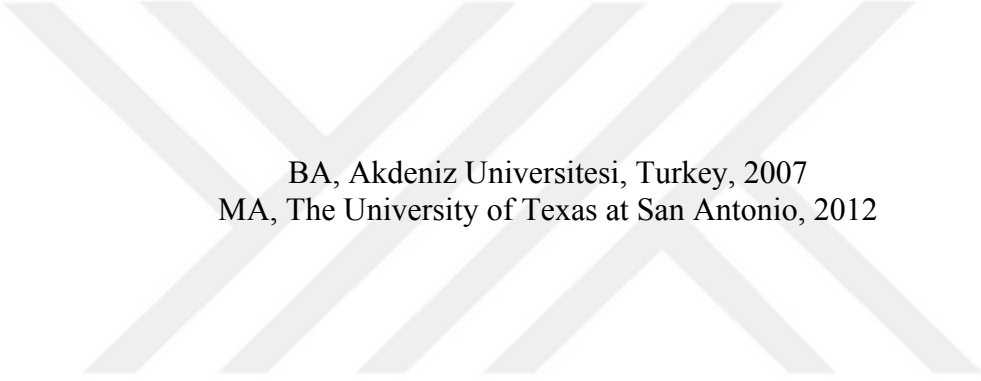


BRINGING IT HOME: EXAMINING THE CHALLENGES OF INTEGRATING
WESTERN COUNSELING IN TURKEY

A Dissertation

by

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BA, Akdeniz Universitesi, Turkey, 2007
MA, The University of Texas at San Antonio, 2012

Submitted in Partial Fulfillment of the Requirements for the Degree of

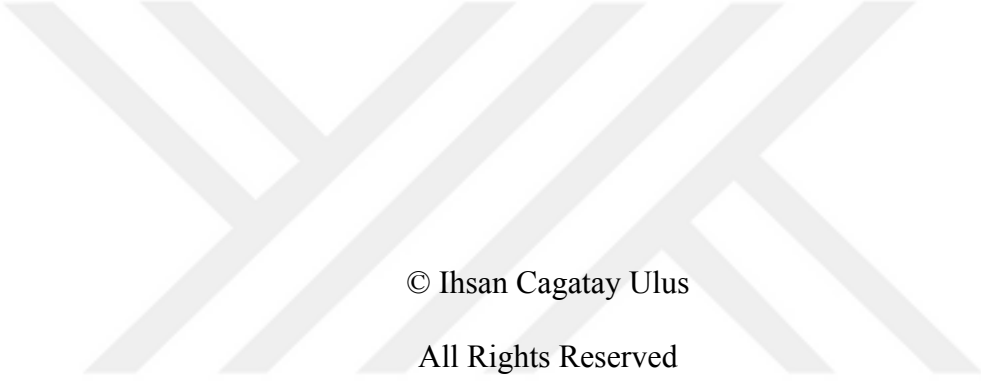
DOCTOR of PHILOSOPHY

in

COUNSELOR EDUCATION

Texas A&M University-Corpus Christi
Corpus Christi, Texas

August 2016



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August 2016

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This dissertation meets the standards for scope and quality of
Texas A&M University–Corpus Christi and is hereby approved.

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August 2016

ABSTRACT

An ever-increasing number of international counselor education students are faced with the challenge of meaningfully incorporating and translating international training experiences to counseling settings in their home countries. There has been limited research on the returning process of international counseling students and specifically on their ‘adaptation and re-integration’ experiences in the home counseling context. The primary purpose of this study was to explore the challenges, and experiences of current doctoral level Turkish counselors-in-training (TCITs) who are studying in the United States (U.S.) and Turkish counselor educators (TCEs) who previously trained in the U.S. and are presently teaching and practicing in Turkey.

A panel of eighteen (18) experts, including both TCITs (n=13) and TCEs (n=5), participated in the study. Participants responded to two rounds of questions based on a modified Delphi method procedure. The questions addressed knowledge, skills and awareness of core counselor education competencies and the transferability, applicability and usefulness of content as experienced in U.S. settings to counseling contexts in Turkey. The initial round of questions focused on perception of five main essential counseling areas: (a) multicultural constructs, (b) theoretical approaches, (c) developmental growth/wellness, (d) organization/professional development, and (e) counseling practice/teaching/research. Thematic content analysis using open coding generated 37 themes which were used to formulate the questions for round two. A second round involved exploration of consensus on qualitative themes emerged from round 1 responses.

The findings of the study indicated that both groups of panel experts, particularly, identified the following most important themes regarding to Turkish counseling context:

multiculturalism, counseling profession, supervision, counseling theories and basic skills, ethics, counseling training and clinic, and bureaucratic issues.

The results of this present study, which emerged from the discussion based on the direction of the modified Delphi method, addressed several implications and recommendations for counselor educators who prepare international students and international counselors-in-training. Further research needs to be conducted regarding the re-entry transition and re-adaptation period with larger sample size including a variety of ethnic groups.

DEDICATION

This dissertation is dedicated to all my family members and friends. First of all, I would like to give a very huge special thanks to my beautiful wife, Muberra Deniz Ulus, who always supports, motivates and takes care me especially during my dissertation progress. Thank you very much for always being around and loving me.

I also dedicate this dissertation work and give a special thank you to my wonderful mother, Handan, my courageous father, Cemalettin, my sweet sister, Ayca Inel and my decent brother, Cagri, who encourage and help me and for always being with me throughout my entire educational life. Words and sentences are not enough to express my feelings to my dear wife and family because I absolutely believe that I could not have achieved this dissertation work without her, my family and friends' supports.

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“When you go through a hard period,
When everything seems to oppose you,
... When you feel you cannot even bear one more minute,

Never Give Up!

Because it is the time and place that the course will divert!”

— Rumi, *The Essential Rumi*.

I am very blessed to have numerous wonderful mentors, here at the Texas A&M University-Corpus Christi in the Counseling & Educational Psychology Department, who have inspired, motivated and encouraged me throughout my educational journey to become a humanist, farsighted, mindful and creative in order to be a future counselor educator.

First and foremost, I have been really blessed and thankful to Dr. Richard J. Ricard, who has been a remarkable, amazing and insightful mentor. Throughout my PhD life in the U.S., he always supported, motivated me and shared the gift of his splendid and divergent knowledge and experiences as my mentor, role model, and friend. I also would like to give special thank you, Dr. Ricard, who focused on my strengths rather than my faults which helps me shape my humanistic perspectives.

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CHAPTER I: INTRODUCTION

Background of the Problem

The counseling profession is becoming increasingly globally interconnected. Thousands of international students are enrolled in Western university counseling programs and professionals in related fields are travelling to other parts of the world to teach, research, and consult (Nortworthy, Heppner, Ægisdóttir, Gerstein, & Pedersen, 2009; Freeman, 2009). Many international students are pursuing advanced training in mental health counseling and related professions in the United States such as counselor education, community counseling, school counseling, clinical and counseling psychology, marriage and family therapy, and social work (Hasan, Fouad, & Williams-Nickelson, 2008).

While some international students pursuing counseling degrees decide to stay in the U.S., many return to their home countries to work in clinical counseling or teaching settings (e.g., university teaching). Given the recent emergence of counseling as a profession in many parts of the world, significant international training experiences may contribute a great deal to the development of the profession of counseling both locally and internationally (Leung, Clawson, Norsworthy, Tena, Szilagy, & Rogers, 2009). Although there are a significant number of international students who complete advanced training in counselor education each year, there are few studies that explore the experiences following re-entry into their home countries (Leung et al., 2009). Further, there is little research literature documenting the process by and the extent to which international counseling students successfully incorporate counseling context and competence in their home counseling contexts. The present study explores the perspectives and adaptation process of current Turkish counselors-in-training (TCITs) enrolled in U.S. doctoral-level counselor education programs and Turkish counselor educators (TCEs) who have

previously completed doctoral level counselor education training in the United States and are working in Turkey as a counselor educator.

Statement of the Problem

The enrollment of Turkish counseling students has been increasing in counselor education programs in the U.S. in recent years. Despite this proliferation of Turkish students enrolled in United States counselor education programs, the successful integration of education obtained at an international institution of higher learning in their home countries has not been sufficiently studied. Impactful counseling interventions need to be culturally appropriate and relevant to the local context of international students' countries when they return (Gerstein et al., 2009). Lau and Ng (2012), found that international counseling students' satisfaction with the training they received was moderated by perceptions that they were unprepared for work situations and expectations in their home countries. Program graduates expressed a lack of emphasis in their training that focused on helping them to customize, adapt and translate what was learned to their native socio-cultural contexts (Lau & Ng, 2012).

While a number of researchers have studied the experiences of international counseling students' entry into a new culture (Freeman, 2009; Thompson & Christofi, 2006), there have been relatively few studies that explore the impact of U.S. counselor education training on counseling practices in Turkey. Further, there has not been a focus on comparing the perspective of current students with retrospective reports from current professionals working in Turkey. This study examines these two specific groups of internationally trained Turkish cohorts: current doctoral students (TCITs) and counselor educators currently working in Turkey (TCEs).

Purpose of the Study

A modified Delphi method was employed to explore participants' perspectives on the adaptability of their international counselor education experience to counseling in their home country.

The purpose of the present study was to explore the perceptions of current doctoral-level Turkish counselors-in-training (TCITs) enrolled in the U.S. counselor education programs and Turkish counselor educators (TCEs) who trained in the U.S. and are currently teaching in Turkey.

Research Questions

In order to understand the perceptions of current Turkish counselors-in-training (TCITs) and Turkish counselor educators (TCEs), the following research questions are the focus of this modified Delphi study:

1. How do perspectives of current doctoral level Turkish counselors-in-training (TCITs) in counselor education programs compare to Turkish counselor educators (TCEs) in Turkey who trained in the U.S. regarding the relevance of content and process of their international training experience?
2. What are the points of convergence and divergence in perceptions of relevance and adaptability of their U.S international counselor education counselor educator trading experience to counseling in their home country?

Significance of the Study

Although the participation of international students in counseling and related programs is substantial, research related to international students studying in such programs has been increasing only in the past few years (Hasan et al., 2008; Mittal & Wieling, 2006; Mori, Inman &

Caskie, 2009; Ng, 2006; Nilsson & Anderson, 2004). Internationalization of higher education has been increasing globally and has gained considerable attention among educators, researchers, entrepreneurs, and policy makers (e.g., Lough, 2009; Soon, 2010; Verbik & Lasanowski, 2007). Counseling professionals need to understand international students who are returning to their home country, know what they have experienced and how they adapt themselves when they return, it has been purported that there is insufficient research in this area (Brabant et al., 1990; Kracen et al., 2008; Soon, 2010). Research in this area remains limited and has not been growing as well as other literature related to international perspectives.

This study results will contribute to the available literature on the challenges international counselor education students face when returning to their home country, particularly as related to the multicultural adaptation of specific (and often culture- bound) core counseling content taught in the U.S. Also, counselor educators, practitioners, researchers, and others associated with mental health professions may find this study useful and helpful especially as the growth of international and global perspectives in counseling emerges and expands from a traditional Western-base. Secondly, this study may contribute to the understanding of the ways in which the process of globalization is currently impacting the counseling profession, implications and future research directions are examined. This study also has the potential to make a contribution to the increasingly professionalization of the counseling profession in Turkey. In terms of dissemination of knowledge gained from this research, the main goal of this study was to provide information that increases both international and native counseling doctoral-level students' knowledge and awareness of expectations, challenges and adaptations of students returning to their home country. Another goal of this modified Delphi study was to provide recommendations

that enhance international counseling students' training in the arena of multiculturalism and diversity.

Sample and Population

This study involved two sample groups: thirteen current doctoral level Turkish counselors-in-training (TCITs) who are studying in the U.S. and five Turkish counselor educators (TCEs) who completed their counseling graduate training in the U.S. and are working in Turkey as counselor educators.

The researcher identified current Turkish counselor educators working in Turkish universities and current Turkish counselors-in-training in U.S. Training programs from Internet resources. The researcher then obtained contact information from the Turkish Psychological Counseling and Guidance Association. An introductory email was sent to Counseling Departments in Turkish universities to gather information about both groups of participants (TCITs and TCEs). Lastly, the researcher sent an email to the Turkish Education Attaché to get information about current Turkish counseling doctoral students who are studying in the U.S.

Methodological Approach

A modification of the standard Delphi Method was utilized for this study. The Delphi method was originally created by the Norman Dalkey and Olay Helmer in 1963 to gather and establish a panel of experts' ideas related to their complex problems or issues (Sumsion, 1998; Vasquez-Ramos, Leahy, & Estrada-Hernandez, 2007). Dalkey and Helmer (1963) defined the Delphi method as "a method used to obtain the most reliable consensus of opinion of a group of experts by a series of intensive questionnaires interspersed with controlled feedback" (p. 458). While the term has been modified for specific purposes, Delphi methodology is generally

designed to evaluate patterns of interpersonal agreement among a group of individuals who are considered experts (Hess, 2008; Sumsion, 1998).

In this study two rounds of questioning involved four steps. First, the researcher sent an invitation request letter to each participant (see Appendix A). Second, for the first round of the modified Delphi method, the researcher sent a demographics form and a prepared Delphi questionnaire-I consisting of four open-ended questions and a series of 5 Likert-type scaled items designed to elicit perceptual ratings on main counseling themes (see Appendix C and D). The researcher prepared the 5-point Likert-type scale question based on five main essential counseling areas. These areas were decided based on the lack and also still developing areas in the terms of counseling perspectives in Turkey (multicultural, theoretical approaches, development growth/wellness, organization/professional development, and counseling practice/teaching/research). The demographics form and the questionnaire were distributed using the Qualtrics online research survey software system. Finally, participants were asked to respond to a second questionnaire (the Delphi Questionnaire-II) and given the opportunity to see if their ideas remained the same or not (see Appendix E).

Data Collection and Analysis

Data were collected using a four-phase approach, which is described by Linestone and Turoff (2002). Phase one involved providing participants with an initial questionnaire that explored the subject and gave each participant a chance to specifically consider the questions. Delphi questionnaire-I was prepared to gather and collect the opinions and views of the panelists related to the evolution and development of counseling professionals in Turkey. In the phase one process, the interview began with a broad, open-ended question regarding participants' experiences, challenges and adaptations in counseling fieldwork after completing and returning

to their home country (Delphi Questionnaire-I; see Appendix C and D). Delphi Questionnaire I consisted of four 5-point Likert-type scale open-ended questions. To prepare four open-ended questions, semi-structured interviews were used, which contained some essential key questions aimed to describe the areas to be explored and help the interviewer understand the context of the study and pursue the study's core idea (Patton, 2002). A semi- structured interview guide was utilized to provide consistency during the interviews and contained broad questions that were explored in each of the interviews (Patton, 2002). Delphi Questionnaire I – Part II included 5-point Likert-type scale questions that had five important counseling areas, ranked between 0 and 100 which were provided by the researcher to reach counseling context (see Appendix C and D). To analyze the qualitative part and to decide about the statements under the five essential counseling areas, open coding and axial coding system approaches were utilized. After achieving consensus in phase one, the researcher produced a second questionnaire for phase two for panelists that supported the new statements (see Appendix E; Fletcher-Johnson, Marshall & Straatman, 2011).

Survey responses were used to examine and understand international (U.S.) training experiences in Turkish counselors-in-training (TCITs) and Turkish counselor educators (TCEs) as it relates to the process of the current and future work as a counselor or counselor educator in Turkey. The modified Delphi method was also utilized to achieve an in-depth understanding of both Turkish counselors-in-training (TCITs)' and Turkish counselor educators (TCEs)' experiences, challenges, and methods of adaptation after completing their studies in the U.S. and returning to their home country. In this modified Delphi study, the data analysis consisted of particularly qualitative research approaches. Qualitative data were analyzed from the Delphi

questionnaire of this study within using open and axial coding, consisting of four open-ended questions using a 5-point Likert-type scale.

After the conducting the first round of questioning, the researcher used the Qualtrics online survey to prepare the second round questionnaire that consisted of four Likert type scale questions (see Appendix E). Participants were also asked to rank order the previously selected Round I four open-ended questions. The purpose of developing Delphi Questionnaire-II was to determine which themes or issues were most concerning for both groups of participants based on their future and past divergence and convergence of perspectives.

As a final step, based on the findings of the Delphi Questionnaire-II, Kendall's tau rank correlation coefficient was utilized to assess differences in rank order of themes between groups. The possible values of the Kendall's Tau are between -1 and +1. Whereas positive value represents more congruence, a negative value symbolizes that two variables may have various standards or constructs (Wright, 2014).

Definition of Terms

A modified Delphi method

The modified Delphi method is one of the essential research tools which is used to gain a deeper understanding of experts' opinions and perceptions about their specialized area and develop consensus about their perceptions (Vasquez-Ramos et al., 2007).

Collectivism

Collectivism is defined as “A worldview and a dimension of culture that emphasizes group needs via harmony and cooperation over individual needs and desires” (Montilla, 2006, p. 23).

Consensus

The panel of experts builds a degree of general agreement regarding to the investigation of interested subject (Vasquez-Ramos et al., 2007).

Culture

Culture is a continued traditional process, a fundamental valid tool in the society and wide systematic knowledge, which contains the sum of all manner of emotion, tradition, opinion, language, history, art, religion, and living component.

The panel of experts

A group of individuals systemically selected by the researcher based on the purpose of the study or subject and expert panelists have a comprehensive knowledge of the selected subjects.

International Student

An international student is non-native U.S. individual who has traveled from a home country specifically to enroll in a program of higher education in a U.S. educational institution.

Internationalization

The concept of internationalization is identified as “the process of integrating an international perspective into a college or university system” (Ellingboe, 1998, p. 198).

Re-entry process

Re-entry is defined as the readjustment process of the individual to the home culture after leaving the host country, returning back and continuing during the stay in the home countries (Arthur, 2003).

Turkey

Turkey is officially called The Republic of Turkey, which was established in 1923 by Mustafa Kemal Atatürk. The Republic of Turkey contains diverse characteristics in different regions and ethnic groups based on the geographical location. These have made it the land bridge between southeast Europe and Western Asia. The population is approximately 80 million, and the capital of Turkey is Ankara. Istanbul is the largest city.

Turkish

Individuals who are hold citizen the Republic of Turkey.

Organization of Remaining Chapters

The study used a modified Delphi method and explores the challenges and experiences of Turkish counseling doctoral-level students who are still studying in the U.S. and Turkish faculty trained in the U.S., who presently teach and practice in Turkey as a counselor educators. Chapter one provides an outline and a theoretical background for the study. Chapter two reviews the literature in depth and identifies research related to the problem being investigated. Chapter three emphasizes the modified Delphi method and procedures employed in this study. The results that emerged from the data analysis are explained in Chapter four. Chapter five consists of a summary of the outcomes, discussion of the core themes related to literature, limitations, implications for Turkish counseling professions, and recommendations for future research.

CHAPTER II: REVIEW OF THE LITERATURE

Introduction

This chapter provides an in-depth review of the literature on the impact of international professional preparation on the re-entry process of students returning to professional practice in their home country. The review of the empirical literature will be used as a foundation for the present study which explores the experiences of Turkish counselors-in-training (TCITs) and Turkish counselor educators (TCEs) trained in U.S. counselor education programs.

International Counseling Students in U.S. Counselor Education Training Programs

According to U.S. Census (2011), more than 3 million individuals reported their ethnic heritage as Middle Eastern descent, including Arab, Persian, Turkish, and Armenian. Although there is a substantial presence of international students in U.S. counseling and related programs, research of international students studying in such programs has been increasing only in the last few years. (Hasan, Fouad, & Williams-Nickelson 2008; Mittal & Wieling 2006; Ng 2006; Nilsson & Anderson 2004; Mori et al., 2009; Smith & Ng, 2009). Findings indicate that some of the common psychosocial and psychological stressors that have been experienced by international students include “second language anxiety, educational system adjustment, culture shock, social isolation, financial concerns, racial discrimination and keeping a required number of credit hours to maintain student immigration status” (Lau & Ng, 2012, p. 87). Some other essential concerns are how to comprehend and respond to cultural diverse characteristics of, for example, assertiveness and competitiveness, how to analyze what Americans are thinking and feeling, and how to adjust to U.S. norms without compromising their own cultural norms as international students (Smith & Ng, 2009).

International counseling students tend to have positive impressions about domestic students, faculty, and supervisors encountered in the host country (Mittal & Wieling, 2006; Ng, 2006; Smith & Ng, 2009). However, there are some specific issues and challenges faced by international students in counseling programs. Lau and Ng (2012) indicated that “students who reported being less acculturated also reported having a lower level of counseling self-efficacy, weaker supervisory working alliances, more role ambiguity in supervision, and more discussion of cultural issues in supervision” (p. 1).

Based on the level of the acculturation, international counseling students negotiate and discuss fundamentally a multicultural framework, including competencies, skills, and knowledge with their supervisors during the supervision process. This process increases the interaction and improves the therapeutic relationship between supervisors and supervisees (Mori et al., 2009). International counseling students may take advantage of coming from different cultures or backgrounds which can help them build a better communication, an appropriate relationship, and positive rapport with American clients (Ng 2006; Smith & Ng 2009).

In spite of some concerns, an increasing number of international students continue to study abroad to pursue training in counseling in the U.S. A recent study examined international students’ experiences of the relevance and effectiveness of the graduate training they received after they return home to work (Lau & Ng, 2012). Researchers interviewed nine international counseling students who graduated from U.S. universities and were living and working in their home countries. They found that the participants reported that the training received was sufficient for them. Yet, participants also expressed dissatisfaction with the lack of training related to their preparedness for work situations; expectations in their home countries; and help

to customize, adapt and translate what was learned to their socio-cultural contexts (Lau & Ng, 2012).

Translating U.S. Based Counselor Education Training to Turkish Cultural Context

Turkish counseling and therapeutic practices reflect the distinct features of Turkish culture that might limit or alter the appropriate application of Western counseling models. In recent years, continued growth in the number of international students in the U.S. higher education has contributed to the growing diversity of U.S. colleges and universities. According to Institute of International Education (IIE, 2015), during the 2013–2014 academic year, 886,052 international students enrolled in U.S. institutions of higher education. Students are coming to the U.S. from more than 180 countries, including most frequently China, India, South Korea, Saudi Arabia, Canada, Taiwan, Japan, Vietnam, Mexico and Turkey. The students represent an array of ethnic heritages, religious perspectives, traditions, customs, linguistic backgrounds, and cultural worldviews that are infused into the U.S. (IIE, 2015).

Internationalization of counselor education has gained considerable attention among educators, researchers, entrepreneurs, and policy makers (Lough, 2009; Soon, 2010; Verbik & Lasanowski 2007). Despite the expectation of additional training needs of international students (Brabant, Palmer, & Gramling, 1990; Soon, 2010; Kracen, Zeinoun, Wu, & Stevens, 2008), counselor education programs have often underestimated the re-entry adjustment difficulties and challenges international students experience after studying abroad.

Brabant et al., (1990) found gender differences in the adjustment of international students reentering their home countries. The female returnees experienced more problems and challenges than male returnees. The authors explained that females found it more difficult to meet family expectations. Women were especially challenged by readjustment pressures to their families'

more conservative values and lifestyles in their home cultures after having been exposed to a more liberal experience in the United States (Brabant et al., 1990).

When international students return to their home countries after studying abroad, content knowledge should be put into practice using materials, knowledge and methods that are culturally appropriate and relevant to the local context (Norsworthy et al., 2009). The most challenging aspect of students' study abroad experience may be returning to their home countries and applying the education that was gained.

Arthur (2003) identified the re-entry transition as a “the nature of the re-entry transition is better understood as a psychological process rather than a physical relocation home” and also “is defined as the re-acculturation of the individual in the home culture after an extended period of exposure to re-entry another culture” (p.175). The re-entry process starts with leaving the host country and continues during the stay in the home country. It takes a while for international students to adapt to their new life at home. International students may experience mixed feelings when they come together with their friends and families due to developing a personal culture that melds their experience abroad with their home culture (Arthur, 2003). The transition of re-entry process also shelters some negative situations, such as leaving relationships from the host country or the roles and routines, which are acquired in the host country. International students may not have an access the tools, or resources in their home context. Therefore, individuals face a variety of challenges when they return to their home country (Arthur, 2003). Reintegrating changes may be confusing for students who may question who they are and experience difficulty integrating new ways of thinking about the world around them into life at home (Wang, 1997).

Applying and integrating specific counseling skills and therapeutic techniques may be challenging due to integrate into culturally different home country contexts . Azuma (1984) and

Mocan-Aydin (2000) described efforts for the direct application of Western approaches when working with people of Eastern cultures, may cause the counselor to question the validity of their counseling skills and knowledge. In addition, clients may question the extent to which counseling will help them with their problems. As suggested by Raguram et al., (2002) reentering counseling professionals need to work to integrate knowledge of western approaches to counseling into culturally diverse settings in their home country. In this way, professionals can promote and empower the independence and self sufficiency of their clients without imposing values.

Reflections on Turkish Culture: The Changing People of a Changing Society

The Republic of Turkey has geographically served as the land bridge between Europe and Asia for many thousands of years. The region is populated by a diversity of ethnic groups, attitudes and lifestyles. There are various ethnic groups such as Turks, Kurds, Arabs, Armenians, Greeks, Circassian, Laz, Jews, Albanians, Bosnians, or Chechen or religious groups such as Muslim (mostly Sunni), Christians or Jews which have been living together in Turkey for many centuries. Historically, there were significant differences between the people from the eastern and western parts of the country (Mocan-Aydin, 2000). Turkish society is still being affected by these differences; however, with the increased immigration that started in the early 1950s from the east to the west, these differences seem to be decreasing. According to the State Planning Organization (1981), this change is apparent in the family structure as the traditional patriarchal Turkish family gradually turns into a nuclear family type. McWhirter (1983) also explained that Turkey is more subjected to the usual problems of industrialization and urbanization, including a significant increase in the breakdown of family networks and the modification of cultural patterns.

Hofstede's (1980) research revealed that Turkish culture has high collectivist features and a very low individualism quotient compared to other countries. As a collectivistic culture, Turkish people value maintaining interpersonal relationships more than individuals from individualistic societies such as the United States. From a collectivist perspective, if an individual faces problems or issues, they are more likely to go to their family members, religious leaders, or elders to get some advice or direction. Therefore, they are less likely to seek professional help from a counselor or psychologist (McCarthy, 2005).

Turkish culture still contains and protects the nature of collectivist lifestyle with the emphasis placed on sharing, hospitality, friendship, kinship, and a protective and compassionate attitude toward children and the elderly (Hofstede, 1991). The rapid changes, especially with continual economic problems, have created a huge stress among Turkish people. However, it appears that they try to cope with it despite the severe lack of health services, particularly mental health services (Mocan-Aydin, 2000). This resilience is a very distinct feature of Turkish culture. A significant number of Turkish people tend to have an external locus of control (Aydin, 1994; Dag, 1991; Korkut, 1991). When Turkish people face circumstances, whether good or bad, it is quite common for them to attribute this to luck, fate, God or some powerful others (e.g. The president, prime minister, or army). There is a belief that the external other is capable of controlling everything (Mocan-Aydin, 2000).

Mocan-Aydin (2000) stated that another salient characteristic of the majority of Turkish people is dependency. Particularly emotional dependence has historically been a part of a typical Turkish family. Emotional dependency is considered an attribute of a good son or a daughter. Furthermore, Turkish families expect their children to care for the elders of the family (Mocan-Aydin, 2000).

Professionalization of Counseling in Turkey

The history of counseling movement began almost 60 years ago in Turkey. The concept of counseling with the meaning of presently existing was used in the beginning of 1950s by the Turkish educational system (Güven, Kısac, Ercan & Yalçın, 2009).

Turkish counseling has been heavily influenced and developed through the understanding and practice of Western counseling in the last few decades (Stockton & Güneri, 2011). Turkish scholars investigated different studies in terms of counseling development in Turkey. According to these researches, the development of counseling in Turkey is characterized by five distinct periods (Doğan, 2000; Yesilyaprak, 2007; Güven et al., 2009).

Western influence, especially U.S. influence, became evident during the initial stages of the Turkish counseling movement in the 1950s (Doğan, 2000). This initial period of development of counseling professionalization took place from 1950 to 1956 and was marked by the influence of American counseling professionals and professional actions such as hosting conferences, discussions or seminars (Bakircioğlu, 2005). While these developments were occurring in Turkey, young Turkish scholars were also visiting the United States to be trained in counseling (Kuzgun, 1993).

A second period in the counseling professionalization in Turkey, which is called the formative years, took place between 1957 and 1969. Some undergraduate and graduate psychological counseling programs were established in Turkish universities. These programs were based on the seminal American counseling movements, such as person-centered counseling (Doğan, 2000). The third period is known as the golden period. The golden period took place between 1970 and 1981 and was marked by the development of school counseling services (Kuzgun, 1993). The Turkey Ministry of National Education (MONE) developed counseling

programs for secondary schools, and twenty-four chosen schools implemented these programs with ninety counselors in the beginning process. In following years, these counseling programs were implemented throughout all schools, and two counseling hours per week for students were enforced by MONE in secondary schools in Turkey (Kuzgun, 1993). Efforts to professionalize counseling in Turkey also began in the 1970's with the creation of the Foundation for the Advancement of Guidance and Counseling in Higher Education established in 1973 (Dogan, 2000).

The first true professional counseling organization in Turkey is the Turkish Psychological Counseling and Guidance Association (TPCGA), which was created in the fourth counseling development period. TPCGA was founded in 1989 and has contributed considerably to the counseling field in Turkey (TPCGA, 2013). The stated missions of this organization are organizing conferences or panels, supporting professionals to publish social science based articles; protecting counselors' rights and addressing ethical issues, and providing and supporting counseling principles and guidelines for counseling professionals (TPCGA, 2015). TPCGA established since 1989 has been conducting a variety of counseling professional activities including improving counseling services, increasing counseling professional's knowledge, skills and abilities, advocating for individual's rights, and enhancing working conditions (Güven et al., 2009).

The Turkish Psychological Counseling and Guidance Journal (TPCGJ) was first published in 1990 as a semiannual journal. Since 1990, TPCGA has organized the national conference, which takes place twice a year, and continued to publish the counseling journal (*TPCGJ*) two times a year. In 1995, the TPCGA (TPCGA, 1995, 2006) developed ethical standards for counseling professionals to increase the standards of the profession, and revised

these standards in 2006 in the fifth period from 1996 to present (Korkut, 2007). TPCGA (2006) endorsed the ethical codes of the American Counseling Association (ACA) and the American School Counseling Association (ASCA), further displaying Western influence in the Turkish counseling movement (Sivis-Cetinkaya, 2015).

Turkish Psychological Counseling and Guidance Association (2006) endorsed ethical standards include three different concepts: remedial, preventive, and developmental. In the TPCGA ethical standards, there is a delineation between job descriptions and the curricula of counselor education. In addition, TPCGA identified disparities among universities between the descriptions of the counseling content. In the fifth and current period of counseling professionalization, the TPCGA and MONE have been organizing meetings and national conferences to reconstruct and work to standardize counseling education programs (Stockton & Guneri, 2011).

Professional Counselor Identity in the U.S. and Turkey

Developing and maintaining a professional identity is crucial for both novice and experienced counselors. The professional identity of a counselor is not created overnight, nor developed all at once, it takes time to complete a graduate degree in the counseling area. Professional identity in general has been defined as “the possession of a core set of values, beliefs, and assumptions about the unique characteristics of one’s selected profession that differentiates it from other professions” (Weinrach, Thomas, & Chan, 2001, p. 168).

Accomplishing and developing a professional identity is one of the most essential parts of being a mature professional in all the fields. A professional identity means that the result of a developmental process throughout the life span helps individuals find out their level of professionalism related to their own perceptions, to understand the new views of self, to acquire

new roles, and to interact appropriately with others in the context of their special field (McElhinney, 2008).

A professional identity focuses on some specific activities that professionals accomplish regarding their specialty areas, which build upon professional roles. In addition, the concept of professional identity includes a sense of the shared values, attitudes, knowledge and abilities. This in turn highlights the profession as a unified whole, having personal responsibilities, and ethical and moral perspectives related to professionalism (Alves & Gazzola, 2011).

The concept of counseling professional identity development involves a learning process, practicing in the counseling profession, getting feedback from other professionals, improving the perception of counseling knowledge, which is experienced by the new professionals based on individuation, professional viability, and internal locus of evaluation (Dollarhide, Gibson & Moss, 2013).

Dollarhide et al. (2013) emphasized that professional identity has two dimensions, intrapersonal and interpersonal. The intrapersonal dimension of professional identity involves personal characteristics of values, roles, skills, empathy, and motivation. Also included in the intrapersonal dimension are listening and understanding without bias, being sensitive, having an unconditional positive regard, sensitivity to different cultures, having a tolerance for uncertainty, showing positive thinking, having a self-awareness and self-esteem, understanding and implementing ethical issues, having respect for others, decision making and problem-solving (Dollarhide et al, 2013). Interpersonal dimensions include the appropriate relationship with other professional organizations such as the board of licenses (e.g. State or National Boards), credentials (e.g. NBCC), the accreditations of professional preparation programs (e.g. CACREP) and the interaction with society (Dollarhide et al, 2013).

The concept of professional identity development is explained in more detail within the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as one of the central competency areas in Section 2. CACREP (2009) stated that “doctoral program objectives address the professional leadership roles of counselor education, supervision, counseling practice, and research competencies expected of doctoral graduates” (p. 53). These competencies are aimed at new counseling professionals who have positions of leadership or mentorship and help to improve and advance a clear notion of professional identity in terms of counseling philosophy.

The professionalization of counseling in Turkey began with a focus on school-based intervention and was identified with two terms: guidance (*rehberlik*) and counseling (*psikolojik danisma*). Both terms are still being used interchangeably and identify giving advice and direction to students who are facing emotional, academic, or social problems in and outside of schools (Stockton & Guneri, 2011).

Turkey Ministry of National Education (MONE) identifies counselors as a guidance teacher. Therefore, the definition of being a counselor has been perceived as a guidance teacher who is dealing with student’s emotional, social, or academic problems. As an ongoing consequence, counselors have been specifically employed in certain counseling settings in Turkey, such as the MONE and public or private schools (Stockton & Guneri, 2011). TPCGA (2006) stated that there are more than 18,000 counselors working in Turkey, and two types of counseling services are being implemented, including school based services and counseling research centers (Hohenshil, Amundson, & Niles, 2013).

Yesilyaprak (2006) noted that published research about Turkish counseling practices has been increasing in recent years, and Turkish counseling scholars have especially focused on

bullying, and developmental guidance and counseling in each level of education. Secer, Ay, Ozan and Yilmaz (2014) reviewed articles published between 2007 and 2011 related to school guidance and psychological guidance. They found that approximately 80% of the articles were published by either one or two authors and stated that most of the articles are related to personal guidance, psychological adaptation, social psychology, vocational guidance and educational counseling.

Guven, Kisac, Ercan and Yalcin (2009) reviewed every issue of *Turkish Psychological Counseling and Guidance Journal (TPCGJ)*, and found that 30 issues and 198 articles were published since 1990. They noted that most of the studies are related to marital counseling, vocational counseling, counseling implementations, counseling models, the assessment of counseling services, and stress management. A clear majority of the research was performed with participants who were university, high school, middle school and elementary school students (Guven et al., 2009). Still challenges remain in the process of professionalization, and the counseling field is affected by socioeconomic, cultural and religious factors, academic factors, and legislative issues.

There are gaps in the legal system regarding the level of professional training and qualifications required for counselors. There are no formally recognized requirements or certifications for professional counselors under the government (Dogan, 2000). If anyone wants to be a mental health and guidance counselor there are no specific requirements other than an education beyond a bachelor's degree. However, Turkish counselors cannot open their own private practice and counsel without the collaboration or supervision of a medically trained psychiatrist. Lack of counseling definitions in the legal system causes confusion about the qualifications and job descriptions of counselors in Turkish society. Dogan (2000) also stated

that, "Counseling is still vague and confused with other disciplines such as clinical psychology, social work, and even psychiatry" (p. 62).

At this time, some Turkish universities have clinical psychology programs that are located in colleges of science and humanities; however, counseling and guidance programs are located in colleges of education (Mocan-Aydin, 2000). While psychology programs specialize especially in clinical settings, counseling and guidance departments offer a specialization in school guidance counseling in Turkey (Stockton & Guneri, 2011). Therefore, Turkish counselors typically work at elementary, middle or high schools. The most significant discrepancy between Turkey and the U.S. is earning an undergraduate degree is enough to be employed as a counselor in Turkey (Korkut, 2007).

According to Turkish Council of Higher Education (TCHE, 2015), there are currently 190 universities (114 public, 76 private) in different locations in Turkey. 41 of the Turkish universities have 90 counseling programs, including undergraduate, masters and doctoral levels. All these programs are located under the college of education department at the universities (TCHE, 2015). In recent years, a counseling program in Turkey has become more popular and is one of the primary preferred undergraduate programs by Turkish students.

The undergraduate counseling curriculum includes a variety of counseling courses such as counseling theories, psychological counseling and guidance, program development in counseling, group counseling, practicum, and school observation, some education based courses such as introduction to philosophy, introduction to educational science, Turkish education history, educational management, class management, and special education, different research based courses such as measurement and evaluation, statistics, research methods, and some

psychology based courses such as introduction to psychology, developmental psychology psychopathology, psychological assessments, and behavioral disorders (TCHE, 2015).

Counseling professionals should demonstrate their professional identity throughout the developing counseling process. The notion of professional identity consists of important fundamental principles that should be demonstrated by counseling professionals. These principles are: (1) membership in professional counseling organizations and attending professional conferences (Calley & Hallow, 2008); (2) understanding past and current research in the area of counseling; (3) comprehension of the ethics to which professionals will be expected to adhere; (4) becoming aware of current professional identity explanations and problems in terms of counseling; (5) understanding how to advocate for themselves, minorities, and others; (6) understanding counseling professionals' roles and values; (7) having a supervisee(s) or supervisor experiences and perspectives, finding out different sources to reach appropriate knowledge based on client needs (Carol & Urofsky, 2012); (9) studying researching collaboratively with peers or colleagues ; (10) preparing and publishing scholarly publications or presentations for different national or international journals/conferences, and improving relationships with counseling professionals such as faculty members, doctoral or masters students, and other counseling professionals in the field (Dollarhide et al., 2013).

Perception of Multiculturalism and Multicultural Counseling Training in Turkey

Counseling is the process of helping to solve individuals' psychological, social or emotional difficulties, issues or concerns. There are various factors influencing the outcomes of counseling. Multiculturalism is one of those elements and addressed as a fourth force in the counseling field. Multicultural counseling is defined as “counseling that recognizes diversity and embraces approaches that support the worth, dignity, potential, and uniqueness of individuals

within their historical, cultural, economic, political, and psychosocial contexts” (ACA, 2005, p. 20).

Multiculturalism has been a starting point of individualism because everyone has different cultures or identities and comes from different places and origins (Baumgartner & Johnson, 2008). Multicultural counseling includes different dynamics such as ethnicity, nationality, religion and language, age, gender, social, educational, socioeconomic differences and so on. Multicultural issues of gender and sexual orientation have become more prevalent in recent years because in the last decade people have started to call themselves different genders other than traditional options (Hanna & Cardona, 2013).

Regarding multiculturalism, cross-cultural counseling is defined as a counseling relationship in which one or more participants have different cultural backgrounds, values or lifestyles. Generally, the practitioner or counselor is the person from a majority culture and a client is from a minority group or international. Both counselor and client also can be from different minority groups (Consoli, Kim, & Meyer, 2008).

To provide an effective counseling practice when working with multicultural clients, counselors need to also increase their level of multicultural counseling competencies which are self-awareness, skills and knowledge as they have basic counseling competencies. As a consequence of this necessity, multicultural counselor training is involved and integrated in the curriculum of counselor education programs by the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009). According to Chae, Foley and Chae (2006), multicultural counseling is required and given a separate course model in numerous of counseling programs in the U.S. and as well as in other countries.

There are a few counseling programs that involve multicultural counselor trainings in Turkey in spite of the fact that it has become more important and necessary one of the counseling constructs in recent years in the U.S. (Kagnici, 2013; Kagnici, 2014). One of the research studies was conducted in Turkey to assess how multicultural competencies were practiced in counseling settings and counseling students were affected positively, which increased their awareness, knowledge and skills during the multicultural counseling course (Kagnici, 2013). The rationale behind this study was to explain the effectiveness of the multicultural class to help counselors-in-training to gain the general framework of multicultural competencies and how to practice those competencies when dealing with multicultural clients (Kagnici, 2014). There is a dearth of empirical research studies in Turkish counseling literature related to the effectiveness of multicultural counseling competencies, multicultural counseling practice or the perception of multiculturalism in counseling area. *The Turkish Psychological Counseling and Guidance Journal (TPCGJ)* published 30 issues and 198 articles between 1990 and 2008. Guven, Kisac, Ercan and Yalcin (2009) reviewed all those articles and demonstrated that there were only two articles related to multiculturalism, or awareness of multiculturalism. In recent years, some suggestions have been exposed in terms of counselor education in Turkey to increase the awareness of multiculturalism (Bektas, 2006). According to Korkut (2006), counselor educators need to take consideration of the importance of culture differences, which is an aim in the counseling area, and may have an important place in Turkish society. To increase counseling student's awareness of multiculturalism and their abilities regarding multicultural competencies, to discuss empirical research studies and thoughts, a single course model, entitled "People and Culture", must be included in the counseling education curriculum (Karairmak & Aydin, 2007).

Erdur-Baker (2007) mentioned that counseling students, who enrolled in both undergraduate and graduate programs, need to analyze their belief systems, values, and attitudes and be aware of how to use these cultural components during the counseling process when working with clients. In addition, counseling students are supposed to acquire the knowledge and ability regarding how to overcome personal biases when client's lifestyles differ from counselors' belief systems, values or attitudes. To restructure counselor education programs and accreditations in Turkish counseling context, the reality of characteristics of Turkish society and culture is needed to be consider by counseling professionals (Dogan, 2000). As a result of these outcomes, the level of multicultural counseling training is not sufficient enough in the counseling curriculum in Turkey (Bektas, 2006).

Current Theoretical Orientations in Turkish Counseling Context

In the process of the development of counseling and psychology, there are five key forces: psychoanalytic, cognitive-behavioral, existential-humanistic, multicultural, and social justice (Ratts & Pedersen, 2014; Pedersen, 1991). Counselors decide on one of these therapeutic approaches and techniques with respect their personality traits, learning styles, worldviews, epistemic values, cognitive styles, and developmental influences (Arthur, 2000; Bitar, Bean, & Bermudez, 2007; Conway, 1988; Zachar & Leong, 1992; Worthington & Dillon, 2003). In addition, literature indicates that education, supervision, economic circumstances, and experiences in counseling have a remarkable effect on the selecting a theory (Demir & Gazioglu, 2012).

In Western cultures, counselors mostly prefer the eclectic/integrative theoretical approaches, namely cognitive behavioral approaches (Rigazio-Diligo, 2001). Although the second force of counseling is cognitive-behavioral approaches, the third force of existential-

humanistic approaches fell behind the Cognitive behavioral approaches. On the other hand, solution focused approaches have become popular because of its practicability (Garfield & Bergin, 1994).

In their study, Demir and Gazioglu (2012) found that most of the Turkish counselor candidates prefer an eclectic approach as their primary theoretical orientation. Specifically, cognitive behavioral approaches, humanistic-existential approaches, and solution-focused approaches were chosen respectively. When compared to the worldwide tendencies in the theoretical orientations (Ivey, D'Andrea, & Ivey, 2012), the orientation of the Turkish counselors' theoretical approaches is in the same direction of world trends. The study also revealed humanistic approaches. Contrary to European and North American counseling perspectives, psychodynamic approaches remained unpopular.

The theoretical basis of counseling in Turkey was initially dominated by the psychoanalytic approach that has been used by mostly psychiatrists in hospitals and clinics. Turkish researchers have primarily focused on the psychodynamic approach (Geçtan, 1984; Köknel, 1986; Öztürk & Volkan, 1971). However, with the increasing recognition of cognitive behavioral approaches, most of Turkish researchers are putting more emphasis on the development and application of cognitive behavioral techniques in the Turkish culture (Aydin, 1988; Aydin & Yerin, 1994).

In the beginning of 1980s, a number of, The third force of counseling approaches emerged, Existential-humanistic approaches have become popular, specifically, person-centered counseling has been the most preferred approach among school counselors (Mocan-Aydin, 2000; Poyrazli, 2003). Although there are numerous Turkish translated books about existential-humanistic approaches, the application of existential approaches in counseling setting has

remained under the influence of psychodynamic approaches (Mocan-Aydin, 2000). One of the well-known Turkish psychologist, Genctan (1990) integrated existential approaches into therapy setting by taking into consideration Turkish culture. On the other hand, person-centered therapy was introduced in Turkey by the founder of counseling. Baymur's (1971) studies on Rogerian therapy methods were favored by only school counselors, not by psychodynamic oriented psychologist or psychiatrists (Mocan-Aydin, 2000; Poyrazli, 2003). Mocan-Aydin (2000) explained that school counselors, like their colleagues in western countries, give priority to convey the basic attitudes of accurate empathic understanding, unconditional positive regard, and genuineness in their counseling setting.

Recent developments and applications of different counseling theories has been implemented in a counseling setting such as transactional analysis, gestalt techniques, and reality therapy. However, these approaches and techniques were neglected by Turkish counselors/psychologists (Mocan-Aydin, 2000). Even if the western counselors emphasize the effectiveness of gestalt approaches in counseling, only one study (Voltan-Acar, 1997) was published on gestalt therapy in Turkish journal.

Turkish culture is to promote more directive, active, and didactic approaches in the counseling setting. Therefore, gestalt and reality therapy approaches and techniques would not seem to be appropriate to a collectivistic and large power distance (Hofstede, 1980) Turkish culture (Mocan-Aydin, 2000).

Summary of This Chapter

This modified Delphi study focused on gaining a deeper understanding of the perspectives of Turkish counselors-in-training and counselor educators regarding to incorporating internationally obtained counseling content and competencies to their home

country. The intention of this modified Delphi study was to examine the divergence and convergence of perspectives of these two groups (TCEs and TCITs) provided information about the extent to which Western-based counseling training experiences are possibly synchronized or infused into contemporary counseling practice based on the Turkish counseling context. In addition, this chapter provided both prospective and retrospective accounts of the relevance of domain specific counseling context based on the panelist's perception (e.g.; multicultural, development wellness, theoretical approaches, organization, and practice). The researcher also facilitated a deeper understanding of the overall impact of international training experience on the professionalization proscription of best practices in Turkey.

CHAPTER III: RESEARCH DESIGN AND METHODOLOGY

Introduction

Every year, the population of international counseling students has been increasing in the U.S. higher education system (Reid, 2012). There have been numerous research studies related to international counseling students' entry and later process (difficulties or problems) such as homesickness, language barriers, isolation, finance problems, discrimination, academic problems, or culture shock in the U.S. (Crockett & Hays, 2011; Poyrazli & Lopez, 2007; Olivas & Li, 2006). Several studies address international counseling students' challenges in the host country; however, there is a dearth of research focusing on how they use and practice Western-based counseling knowledge and skills when they return to their home countries. Because of the lack of the research regarding to the returning and adaptation process, there is an explicit necessity of investigating this subject.

In order to gather a panel of expert's opinions and elicit information, and to gain final consensus related to an evolution and development regarding to professionalization in Turkey, the researcher and his dissertation advisor developed two Delphi questionnaires. Two Delphi questionnaires purposefully asked expert panelists to consider more deeply understanding and widely perceiving the possible dimensions regarding to the relevant subject. The essential key of creating these questionnaires was to analyze the perspectives and adaptation process of current Turkish counseling doctoral students and Turkish counselor educators endeavoring how to apply internationally based knowledge, skills in counselor education in Turkey.

Research Questions

In order to understand the perceptions of current Turkish counselors-in-training (TCITs) and Turkish counselor educators (TCEs), the following research questions were the focus of this modified Delphi study:

1. How do current U.S. doctoral level TCITs and Turkish counselor educators (TCEs) conceptualize the relevance of U.S. international counselor educator training experience to (anticipated or current) counseling practice in Turkey?

2. What are the points of convergence and divergence in perceptions of relevance and adaptability of their U.S international counselor education counselor educator trading experience to counseling in their home country?

Role of the Researcher

The main role of the researcher in the current study was facilitating the modified Delphi study for the panelists. The Delphi Questionnaire-I was developed by the researcher and the dissertation chair to examine the perspectives of Turkish counselor educators (TCEs) and current doctoral level Turkish counseling-in-training (TCITs) and their past experiences or future expectations after completing counseling programs and returning to their home countries.

Second, the criteria for the selection of the expert panelists were determined by the researcher, who contact with them individually based on their expertise. The researcher's roles also in this study were building rapport with each participant, gathering all data, collaborating with the participants, and being an interpreter. West (2011) stated that "the researcher's role is to act as intermediary, facilitating discussion between the 'experts' in the group and, in this way, the collection tool becomes a collaboration between the researcher and the participants as to what further data is required" (p. 239).

Finally, a follow up questionnaire Delphi was developed by the researcher was used to establish consensus ratings on past divergence and convergence of perspectives related to core counseling themes. In the Delphi method, researcher bias may occur when generating questions,

designing questionnaires or analyzing data in each round, which decrease the objectivity of the study.

History of the Delphi Method

The Delphi method was originally created by the RAND Corporation for the U.S. Department of Defense and the Institute for the Future in the 1950s to assess the future of technological forecasting (Keeney, Hasson & McKenna, 2011). Indeed, this method was enhanced to assess and analyze the consequences of the nuclear war in the U.S. (Vazquez-Ramos, Leahy, & Hernandez, 2007). The Delphi method was firstly tested and used to gain consensus among groups of military personnel to solve their problems regarding to the potential effects of future science and technology on society (Hsu, 2007). According to Linstone and Turoff (1975), the Delphi method was defined as a “Delphi may be characterized as a method for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem” (p. 3).

Types of Delphi Methods

The Delphi method has been implemented in a variety of research areas to build a new consensus regarding selected subjects. Since the Delphi method was first used by Dalkey and Helmer in the early 1950s, it has been used and modified over time. Even though there are a variety of Delphi methods described in the literature, the policy Delphi, the real-time Delphi, and modified Delphi methods are most commonly utilized in research (Hasson, Keeney & McKenna, 2000).

First, the *policy Delphi method* is described by Rauch (1979) as “A tool for the analysis of policy issues and not a mechanism for making a decision” (as cited in Davidson, p. 162). The aims of the policy Delphi method are to depict a broad array of potential options to a policy issue

and to enhance informed thoughts on the specific subject (Rayens & Hahn, 2000). There are two interconnecting stage process to in the policy Delphi method including assessing primarily the experts' opinions, focusing on data analysis, revising and developing the new questionnaire based on the panelists' initial responses, and utilizing the second questionnaire (Rayens & Hahn, 2000).

Second, the *real-time Delphi method* is one of the forecasting approaches to collect experts' judgments or opinions (Gordon & Pease, 2006). To utilize this method, participants need computer assistance instead of using paper-pencil. The real-time Delphi method consists of only one open round as compared to other conventional Delphi methods (Gnatzy, Warth, von der Gracht, Darkow, 2011). This method allows the panelists to revisit the open survey again and give new opinion regarding to the ongoing process (Gordon & Pease, 2006).

Third, *modified Delphi method* is another approach to gather information from experts in a field, which helps build a new consensus based on the selected subjects and their in-depth knowledge. The modified Delphi method was originally developed by Norman Dalkey and Olay Helmer in 1963 (Kurth-Schai, 1988).

A modified of Delphi methodology (Dalkey & Helmer, 1963) was the primary research method employed in this study. The researcher utilized and followed the steps of the modified Delphi method to explore perspectives of Turkish counselor educators (TCEs) and current doctoral level Turkish counselors-in-training (TCITs) and their past experiences or future expectations after completing counseling programs and returning to their home countries.

Overview of the Modified Delphi Method

The modified Delphi method is one of the essential research tools used to gain a deeper understanding of experts' opinions and perceptions about their specialized area. Given opinions

or perceptions are refined by using different types of reviews to determine the eventual outcomes (Keeney et al., 2011). The structure of this method includes communicating with each participant, organizing a forum for the participants to express their opinions, gathering feedback from the group related to their perspectives, uniting together same ideas, and revising the findings (Montilla, 2006; Vazquez-Ramos et al., 2007).

The standard format of the modified Delphi method involves a series of questionnaires regarding the problem that are generally mailed to a group of participants who are defined as experts in a specific area. The technique continues with repeated questions to each participant in two or more consecutive questionnaires or statements, which are called rounds (Montilla, 2006; Keeney et al., 2011). In each round, the questions or statements are prepared by the researcher to send back to the panel of experts to rate or rank the responses regarding their opinions on the specific subject (Vazquez-Ramos et al., 2007).

According to Delbecq, Van de Ven, and Gustafson (1975), The Delphi method can be applicable for the following areas:

1. To determine or develop a range of possible program alternatives;
2. To explore or expose the underlying assumptions or information leading to different judgments;
3. To seek out information, which may generate a consensus on the part of the respondent group;
4. To correlate informed judgments on a topic spanning a wide range of disciplines; and,
5. To educate the respondent group as to the diverse and interrelated aspects of the topic (as cited in Hsu, 2007, p. 1).

There are four essential steps every researcher needs to consider when implementing a modified Delphi method. First, the researcher determines which method will be used to build appropriate group communication with the panelists. Second, the researcher defines who will be considered an expert and how participants will be selected. Next, the researcher takes into consideration other research methods and decides if the modified Delphi method would be the best fit for the study. Finally, the research considers the significance of the study and how the outcomes will be applied to the research problem (Vazquez-Ramos et al., 2007). The modified Delphi method was used to obtain and to gather data in respect how to better understand and explore the perspectives of Turkish counselor educators (in training and current professional practitioners) about incorporating internationally obtained counseling content and competencies to their home country.

Implementing Delphi Method in Different Fields

Even though this method was found to assess and understand the outcomes of nuclear war, it has been implemented in a variety of research settings such as social science, education, environment, transportation, psychology, social policy, and public health (Misiner, Watkins, & Ossege, 1994;). The modified Delphi method has been conducted successfully by a number of researchers in the different settings of counseling: rehabilitation counseling (Currier, Chan, Berven, Habeck, & Taylor, 2001; Rubin, McMahon, Chan, & Kamnetz, 1998; Vazquez-Ramos et al., 2007); mental health counseling (Thielsen & Leahy, 2001); counselor education and supervision (Hess, 2008); school counseling (Dimmit, Carey, McGannon, & Henningson, 2005; Krell, & Perusse, 2012); and family counseling (Blow & Sprenkle, 2001; Sori, & Sprenkle, 2004).

Strengths and Limitations of the Modified Delphi Method

The modified Delphi method is an ideal format for predicting the future of new movements because experts are able to provide contemporary and up-to-date information in published literature related to their specialized area (Franklin & Hart, 2007). The inter-round feedback also helps panelists to get wider knowledge and stimulate further investigation into new problems or ideas (Powell, 2003).

This method provides a diverse perspective regarding to the group of experts' responses from different geographic location. Each individual has a unique point of view and characteristics based on their expertise and backgrounds (Vazquez et al., 2007). Another major advantage is the concept of anonymity that decreases the influences of individual perceptions or opinions. In the ongoing process, participants cannot control the group discussion regarding the anonymity of the modified Delphi method. Individuals do not only consider their own responses, but also they may able to consider different opinions and perspectives of others (Hsu & Sandford, 2007).

One of the important disadvantages of the modified Delphi method is a potentially high dropout rate. The modified Delphi method requires lengthy responses of the participants in each of the rounds. Therefore, getting feedback and preparing follow up questionnaires or statements for the next step takes time, and there is a high potential risk for participants to drop-out of a study (Montilla, 2006). Participants may easily become disinterest or discouraged and refuse to continue with the research (Robey, 2009).

Another disadvantage is that the panelists' responses may be affected in a negative way based on the researcher's selection of the questions or statements. When the researcher progresses through each round, the ideas, opinions, or perceptions of the participants, the

researcher also should not be imposed upon or under the control of participants (Mattingley-Scott, 2008).

Rationale for the Use of Delphi Method

The current modified Delphi method study was designed to identify and explore how experiences in U.S. counselor education training programs relate to an individual's current or future work as a counselor educator in Turkey. It might be expected that future or current counseling professionals and U.S. education faculty members and programs may gain a new and advanced approach regarding to the counseling framework (i.e. Counseling theories, or practices, etc.). The outcomes of this study may act as a bridge between Western counseling and Turkey for both Turkish counselor educators (TCEs) and Turkish counselors-in-training (TCITs) and provides a deeper more understanding how Western based counseling has been influenced the counseling development in Turkey.

The Delphi methodology was an appropriate method for this subject because both groups of participants could not work together on this research. Yousof (2007) noted "This technique is useful where the opinions and judgments of experts and practitioners are needed, but time, distance, and other factors make it unlikely or impossible for the panel to work together in the same physical location" (p. 1).

Selection of the Delphi Panel

In the modified Delphi method, a sample or panel size needs to be decided based on the purpose of the study or subject (Keeney et al., 2011; Mullen, 2003). Selection of the panel is an essential component to the strength of the Delphi method (Dawson, & Brucker, 2011). The process of selection directly affects the validity of the research study because the expert panelists need to have a comprehensive knowledge of the selected subjects (Dawson, & Brucker, 2001).

Therefore, the selection process of panel experts should be conducted with thoughtful consideration of their knowledge and experience (Westers & Borders, 2014). While there is no agreement on the optimal size of a panel (Robey, 2009), Previous researchers have utilized a sample size between 15 and 20 respondents when employing a modified Delphi method (Fiander & Burns, 1998; Ludwig & Star, 2005). This study utilized a sample of 18 panelists subdivided into two groups; Turkish counselors-in-training, and Turkish counselor educators.

A panel of Turkish counselors-in-training (TCITs) are doctoral (PhD) students currently enrolled in U.S. counselor education Programs. A second panel of Turkish counselor educators (TCEs) had previously completed their training in a U.S. counselor education program and are now working as professional counselor educators in Turkey. Each of the panelists in both groups were asked about their experiences in U.S. counselor education program and how these experiences impact their practice among TCEs or anticipated practice among TCITs in Turkey.

Two groups of individuals were identified in this study. These groups were Turkish counselors-in-training (TCITs) and Turkish counselor educators (TCEs). To reach this population and to gather information about this research study, the researcher conducted an Internet search for Turkish faculty members who are currently working in Turkish universities. Firstly, the researcher sent an email to the Turkish Psychological Counseling and Guidance Association to get Turkish professors' contact information for those who both completed their doctoral programs in Turkey and were still working as professors in Turkish universities. Secondly, the researcher sent an email to Counseling Departments in Turkish universities to gather information about Turkish faculty members. Thirdly, the researcher sent an email to the Turkish Education Attaché to get information about current Turkish counseling doctoral students who are studying in the U.S.

After gathering information regarding to two sample groups (TCEs and TCITs), an invitation letter was provided to the potential participants, which consisted of the purpose of the study, possible benefits, the explanation of the following steps, and the researcher's information. They were given time to read and think about it (see attached to the invitation letter). If they decided to participate, then they received the consent form and demographics form (see Appendix C). After filled out those forms and then they received the Delphi Questionnaire-I (see Appendix D).

Participants completed a consent form, demographic form and the Delphi questionnaire-I. The first Delphi questionnaire consisted of two parts including four open ended questions (see attached of the Delphi questionnaire I - Part I) and including 5-point Likert-type scale question, including essential main counseling concepts. The essential concepts included on the questionnaire were multicultural, theoretical approaches, development growth/wellness, organization/professional development, and practice/teaching/research. This questionnaire was developed to gather and collect the opinions and views of the both groups of expert panelists (TCEs and TCITs) related to an evolution and development regarding to professionalization in Turkey (see Appendix C and D).

Following a modified standard of the Delphi method, the Delphi Questionnaire-I was analyzed to develop the Delphi Questionnaire-II for both of groups (TCEs and TCITs). This second questionnaire also was developed to focus on the in-depth information about Turkish counseling context (see Appendix E).

Qualitative Data Analysis

The researcher transcribed all participants' responses by using an open and axial coding method to review each transcript question by question and to analyze line-by-line to categorize which themes or concepts were similar or different in the study.

Open coding. Open coding, also known as initial coding, is one of the essential qualitative approaches to examining data, and allows the researcher to compare, classify and label different categories regarding to their dimensions (Saldana, 2013). Strauss and Corbin (1990) also defined an open coding method as a "the process of breaking down, examining, comparing, conceptualizing and categorizing data" (p. 60). Both similar and different initial concepts or themes may emerge during the open coding stage of data analysis.

To analyze data effectively, Tesch (1990) explained eight steps: reading all the transcripts and understanding big picture, selecting one of the interview and asking some questions "what does it mean?" or "what is it about," making a list for each topics and unifying some similar topics, taking the list and look at the data again, reducing the list of topics and organizing similar topics under the same heading, if new codes or categories are emerged, changing the title of the subject and re-defining the new one, making a final decision with the abbreviation for each part in one place, and finally, if needs to change the code, recoding the data again.

Axial coding. Axial coding procedures involve categorizing the open codes and disclosing the axial codes' themes or dimensions of the study (Saldana, 2013). Strauss and Corbin (1990) defined axial coding as an "A set of procedures whereby data are put back together in new ways after open coding, by making connections between categories. This is done by utilizing a coding paradigm involving conditions, context, action/interactional strategies and consequences" (p. 96). After the open coding process, the researcher gathers the similar open

codes into categories to make a link between codes and categorizes or subcategories and to reduce the total number of themes (Strauss, 1987).

Instrumentation

Delphi Questioning Round 1 and Round 2. A modified Delphi method was utilized in this study to understand how Western-based experiences in both (TCITs and TCEs) describe current or future counseling work in their home country of Turkey. Two questionnaires were created to collect each panelist's responses on each of two Delphi rounds.

In the first round of questioning, panelists responded to four (4) open ended questions and five (5) Likert type questions each corresponding to core counseling areas in U.S. counselor education curriculum (CACREP): multicultural, theoretical approaches, developmental growth/wellness, organization/professional development, and practice/teaching/research (see Appendix C and D).

Open and axial coding were utilized to analyze expert panelists' responses to the first round of questions. Themes were generated from these responses and used to elicit responses from panelists in the second round of questioning.

In the second round of questioning, panelists were asked to rank order (1 most concerning to 10 least concerning) issue facing them as they re-enter the counseling profession in their home country. The themes generated from the first round of questioning were provided in declarative statements upon which they could make their rankings (see Appendix E).

Data Analysis

The data from two rounds of Delphi questioning was analyzed in a five step process. As a first step, once the completed Delphi Questionnaire-I was received from all participants, responses to open-ended questions were transcribed. The researcher read responses carefully.

The researcher then utilized open coding and read each response line-by-line to identify and distinguish initial concepts, it was time to transcribe them. The researcher read all the transcribing data very carefully and upon completion of transcribing, the researcher began with analysis of data.

As a second step of analyzing data, open coding, also known as an initial coding, was utilized in the study with reading line-by-line to identify and distinguish all the tentative general concepts and phenomena held to questions' constructs after completing the transcription process (Saldana, 2012). As a part of the open coding process, the researcher carefully highlighted some of the essential words and phrases. There were fundamental notes written in the margins of transcripts by the researcher for the four open-ended questions from the Delphi Questionnaire-I. During the initial coding process, 23 initial codes for the first question, 17 initial codes for the second question, 15 initial codes for the third question, and 10 initial codes for the fourth question were found, analyzed and written on the personal laptop to create as a Word table.

Once open coding analysis was completed, axial coding was utilized to group and re-group initial codes into categories that represented distinct concepts. Eighteen axial codes for the first question (see Table 6), 10 axial codes for the second question (see Table 7), 10 axial codes for the third question (see Table 8) and 8 axial codes (see Table 9) were found in the second phase analysis of the coding process.

As a fourth step, thirty-seven (37) themes created from axial coding process were organized into declarative statements for use in eliciting expert panelist responses during a second round of questioning. Panelists were asked to rank order the themes in terms of their concern for the issue they believe they would face upon re-entry to the Turkish counseling context.

As a fifth step, the Kendall's tau rank correlation coefficient was used to explore the level of agreement in rankings between TCITs and TCEs panels. Kendall's tau rank correlation coefficient was computed for each question as well as for the overall consensus between panels. The possible values of the Kendall's Tau are between -1 and +1, which is explicitly effective when focus on the tied ranks of the data. Whereas positive value represents more congruence in two ranked variables, a negative value symbolize that two variables may have a various standards or constructs (Wright, 2014).

Trustworthiness, Credibility and Validity of the Delphi Method

Qualitative research investigates a depth of knowledge and embarks to understand the perspectives pertaining to the phenomenon of the subject or context of the study (Patton, 2002). The aim of the analyzing data in qualitative studies is to procure a deeper understanding of the participant's experiences or opinions within the scope of the subject (Patton, 2002). Lietz and Zayas (2010) pointed out that "qualitative studies should achieve "trustworthiness;" a study that represents as closely as possible the perspectives of the research participants" (p.191).

Trustworthiness speaks to the reliability of the findings and increases confidence in the findings by the reader's perspective and helps the researcher's self-awareness (Letts, Wilkins, Law, Stewart, Bosch, & Westmorland., 2007; Creswell, 2004). In order to ensure and establish the trustworthiness of the study, there were several recommended strategies utilized to determine this study's worth. These strategies are member checking, and content validity that were utilized in this study.

Member Checking. The validity of the findings is directly associated and established with the agreement of panelists' responses regarding to member checking (Greer, 2008). Cresswell (2003) stated, "member checking will be used to determine the accuracy of the

findings through taking the final report or specific descriptions or themes back to participants to determine accuracy” (p.196). Member checking is an inseparable part of the Delphi method, which increases both the credibility and accuracy of the study (Patton, 2002; Creswell, 2004). The Delphi method consists of repeating rounds of the questionnaire and after the analysis of each round, the questionnaire is sent back to all participants for the purpose of member checking (Greer, 2008). In this study, based on the findings of the first round, panelists received the second round of questionnaires and member checking was implemented in round 2.

Validity. An appropriate selection of criteria of the panelists directly influences and increases the content validity of the modified Delphi study (Hasson et al., 2000). The aim of this modified Delphi study was to explore the challenges and experiences of Turkish current and future counselor educators about incorporating internationally obtained counseling content and competencies in Turkey. In this respect of the rationale, the professional experts were selected based on their educational background in the fields of counseling in this study. Whereas one group of participants, TCEs, who trained in the U.S. in counseling programs and are presently teaching and practicing in Turkey; another group of participants, TCITs, who are currently studying in the U.S. in counselor education programs, all have a knowledge and are interested in this subject. Therefore, the intention of this procedure was addressed and the subjectivity increased the content validity of the study (Hasson et al., 2000).

Summary

This chapter provides information about the modified Delphi method, and coding methods in qualitative research. This chapter also discusses the research method and design, the role of the researcher, data collection procedure, questionnaires, and data analysis strategy, for the purpose of investigating the counseling past and future process in Turkey. The invitation

letter (see Appendix A), informed consent (see Appendix B), Delphi Questionnaire-I for Turkish Counselor Educators (see Appendix C) and Delphi Questionnaire-I for Turkish Counselors-in-Training (see Appendix D), Delphi Questionnaire-II (see Appendix E) are also attached.



CHAPTER IV: RESULTS

Introduction

This study explored the perspectives of current and prospective Turkish counseling professionals (TCEs and TCITs) trained in U.S. Counselor Education programs. This chapter presents the results obtained from questionnaire responses of Thirteen Turkish counselors currently enrolled in U.S. Counselor Education training programs and five Turkish counselor educators previously trained in U.S. Programs. The chapter focuses on a brief discussion of the researcher's lens that is provided for the reader. This chapter also explains a brief description about each participant's sex, age, current education status, university name, the number of years staying in the U.S., completion year of their education, and their current counseling work place. 4 open-ended questions and Likert-type scale question, including the five main counseling areas are analyzed by following the modified Delphi method, as well as open and axial coding procedures in this chapter.

Lens of The Researcher: my voice as a TCIT

In 2009, I came to the U.S. to learn English and stayed one year in St. Petersburg, Florida. One year later, I accepted an offer from the University of Texas-San Antonio to pursue a master's degree in community counseling. In 2012, I graduated from this program and was accepted by Texas A&M University-Corpus Christi for my PhD in the Counselor Education program. During my studies for my masters and Ph.D., I gained a variety of clinical and theoretical experiences from different settings based on the Western-based counseling framework. Hence, my counseling perspective has been mostly influenced by the context of Western-based counseling. After completing my PhD education in the U.S., I will return to my country (Republic of Turkey) and be employed as an academician in one of the Turkish

universities in a counselor education program. As an international counseling student and returnee, I believe that I am accountable not only to myself but also to my government. Turkish National Ministry of Education initiated an essential national scholarship project to provide an opportunity for Turkish students to complete their masters and doctorates in the different countries such as United States, Canada, Germany, Japan, Australia, United Kingdom, and etc. Even though this scholarship program has been known since 1920s, in recent years the Turkish government has extended this scholarship program and more students have been selected to be sent to these countries. The investment of the Turkish government to facilitate these international trainings is expected to be beneficial to the Turkish country and its people when recipients of the scholarships return to the professional environment as a faculty member. The main purpose of the enhancing this scholarship program is to meet the needs for the academic personnel, especially in some specific and new areas or subjects. Another advantage of providing these international trainings for students is to gain different experiences, or skills such as language improvements, or academic writing skills in their expert areas when they work as a faculty member in Turkish universities.

When I return to my home country, I am planning to do my best to enhance the Turkish counseling profession. I think that accomplishing and developing a professional identity is one of the most essential parts of being a professional in the counseling field. As a future counselor educator, I will aim to construct my professional identity throughout the developing counseling process. However, I am not sure how I will shape my developmental growth and wellness. I am really concerned about the kinds of challenges, problems, or issues I will face in the future as an academician in Turkey. These are the same experiences I imagined might emerge from similarly situated participants (TCITs) in my study.

I worked in different counseling settings and focused on some specific and important objectives, which help me to become more culturally sensitive and respectful. Studying in a different country also enables me to be diverse when I interact with different cultures. When dealing with diverse clients, I am always willing to show my demonstration of sensitivity to, respect for, and honoring of different backgrounds and values of clients, supervisees, counseling students and/or consultees including different faith traditions, ethnicities, gender issues, sexual orientation issues, and value systems. However, I think that I could not implement these essential tools when I return to Turkey regarding the multicultural counselor training or multicultural counseling competencies. There is limited multicultural counseling training in the Turkish counseling context as I reviewed the Turkish counseling literature. Additionally, I am still really concerned about the level of multicultural tolerance in our country based on the political and sociocultural context. Expressing a different opinion or debating some issues may not be applicable and accepted perspectives in the Turkish society, particularly in certain specific areas such as LGBT, multiculturalism, or religion due to hosting different and unique social, cultural and political dynamics in the society from the past, as well in other countries.

As a Turkish counselor-in-training, throughout our clinical experiences, including both practicum and internship, we found important opportunities to learn how to implement our theoretical and practical knowledge in the counseling setting and how to use this knowledge when dealing with different clinical cases. In addition, we have experienced different supervisory roles of being a mentor, administrator, or coach. However, when we go back to Turkey, I do not think we will find an appropriate counseling site to practice these experiences with the clients. Because, there is a lack of definition regarding the counseling profession in Turkish law system and there is not a variety of counseling sites to practice and supervise.

During my education life in the U.S., I attended professional local, state, national, and international conferences. There are some benefits to participate in these conferences which help establish personal contacts and networking with others while also being exposed to different and new ideas. Conference participation also provides huge opportunities to listen to common issues being discussed as well as to share with one another our successes and, in some cases, our failures. Another important aspect includes the opportunity to spend several days with people who care and talk about what we do every day as a counseling professional. It is a chance to socialize and connect with people who understand what drives each of us to do what we do because we share similar motivations. Even though professional Turkish counselors, counselor educators, and counseling students have established themselves at some conferences, organizations or education courses, this is not enough to improve the counseling profession in Turkey. Faculty members should encourage and support their students to enhance their student's professional counseling development. There is only one professional counseling association, TPCGA, in Turkey. Therefore, Turkish counseling professionals should focus on establishing more counseling organizations dependent on the different counseling settings such as school, mental health, community and so on.

The most important issue is how to transfer what I learned in the U.S. when I return to my country. A review of the literature emphasizes that there are some distinctive differences between Western and Turkish counseling contexts, such as using different counseling theoretical orientations in counseling practice, counseling courses' contents, national standards of accreditations, ethics, and counseling practice, etc. I also pursued my undergraduate degree in the Primary School Teaching program in Turkey. However, I completed my Master's degree and I am currently studying to complete my PhD degree in counseling program in the U.S.

Therefore, I have learned basic counseling skills, counseling theories, and other relevant counseling concepts in English. I will adapt some counseling approaches, techniques or interventions from the Western-based counseling to the Turkish counseling context based on the direction of the needs of society. I am really concerned that I may not use different kinds of theories and approaches I learned in the U.S. because Turkey is a collectivistic country. Some of the Western counseling approaches derive from more individualistic perspectives. For example, Turkish clients prefer more directive, action-oriented counseling approaches such as cognitive-behavioral therapy, which is the most preferred theoretical approach among Turkish counselors.

In order to be an effective multicultural counselor when dealing with clients who have different ethnics or backgrounds, counselor educators need to have inclusive multicultural counseling competencies. In the U.S., we completed multicultural classes to learn how to practice these competencies when working with diverse clients. However, only few Turkish universities offer a counseling multicultural class in the counselor education programs as a single course. Therefore, multicultural counseling classes, competencies, and multicultural counseling training should be integrated into the counselor education program curricula in Turkey.

As a researcher, current Turkish counselor-in-training, and future Turkish counselor educator, I also completed both questionnaires previous to inspection of any the collected responses from expert panelists. I added also my responses for each question that were demonstrated in each table as a separate column (see Table 6, 7, 8, 9, 10, 11, 12, 13, and 14).

Demographic Information (*Turkish Counselors-in-Training-TCITs*)

TCIT-0- Researcher (Analyzed separately). TCIT-0 is a male, who was 31 years old and working on his Ph.D. in Counselor Education and Supervision in a university in the Southern part of the U.S. He had been living approximately seven years in the United States at the time of

this study. He planned to complete his PhD degree in 2016. He was not working in any professional counseling setting at the time of the study.

TCIT-1. TCIT-1 is a male, who was 30 years old and working on his Ph.D. in Counselor Education and Supervision in a university in the Northwest part of the U.S. He had been living approximately six years in the United States at the time of this study. He planned to complete his PhD degree in 2016. He was not working in any professional counseling setting at the time of the study.

TCIT-2. TCIT-2 is a female, who was 26 years old and working on her Ph.D. in Counselor Education in a university in the South part of the U.S. She had been living for three years in the United States at the time of this study. She was working at the university. She planned to complete her Ph.D. degree in 2017.

TCIT-3. TCIT-3 is a male, who was 32 years old and working on his Ph.D. in Counselor Education and Supervision in a university in the South part of the U.S. He had been living for five years in the United States at the time of this study. He planned to complete his Ph.D. degree in 2017. He was working in a private counseling agency at the time of the study.

TCIT-4. TCIT-4 is a male, who was 27 years old and working on his Ph.D. in Counselor Education in a university in the South part of the U.S. He had been living for four years in the United States at the time of this study. He planned to complete his Ph.D. degree in 2017. He was working in a school counseling setting at the time of the study.

TCIT-5. TCIT-5 is a male, who was 27 years old and working on his Ph.D. in Counselor Education in a university in the South part of the U.S. He had been living for five years in the United States at the time of this study. He planned to complete his Ph.D. degree in 2016. He was working in a school counseling setting at the time of the study.

TCIT-6. TCIT-6 is a male, who was 30 years old and working on his Ph.D. in Counselor Education in a university in the Northwest part of the U.S. He had been living for seven years in the United States at the time of this study. He planned to complete his PhD degree in 2016. He was working in a government-counseling agency at the time of the study.

TCIT-7. TCIT-7 is a male, who was 27 years old and working on his Ph.D. in Counselor Education in a university in the Northwest part of the U.S. He had been living for four years in the United States at the time of this study. He planned to complete his Ph.D. degree in 2019. He was working in a school counseling setting at the time of the study.

TCIT-8. TCIT-8 is a male, was 31 years old and working on his Ph.D. in Counselor Education and Supervision in a university in the Northeast part of the U.S. He had been living for six years in the United States at the time of this study. He planned to complete his Ph.D. degree in 2016. He was working in a university setting at the time of the study.

TCIT-9. TCIT-9 is a male, who was 29 years old and working on his Ph.D. in Counselor Education and Supervision in a university in the North part of the U.S. He had been living for five years in the United States at the time of this study. He planned to complete his PhD degree in 2017. He was working in a university setting at the time of the study.

TCIT-10. TCIT-10 is a male, who was 31 years old and working on his Ph.D. in Counselor Education and Supervision in a university in the Northeast part of the U.S. He had been living for six years in the United States at the time of this study. He planned to complete his Ph.D. degree in 2016. He was working in the university setting at the time of the study.

TCIT-11. TCIT-11 is a male, who was 32 years old and working on his Ph.D. in Counselor Education and Supervision in a university in the Northwest part of the U.S. He had been living for five years in the United States at the time of this study. He planned to complete

his Ph.D. degree in 2017. He was working in a private counseling agency at the time of the study.

TCIT-12. TCIT-12 is a male, who was 27 years old and working on his Ph.D. in Counselor Education in a university in the Southeast part of the U.S. He had been living for five years in the United States at the time of this study. He planned to complete his Ph.D. degree in 2016. He was working in a school counseling setting at the time of the study.

TCIT-13. TCIT-13 is a female, who was 27 years old, and working on his Ph.D. in Counselor Education in a university in the North part of the U.S. He had been living for six years in the United States at the time of this study. She planned to complete his Ph.D. degree in 2016. She was working in a university setting at the time of the study.

Demographic Information (*Turkish Counselor Educators -TCEs*)

TCE-1. TCE-1 is a male, who was 44 years old and had been working more than eleven years in one of the southeast Turkish universities at the time of this study. He stayed more than ten years in the United States and earned his Ph.D. degree from a counselor education program. He was working at the university as an academician at the time of the study.

TCE-2. TCE-2 is a male, who was 50 years old and had been working more than eleven years in one of the southeast Turkish universities at the time of this study. He stayed six years in the United States and earned his Ph.D. degree from a family counseling program. He was not only working at the university as a faculty member, but also in a private counseling agency as a professional counselor at the time of the study.

TCE-3. TCE-3 is a male, who was 51 years old and had been working more than eleven years in one of the universities in the central area of Turkey at the time of this study. He stayed

more than ten years in the United States and earned his Ph.D. degree from a counselor education program. He was working at the university as a faculty member at the time of the study.

TCE-4. TCE-4 is a male, who was 51 years old and had been working more than eleven in one of the universities in the central area of Turkey at the time of this study. He stayed four years in the United States and earned his Ph.D. degree from a family counseling program. He was working at the university as an academician at the time of the study.

TCE-5. TCE-5 is a male, who was 43 years old and had been working for three in one of the northwestern Turkish universities at the time of this study. He stayed three years in the United States and earned his degree from a family-counseling program. He was working at the university as an academician at the time of the study.

Summary of Experts Demographics

Delphi Study Questionnaire-I was sent to both TCITs who are currently Ph.D. counseling student in the U.S. and TCEs who completed their graduate degree from U.S. universities and currently working in Turkish universities as a counselor educator.

Eighteen counselor educators participated in the modified Delphi study (see Table 1). Of the thirteen who are currently doctoral level Turkish counselors-in-training (72%) in U.S. and of the 5 are currently working in Turkey as a Turkish counselor educators (28%) (see Table 1).

Sixteen (89%) of the respondents were male; 2 (11%) were female (see Table 2). Of the 18 who participated in this study, the minimum age was 26 and maximum age 51; the average age was 34 (see Table 3).

Turkish counselors-in-training reported that the number of resident years in the U.S. reveals differences between 3 and 7 years at the time of this study (see Table 4). One (8%) of the participants stayed for 3 three years, two (15%) participants stayed for 4 years, five (39%)

participants stayed 5 years, four (30%) participants stayed 6 years, one (8%) participants stayed for 7 years in the U.S. (see Table 4).

Turkish counselor educators reported that the number of resident years in the U.S. reveals differences between 3 and 10 years in the U.S. (see Table 5). One (20%) of the respondents stayed for 3 three years; one (20%) of the respondents stayed for 4 three years, one (20%) of the respondents stayed for 6 three years, two (40%) of the respondents stayed for 10 three years in the U.S. (see Table 5).

Table 1.

Descriptive statistics (Both groups of participants)

Groups	Number of participants	Percent
Turkish Counselors-in-Training (TCITs)	N=13	72.00%
Turkish Counselor Educators (TCEs)	N=5	28.00%
Total	18	100.00%
N=18		

Table 2.

Frequency Distribution by Gender (Both groups of participants)

Gender	Frequency	Percent
Female	2	11.00%
Male	16	89.00%
Total	18	100.00%
N=18		

Table 3.

Descriptive Statistics (Both groups of participants)

	N	Minimum	Maximum	Mean
Age	18	26	51	34
N=18				

Table 4.

The number of years in the U.S. for Turkish Counselors-in-Training

Number of years	Frequency	Percentage
3	1	8%
4	2	15%
5	5	39%
6	4	30%
7	1	8%
Total	13	100%

Table 5.

The number of years in the U.S. for Turkish Counselor Educators

Number of years	Frequency	Percentage
3	1	20%
4	1	20%
6	1	20%
10	2	40%
Total	5	100%

Results from Delphi Questioning Round 1

Question 1-Round 1

Question one asked panelists to report on current and anticipated issues and challenges related to adjustment to professional counseling in Turkey. Table 6 shows the significant issues and challenges identified by the two groups of participants when they return to their home country. As seen in table 6, both TCITs and TCEs tend to face considerable re-entry adjustment issues and challenges after a sojourn overseas as Table 6 shows.

Table 6.

Significant Issues And Challenges

Challenges/Issues	Percentage (%) of participants mentioned that they faced MOST SIGNIFICANT ISSUES and CHALLENGES		
	TCITs (N=13)	TCEs (N=5)	Researcher's Response (N=1)
Readjustment/Transition/Education System (The returning process is related to how returnees adapt and adjust themselves to the home culture context and the education system.)	46%		100%
Language (There are some difficulties when translating theoretical knowledge from the U.S. to a Turkish counseling context because Western-based learning process is situated in the U.S.)	15%		100%
Counseling Theories (Application of the Western-based counseling theories to a collectivistic culture.)	8%		
Practice/Implication/Lack of evidence based practice/Supervised Practice (There is not a variety of counseling settings to practice or work other than in a school system as a counseling professional in Turkey.)	15%	100%	

Cultural Issues (There are some difficulties how to translate theoretical knowledge from the U.S. to a Turkish counseling context because the learning process is situated in the U.S. within the English language.)	15%	
Bureaucracy and Premature Interventions/ Appointment an assistant professor position/Expectations (Turkish counselors-in-training may face some bureaucratic barriers and need to be concerned about politics that can be forced upon them in order to be a part of this system.)	38%	
Professionalism/Recognition of the profession/Lack of policies, regulations and law (There is a lack of knowledge about mental health professions, and a lack of effort in the counseling community about introducing the profession to the public.)	15%	80%
Multicultural Issues (Multicultural counseling practice should be involved more into the counselor education programs, and there is limited information about multiculturalism in Turkish counseling contexts because of social and political barriers.)	23%	100%
Lack of collaboration between faculty members/Academic Environment/Professional Bonds (Turkish counselors-in-training is concerned about what they will face in the work environment when they return to their home country. They reported some issues such as lack of relationships with other faculty members when working as an academician in the future.)	38%	
Advocacy (There are some difficulties regarding how to advocate personal or students' rights, and also personal growth.)	8%	
Prejudice (There are two types of prejudices TCITs face. Firstly, if one has an undergraduate degree from different subjects rather than counseling, they may face some prejudices from other faculty members. Secondly, if one has a degree from the U.S., Turkish academics assume that they are arrogant and they see themselves as all knowing.)	23%	

Ethical Issues (There is a limited code of ethics, or ethical guidelines in the Turkish counseling context.)	8%	
Lack of Resources (There is a substantial opportunity regarding to the usability of library databases and other online resources that are available for individuals in the U.S., but there is limited access in Turkey.)	15%	20%
Integrating spirituality/religiosity (Counseling practices may be difficult in more dominant religious based societies.)	8%	
Excessive Teaching Load/Education System (The limited number of academics in the Turkish counseling field and the increasing enrollment of students requires academicians to teach many classes concurrently.)	15%	
Income (In Turkey, academicians receive insufficient incomes in the education system.)	15%	
Funding (There is not enough funding in the Turkish counseling field.)		20%
Having solely a generic counseling program (Counseling programs in Turkey focus on either counseling or counselor education programs; however, other counseling professions such as mental health, marriage and family counseling should be integrated to the Turkish counseling context.)		20%

Note: Each percentage indicates how many of the expert panelists may have identified with a theme under this question. Both groups of expert panelists may have than more than one theme. For example; while 15%(n=2) of the TCITs (n=13) and 100%(n=5) of the TCEs(n=5) agreed and identified “Practice/Implication/Lack of evidence based practice/Supervised Practice” as one of the essential theme.

According to the TCITs’ responses, readjustment and transition to the home counseling context is the most important challenge or issue they will/currently experience as shown in Table 6. Table 6 also demonstrates that 46% of the TCITs participants recognized the challenges associated with adaptation and adjustment themselves to the home culture context and the education system. TCITs described challenges related to a lack of familiarity with the Turkish

educational system. For example, TCIT-1 stated, “All my post-bachelor studies have been in the U.S. (masters and PhD), and I am not very familiar with the Turkish academia, and I think it will be a challenge to get myself acquainted with the system.”

TCIT-12 noted that:

Although I am a former teacher who had a year experience in Turkey I do not think that it would be easy to integrate my new philosophy of teaching into the Turkish education system. Because the Turkish education system is very different than U.S education system I might even have to have a lot of discussions with authorities with regard to follow a certain curriculum and agenda.

International counseling students in the U.S. gain and practice their counseling knowledge based on Western-oriented perspectives. Transferring Western philosophies from the host country to the home counseling context may cause some adaptation problems. TCIT-1 indicated:

I have been trained to think like a Western counselor working in a Western society, and even though I have done some self-learning about how to transfer what I have gained here in a culturally appropriate way, I still feel unprepared.

As Table 6 shows, 15% of the TCITs and 100% of the TCEs agreed that in the Turkish counseling setting, practicing and supervising are one of the important challenges and concerning subjects when they return to their home country. Both groups of panelists believed that there are not many opportunities to do their practice and to supervise their students in clinical or counseling settings. TCIT-4 reported, “I am concerned about that I will not able to practice enough. In the U.S., I have been able to see clients and provide counseling... ” And “I am not sure I will be able to provide supervision to students. As far as I know, in Turkey, there is

not much opportunities to practice...” TCE-3 mentioned, “There is lack of evidence based practice to convince the help seekers and decision makers which type of practices are helpful for working with the clients.” TCE-4 also pointed out, “There are very limited supervised practice during counselors training and before entering the work force.”

As Table 6 demonstrates, 38% of the TCITs particularly indicated that they might face some bureaucratic barriers when they return to their home country and argued that politics may be more involved in the education system. TCIT-6 reported that:

I heard different stories about the process and it makes me nervous. I spend past 5-6 years of my life outside of my country and feel that it is worthless. The bureaucratic process looks as a waste of time when I compare the process with the U.S. higher education system.

TCIT-2 also stated that “Government and bureaucracy issues will be a big challenge for me to first understand and then deal with it.” Due to Turkish government interference in the education system, some professionals push each other to become involved in politics. TCIT-12 mentioned that “Professors always declare which political party they support and they discriminate the other political party. This causes division between the groups of professors.”

As Table 6 demonstrates, 15% of the TCITs and 80% of the TCEs agreed that there is a lack of recognition of counseling in the Turkish counseling context. TCIT-12 stated that “Unfortunately, counseling does not still consider as a profession in Turkey”. TCE-2 agreed pointed out, “There are not enough national standards and policies that govern current counseling profession in Turkey”. Similarly, TCE-3 indicated, , “Counseling has not recognized as self standing independent counseling profession in Turkey yet. There is no legal regulations for the behavioral sciences in general and counseling in specific.”

The Turkish Ministry of National Education recognizes professional counselors as “guidance teachers.” Most work in government and school settings. Another TCIT summarized and identified the recognition of the counseling profession problem in the Turkish counseling context:

There is no law for counseling and it is not seen as an independent, self-standing profession. I have prepared a draft law in collaboration with the Turkish Psychological Counseling and Guidance Association but it has not accepted yet. Most of our graduates are working at the government and school settings in teacher position. Therefore they have "guidance teacher" position widely accepted which is not implying our professions psychological service notion. There is a need for legal regulations in practice of counseling profession in government and private practice.

One of the important challenges is a lack of collaboration between faculty members, which is indicated by 38% of the TCITs. These TCITs are concerned about the problems they may face such as the lack of relationship with other faculty members or the confrontation in various academic environments when working as an academician in the future. TCIT-11 stated, “I am afraid of having a work environment in which I will not be able to work with other academicians collaboratively.” TCIT-12 also discussed the work environment problems and maintained:

The last but not least problem that I most likely face will be building professional connections with my future coworkers and supervisors, in particular, at the university that I am going to teach. It is very sad to say that, but there is always an extreme and unnecessary hierarchy at Turkish universities.

As Table 6 shows, 15% of the TCITs and 20% of the TCEs agreed that there are not enough resources or databases in Turkey and counseling professionals should focus on more research to improve the Turkish counseling profession. TCIT-4 pointed out, “There are limited sources in Turkey. Especially, reaching the databases concerns me” and TCE-1 also expressed, “Turkey-trained practitioners as well as researchers lack on the knowledge of research, which hinders the development of the field.”

Question 2-Round 1

Question two focuses on how Turkish current and future counselor educators thought they might prepare to address specific issues regarding the transfer of content from U.S. counselor education programs to the counselor educator settings in Turkey. Table 7 shows that TCEs and TCITs addressed some issues how their training in a U.S. counselor education program prepared to be a counselor educator in Turkey.

Table 7.

Issues regarding TCITs and TCEs trainings in a U.S. counselor education program in preparation to be a counselor educator in Turkey

Themes	FUTURE themes identified and maintained by % of participants	CURRENT themes identified and maintained by % of participants	Researcher' s Response
	TCITs (N=13)	TCEs (N=5)	(N=1)
Building rapport and quality relationships (Future Turkish counselor educators consider building rapport and quality relationships with Turkish faculty members and will keep in contact with the U.S. university faculty members when they return to their home country.)	62%		

Compare/contrast, integration other knowledge (Comparing and contrasting are helpful tools to understand the returning process and to adapt individuals for the future. These learning tools provide advantages in some cases, such as working with diverse populations and implementing counseling theorizations to the home counseling context.)	23%		
Focusing on different hot topics/Research/Projects (Involvement with different research projects, and focusing on various hot topics help them improve their individual counseling profession and understand self-exploration.)	31%	40%	100%
Reading& Writing counseling books or Publishing articles in Turkish	23%	40%	100%
Counseling and training clinic/Practical Training (By opening counseling and training clinics in a university setting assists counseling practitioners to gain different clinical experiences in the field of counseling.)	23%	60%	
Theoretical background (By understanding and establishing theoretical knowledge, counseling practitioners are able to prepare for the future as a faculty member.)	15%	60%	
Involvement of different professional activities, organizations, workshops, and conferences (Individuals may benefit from conference attendance, workshops, or organizations, which prepares them for their home culture and counseling context.)	31%	40%	100%
The ethical and professional rules (In their future counseling setting and workplace, returnees follow the ethical codes or guidelines.)	8%		

Strong foundation/ Policies and procedure (Development of policies and procedures assists Turkish counselor educators to promote their profession.)	40%
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Research methods and statistics (Courses on research methods and statistics help prepare counseling professionals for the future.)	40%
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Note: Each percentage indicates how many of the expert panelists may have identified with a theme under this question. Both groups of expert's panelists may have more than one theme. For example; while 31%(n=4) of the TCITs(n=13) and 40%(n=2) of the TCEs(n=5) agreed and identified "Focusing on different hot topics/Research/Projects" as one of the essential theme.

Five core themes by focused coding procedures. The following emergent five themes are agreed by some of the two groups of participants: (a) focusing on different hot topics, research, or projects; (b) reading and writing counseling books or publishing articles in Turkish; (c) counseling and training clinics, and practice; (d) improving, developing, and integrating their own theoretical and practical background; and (e) involvement of different professional activities, organizations, workshops, and conferences.

As Table 7 shows, four (31%) of the TCITs and two (40%) of the TCEs (total of six participants out of 18) agreed and discussed that conducting different hot topics, research, or projects are useful and helpful theme for the future and current Turkish counselor educators in their work environment. This theme also provided a context for discussion of how U.S. training U.S. counselor education training experiences prepared them (or is preparing them) for professional counseling in the Republic of Turkey. Involvement with different research projects, understanding past and current research in the area of counseling and focusing on various hot topics regarding Turkish counseling contexts improve future and current Turkish counselor educators' counseling profession. For example, regarding the importance of this perspective, TCIT-3 stated that "Focusing on different topics in the research area help me to develop an understanding of different issues" and TCIT-8 also mentioned "I can focus on some new and hot

topics regarding Turkish education system deficiencies.” TCE-1 also agreed with the argument and mentioned, “I was involved with several research projects and worked with several faculty in the U.S. on different research papers” and TCE-4 reported, “I have worked on international and national level projects. Including development of mental health services for earthquake survivors at UNICEF”.

As Table 7 shows, the second theme regarding reading and writing counseling books or publishing articles in Turkish is emphasized and discussed by three (23)% of TCITs and two (40%) of the TCEs (total of five out of 18 participants). For instance, TCE-4 remarked that the importance of publishing articles for counseling professionals and mentioned, “I have translated two important books in counseling theories and techniques that widely has been using by the students.” In the direction of this argument, for instance, TCIT-13 reported, “By reading counseling books in Turkish and writing articles in Turkish” and TCIT-6 also stated, “I have been involved in many research projects.”

As Table 7 demonstrates, the third theme regarding counseling and training clinic and practice is addressed and agreed by the three (23%) of the TCITs and two (40%) of the TCEs (total of five out of 18). There are not any counseling and training clinic settings in the Turkish universities’ counseling programs, which is one of the major weaknesses in the Turkish counseling field. In addition, most of counseling training programs in Turkey do not provide internship and practicum training for counseling practitioners. For instance, TCIT-4 reported, “I am searching how academicians handle the lack of practice in Turkey, or what I can do when I return. Related to this, I may try to initiate to open clinic in my university in Turkey....” and TCIT-12 remarked the uncertainty regarding private practice and stated, “no one knows if we are going to be able to do therapy or if we can open our own private practice.” TCE-1 also pointed

out the necessity of having counseling and training clinics at the university level and compared U.S. and Turkey and stated that “I had a much better practical training in counseling compared to Turkey.”

As Table 7 depicts, the fourth theme improving, developing, and integrating their own theoretical and practical background was found by the researcher analyzed the second question. Two (15%) of TCITs and three (60%) of TCEs (total of five out of 18) addressed the importance of improving the theoretical background to prepare counseling professionals for the future when working as a faculty member. For example, TCIT-8 stated that “The only thing that I can do right now is to improve and develop my theoretical and practical background.” TCE-1 agreed and indicated that “In addition to the theoretical knowledge built me up strong in the area I am interested in.” TCE-4 also mentioned the importance of gaining theoretical knowledge that helps professionals to promote their professionalism and reported that “During my training I had four specialization areas: 1. Research methods, 2. Counseling Theories and Techniques, 3: Counselor education and supervision, 4. Development of policies and procedures for counseling profession.”

As Table 7 shows, a fifth theme relating to the involvement of different professional activities, organizations, workshops, and conferences was identified and discussed by four (31%) of the TCITs and two (40%) of the TCEs (total of six out of 18). Counseling professionals may benefit from attending conferences, preparing workshops, or becoming involved in professional organizations, which help them to prepare when dealing with the home counseling context. TCIT-11 reported that “I am going to have to make sure that my schedule involves different activities other than solely teaching.” TCE-3 mentioned that “I have organized some workshops and bring different scholars from the states.”

Question 3-Round 1

Question three focused on elements of U.S. counselor education training experiences which will be most applicable to Turkish counselors-in-training, as well as Turkish counselor educators, as a current or future counselor educator in Turkey as Table 8 establishes.

Table 8.

Most Applicable Future And Past Elements

Applicable Elements	FUTURE MOST applicable elements mentioned by % of participants	PAST MOST applicable elements mentioned by % of participants	<i>Researcher's Response</i>
	TCITs (N=13)	TCEs (N=5)	N=1
Counseling theories, skills, and techniques (Counseling theories, basic skills and techniques are applicable in Turkey, as well in other countries, because the effects of global development of the counseling profession.)	46%	100%	
Moral, ethical, religious and social values (As Turkish counselors-in-training return to the home country, they will emphasize and implement moral, ethical, religious, and social values will be part of counseling context.)	8%		
Practical Training and Supervision (Individuals who are working and teaching as counselor educators in Turkey, they will have both an effective clinical and supervisory experience which will be great opportunities and will play an integral role.)	38%	100%	
Research and Projects (Counselor educators will provide the tools for research in order to conduct research studies with future or current counseling students including writing	31%	20%	100%

articles or journals.)

School counseling

(For Turkish counseling practitioners, there is only the option to practice or work in the school system.) 8%

Having multicultural and spiritual aspects

(As a Turkish counselor educator, working with diverse populations in the U.S. and integrating spirituality into multicultural perspectives will be some of the applicable elements when working as a professional.) 15% 8%

Attending conferences

(As a counselor educator is preparing to work in Turkey, he/she should attend conferences in order to participate in the conversation.) 8% 100%

Neuropsychology lessons

(It is recommended enrolling in Neuropsychology courses, which may be one of the applicable elements in the future counseling setting since it is not a common course in Turkey.) 8%

Statistics and research classes

(Counselors-in-training may benefit from statistics and research courses because understanding basic research methodology and statistics is essential to implementing research.) 40%

Note: Each percentage indicates how many of the expert panelists may have identified with a theme under this question. Both groups of expert's panelists may have than more than one theme. For example; while 38%(n=5) of the TCITs(n=13) and 100%(n=5) of the TCEs(n=5) agreed and identified "Practical Training and Supervision" as one of the most applicable theme in the Turkish counseling context.

Table 8 demonstrates, according to the findings of the third question, the most applicable four elements are (a) counseling theories, skills, and techniques, (b) practical training and supervision, (c) research and projects and, (d) having multicultural and spiritual aspects identified and agreed by some of the two groups of experts.

As Table 8 shows, six (46%) of the TCITs and five (100%) of the TCEs (total of 11 out of 18) agrees and reports the theme of counseling theories, skills, and techniques is the most important applicable elements when working as a counselor educator in Turkey. TCIT-1 said, "I think when it comes to learning about theories, skills, and techniques; I am very satisfied with

the training I received.” Some counseling theories, basic skills and techniques are not applicable in only one country but also other countries because of global effects of the counseling profession. TCIT-2 also noted, “I will be able to use my knowledge to evaluate the effectiveness of a counseling approach or counseling technique.”

As Table 8 shows, according to five (38%) of the TCITs and five (100%) of the TCEs (total of 10 out of 18) agree and suggest the theme of practical training and supervision as one of the future and current essential applicable elements in the Turkish counseling setting. Regardless of experts’ perceptions of the clinical based experiences, some respondents express that having both clinical and supervision experiences are really good opportunities for counselors-in-training when they return to home country. As TCIT-1 explained, “I feel confident implementing the supervision skills that I have gained from here.” TCIT-4 also expressed that he really would like to focus on some practices when he returns to Turkey. Nevertheless, some TCEs’ experts emphasize that practicing and supervising are essential elements of U.S. counselor education training experiences and have been most applicable to their current work as a counseling professional. For instance, TCE-2 mentioned, “My educational background, especially, gave me a lot power to practice my knowledge and my skills.” and TCE-3 also pointed out, “Also practicing and development of evidence based practice was very important for me. Competency based training, more practice orientation.”

As Table 8 displays, the theme of research and projects is another crucial applicable element in the future and current counseling settings which was identified by four (31%) of the TCITs and one (20%) of the TCEs (total of five out of 18). According to these experts, they point out that conducting research or projects and providing the tools for researching for future or current counseling students, including writing articles or journals, promotes their counseling

profession. As TCIT-2 mentioned, “I am learning a lot about research, and I think that part will be easily applicable my future counseling setting in Turkey.” TCIT-4 also stated, “Research, writing, and publishing in counseling journals are the most applicable elements in my training.” TCE-1 said, “Strong foundation in research and statistics enables me do research.”

As Table 8 illustrates, the theme of having multicultural and spiritual aspects is identified and agreed as a fourth applicable element by two (15%) of the TCITs and one (8%) of the TCEs (total of three out of 18). To be a multicultural component counselor, counseling professionals should be aware of the variety of cultural, ethnic, religious and racial differences that exist when dealing with diverse clients. As TCE-5 mentioned, “I must also state that being exposed to different cultures in the program and my personal life in the U.S. helped me to be more aware of multicultural aspects of counseling and competent in multicultural counseling.”

Question 4-Round 1

Question four concentrates on the elements of U.S. counselor education training experiences, which will be least applicable to Turkish counselors-in-training and Turkish counselor educators in their current or future work as a counseling professional as Table 9 establishes.

Table 9.

Least Applicable Future Or Past Elements

LEAST APPLICABLE ELEMENTS	<i>FUTURE LEAST</i> applicable elements mentioned by % of participants	<i>PAST LEAST</i> applicable elements mentioned by % of participants	<i>Researcher's Response</i>
	TCITs (N=13)	TCEs (N=5)	N=1
Multiculturalism (There is a lack of multiculturalism training in constructs informed by Turkish cultural traditions, content from multicultural courses and competencies in U.S. counselor education training programs may not apply to Turkish society.)	46%	60%	100%
Practical Training (There is not a variety of counseling sites for counselor educators or counselors in the field of practice other than through the school system.)	31%		100%
Counseling Profession (The role of the counseling professional is limited to the Turkish school system, and there is a lack of recognition within the counseling profession outside of the school system.)	23%	60%	100%
Ethics (There is not a mandatory code of ethics or guidelines in counseling programs and the Western-based ethical knowledge will not be applicable elements in Turkey.)	23%	20%	
Curriculum differences (The counseling curriculum in the Turkish counselor educators' programs is mostly based on methods to prepare them to be guidance counselors rather than prepare them to be a counseling professional.)	23%		

Counseling theories (Some counseling theories are Western-based and consist of different constructs that may not easily translate to Turkish society.)	15%	60%
Lack of collaboration (Counselors-in-training are having more collaboration with colleagues and professors in the U.S., however they concern about how the interaction will be with other Turkish faculty members when return.)	8%	
Using Technology (Turkish counselors-in-training are really concerned about how to use technology in the classroom as an instructional tool because it improves student learning and educational outcomes.)	8%	

Note: Each percentage indicates how many of the expert panelists may have identified with a theme under this question. Both groups of expert panelists may have more than one theme. For example; while 38%(n=5) of the TCITs(n=13) and 100%(n=5) of the TCEs(n=5) agreed and identified “Counseling Profession” as one of the least applicable theme in the Turkish counseling context.

A summary of the experts’ responses to the fourth question is presented in Table 9.

According to the responses, there were four similar least applicable elements that were identified and agreed by experts.

As Table 9 depicts, the theme of multiculturalism was described and agreed by six (46%) of the TCITs and three (60%) of the TCEs (total of nine out of 18) as the first and important least applicable elements of U.S. counseling training to their future and current counseling setting in Turkey. Some of the expert panelists mentioned that multiculturalism is one of part of the U.S counselor education that does not apply to the Turkish counselor education. TCIT-3 mentioned that “... several multiculturalism related courses might be seem unnecessary in Turkey.” and TCE-1 also agreed that “Much emphasis was on multicultural issues in the counseling programs in the U.S. such as multicultural counseling, etc., which is not yet very applicable in the current state of affairs right now in Turkey.”

A single multicultural course provides the high level of multicultural awareness and knowledge and the experiential learning to the counseling students. TCIT-11 indicated that:

One of the elements that I find least applicable to counseling settings in Turkey is the idea of multiculturalism. Even though Turkey can be considered as a diverse country in many aspects, we still do not place enough emphasis on this area. We talk about the importance of multiculturalism in counseling, but we do not offer a separate class specifically designed for multiculturalism.

Integrating of the experiential learning into the curriculum that supports counseling students to have an intellectualize consideration and provides an environment what cultural and multicultural components may affect individual's behavior, worldview, and belief system. For instance, as TCIT-8 noted, "Creating a multicultural sensitive environment for students" is one of the least applicable elements when they return to home country and work in the Turkish counseling context.

Regardless of experts' perceptions, the theme of counseling profession is identified one the least applicable area in terms of the Turkish counseling context. Three (23%) of the TCITs and two (40%) of the TCEs (total of five out of 18) noted that roles, policies, and functions having to do with professional counseling have not been adequately identified by the government and the counseling profession only plays an important role in the Turkish school system as a guidance teacher. As TCIT-9 pointed out that "if I have to find something that least applicable I think some of the policies which is only integrated U.S. seems least applicable." TCE-2 also stated:

There are no clear boundaries and specific roles each professional play as has been in the U.S. This is mostly related to insufficient policies and regulations on counselor and

helping professional in Turkey. All practice depends on job specifications and job regulations where you work. Besides those counselor profession has not been seen as mental health profession. Counseling practices mostly related to and restricted to school settings.

As the third least applicable element of the present study, the theme of ethics is found and agreed by the three (23%) of the TCITs and one (20%) of the TCEs (total of four out of 18). The Turkish counseling code of ethics was created by the Turkish Psychological Counseling and Guidance Association revised at different times to increase the standards of the Turkish counseling profession. For instance, TCIT-11 also indicated that:

Ethics in counseling is another element that I find least applicable to the counseling settings. We do not have a code of ethics like the ACA that is originally created for Turkish counsellors. Unfortunately, we translate, make changes, or even directly use other counseling organizations' ethical guidelines.

An ethical codes or guidelines in Turkish counseling context includes more school based functions and standards. As TCIT-3 mentioned, “In Turkey, the role of counselor is limited only with school setting. Therefore, ethics will be limited only school based not community based.”

According to the experts' perspectives, the theme of counseling theories is acknowledged as a fourth least applicable element to their current and future work as a counseling professional in Turkey. Two (15%) of the TCITs and three (60%) of the TCEs (total of five out of 18) explicit that some of counseling theoretical approaches are Western-based that may not be applicable in the collectivistic cultures, as well as in Turkey. Western-based counseling approaches also consist of individualist structures in accordance with the needs of society, while non-Western cultures are characteristically based on more collectivistic structure in the society. As TCE-3

stated that “Some of these theories are developed mostly for western, individualistic cultures. There is a need for working with clients in collectivist cultures.” In the direction of this argument, TCE-4 also mentioned, “Some of the theoretical practices may not have cultural sensitivity and culturally appropriate. The courses and practices western orientation and designed for individualistic societies.” In addition, TCIT-5 pointed out that counseling theories courses are not sufficient in the counseling education training curricula in Turkey.

Question 5-Round 1

As shown in the following table 10, the rating-scale question addresses current and past experience in a U.S. counselor education training program and focused the level of applicability of their training to the typical counseling situations and scenarios they will/are encounter(ing) as a professional counselor in the Republic of Turkey.

Table 10.

The relevance of professionals’ counseling U.S. based training experiences to future and current counseling settings in Turkey.

MAIN COUNSELING AREAS	TURKISH COUNSELORS-IN- TRAINING			TURKISH COUNSELOR EDUCATORS			RESEARCHER'S RESPONSE	
	Ranking (1-5)	Percentage (0-100)	Range	Ranking (1-5)	Percentage (0-100)	Range	Ranking (1-5)	Percentage (0-100)
<i>Multicultural Constructs</i> (The practical level of multicultural counseling, and the usefulness of multicultural counseling competencies)	5	44.00	5-95	5	42.00	10-80	5	60.00

<i>Theoretical Approach</i> (Transferring process regarding the theoretical approaches from here to home country and the impacts of these experiences)	1	74.00	50-100	2	79.00	70-90	3	75.00
<i>Developmental Growth/Wellness</i> (Explanation of how to promoting personal developmental growth, and the differences between here and Turkey)	2	73.00	50-90	4	72.00	70-80	1	90.00
<i>Organization/ Professional Development</i> (Describing the self-efficacy of the counseling profession, and the impacts of counseling organizations' schema)	4	57.00	25-90	3	77.00	60-90	4	65.00
<i>Counseling Practice/Research/ Teaching</i> (The explanation of how to use these counseling components effectively in the Turkish counseling context)	3	72.00	50-90	1	87.00	70-100	2	80.00

The findings of the table 10 indicate, that both groups of experts (TCITs and TCEs) provided responses to this ranked-scale question based on the core counseling areas in U.S. counselor education curriculum (CACREP); (a) multicultural constructs, (b) theoretical approaches, (c) developmental growth/wellness, (d) organization/professional development, and (e) counseling practice/teaching/research.

Participants were asked to explain how relevant their counseling U.S.-based counselor education training experiences to future and current counseling settings were with questionnaire items. The ranking scale was a 5-point Likert-type scale with the following values:

0% ----->Never or **hardly** applicable to the counseling situations I will (currently) encounter.

0%-25%-----> Applicable **some** up to 25% of counseling situations I will (currently) encounter.

26%-50%-----> Applicable **many** up to 50% of counseling situations I will (currently) encounter.

51%-75%----->Applicable **most** up to 75% of counseling situations I will (currently) encounter.

76%-100%-----> Applicable **vast& majority** up to 100% of counseling situations I (currently) will encounter.

Multicultural Constructs

Results shown in Table 10 indicate that the topic of multicultural constructs is ranked and described as a fifth and last applicable one of the core counseling areas at the counseling professionals' future and current counseling setting in Turkey by the two groups of experts. According to the results of both groups of experts' response, and based on the 5 points-Likert scale, the average percentage 44.00% is found for TCITs and the average percentage is 42.00% TCEs as Table 10 shows. It means that both of groups agree that the theme of multicultural constructs is one of the essential material that they learned is applicable **in** up to 50% of counseling situations TCEs currently encounter or TCITs will encounter in the future. In terms of the multicultural constructs, participants particularly emphasize the importance of the practical

level of multicultural counseling, and the usefulness of multicultural counseling competencies in their current and future counseling setting. For instance, TCIT-1 mentioned that:

I do not think this will directly benefit or be applicable to my work in Turkey. However, multicultural training has enabled me to become the counselor/counselor educator today. So, I think receiving training in multiculturalism will indirectly influence my work in Turkey. However, some aspects of these training (e.g. minority developmental model) are still applicable to training counselor in Turkey.

As TCIT-2 conditionally approved of the usefulness of multicultural counseling training when he returns to Turkey and stated his idea:

I think learning about multicultural issues in the U.S will help me to better understand the multicultural issues in Turkey. I am aware that topic would be different, but I still believe that my current experience and training will be very useful when I move back to Turkey.

TCE-2 also agreed, “I mostly did counseling on international students, so applying all the skills to another cultural context became easy for me.”

TCIT-8 and TCIT-12 agreed that they did not have enough knowledge related to multiculturalism, multicultural counseling, or other relevant issues before they came to the U.S. As TCIT-12 noted, “I really like how important multicultural counseling is and how multicultural issues are taken a serious consideration here in the U.S. I had not known before what minority really means before I came to the U.S....”

TCIT-13, TCIT-5 and TCE-1 mentioned that the learning material with respect to multicultural counseling and training will not be useful and practical in the future because counseling professionals may encounter some challenges. For instance, TCE-1 said that “Even though Turkey is multiculturally quite diverse, I see not much use of multicultural issues covered

in the U.S. programs applicable to Turkey.” In the direction of this argument, TCIT-5 supported that:

I actually am somehow hopeful about this topic, although it is not something that is emphasized in Turkey at the moment. Also, it will be difficult and maybe unnecessary to transfer what I learned in a multicultural counseling class because the population that I will in Turkey (e.g. Kurdish culture) were not covered in my multicultural counseling class in the U.S.

Theoretical Approaches

As shown in Table 10, based on the Turkish Counselors-in-Training’ responses, the theoretical approach is found as a first ranked one of the core counseling areas and the average percentage is 74.00%. In respect to this result, this learning material will be the most practicable theme is selected by TCITs and the **many** up to 50% of counseling situations they will encounter in the future. In terms of the theoretical approach, many of TCIT experts agreed that the transferring learning process regarding the theoretical knowledge from here to home country will be applicable elements when they return to Turkey. TCIT-5 noted, “I believe that theoretical approaches will be the easiest to transfer to my work in Turkey.” TCIT-1 also mentioned that:

I think in terms of teaching the theories I will be able to use most of my knowledge, except for some of the post-modern theories (e.g. Feminist Theory). I am actually confident in the training I received on counseling theories, and I fell comfortable to teach that in Turkey. I think all role-plays and demonstrations we have been exposed to in the U. S. has benefited in my learning, and I will be able to implement that in classrooms in Turkey.

Some of TCITs' experts emphasized that several counseling approaches may be practicable components in the Turkish counseling setting depends on the needs and the expectations of society constructs. As TCE-3 stated that:

In Turkey, people are usually look for specific answers and advices for their problems. Therefore, solution focused brief therapy, cognitive-behavioral therapies are useful in Turkey. Also, most of people care about their spiritual wellbeing in Turkey. Thus, existential therapy approaches also will be useful.

On the other hand, some of TCITs' experts mention that several counseling approaches are developed for Western-based individualistic cultures. Therefore, these theoretical approaches will not be applicable in the Turkish society because of the nature of collectivistic constructs. For example, TCIT-11 noted, "Those approaches are coming from a Western perspective, therefore eastern culture and human development are not considered as much as needed."

Turkish counselor educators identify the theoretical approach as a second rated theme and the average percentage is found as 79.00% based on the results (see Table 9). TCEs mentioned that comprehension of a number of theoretical approaches is one of the essential tools that they learned and is applicable in **most** up to 75% of counseling situations regarding to theoretical approach TCEs currently encounter. Some of TCEs' experts agreed that the transferring learning process regarding the counseling theoretical knowledge from here to home country is one of the useful applicable elements in their current work in Turkey. For instance, TCE-3 mentioned that:

Theoretical approaches are very useful for getting a better understanding about clients. I like to study different counseling theories in comparative basis. I know psychoanalytic, behavioral, cognitive behavioral, existential approaches. I like to have detailed

information on post modern and family approaches. Also learning career, rehabilitation and marriage and family counseling theories are very useful.

Developmental Growth and Wellness

As demonstrated in Table 10, while the core counseling areas of developmental growth and wellness identified as the second most applicable material by TCITs, TCEs select as fourth most applicable material relevant at all to their counseling settings. According to the results shown in Table 10, the average percentage is found as a 72.00% for TCITs and 74.00% for TCEs. It means that both of experts generally agreed that the developmental growth/wellness is one of the essential material that they learned is or will be applicable in up to 50% of counseling situations TCEs currently encounter or TCITs will encounter in the future.

Some experts noted that they have already enough knowledge about the explanation of how to promote the personal developmental growth, and what the differences are between the U.S. and Turkey in respect to the process of individual development and wellness. TCIT-2 noted “I think I learned a lot about my personal developmental growth and wellness during my current education in U.S. I will continue to use those wellness plans and approaches in my future job in Turkey.” TCE-1 also stated, “I had an excellent opportunity to developmental growth in the counselor education program.” Taking some courses based on developmental growth and wellness fostered individuals’ understanding how to increase their self-awareness and self-examination. As TCE-2 noted, “The courses about developmental growth and wellness were very useful for myself.”

TCIT-11 concerned about what the applicability of developmental growth/wellness will be in the Turkish counseling setting. He indicated that he may face some challenges when

working as a counselor educator and his personal growth and wellness may be impacted in a negative way. He mentioned that:

The experience and expertise of an academician is not considered as important as his/her political view. How it would be possible to growth as a professional counselor educator if I do not have a peaceful working environment at my university. I believe it is going to be very stressful to do research and publish with my coworkers as well because there is always a bias towards to academicians if they got their degrees in abroad. Also, I would not be able to access main resources that I will need to publish articles and update my knowledge. All these limitations will restrict my developmental growth and of course that would impact my well-being negatively.

Organization and Professional Development

As shown in Table 10, the organizational and professional development is conducted as a fourth ranked and applicable one of the core counseling areas by TCITs and the average percentage is found as a 57.00%. This theme is acknowledged as one of the applicable 75% **most** up to counseling situations Turkish counselors-in-training will encounter when they return to home country. It means that TCITs consider there is a limited and uncertainty process of professional development in the Turkish counseling context. In addition, TCITs explains that there are varieties of difficulties they will face in the future work environment. Being conscious of these difficulties is a substantial advantage to prepare them for the Turkish counseling system. For instance, TCIT-2 stated:

I believe that we have a long way to go in terms of counseling profession in Turkey.

Although I learned about organizations and professional development here in U.S, I do not know how to implement that knowledge into my culture appropriately. A few people

will not be enough to change procedures, so we will need to educate others to improve counseling profession in Turkey.

Some of TCITs discussed that professional counseling organization (TPCGA) in Turkey, as well as in the U.S., is supposed to focus on promoting the professional counselor's development that is necessary to the growth and advancement of the counseling profession in Turkey. TCIT-12 mentioned:

Unlike ACA, Turkish Psychological Counseling and Guidance Association does not have an active role to help counselor educators to grow professionally. ACA has several divisions and they have their [lunch] in all the states. What about in Turkey? Are there any TPCG divisions or those divisions have any active role regarding publishing, having conferences/workshops/seminars/panels, and advocating the profession and professionals? These limitations and lack of networking connections will restrict my professional development.

As Table 10 displays, TCEs identify professionalization and organizational contexts as relevant at all to their counseling setting and the average percentage is found as a 77.00%. This theme also mentioned one of the applicable in most if not all (up to 100%) of current professional counseling situations in the Republic of Turkey. TCEs emphasized that the importance of U.S. based counselor education training promoted a professional counseling identity, which is one of the essential and useful tools in the Turkish counseling contexts. TCE-2 mentions that, "I really appreciate the education and training throughout the my graduate studies which positively affected my professional development." Moreover, one the TCEs highlights taking some counseling courses which also are increased their counseling professional development. For instance, TCE-3 indicates that:

These courses also very useful for my professional development and my views and thoughts are useful for my university. During my study I had chosen four specialization areas. These are, counselor education and supervision, Counseling theories and techniques, research methodologies and counseling procedures and policies. I had chance to work and practice these four areas.

Counseling Practice, Teaching and Research

As Table 10 illustrates, the counseling practice, teaching and research is third ranked and applicable and also identified as one of the core counseling areas by TCITs and the average percentage is found as a 72.00%. This theme is agreed as one of the applicable in up to 75% to counseling situations Turkish counselors-in-training will encounter when they return to home country. Several experts of TCITs discuss that whereas the teaching and research will be an applicable element, counseling practice may not be or will be quite valid tools in the Turkish counseling context. For instance, TCIT-1 noted:

Teaching and research aspects of my training are more applicable in Turkey than counseling practice. Unfortunately, I am not even sure how much I will be allowed to practice because of my undergraduate degree being in education and not counseling. However, if I am allowed to practice, then I think I will be able to apply most of my knowledge since I worked with ethnic minorities in U.S. I am also confident that I will be able to apply my research skills to produce quality research, as I have come across many quality research articles conducted in Turkey by Turkish counselor educators.

TCIT-2 also expressed that:

I think my exposure to teaching and research will have an impact to my future counseling settings in Turkey. Yet, I am concern about counseling practice part; because we will

need more sites for individual counseling experience in Turkey. I personally believe that my own counseling practice will help me to provide good knowledge for my future students, but I do not know how to offer the similar counseling experience for them when I return to Turkey.

On the other hand, some TCITs consider that counseling practicing may be an applicable element in the Turkish counseling framework. Such as, TCIT-3 pointed out, “In the counseling practice, learning the process of counseling, treatment plans, intervention techniques will be the most useful techniques in Turkey.” and TCIT-7 stated that “I will be able to practice and teach very well. I believe that I would have enough changes.” TCIT-8 also discussed the counseling practice and mentioned that “Research, teaching and practice. I have experience for all of them. so transferring them would be ideal for me.”

TCEs remark as counseling practice, research and teaching relevant at all to their counseling setting and the average percentage is found as an 87.00%. This theme also mentioned one of the applicable to the **vast majority** up to 100% of counseling situations Turkish counselor educators currently encounter in their home counseling context as Table 10 exhibits. All of the experts of TCEs agreed that counseling practice, teaching and practice are applicable and useful components of their exposure to counseling practice in a U.S. counselor education training program to their current work counseling setting in Turkey. TCE-1 indicated that, “I was on school counseling track therefore I did my practicum in a high school, which gave me an excellent opportunity to experience U.S. school systems and interact with students.” and TCE-2 noted, “As an academician I do teaching, research, and practice counseling and psychotherapy. In those areas, mainly got advanced skills through my graduate work in the U.S.”

Patterns of Consensus on Round II of Delphi

Both (TCITs and TCEs) expert panelists were asked to complete a Delphi Questionnaire – II (see Appendix E). The findings of the Delphi Round 2 indicated concerns from Turkish counselors-in-training and Turkish counselor educators regarding to the Turkish counseling context.

Question-1 Round 2

Based upon the average percentage of panelists' responses for each item, the researcher reduced the original 18 issues or challenges to 10 of the Question I-Round 2 results that gained from Round I were shared with the panel experts in Round 2. Question 2 addressed 10 significant issues and challenges faced by the two groups of participants when they return to their home country. The panelists ranked the 10 issues/challenges that currently/will be facing in their home counseling contexts. A rank of one was considered most concerning to assessing issues or challenges and a rank of 10 was noted as the least concerning issues or challenges regarding a review of Turkish counseling literature related to encountered future or current significant issues. Question 1-Round 2 results are outlined in Table 11 below.

Round 2 questioning was facilitated by the resulting themes from Round I. Round I themes were presented to the panelists for their ranking in terms of their concerns they expected to face upon their re-entry to Turkey.

Table 11.

Question 1-Round 2 Results

Challenges/ Issues	<i>Turkish Counselors-in- Training</i>		<i>Turkish Counselor Educators</i>		<i>Researcher's Response</i>
	Ranking (1-10)	Range	Ranking (1-10)	Range	Ranking (1-10)
Practice/Implication/Lack of evidence based practice/ Supervised Practice	2	1-6	2	2-2	3
Professionalism/Recognition of the profession	1	1-7	1	1-1	1
Lack of Resources	5	2-10	5	3-8	5
Bureaucracy and Premature Interventions	4	2-8	6	4-7	6
Readjustment/Transition/ Education System	3	1-8	3	3-6	2
Having solely a generic counseling program	8	3-10	4	5-6	9
Lack of collaboration between faculty members/ Academic Environment/Professional Bonds	6	2-10	7	5-7	7

Multicultural Issues/ Integrating spirituality	7	1-10	8	4-10	4
Prejudice	10	1-10	9	8-9	10
Cultural Issues/Language	9	2-10	10	9-10	8

Note. Round 2: where 1=most concerning to 10=least concerning;
Rank=ranking of the challenges/issues based on the expert panelists' responses.
Range: Between minimum score and maximum score among participants

Question-2 Round 2

The Question 2-Round 2 questioning was facilitated by the resulting themes from Round I. Round I themes were presented to the panelists for their ranking in terms of issues regarding how their training in a U.S. counselor education program prepared to be a counselor educator in Turkey and ranked those issues. A rank of one was considered most concerning to assessing issues and a rank of 10 was noted as the least concerning issues regarding a review of Turkish counseling literature related to encountered future or current significant issues. Question 2-Round 2 results are shown in Table 12 below.

Table 12.

Question 2-Round 2 Results

Issues	<i>Turkish Counselors-in-Training</i>		<i>Turkish Counselor Educators</i>		<i>Researcher's Response</i>
	Ranking (1-10)	Range	Ranking (1-10)	Range	Ranking (1-10)
Building rapport and quality relationships	6	4-10	10	10-10	8
Involving different activities/organizations/workshops/conferences	5	1-10	7	4-8	6
Counseling and training clinic/Practical Training	1	1-10	1	1-3	1
Focusing on different or hot topics/Research/Projects	8	2-10	8	6-8	7
Reading& Writing counseling books or Publishing articles in Turkish	10	3-10	9	7-9	10
Theoretical background	9	5-9	6	2-9	5
Research methods and statistics	7	2-10	5	3-8	9
Strong foundation/ Policies and procedure	3	1-9	2	1-7	2
Compare/contrast, integration other knowledge	4	2-9	3	2-5	3

The ethical and professional rules	2	1-7	4	4-5	4
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Note. Round 2: where 1=most concerning to 10=least concerning;
Rank=ranking of the challenges/issues based on the expert panelists' responses;
Min: Minimum score; Max=Maximum score.

Question-3 Round 2

The Question 3-Round 2 resulting themes from Round I were presented to the panel for a second round of questioning. Panelists were asked to rank order themes in terms of their concerns they expected to face upon their re-entry to Turkey with the panel experts in Round 2. Question 3 focused on both groups of panelists who addressed most applicable elements has been faced/facing will be to their current or future work as a counselor educator in Turkey and panelists ranked those elements. A rank of one was considered most concerning to assessing elements and a rank of nine was noted as the least concerning element. Question 3-Round 2 results are demonstrated in Table 12 below.

Table 13.

Question 3- Round 2 Results

Most Applicable Elements	<i>Turkish Counselors-in- Training</i>		<i>Turkish Counselor Educators</i>		<i>Researcher's Response</i>
	Ranking (1-10)	Range	Ranking (1-10)	Range	Ranking (1-10)
Counseling theories, skills, and techniques	5	1-9	5	3-5	4

Practical Training and Supervision	2	1-8	3	1-4	2
Research and Projects	1	2-6	2	1-4	1
Having multicultural and spiritual aspects	6	1-8	7	7-9	8
Taking statistics and research classes	3	2-7	1	2-2	2
Attending conferences	7	3-9	6	6-6	5
Moral, ethical, religious and social values	4	1-9	8	8-8	3
Taking Neuropsychology lessons	9	4-9	9	7-9	9
School counseling	8	2-9	4	3-5	7

Note. Round 2: where 1=most concerning to 9=least concerning;
Rank=ranking of the challenges/issues based on the expert panelists' responses.
Range: Between minimum score and maximum score among participants

Question-4 Round 2

The Question 4-Round 2 resulting themes from Round I were presented to the panels for a second round of questioning. Panelists were asked to rank order issues of concern upon their reentry in to the home country. Question 4 focused on both groups of panelists who addressed least applicable elements of their U.S. counselor education training experiences have been to their current/future work as a counselor educator in Turkey and panelists ranked those elements.

A rank of one was considered most concerning to assessing elements and a rank of eight was noted as the least concerning element. Question 4-Round 2 results are revealed in Table 14 below.

Table 14.

Question 4-Round 2 Results

Challenges/ Issues	<i>TURKISH COUNSELORS-IN- TRAINING</i>		<i>TURKISH COUNSELOR EDUCATORS</i>		<i>RESEARCHER'S RESPONSE</i>
	Ranking (1-10)	Range	Ranking (1-10)	Range	Ranking (1-10)
Multiculturalism	4	1-8	5	3-9	2
Counseling Profession	2	1-8	2	2-4	4
Counseling Theories	5	1-8	3	2-5	3
Ethics	3	2-7	8	7-10	5
Practical Training	1	2-8	1	1-2	1
Curriculum Differences	7	4-8	4	5-7	6
Lack of Collaboration	8	3-8	6	4-10	8

Using Technology	6	1-7	7	7-9	7
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Note. Round 2: where 1=most concerning to 8=least concerning;
Rank=ranking of the challenges/issues based on the expert panelists' responses.
Range: Between minimum score and maximum score among participants

Table 15.

The Overall consensus on themes/questions among TCEs and TCITs experts groups

	Overall	Q1: Significant issues and challenges they currently most likely face as a Turkish counselor educator	Q2: Issues regarding their trainings U.S. counselor education program in preparation to be a counselor educator in Turkey	Q3: Most applicable elements to their current/future work as a counselor educator in Turkey	Q4: Least applicable elements to their current/future work as a counselor educator in Turkey
τ	.173	.733	.644	.444	.357
p	.160	.03*	.009*	.095	.216

Note. τ = Kendall's tau rank correlation coefficient * $p < .05$
Q1: Question 1, Q2: Question 2, Q3: Question 3, Q4: Question 4

As shown in Table 15, the Kendall's tau rank correlation coefficient was computed to evaluate TCE- TCIT agreement on concerns they expected to face when returning to Turkey. Kendall's tau rank correlation coefficient illustrated that a very weak agreement on the ranking of themes between groups, $\tau = .173$, $p < .05$. A significant strong relationship was found for Question 1 and Question 2 between, as demonstrated in Table 15.

Question 1 addressed significant issues or challenges both groups of participants currently/will face as a current or future Turkish counselor educator in their home counseling

context. According to the analysis of Table 15, both groups of participants ranked items or themes in a similar way. Therefore, there is a strong agreement on Question-1 and in between items of two groups (Tau's correlation coefficient =.733 $p < .05$).

Question 2 focused on significant issues related to how both groups of participants address their training in a U.S. counselor education program prepared to be a current/future counselor educator in Turkey. Based on the analysis of Table 15, both groups of participants ranked items or themes in a similar way. Therefore, there is a strong agreement on Question-2 and in between of two groups (Tau's correlation coefficient =.644 $p < .05$).

Chapter Summary

The results in this chapter were elucidated on the two research questions of the study. The findings of the study indicated that both groups of panel experts, particularly, identified following most important themes regarding to Turkish counseling context; multiculturalism, counseling profession, supervision, counseling theories and basic skills, ethics, counseling training and clinic, and bureaucratic issues.

In chapter 5, there will be a brief discussion of the findings and the relevance to the existing literature, limitations of the study, implications for counselor educators, as well as recommendations for further research.

CHAPTER V: DISCUSSION

Introduction

International counselor education students are faced with the challenge of incorporating and translating their U.S. based training experiences to counseling settings in their home country (Reid, 2012). The perspectives of 13 current Turkish counselors-in-training (TCITs) enrolled in U.S. counselor education programs and 5 Turkish counselor educators (TCEs) previously educated in U.S. were explored in a modified Delphi procedure. Panelist responded to questions regarding their anticipated (TCITs) and realized (TCEs) usefulness of U.S. training experiences in Turkish counseling contexts.

Data were collected from the 18 experts of panel including 13 Turkish counselors-in-training and five Turkish counselor educators, in order to analyze answering their responses, these following two overarching research questions were utilized:

1. How do perspectives of current doctoral level Turkish counselors-in-training (TCITs) in counselor education programs compare to Turkish counselor educators (TCEs) in Turkey who trained in the U.S. regarding the relevance of content and process of their international training experience?
2. What are the points of convergence and divergence in perceptions of relevance and adaptability of their U.S international counselor education counselor educator trading experience to counseling in their home country?

Two rounds of questioning were conducted to elicit perspectives and validate consensus among and between individuals in expert groups.

Discussion of Core Themes Related to Literature

Few empirical studies to date have addressed the re-entry adjustment challenges of international counselors-in-training as they endeavor to apply their and their U.S. based

counselor education training experiences in their home country (Leung et al., 2009; Lau & Ng, 2012).

The findings revealed a consensus on the importance of increasing the effort for professionalization of counseling in Turkish counseling context. At present the majority of Turkish counselors-in-training being employed in the school system (Hohensil, Amundson & Niles, 2013), as discussed in Chapter II, there is a lack of knowledge about mental health counseling professionals, and a lack of effort in the counseling community about introducing the profession to the public. Research has demonstrated that counselor education training programs are developed only in order to prepare counselors-in-training to be a school counselor or guidance teacher in Turkey (Gerstein et al., 2009; Ilhan, Owen, Furr, & Parikh, 2012). Within this context, two groups of panel experts also emphasized the importance of the counseling practice and implication that is one of the critical counseling components in order to successfully integrate their clinical knowledge when dealing with a variety of clients. However, there is a lack of counseling practice, as well as a lack of counseling training courses, in the field counseling in Turkey (Ilhan et al., 2012). There is only the option of practicing or working in the school system and focusing only to be a specialization in school system in Turkey (Gerstein et al., 2009).

Despite growing awareness of the need for more training opportunities for Turkish counseling professionals, there remains limited counseling training and clinic services in the Turkish universities and their counselor education programs for counselors-in-training and counselor educators (Erkan, Cankaya, Terzi, & Ozbay, 2011; Gizir, 2010).

This has set the occasion for increasing investment in international training experiences by the Turkish government. Erkan and his colleagues (2010) assessed eight different Turkish

universities' counseling training programs and pinpointed several weaknesses, including insufficient numbers of counselors lack of popularity among university students; an inadequate technological system, including video, camera, tape recorder, or projector; limited supervisory practice; and not enough different education trainings regarding the fields of counseling.

Clinical supervision is an arrangement between supervisee and supervisor where the supervisee can be supported, validated, inspired and challenged to promote their professional identity and personal growth (Rousmaniere & Ellis, 2013). However, research has shown that counselors-in-training who enrolled in Turkish universities and their counseling programs could not obtain adequate supervision training throughout their graduate education (Sivis-Cetinkaya, & Karairmak, 2012; Meydan, 2014; Ozyurek, 2009; Korkut-Owen, Dost, & Bugay, 2014). In this study, both panels of experts pointed out that U.S. supervision experiences have promoted ongoing professional growth and clinical skills they expected to be useful upon return to their home country. Additionally, Buyukgoze-Kavas (2011) stated that due to each counseling department have varied implementation in terms of supervision training in their counselor education programs, there is not any standardization of training agreement among Turkish universities.

International counseling students attempt to attain their specific counseling knowledge, skills and abilities based on the Western counseling methods and approach (Brown & Lent, 2008). As a conclusion, congruency with home counseling context, is an important consideration. Results of this study indicated that both Turkish counselors-in-training and Turkish counselor educators identify readjustment and transition issues when they currently have or will have when returning to their home countries. The results of the present study add to the literature to that international counseling students, who completed their degree in the U.S.,

struggle with a variety of readjustment, transition, or cross-cultural concerns during the initial re-entry and re-acculturation process (Popadiuk &, 2004; Arthur, 2003; Arthur, 2013; Pedersen, Lonner, Draguns, Trimble & Sharron-del Rio, 2015).

The panel experts in this study discussed bureaucratic challenges and obstacles they may face (or are currently facing) when working as professional counselor educators in Turkey. Panelists identified how current how vastly centralized Organisation for Economic Co-operation and Development (OECD) (2013) may limit autonomous action as professional counselors in Turkey. Cokgezen and Terzi (2008) agreed the argument and indicated that the Turkish government intentionally interferes in the Turkish education system and thus causes lasting malfunctions and pragmatic problems. The main reason of these problems may derive from the lack of implementation of the scientific data or research, and the lack of communication with universities and their researchers to determine the needs of the education system (Turan & Sisman, 2013).

Both groups of participants highlighted that exposure to U.S. based training in research and statistical techniques has supported a deeper understanding of the role of evidence-based practice for advancing professional counseling in Turkey. These research findings are consistent with the findings of this study. In the discussion of this direction, the panel experts also indicated that there is a problematic issue about the limited access a variety of resources, online national or international databases regarding to the fields of counseling in Turkey.

Both groups of panel experts identified the importance of having counseling ethical and professional rules that prepare them for the future working setting in Turkey. Furthermore, based on the findings of the study, Turkish counselors-in-training considers following Western-based ethical codes or guidelines, nevertheless it may not be an applicable element when they return

and work as a counselor educator in Turkey. As reviewed in Chapter II, despite the fact that TPCGA developed the counseling ethical codes and guidelines, composed the combination of ACA and ASCA' code of ethics, there is not any mechanism or board establishing policies, guidelines and procedures for counselors and monitor their effectiveness as a professional when dealing with any ethical dilemma or cases in Turkish counseling context (Tasdan & Yalcin, 2007). Therefore, in order to practice and conduct meritoriously these counseling ethical codes or guidelines, the construct of Turkish counseling requires to create this interior mechanism to promote the counseling profession and to establish a strong foundation (Tasdan & Yalcin, 2007).

The use of Western-based counseling theories, basic skills and techniques appear considerable widespread in various countries, as well in Turkey, because the effects of globalization among the development of the counseling profession (Gerstein et al., 2009). These effects can be perceived from that decade to present day in the development of the Turkish counseling profession. For example, Demir and Gazioglu (2012) interviewed 207 third and fourth year undergraduate Turkish counseling students to analyze their basic counseling knowledge based on the major counseling theories. Out of the 207 undergraduate counseling students, 66 aligned with the cognitive behavioral approach, 44 acknowledged the solution-focused approach, and 47 emphasized humanistic/existential approach and the remaining participants mentioned some other approaches (Gestalt, Reality and so on) as their individual preference for theoretical approaches. Stockton and Guneri (2011) indicate that there has been a robust and positive Western-based influence among the development of Turkish counseling context since the beginning of 1950s. The findings of the current modified Delphi study showed that the expert panel acknowledged the transition of Western-based counseling theories, skills, and techniques in their home counseling context is one of the most applicable elements when

they return to the home country. Furthermore, Turkish counselors-in-training pinpointed that the applicability of these counseling components may be a problematic matter in the home counseling context. Boghasian (2011) supported the argument and noted, “Many treatment goals in Western psychotherapy include individualist concepts such as self-actualization, self-esteem, empowerment, and individuation” (p.107). Therefore, the practicing of those counseling approaches is seemed maladjusted due to the nature of the distinctive family structure in the culture.

Results of this study indicate that multicultural lessons learned in U.S. counseling context, is perceived as one of the least applicable core counseling areas in Turkish counseling context. This is supported by previous research by Kagnici (2013), Kagnici (2014), Karairmak (2008), and Bektas (2006), which indicated that there is a limited multicultural counseling training in Turkish counselor education programs. Few Turkish counselor education programs offer a multicultural counseling course, as a selective course model, however, it should be integrated into the Turkish counseling curricula as a single course model (Kagnici, 2013). Research has also shown that the infusing multicultural counseling training in the counselor education programs in the U.S. is necessary to be able to acquired multicultural counseling competencies for counseling practitioners and counselor educators (Brooks, Kim, Moye, Oglesby & Hargett, 2015; Fawcett, Briggs, Maycock, G., & Stine, 2010).

Limitations of the Study

There are several potential limitations in this modified Delphi study. A first crucial limitation comprises of the potential for the researcher bias and the interpretation of the findings, particularly in the process of designing the Delphi questionnaire including four-open ended and Likert-type scale question for this present study. In order to develop the questionnaire, to design

four-open questions and Likert-type scale question, to delimitate these questions adhere to the needs of Turkish counseling contexts and to interpret the participant's responses, the researcher should avoid excessively predicting from the findings of the study because the validity and reliability of findings of the study and interpretations subjectively may be affected (Linstone and Turoff, 2002). Whether consciously or unconsciously, the panel of experts might be forced to respond to the questions of the Delphi questionnaire that may limit or lead them due to the researcher's impact.

The second limitation of this study is the sample bias that may have also occurred in the present study. All participants consisted of only two groups of experts who are originally from Turkey and the vast majority of the panelists were males (89%). In addition, the findings of study illustrated expert perspectives regarding only eighteen (18) both Turkish counselors-in-training and Turkish counselor educators. Therefore, the sample size of this present study is small and the findings of the modified Delphi study should not be generalized to other countries besides of Turkey due to the specific panel of experts participated in this study. This is because the counseling activities may differ between the various countries, including theoretical orientation, practical training, counseling settings, ethics, professional development, professional identity and so on. Furthermore, each individual has unique and diverse cultural identities, cultural norms and social structures that may be impacted also the development of the counseling profession. In order to increase the generalizability of the outcomes, future studies should be associated with a large sample size including a variety of backgrounds to understand and examine the experiences of different countries' counseling contexts. Including a variety of countries of origin may have constructed and caused different findings.

A third limitation of this study is the sample size, which consisted of two groups of panel

experts with a total of 18 panel experts (TCEs and TCITs). In order to find more participants for Turkish counselor educators, the researcher overviewed entire Turkish universities' websites to find counselor education programs. Each Turkish faculty members' educational backgrounds were also looked over by the researcher afterwards to determine if completed their counseling trainings in the U.S. Even though Turkish counselor educators graduated from U.S. universities and are currently working in the counseling programs, a vast majority of Turkish faculty members completed their education in psychology, developmental psychology, or relevant programs. Therefore, there are only a few Turkish counselor educators who graduated from U.S. counselor education programs who are able to participate in the present study.

A fourth limitation is the selection of the expert panel that consisted small sample size and limited number of Turkish counselors-in-training and Turkish counselor educators. This means that the findings of the study may not be considered as pinpointing the whole picture of the development of the Turkish counseling context.

Implications and Recommendations for Counselor Educators

This modified Delphi study has addressed the gap in the literature related to how future and current Turkish counselor educators' integrate their U.S. based counseling trainings' to the home counseling context. Both TCITs and TCEs emphasized their past and future experiences, challenges and struggles, most and least applicable elements of their U.S. education; and how these experiences, knowledge, and skills are or will be practicable and applicable in terms of the home counseling contexts. The results of the modified Delphi study provided several implications and recommendations for counselor educators, international counselor educators, and international counselors-in-training, and professional counselors.

First, counseling faculty members in the U.S. should be aware that each individual has a

unique and diverse worldview, mindset and perception pertaining to the applicability of their practice in the counseling profession. Counselor educators who have international students should remain mindful of issues of transferability to a student's transition back home. Faculty might encourage student to discuss difficulties regarding how to enhance the transferability of their Western-based counseling trainings to the home culture context. Counselor educators should develop their awareness of international counselors-in-training' home counseling context and understand their perception of the counseling field to increase the effectiveness of mentorship and training.

Second, the findings of this study suggest that Turkish counselors-in-training may bring divergent resources, including the strengths and diversity from the host country to their home country in the process of the re-entry transition. In this period, they may face several issues, challenges or difficulties in respect how to integrate and adjust the transition of Western-based counseling training when re-entering to the home culture. In order to reduce these problems in terms of the re-entry transition, counseling education programs or educational institutions in the home country should provide an orientation, counseling services, or psychoeducational workshops (Arthur, 2003; Cox, 2006) for the international counseling students. Arthur (2003) pointed out, "Counseling about re-entry transitions can be defined as assistance to help students identify potential demands and stressors in making the transition from the host to home culture"(p.175).

Third, Turkish counselors-in-training may encounter a variety stresses, challenges, or difficulties when they return to their home country as a counselor educator. These re-entry challenges may be derived from completing their graduate degree in the U.S. and gaining their counseling knowledge, skills and competencies from a Western-based counseling framework. Based on the results of this study, there are some similarities and differences between Turkish

and U.S. based counseling training experiences and their practices. Therefore, current Turkish counselor educators should be more sensitive, tolerant, supportive, and open-minded for Turkish counselors-in-training, who had returned to the home country, in order to reduce their re-entry adjustment difficulties and prepare for the home culture shock. Additionally, Turkish counselors-in-training should become aware of the re-entry process, and consider different challenges and difficulties they may face in the future. To prepare for being a counselor educator in their home country, Turkish counselors-in-training should be current with Turkish counseling context in addition to their U.S. based counseling training.

Fourth, in order to improve the development of the Turkish counseling profession, future and current Turkish counselor educators should focus on more scientific based research and investigation. As reviewed the literature, even though there are some crucial research conducted that explores the Turkish counseling context, it seems that Turkish researchers should continue conducting research in order to advance the development of the Turkish counseling profession.

Fifth, specifically results from this study highlight that future and current Turkish counselor educator may focus on certain specific counseling areas, themes or issues in order to develop the Turkish counseling context. The participants in this study explained that the prominent topics in the Turkish counseling profession are multiculturalism, counseling profession, supervision, counseling theories and basic skills, ethics, counseling training and clinic, and bureaucratic issues.

Sixth, counselor education programs in Turkey ought to be standardized and work proactively to create and implement consistent national training standards and accreditations for counselors-in-training. These standards could combined Turkish standards with CACREP standards in the U.S.

Recommendations for Future Research

This modified Delphi study concentrated to investigate potentially valuable and interesting of perspectives, beliefs and expectations regarding the usefulness and applicability Western-based obtained counseling training to Turkish context as a current Turkish counselor educator and Turkish counselors-in-training. In line with the current findings of study and their implications, there are several possible recommendations are identified for further research. At first, in order to effectively prepare the international counseling students in their home countries and counseling context, to investigate their challenges, issues or difficulties, and to expedite re-adjustment process of returnees, more research needs to be conducted regarding the re-entry transition and re-adaptation period.

Second, this study was conducted to examine the experiences, challenges and difficulties of only one ethnic group. Therefore, the findings of the study do not represent the Western-based counseling training experiences of other groups of international counseling students. As a consequence, further research should be conducted with larger sample size including a variety of ethnic groups.

Third, longitudinal studies are needed to examine Western-based counseling training experiences of international counseling students in order to gain a deeper understanding of the transition process from the host country to the home counseling context.

Summary and Conclusion

This study examined perspectives of current doctoral level Turkish counselors-in-training (TCITs) in counselor education programs compare to Turkish counselor educators (TCEs) in Turkey who trained in the U.S. regarding the relevance of content and process of their international training experience. The findings were largely consistent with current literature in

relation to re-entry readjustment difficulties of future and current Turkish counselor educators in the home culture. The panelists identified several issues they expect to encounter when they return to their home country.



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APPENDIX A

Invitation Request to Participants

To all Turkish counselors-in-training (TCITs) doctoral level students and current Turkish counselor educators (TCEs) who completed their graduate trainings in the U.S!!!

Hello! My name is Ihsan Cagatay Ulus, and I am doctoral student at Texas A&M University-Corpus Christi in Counselor Education. I am in dissertation progress and Dr. Richard J. Ricard is my dissertation advisor. The aim of this study is to better understand and to explore the perspectives of Turkish counselor educators (in training and current professional practitioners) about incorporating internationally obtained counseling content and competencies to their home country

I am asking you to participate in a potentially valuable and interesting study of perspectives, beliefs and expectations regarding the usefulness and applicability internationally obtained counseling knowledge to Turkish context as a current Turkish counselor educators (TCEs) who trained U.S and working in the Turkey as a counselor educator and doctoral level Turkish counselors-in-training (TCITs) students who are currently studying in U.S. Because I know that your time is valuable, and I have worked to keep this study brief. The study will involve you providing information on two internet questionnaires about your experience based on learning how to apply counseling context in Turkey and examine the differences between in U.S and Turkey. The measures should take you approximately **90 minutes** to complete a consent form, demographic form and both questionnaires.

Your responses will be kept confidential. Your name or any identifying information will never appear anywhere on the questionnaire or research. Surveys will be kept in a personal password-protected computer, and only the researcher and his dissertation advisor will have access to the data. Of course, any participant is free to withdraw from participation at any time without penalty.

If you are willing to help us obtain participants, please let us thank you in advance. I realize that your time is valuable, and I would be greatly appreciated you taking the time to help us out. The questionnaire link for the participants is below:

Link: https://tamucc.co1.qualtrics.com/SE/?SID=SV_eFAp2XHqQ2eGL9b

If you have any comments or questions regarding this study, please feel free to contact me at cagatayulus@gmail.com.

Thank you again for your participation.

Sincerely and appreciatively,

Ihsan Cagatay Ulus

APPENDIX B

CONSENT FORM

Bringing It Home: Examining the Challenges of Integrating Western Counseling in the Turkey

Dear Participant,

I, Ihsan Cagatay Ulus, have been conducting a research project exploring the challenges, and experiences of current doctoral level Turkish counselors-in-training (TCITs) students in the U.S. and Turkish counselor educators (TCEs) who completed their counseling graduate trainings in the United States and are working in the Turkey as counselor educators. Within this study, I believe that current TCITs and TCEs will have broad and flexible perspectives and begin to increase their workings to find out some solutions regarding to specific existing problems. The purpose of this study is to analyze the perspectives and adaptation process of Turkish students and Turkish counselor professionals endeavoring how to apply internationally based knowledge, skills in counselor education in Turkey. The target population is two sample groups: current Turkish counselors-in-training (TCITs) as a doctoral-level students in the U.S. and Turkish counselor educators (TCEs) who completed their counseling graduate trainings in the United States and still working in the Turkey as a counselor educator.

If you agree to participate in this study, you will be asked: to complete an online consent form at first and demographic form and the questionnaire on the modified Delphi method. The questionnaire which consists of two parts including four open ended questions and essential main counseling concepts are prepared to gather and collect the opinions and views of the panelists related to an evolution and development regarding to professionalization in Turkey. Based on the following a modified standard of the Delphi method, first questionnaire will be transcribed and you will be sent a copy of the transcript so that you may clarify or correct any information provided. The analysis of the questionnaire will take two weeks.. Finally, I will provide you with an aggregate summary of results. Consent form, the questionnaire, and demographic form will take about 45 min and second questionnaire will take 45 min.

The risks associated in this study are minimal, and are not greater than risks ordinarily encountered in daily life. Even though there is always a risk to break confidentiality, each participant will be informed regarding to all transcripts or any publish work by using pseudonym as a chosen. The completed demographic form, consent form and all transcripts will be stored and protected in a file in the researcher's personal password protected computer belong to the researcher and his dissertation advisor. No identifying information will be incorporated in the both questionnaires or any other forms. Once you face psychological distress, pressure to conform or pressure to participate, as a participant, you will be free to withdraw from participation at any time without penalty.

The possible benefits of participation are that international counseling students who participated in this study may develop an awareness of the utilization of some main counseling concepts which are gained in the U.S. and may shape their future perceptions in their home countries once

they return back. Also, Turkish counseling professionals and current Ph.D students who participated in this study may gain different experiences from the study and realize that there are some different processes are going on between the U.S and Turkey.

Your participation is voluntary. You may decide not to participate or to withdraw at any time without your current or future relations with Texas A&M University-Corpus Christi being affected.

This study is a confidential study and all the records will be kept in the researcher's personal password protected computer. No identifying information or aggregate data will be shared or used in this study. Only demographic information listed in the questionnaire will be collected for the purposes of the study. Research records will be held securely and only the researcher and his dissertation advisor will have access to the records.

Transcripts whether paper or electronic, will be kept by the researcher until three years past publication of any resulting article or presentation. All transcripts and online data will be erased after three years.

If you have questions regarding this study, you may contact Ihsan Cagatay Ulus by phone at +01-210-685-5882 or by email at cagatayulus@gmail.com

This research study has been reviewed by the Research Compliance Office and/or the Institutional Review Board at Texas A&M University-Corpus Christi. For research-related problems or questions regarding your rights as a research participant, you can contact Erin Sherman, Research Compliance Officer, at (361) 825-2497 or erin.sherman@tamucc.edu

Signature of Participant: _____ **Date:** _____

Printed Name: _____

Signature of Person Obtaining Consent: _____ **Date:** _____

Printed Name: _____

APPENDIX C

Delphi Questionnaire I - Turkish Counselor Educators (TCEs)

General Instructions

Thank you for agreeing to participate in this study of counseling and the counseling profession in Turkey.

You have been identified as a person who have already earned a PhD in U.S. Counselor Education program and are currently working in Turkey as a professional Counselor.

These survey questions ask you to reflect on your current experience and perceptions related to your previous counselor education training experiences in the U.S.

The overall purpose of this study is to explore how U.S experiences in counselor education training relate to an individual's current work as a counselor educator/counselor in Turkey.

I will ask you as an expert of your own experience to share your perspectives in two rounds of questions (initial and follow up). I will combine the individual responses to explore patterns of consensus and divergence. In a first round I will ask you to respond to questions and make ratings. In a second round I will ask you to confirm your responses and rate your agreement with aggregate responses of similarly situated counseling professionals.

Note that your identity or individual responses will be summarized and no identifying information will be shared with others. Your participation will require a total of approximately 90 minutes.

In responding to the questionnaire, I am asking that you consider each response carefully and reflectively as to be as honest as possible. Please feel free to write as much as you need to fully address the question. I am asking that you respond to each question with at least 3-5 sentences (Approx. 50 words).

DEMOGRAPHIC INFORMATION

Sex/Gender:

☐ Male

☐ Female

Age:

Current University:

Professional field:

How many years did you stay in the United States?

- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10 or more
- ☐ Currently living in the U.S.

Number of years post terminal degree working in the current setting:

- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11+more

Please describe your professional counseling setting in Turkey? (Where do you work? Do you see any clients?)

- ☐ School
- ☐ Government Agency
- ☐ Private Agency
- ☐ Hospital
- ☐ University
- ☐ Others, please specify _____

PART I

Please respond all of the following questions.

1. 1. As you think about your current work as a counseling professional, please identify and describe three (3) most significant issues and challenges you currently most likely face as a Turkish counselor educator. Please write about at least 3-5 sentences.

☐ Issue 1 _____
Describe

☐ Issue 2 _____
Describe

☐ Issue 3 _____
Describe

2. Please describe how your training in U.S. counselor education programs prepared you to address each of the issues you have identified above? (3-5 sentences)

Please reflect on your current work as a Turkish counselor educators previously trained in U.S. counselor education training program.

3. What elements of U.S. counselor education training experiences have been **most applicable** to your current work as a counselor educator in Turkey (3-5 sentences)?

4. What elements of U.S. counselor education training experiences have been **least applicable** to your current work as a counselor educator in Turkey (3-5 sentences)?

PART II

Now I am going to ask you more about some specific topics/issues in counseling and counselor education

Please reflect on your current training experience in a U.S. counselor education training program.

Please make your responses on the scale and comment (**0**- "The material I learned is not applicable at all to my current counseling setting in Turkey", **100**- "The material I learning is totally applicable at all to my current counseling setting in Turkey")(In each topic and area listed below, please rate *between 0-100*)

How relevant has your U.S. counselor education training experiences been to your current work as a counseling professional in Turkey?

- _____ Multicultural Constructs
- _____ Theoretical Approaches
- _____ Developmental Growth/Wellness
- _____ Organization/Professional Development
- _____ Counseling Practice/Teaching/Research

How would you describe the impact and usefulness of learning experiences in the US counselor education program to your current work counseling setting in Turkey?

Please give some comments for each topic/issue depends on the ratings you gave above.

- A. **MULTICULTURAL ISSUES IN COUNSELOR EDUCATION.** Please comment on the impact and usefulness of your exposure to multicultural constructs in a U.S. counselor education training program to your future counseling setting in Turkey (3-5 sentences).
- B. **THEORETICAL APPROACHES.** Please comment on the impact and usefulness of your exposure to theoretical approaches in a U.S. counselor education training program to your future counseling setting in Turkey (3-5 sentences).
- C. **DEVELOPMENTAL GROWTH/ WELLNESS.** Please comment on the impact and usefulness of your exposure to developmental growth and wellness in a U.S. counselor education training program to your future counseling setting in Turkey (3-5 sentences).
- D. **ORGANIZATION/PROFESSIONAL DEVELOPMENT.** Please comment on the impact and usefulness of your exposure to organization and professional development in a U.S. counselor education training program to your future counseling setting in Turkey (3-5 sentences).
- E. **COUNSELING PRACTICE/TEACHING/RESEARCH.** Please comment on the impact and usefulness of your exposure to counseling practice, practice and research in a U.S. counselor education training program to your future counseling setting in Turkey (3-5 sentences).

APPENDIX D

Delphi Questionnaire I- Turkish Counselors-in-Training (TCITs)

General Instructions

Thank you for agreeing to participate in this study of counseling and the counseling profession in Turkey.

You have been identified as a person who is a current counselor education student in the U.S.

These survey questions ask you to reflect on your current experience and perceptions related to your current counselor education training experiences in the U.S. and future expectations related to the counseling profession in Turkey.

The overall purpose of this study is to explore how U.S experiences in counselor education training will be related to an individual's future counseling setting when you return Turkey.

I am asking you as an expert of your own experience to share your perspectives in two rounds of questions (initial and follow up). I will combine the individual responses to explore patterns of consensus and divergence. In a first round I will ask you to respond to questions and make ratings. In a second round I will ask you to confirm your responses and rate your agreement with aggregate responses of similarly situated counseling professionals.

Note that your identity or individual responses will be summarized and no identifying information will be shared with others. Your participation will require a total of approximately 90 minutes.

In responding to the questionnaire, I am asking that you consider each response carefully and reflectively as to be as honest as possible. Please feel free to write as much as you need to fully address the question. I am asking that you respond to each question with at least 3-5 sentences (Approx. 50 words).

DEMOGRAPHIC INFORMATION

Sex/Gender:

☐ Male

☐ Female

Age:

Current University:

Professional field:

Year expected to complete all requirements and earn PhD in counselor education:

- ☐ 2015
- ☐ 2016
- ☐ 2017
- ☐ 2018
- ☐ 2019

How long have you lived in the U.S.?

- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10 or more
- ☐ Not currently living in the U.S.

Please describe your professional counseling setting in the United States? (Where do you work?
Do you see any clients?)

- ☐ School
- ☐ Government Agency
- ☐ Private Agency
- ☐ Hospital
- ☐ University

Others, please specify _____

PART I

Following questions focus on how your expectations of your future work as a professional counselor in Turkey have been influenced by your experiences in U.S. counselor education programs.

1. As you think about your return to Turkey, please identify and describe three (3) most significant issues and challenges you will most likely face as a Turkish counselor educator. Please write about at least 3-5 sentences.

☐ Issue 1 _____

Describe

☐ Issue 2 _____

Describe

☐ Issue 3 _____

Describe

2. Please describe how you are preparing yourself to address each of the issues you have identified above? (3-5 sentences)

Please reflect on your current training experience in a U.S. counselor education training program.

3. What elements of counseling training you will find **most applicable** to your future counseling setting in Turkey (3-5 sentences)?

4. What elements of counseling training you will find **least applicable** to your future counseling setting in Turkey (3-5 sentences)?

PART II

Now I am going to ask you more about some specific topics/issues in counseling and counselor education

Please reflect on your current training experience in a U.S. counselor education training program.

Please make your responses on the scale and comment (**0**- "The material I am learning is not applicable at all to my current counseling setting in Turkey", **100**- "The material I learning is totally applicable at all to my current counseling setting in Turkey")(***Please give a score between 0-100***)

How relevant will your counseling training experiences in the U.S. to future counseling settings in Turkey?

- _____ Multicultural Constructs
- _____ Theoretical Approaches
- _____ Developmental Growth/Wellness
- _____ Organization/Professional Development
- _____ Counseling Practice/Teaching/Research

How would you describe the impact and usefulness of learning experiences in the U.S. on current perspectives to your future counseling setting in Turkey?

Please give some comments for each topic/issue depends on the ratings you gave above.

- F. **MULTICULTURAL ISSUES IN COUNSELOR EDUCATION.** Please comment on the impact and usefulness of your exposure to multicultural constructs in a U.S. counselor education training program to your future counseling setting in Turkey (3-5 sentences).
- G. **THEORETICAL APPROACHES.** Please comment on the impact and usefulness of your exposure to theoretical approaches in a U.S. counselor education training program to your future counseling setting in Turkey (3-5 sentences).
- H. **DEVELOPMENTAL GROWTH/WEALTH.** Please comment on the impact and usefulness of your exposure to developmental growth and wellness in a U.S. counselor education training program to your future counseling setting in Turkey (3-5 sentences).
- I. **ORGANIZATION/PROFESSIONAL DEVELOPMENT.** Please comment on the impact and usefulness of your exposure to organization and professional development in a U.S. counselor education training program to your future counseling setting in Turkey (3-5 sentences).
- J. **COUNSELING PRACTICE/TEACHING/RESEARCH.** Please comment on the impact and usefulness of your exposure to counseling practice, practice and research in a U.S. counselor education training program to your future counseling setting in Turkey (3-5 sentences).

APPENDIX E

DELPHI QUESTIONNAIRE-II

First of all, thank you very much for your prompt responses to Round 1 of the modified Delphi study. Below is a brief description of the Round 2 questionnaire. This is the final Round of the study. I sincerely appreciate your dedication in completing all two rounds of the study. I have identified themes based on your response in round 1.

Please comment about whether or not these themes reflect your beliefs/feelings by indicating with comments and rankings.

In the Round 2, I would like for you to rank each question considering the importance of your perspectives of Turkish counseling context as a Turkish counselor educator and Turkish counselor-in-training.

The Delphi Questionnaire-Round 2 should take you approximately 10 minutes to complete it.

You can rank each item based on from the most to least concerning. You may also have the option to leave a short comment under each statement.

QUESTION 1- Please arrange the statements below according to the most significant issues and challenges you currently/will most likely face as a Turkish counseling professional or Turkish counselor-in-training.

_____ Practice/Implication/Lack of evidence based practice/Supervisory Practice(There are not variety of counseling settings to do counseling practice or work rather than school system as a counseling professionals in Turkey)

_____ Professionalism/Recognition of the profession/Lack of policies, regulations and law (There is a lack of knowledge about mental health professions, and lack of effort in the counseling community about introducing the profession to the public)

_____ Lack of Resources (There is a substantial opportunity regarding to the usability of library databases and other online resources that are available for individuals in the U.S., but there is a limited access in Turkey)

_____ Bureaucracy and Premature Interventions/ Appointment an assistant professor position/Expectations (Turkish counselors-in-trainings may face some bureaucratic barriers and need to concern about politics that can be forced them to be a part of this system)

_____ Readjustment/Transition/Education System (The returning process is related to how returnees adapt and adjust themselves to the home culture context and the education system)

_____ Having solely a generic counseling program (Counseling programs in Turkey only focus on either counseling or counselor education programs, but other counseling professionals such as mental health, marriage and family counseling should be involved)

_____ Lack of collaboration between faculty members/Academic Environment/Professional Bonds (Turkish counselor-in-trainings are really concerned about what they will face in the work environment when return to home country and reported some issues such as lack of relationship with other faculty members when working as an academician in the future)

_____ Multicultural Issues/ Integrating Spirituality (Multicultural counseling practice should be involved more in counselor education programs, and there is a limited information about multiculturalism in Turkish counseling context because of social and political barriers)

_____ Prejudice (Two types of prejudices, if one has an undergraduate degree from different subjects rather than counseling, they may face some prejudices from another faculty member, OR if one has a degree from U.S., Turkish academics assume that they are arrogant and they see themselves as all knowing)

_____ Cultural Issues/Language (There are some difficulties how to translate theoretical knowledge from here to Turkish counseling context because learning process starts in the U.S. within another language)

The most (1) -----to least (10) concerning

QUESTION 2- Turkish current and future counseling professionals addressed some specific issues regarding how their training in a U.S. counselor education program prepared to be a counseling professionals in Turkey. Please arrange the statements below.

_____ Building rapport and quality relationships (Future Turkish counselor educators consider building rapport and quality relationship with Turkish faculty members and will keep in contact with the U.S. university faculty members when return to home country)

_____ Involving different activities/organizations/workshops/conferences (Individuals may benefit from conference attendance, workshops, or organizations which prepares them for the home culture and counseling context)

_____ Counseling and training clinic/Practical Training(Opening counseling and training clinics at the university setting assists counseling students to gain different clinical experiences in the field of counseling)

_____ Focusing on different or hot topics/Research/Projects (Involving with different research projects, and focusing on various hot topics which help them improve the individual's counseling profession and understand self-exploration)

_____ Reading& Writing counseling books or Publishing articles in Turkish

_____ Theoretical background (Improving the value of theoretical knowledge and establishing a theoretical orientation assists counseling practitioners for the future when working as a faculty member)

_____ Research methods and statistics (Taking research methods and statistics courses, help and prepare counseling practitioners for the future work)

_____ Strong foundation/ Policies and procedure (Development of policies and procedures, assists counselors to promote their profession)

_____ Compare/contrast, integration other knowledge (Comparing and contrasting will be helpful tools to understand the returning process and to adapt individuals in the future, turning learning tools to advantage such as working with diverse populations)

_____ The ethical and professional rules (Returnees follow the ethical codes or guidelines in their future counseling setting and workplace)

The most (1) -----to least (9) concerning

QUESTION 3 - Please arrange the statements below according to the Most applicable elements have been faced/facing will be to your current or future work as a counselor educator in Turkey

_____ Counseling theories, skills, and techniques (Counseling theories, basic skills and techniques are applicable in other countries because of global development of the counseling profession)

_____ Practical Training and Supervision Having both an effective clinical and supervisory experience will be great opportunities and will be played an integral role for individuals who are working and teaching as a counselor educator in Turkey)

_____ Research and Projects (Providing the tools for researching to conduct research studies with the future or current counseling students including writing articles, or journals)

_____ Having multicultural and spiritual aspects (Working with diverse populations in the U.S. and integrating of spirituality into multicultural perspectives that will be one of the applicable elements when working as a counselor educator in Turkey)

_____ Taking statistics and research classes (Counselors-in-training would benefit from the course because understanding the basic research methodology and statistics is essential prior to taking up any research-related endeavors)

_____ Attending conferences (Attending local, state, national or international conferences is one of the applicable elements to provide counselors with advanced knowledge to further their understanding of the field)

_____ Moral, ethical, religious and social values (Emphasizing and implementing on moral, ethical, religious, and social values will be the part of counseling process when returnees go back to home country)

_____ Taking Neuropsychology lessons (Taking Neuropsychology lessons is one of the applicable elements in the future counseling setting because it is not a common course in Turkey)

_____ School counseling (Counseling profession is mostly based on the school counseling setting in Turkey)

The most (1) -----to least (8) concerning

QUESTION 4 - Please arrange the statements below according to the Least applicable elements of U.S. counselor education training experiences have been to your current/future work as a counseling professional in Turkey

_____ Multiculturalism (Lack of multiculturalism training in constructs informed by Turkish cultural traditions, content from multicultural courses and competencies in U.S. counselor education training programs may not apply to Turkish society)

_____ Counseling Profession (The role of counseling profession is limited to the Turkish school system, and there is a lack of recognition regarding to the counseling profession outside of the school system)

_____ Counseling Theories (Some counseling theories are Western-based and consist of different constructs that may not easily translate to Turkish society)

_____ Ethics (There is no mandatory or requirement for the code of ethics, or guidelines in counseling programs and the Western-based ethical knowledge will not be applicable elements in Turkey)

_____ Practical Training (There are not a variety of counseling sites for counselor educators or counselors in the field of practice rather than school system)

_____ Curriculum Differences (The counseling curriculum in Turkish counselor educators' programs is mostly based on programs to prepare on programs to prepare guidance teachers rather than preparation for counseling practitioners)

_____ Lack of Collaboration (Counselors-in-training are having more collaboration with colleagues and professors in the U.S., however, they concern about how the interaction will be with other Turkish faculty members when return)

_____ Using Technology (Turkish counselors-in-training are really concerned about how to use technology in the classroom as an instructional tool because it improves student learning and educational outcomes)

THANK YOU VERY MUCH FOR YOUR SUPPORT AND RESPONSES.