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COUNSELING AND HUMAN  
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A PHENOMENOLOGICAL INVESTIGATION OF COUNSELOR EDUCATION  
STUDENTS' CO-TEACHING EXPERIENCES WITH FACULTY DURING THEIR  
DOCTORAL TRAINING (170 pp.)

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This phenomenological qualitative study explored counselor education doctoral students' co-teaching experiences with faculty members during the pre-candidacy phases of their program training. Nine participants from Ohio counselor education doctoral programs were purposefully sampled and interviewed to ascertain their lived experiences of co-teaching.

Data were analyzed using a five-step process and revealed three overall themes: (a) co-teaching experiences are built on relationships, (b) co-teaching experiences have a structure, and (c) co-teaching experiences impact students' development as teachers. Participants' collective co-teaching experiences were mirrored in the identified themes and used as a basis for understanding co-teaching practices within counselor education doctoral programs.

The findings of this study revealed the need for a working definition and the intentional implementation of co-teaching practices in counselor education doctoral programs. Additional research extending the study to include a new sample, investigating faculty members' perspectives on co-teaching, the deliberate use of mechanisms for reflective conversations, the use of different methodologies (e.g.,

ethnography, case study, Q-methodology, etc.), and the distinguishing features of teaching supervision in counselor education is warranted.