was not around as much, or because they were unsure of how seriously she took her student role. Andrea suggested potential research regarding how full-time students and part-time students are engaged by faculty, in addition to learning about overall differences between the two student groups. Further qualitative research is needed on the topic of multiple roles and relationships for counselor education doctoral students, as little is available in the existing body of literature (Biaggio et al., 1997; Bowman & Hatley, 1995; Kolbert et al., 2002; Schwab & Neukrug, 1994).

Limitations

A possible limitation of the study may have been bias of the participants, who may have wanted to shed a positive light on their experiences, or conversely, a negative perspective on their experiences with boundary issues that resulted from engaging in multiple roles and relationships within their program. Participants responded to the recruitment email posted on either COUNSGRADS or CESNET, and communicated their interest and connection to the topic. Though it was not a requirement for participants to subscribe to either listserv, all participants were recruited from the emails sent to the listservs. Prior to beginning the interviews, I encouraged each participant to tell her or his personal story and not worry about reporting only positive or negative experiences. In the final interview question, which asked

participants to provide feedback on the interview process, all participants denied feeling pressure to report negative or positive accounts.

Confidentiality was a major concern for most participants. Approximately half of participants requested to change their transcripts to protect identities; two participants requested to change the gender of professors with whom they described negative relationships. Two participants requested that the name of their graduate assistantship location be stated more vaguely. Because of the sensitive nature of the topic and participant trepidation regarding confidentiality, I notified participants that only I would have access to their personal information, program name, and demographics. Despite taking multiple measures to assuage confidentiality concerns, participants may have limited their responses due to underlying anxieties about potential repercussions of participating in the study.

Another potential limitation was my own researcher bias, due to my previous experiences with multiple roles and relationships. Before initiating the interviews, I disclosed my personal relationship with the topic to participants in an effort to be transparent about my vested interest in the research; I explained to participants that I preferred to give a general explanation of my interest in the topic, instead of providing specific explanations that could have influenced their responses. Participants were encouraged to ask questions regarding the research study as well as about my interest in the topic. I asked participants to notify me at any point during the interview if they felt uncomfortable or felt that I was attempting to sway their responses to questions. Some participants asked additional questions regarding my experiences with the topic after interviews concluded. I acknowledged my bias with participants when I connected to certain responses, and requested extra clarification so as not to impose my personal meaning onto their experiences. One participant described my capacity to relate to her experiences as “the nod of

understanding.” The audit trail and researcher journal I kept throughout the data collection and analysis processes were further attempts to bracket my bias and track my internal responses to the information received from participants.

A final limitation was the lack of generalizability, although this was not a goal of the qualitative study. Although IPA suggests utilizing a small participant pool as long as the data is collected to the point of saturation, a larger sample of participants may have produced a greater understanding of the phenomenon of counselor education doctoral students’ experiences with multiple roles and relationships. Lastly, because the double-hermeneutic process of IPA is subjective, the data have potential to be interpreted differently by other researchers regardless of implementing triangulation procedures.

Personal Reflection

Reflecting on my experience as a researcher, I felt honored to hear the stories of the ten participants regarding their experiences with multiple roles and relationships. Before embarking on the data collection process, I was unsure of what kinds of participant responses would emerge and whether participants would assume I was interested only in hearing negative stories. Because of the limited information in the literature regarding counselor education doctoral students’ experiences with multiple roles and relationships, I was grateful for the opportunity to address the topic and connect with doctoral students across the country. Due to my vested interest in the topic, I was careful to separate my experiences from those of participants, during the interview and especially during the analysis process. Keeping a researcher journal and utilizing a peer reviewer with whom I debriefed and discussed my biases significantly helped me keep my biases in check. I was challenged to remain as objective as possible, and genuinely

consider how and why I interpreted the data in certain ways, specifically during the coding, categorizing, and thematic development stages.

I commend the willingness and bravery of participants to partake in a study where confidentiality is a chief concern, which I believe speaks to the sensitive nature of the topic and need for further research. After most interviews, participants inquired about my interest in the topic, which led to further candid discussions about the participants' experiences. It appeared that once they knew the recording device was turned off and their post-interview admissions would not be transcribed, they felt less inhibited to divulge information. Some participants who did not use professor or student names in their interviews chose to name them after the interview in unofficial conversation. One participant requested I turn the tape back on to record her story about a professor who informed her cohort that she would be leaving the university due to repeated problems with the student's cohort (note: this was confirmed by the participant to record and include in her official transcript as an addendum). None of the post-interview information was recorded without participant permission and none was included in official transcripts or analysis procedures.

Perhaps my biggest struggle during the interview process was refraining from asking participants more in-depth questions regarding their experiences. Ten interview questions were utilized, each containing probing sub-questions. In addition to those questions, I asked clarifying questions during the interviews to check my understanding of participants' responses. I found myself wanting to ask more in-depth questions about certain stories shared in the interview, but had to ask myself if I was going "down the rabbit hole," and perhaps going slightly off-topic. For future inquiries into the topic of multiple roles and relationships, I would consider using a smaller number of questions or breaking interviews into multiple sessions in order to have

adequate time to explore as many aspects of participant experiences as possible. I found that participants were very eager to discuss their experiences, which sometimes caused interviews to run over the initially requested allotment of time. I believe each participant added a unique perspective to the study, and that their answers were genuine and honest. It was a privilege to hear their stories and to share, as Betty called it, “the nod of understanding.”

Researcher’s Note

Prior to conducting this research study, I found little evidence of videoconferencing used in counselor education to conduct qualitative research. The literature that supported the use of videoconferencing technology in data collection was largely found in health care research studies, and further used as a cost-saving strategy for interviewing applicants for potential employment (Beck, 2005; Diccico-Bloom & Crabtree, 2006; Richardson, Frueh, Grubaugh, Egede, & Elhai, 2009; Sedgwick & Spiers, 2009; Winzenburg, 2012). Though there are important ethical considerations, I strongly advocate for the continued use of videoconferencing technology as a means of data collection for future qualitative and mixed-methods research studies in counselor education.

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APPENDIX A: AGENDA AND INTERVIEW QUESTIONS

Title of research study:

Phenomenological Study of Doctoral Students' Experience of Engaging in Multiple Roles and Relationships Within Counselor Education Programs

Research interest statement:

I want to learn about doctoral students' experiences of engaging in multiple roles and relationships while enrolled in counselor education programs.

Target Population:

Current doctoral students from CACREP accredited counselor education programs.

Method:

Interpretative Phenomenological Analysis

What I am hoping to find out from my chosen population:

The individuals' experiences of participating in multiple roles and relationships while completing a CACREP counselor education program. Additionally, I would like to learn about the individuals' perceptions of how the multiple roles and relationships affected them personally and professionally (and other ways if provided to interviewer).

Introduction statement:

My name is Kristen Dickens, and I'm a doctoral student at the University of New Orleans in the Counselor Education program. I'm conducting an investigation for which I am asking people to share their experiences during their doctoral program when they participated in multiple roles and relationships. The information gathered as a result of this study will provide useful data that can be implemented in continuing education and counselor education programs. Your participation and the information you provide will remain strictly confidential and no information will be gathered that could be used to identify you. I would greatly appreciate your time and participation. The interview should not last longer than 90 minutes. Your responses and personal information will be confidential regardless of whether or not you choose to participate in the study.

Questions:

1. Describe the roles you participated in while enrolled in your program, starting as best you can remember with the first and then the ones that you added later.

- Graduate assistant (employee)
- Research assistant
- Teaching assistant
- Chi sigma iota board member
- Doctoral supervisor
- Co-author of a publication

- Co-presenter of a presentation
- Member of a research team
- Student

2. What responsibilities were required of you in those roles? Were these roles and responsibilities defined?

Prompt: Was something written? Was there a conversation or meeting to discuss?

3. When you were in these roles, who did you interact with?

- Students
- Faculty
- Administrators

4. Describe what it was like to have these multiple roles? What were the benefits? What were the challenges?

Probe: *(If one role is mentioned, use this probe for the rest that were listed in question one)* Did you experience similar challenges or benefits in regards to _____ role?

5. As roles changed or developed, did relationships change?

6. Were there any responsibilities that you felt were required of you that were not explicitly stated? Describe how it was. Describe how you felt.

7. Were you ever asked to do a task that was outside or beyond the boundaries of your role? If so, how did you handle that request, and what were the outcomes for you and your relationship with the person who made the request?

8. Did you experience any conflicts or dilemmas as a result of your roles? Do you wish you approached it differently? Was there anything preventing you from handling the situation differently?

Probes: Did you use assertiveness with the other person/people involved?

Did you refer to an ethical decision making model?

Did you not speak up and wish you did?

9. If you were to give advice to a new doctoral student on how to handle multiple roles and relationships, what would you say?

10. You can tell that I am trying to get at the root of the experience of participating in multiple roles and relationships for counselor education doctoral students. What did I miss in this interview? How could I improve this interview to learn more about student experiences? Was there a question or topic that I missed?

APPENDIX B: RECUIRTMENT EMAIL POSTED ON COUNSGRADS and CESNET

Greetings!

My name is Kristen Dickens, and I am conducting research on counselor education doctoral students' experiences with multiple roles and relationships. I am a doctoral candidate in the counselor education program at the University of New Orleans. The study that you are being asked to participate in involves my dissertation research.

The purpose of this study is to explore the lived experiences of counselor education doctoral students' who participated in multiple roles and relationships while enrolled in their program. I hope to gain a better understanding of counselor education doctoral students' experiences and the meaning behind their lived experiences. I hope that the results of the study will help current doctoral students, faculty, and future counselor educators to better understand the experiences of students and promote increased awareness of the effects of multiple roles and relationships within the classroom setting. This dissertation study has been approved by the University of New Orleans' Human Subjects Review Committee (IRB #03Oct13).

I am requesting participation in this study, which will explore the personal experiences of various doctoral students in counselor education programs who participate(d) in multiple roles and relationships while enrolled in their program via a semi-structured interview format. Participants sought are individuals, age 18 and older, who meet the following criteria:

- Must be a currently enrolled doctoral student in a CACREP accredited counselor education program.**
- Completed at least one year of full-time enrollment in the program.**
- Must have participated in at least two of the following roles while enrolled in the program:** graduate assistant, teaching assistant, research assistant, supervisor for master's level practicum or internship students, co-author with faculty of a publication, co-presenter with faculty at a professional conference, advisee, mentor (this list is not exclusive, but roles must be specifically related to program enrollment).
- Must have access to videoconferencing software (ex: Skype) to conduct interviews.**

Your total time commitment for this research study is estimated to be between 1 ½ and 2 hours. All information gathered during the interview process will be confidential. One risk associated with this study is that you will be asked to share personal information regarding your experience. You do not have to answer any question that you do not wish to answer. The benefits of participating in this study for you personally are minimal; however, you will be contributing to the scholarly research about doctoral students' experiences with multiple roles and relationships as it pertains to counselor education.

If you would like to participate in this study, you know of someone who may be interested in participating in this study, or would like further information, I can be reached via email at kndicken@uno.edu, or you may contact my dissertation chair, Dr. Barbara Herlihy at bherlihy@uno.edu.

Please feel free to forward this email as needed.

Thank you in advance for your interest and participation!

Kristen N. Dickens, M.A.
Doctoral Candidate
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College of Education & Human Development
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***** See www.CESNET-L.net for information on how to sign-off, sign-up, and use the CESNET-L listserv.

APPENDIX C: DESCRIPTION OF STUDY AND INFORMED CONSENT

Description of Dissertation Study and Participant Requirements

My name is Kristen Dickens and I am conducting research on counselor education doctoral students' experiences with multiple roles and relationships. I am a doctoral candidate in counselor education at the University of New Orleans. The study that you are being asked to participate in involves my dissertation research.

The purpose of this study is to explore the lived experiences of counselor education doctoral students' who participated in multiple roles and relationships while enrolled in their program. I hope to gain a better understanding of counselor education doctoral students' experiences and the meaning behind their lived experiences. I hope that the results of the study will help current doctoral students, faculty, and future counselor educators to better understand the experiences of students and promote increased awareness of the effects of multiple roles and relationships within the classroom setting.

I am hoping to complete my dissertation research between the months of October 2013 and December 2013. Upon verbal and written agreement from you, we can set up the videoconference interview based on your convenience. Due to the method in which the interviews are conducted, the informed consent document will be emailed to you.

During a preliminary interview, we will go over the informed consent and check the technological equipment. After reading and verbally agreeing to the consent form, you will be asked a series of brief questions describing personal characteristics and basic characteristics of your doctoral program (i.e., is it a "full-time" or "part-time" program). You will then be asked to agree to be interviewed on two separate occasions to expand on your answers and to clarify information gathered and interpreted by the researcher. Prior to conducting the first official interview, you will be required to email a signed version of your consent form. The research will require the following time commitment from you:

- 1) Estimated time to read over informed consent and check technological equipment – approximately 3-5 minutes (identified as the preliminary interview).
- 2) Estimated time to verbally answer the short questionnaire during preliminary interview –1-2 minutes (administered on one occasion).
- 3) Estimated time to conduct the interview – approximately 60 minutes (may be conducted on two occasions as mentioned previously for clarification purposes).

Your total time commitment for this research study is estimated to be between 1 ½ and 2 hours. You will be audio taped during each interview.

Before you can participate in this research study, you must first agree both verbally in the preliminary interview and in writing by signing a consent form to use your information in the

study. Prior to signing the consent form, I will read it with you during the preliminary interview so you clearly understand the conditions of participation in this study. If you choose to participate, your information will be held confidential and you will be assigned a pseudonym to protect your identity. You are encouraged to ask questions if any of the information is unclear. Please contact me with any questions or concerns at this time about the research study.

Thank you for your time and consideration.

Consent to Participate

Research Project: Counselor Education Doctoral Students' Experiences with Multiple Roles and Relationships

Please carefully read the following information prior to signing this form.

1. Kristen N. Dickens, M. A. (704-277-2806; knicken@uno.edu) a doctoral student in the Counselor Education program, under the direct supervision of Dr. Barbara Herlihy (504-280-6662 or bherlihy@uno.edu), a faculty member at the University of New Orleans, is requesting your participation in a research study entitled, Counselor Education Doctoral Students' Experiences with Multiple Roles and Relationships. The purpose of this study is to explore the lived experiences of doctoral students who participated in multiple roles and relationships while enrolled in their counselor education programs. I hope to learn more about how your experiences have affected all aspects of your life. I hope to gain a better understanding of your perceptions and the meaning related to your experiences with multiple roles and relationships. Your participation will involve being interviewed via videoconferencing software (i.e., Skype) for approximately 60 minutes at which time you will be asked open-ended questions. A second follow-up interview will be conducted for clarification purposes. You will be audio taped during the interview process. Once the study is complete, the tapes will be discarded. Your real name will not be revealed in the study, nor your institution and names connected to the institution. Anything you say can be used in the study.

2. One risk associated with this study is that you will be asked to share personal information regarding your experience. You do not have to answer any question that you do not wish to answer. Due to the length of the interview (approximately 60 minutes), you may become tired or fatigued. Should that happen, you may take a break or choose to discontinue this interview. If you experience any emotional or psychological distress, the researcher will assist you in locating counseling services.

3. The benefits of participating in this study for you personally are minimal; however, you will be contributing to the scholarly research about doctoral students' experiences with multiple roles and relationships as it pertains to the counseling profession.

4. You do not have to participate and are free to stop the interview at any time without consequence. Additionally, you are free to withdraw from this study at any point.

5. The results of this study will be used for my dissertation, publication, and conferences; however, your name and identity will not be revealed. You will be assigned a pseudonym and it will be used in any reporting of your comments. The researcher will only know your name and any transcriptions of this interview will be kept on a password protected computer and zip drive that are accessible only to the researcher. Furthermore, only the researcher will have access to your institution's information, as well as any specific names or affiliates you might mention in

the interview process. Your institution's name in addition to any names mentioned during the interview will be kept confidential and not revealed at any time during the study, or in the presentation of results. When not in use, the zip drive will be stored in a locked filing cabinet. The information collected during the interview will be stored by the research for a period of up to one year, and will be discarded after that time period has concluded (Note: audio-tapes will be immediately discarded after study is concluded, and are not referenced in the aforementioned statement).

6. Your participation in this research study is voluntary and you will not be compensated. Refusal to participate will involve no penalty. You may withdraw from participation in this research study at any time.

7. If you have any questions about your rights as a participant in this research, or if you feel you have been placed at risk, please contact Dr. Ann O'Hanlon, Institutional Review Board, at the University of New Orleans at 504-280-6501.

By signing the Consent to Participate form, you acknowledge having read this document and understand the conditions of participation in the research study.

Participant: Researcher:

Signature Date Kristen N. Dickens Date _____

APPENDIX D: IRB APPROVAL LETTER

**University Committee for the Protection
of Human Subjects in Research
University of New Orleans**

Campus Correspondence

Principal Investigator: Barbara Herlihy
Co-Investigator: Kristen Dickens
Date: October 16, 2013
Protocol Title: "Counselor Education Doctoral Students' Experiences with Multiple Roles and Relationships"
IRB#: 03Oct13

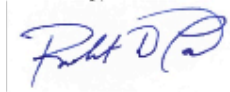
The IRB has deemed that the research and procedures are compliant with the University of New Orleans and federal guidelines. The above referenced human subjects protocol has been reviewed and approved using expedited procedures (under 45 CFR 46.116(a) category (7)).

Approval is only valid for one year from the approval date. Any changes to the procedures or protocols must be reviewed and approved by the IRB prior to implementation. Use the IRB number listed on this letter in all future correspondence regarding this proposal.

If an adverse, unforeseen event occurs (e.g., physical, social, or emotional harm), you are required to inform the IRB as soon as possible after the event.

Best wishes on your project!

Sincerely,



Robert D. Laird, Ph.D., Chair
UNO Committee for the Protection of Human Subjects in Research

VITA

Kristen N. Dickens was born in Little Rock, Arkansas. She obtained a bachelor's degree in Psychology from Furman University in 2007. In 2009 she graduated from East Tennessee State University with a master of arts in Counseling, with a concentration in Marriage and Family Therapy. She entered the graduate program at the University of New Orleans in 2010 to pursue a PhD in Counselor Education.