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Rehabilitation Research and Training Center (RRTC) on Research and Capacity Building for Minority Entities

Lived Experiences of Black Male Graduate Students in Counselor Education Programs: Some Preliminary Results

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LU-RRTC State-of-the-Science Conference

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PRESENTATION OBJECTIVES

+ To address the explicit lived experiences of Black males matriculating in CACREP-accredited graduate counselor education programs.

+ To present some preliminary results garnered from the current phenomenological study to provide greater contextual understandings of how these students' experience and perceive academic rigor, challenges, social relationships, and support.

+ To amplify and develop the voices of Black male graduate students in terms of their academic success needs.

BACKGROUND

Need:

When specifically looking at the CACREP Vital Statistics Report (2015), of the 684 CACREP-accredited counselor education programs giving the enrollment numbers of 39,158 at the Master's program level and 2,175 at the Doctoral program level:

+ There is an alarming 2.82% of Black males enrolled in the CACREP master level of counselor education programs as compared to an 10.80% White male counterpart, and to a 15.53% of Black females.

+ At the CACREP Doctoral counselor education program level, there are 4.25% of Black males, compared to 14.30% of White males and to 19.82% of Black females.

Citation Source: Council for Accreditation of Counseling and Related Educational Programs. (2016). 2016 standards. Retrieved from http://www.cacrep.org/wp-content/uploads/2017/05/2016-Standards-with-Glossary-2.2016.pdf

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RESEARCH QUESTIONS

+ Research Questions:

To provide a better understanding of the lived experiences of Black Males enrolled in CACREP accredited graduate counselor education programs the following set of research questions have been developed.

The primary research questions for the study are:

+ Q1: What can be learned from the lived experiences of Black males currently enrolled in CACREP accredited graduate counselor education programs?

+ Q2: How does being a Black male affect graduate counselor education program experiences?

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STUDY OBJECTIVES
"Probing Questions"

+ S1. How would you describe your overall experience in the counselor education program?

+ S2. How would you describe your current experiences as a Black male counselor education student at your institution?

+ S3. How would you describe your experiences with faculty? (positive or negative)

+ S4. How would you describe your experiences in regard to peer interactions?

METHOD

Data Collection:

The primary researcher announced the study through four different sources to receive assistance in identifying and recruiting potential participants:

+ The first source consisted of contacting CACREP-accredited universities and colleges counselor education programs faculty members.

+ The second source involved contacting professional counseling conference committee members.

+ The third source pertained to a recruitment e-mail sent out to CACREP accredited counselor education programs listservs (CESNET).

+ The fourth source included potential participant referrals.

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INCLUSION CRITERIA

Inclusion in this study consists of three steps:

1. The participants of this study must have been biologically born and currently self-identify as male.

2. The male students' must be currently enrolled full-time in a CACREP accredited master's or doctoral counselor education program. Students will be selected from CACREP accredited master's and doctoral counselor education programs.

3. The participants for this study must self-identify as Black and/or African American.

METHOD
(continued)

+ Data Collection Procedure:

Potential participants were able to privately respond via e-mail to the primary researcher.

Upon receiving contact from the potential participants the primary investigator conducted telephonic interviews ach participant within a week of the e-mail response.

During the initial telephone conversation the primary researcher then explained the purpose, procedures, risks, and benefits of the study to the potential participants.

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METHOD
(continued)

+ Data Collection Procedure:

Upon the potential participants identification and verbal agreement to participate in the study, an e-mail was sent within 24-hours that included a consent form and set of preliminary introductory questions to introduce the topic of discussion for the semi-structured interview questions. A brief demographic survey was included in the e-mail as well for potential participants to complete.

METHOD
(continued)

✚ Data Collection Procedure:

Participants were given one week to return consent form and brief responses to preliminary introductory questions, demographic survey, and 3 designated times over the next following two weeks in which they were willing to participate in a semi-structured interview estimated to last approximately 30-60 minutes (via telephone).

Once participants information was received the primary researcher then assigned a code to the potential participants to secure and protect confidentiality prior to the beginning of the semi-structured interviews.

METHOD
(continued)

+ Data Analysis:

- ▪ Minimum of 12 semi-structured interviews will be audio recorded and transcribed by hand. In addition to the notes from the primary investigator.

- ▪ The analysis process will include open coding, category development, and constant comparison of the data.

- ▪ All of the coded data will be able to be printed out by code type, reviewed for accuracy, and examined for links to other codes.

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PRELIMINARY RESULTS
"Pre-Coding Examples"

Preset Categories		
Challenges	Finances Obligations Patience Debates Tokenism Representation	
Social Relationships	2-Sided Humble Masculinity Own Brand Competition	
Support	Religion Family Mentorship Hobbies Haters Friends	HBCU

LIMITATIONS

+ The primary researcher is a Black female and doctoral student at a Historically Black College and/or University, at the time of this study.

+ Due to the location of many institutions compared to the location of the primary researcher, most of the communication will be conducted via electronic and telephone communications.

+ The research will use a small sample size due to the existing availability of participants, and that it may comprise a richer depth and density of the concepts at hand.

+ May not be representative and cannot be generalized to the population of all Black Males.

+ Lastly, the counselor education faculty perspectives will not be obtained, which may differ from the Black male graduate counselor education students' perspectives.

ADVANCING THE STATE-OF-THE-SCIENCE

+ In an effort to add to the social justice aspects of Black male master' and doctoral level counselor education students this study will convey first-hand their voices and narratives.

+ The significance of this study will place an emphasis on multicultural and social accommodations for Black male graduate students enrolled in CACREP counselor education programs.

+ Another area of implication for this study will be to provide a broader rationale for the inclusion of Black men into multiculturalism by combining two areas, race and masculinity that has not been reported or connected previously in depth within the counseling and counselor education literature.

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