

Review of: "A Phenomenological Study of the Lived Experiences of Counseling Students in a Co-Facilitated Experiential Group"

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A Phenomenological Study of the Lived Experiences of Counseling Students in a Co-Facilitated Experiential Group

The article presents a valuable contribution to the field of counselor education, addressing an important issue with a clear purpose and methodology. While it demonstrates strengths in problem articulation, methodology, and findings, there are areas for improvement in enhancing clarity around variable definitions, ethical considerations in participant selection, and organization of findings.

1. Abstract:

- While the abstract summarizes the study well, it could include more specific outcomes or implications of the findings to provide a clearer picture for the reader.
- Thus, it is advised that revising the abstract to include specific outcomes or implications of the findings would make it more informative and engaging for the reader.

2. Problem Statement:

- The article effectively identifies and articulates the problem of dual relationships in counselor education, emphasizing its significance for student vulnerability and learning experiences.
- On the other hand, the linkage between the theoretical concepts and research questions could be more explicit, potentially confusing readers about how theory informs the research design.

3. Purpose of the Study:

- This study aims to fill the gap in qualitative research by examining counseling students' experiences in co-facilitated experiential groups.
- The research focuses on students' attitudes, perceptions, and personal reactions to the co-facilitation model.
- The central question explores the lived experiences of students in groups led by both a professor and a doctoral student.
- The purpose of the study is clearly stated, focusing on the lived experiences of counseling students in co-facilitated groups, which is a relevant and timely topic. The research questions align well with this purpose, aimed at exploring the

nuances of student experiences.

- Please provide clearer connections between the theoretical framework and research questions, ensuring that readers understand how theory underpins the study.

4. Research Design:

- The qualitative, phenomenological approach aligns well with the study's goals, allowing for in-depth exploration of participants' experiences.
- However, key variables are not explicitly defined or operationalized, which could lead to ambiguity regarding their meanings and implications.
- Please include explicit definitions and operationalizations of key variables in the theoretical section, improving clarity and understanding.

5. Participants:

- The article presents sufficient information about the study group, including the participants' backgrounds and the selection criteria. However, more detail regarding how the participants were recruited and the ethical considerations surrounding their selection could enhance transparency.
- In other words, a more in-depth discussion of ethical considerations regarding participant selection and confidentiality could enhance the article's rigor.
- Please elaborate on ethical considerations related to participant selection, confidentiality, and any potential biases that may arise from dual relationships.

6. Data Analysis:

- The data analysis methods adequately address the research questions, utilizing thematic analysis to draw out key themes from the participants' experiences. This approach is appropriate for the qualitative nature of the study.

7. Findings and Discussion:

- The sub-heading may be reorganized based on the research questions.
- When presenting findings, explicitly link each section back to the research questions. This could involve labeling findings or discussion subsections based on each question, making it clear how the data answers them.
- **Research Question 1: What are the characteristics of a professor/Ph.D. student co-lead experiential group?**
- The findings section should directly address the characteristics identified by participants regarding the co-leadership dynamic. If the findings lack detailed descriptions or insights into the nature of these characteristics, it may not fully answer the research question.
- **Research Question 2: What are the attitudes and perceptions of counseling students towards the group facilitation process?**
- The findings should reflect the attitudes and perceptions expressed by counseling students concerning the facilitation process. If the findings do not adequately capture the nuances of these attitudes or lack depth, it may fall short of

addressing this question comprehensively.

- The discussion could benefit from a deeper exploration of practical implications for counselor education, particularly regarding how the findings might inform future practices or curricula.
- Please expand the discussion to include detailed implications for counselor education practices, highlighting how findings can influence curriculum design or group facilitation techniques.

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