MENTORING EXPERIENCE OF INTERNATIONAL STUDENTS IN COUNSELING PSYCHOLOGY PROGRAMS

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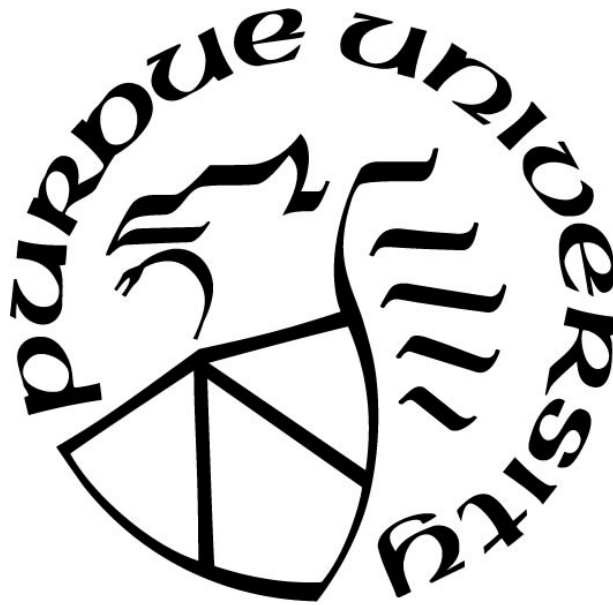
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ABSTRACT

In counseling psychology, which counts social justice and multiculturalism issues among its central values, international students represent a sizeable student body. However, there has been concerns about whether the training programs and filed are providing adequate support and training experiences for international students. Considering unique nature of international students experience in counseling psychology and needs for individualized support, the researcher sought to explore international students' mentoring experience, an effective form of guidance. To understand the complex nature of international students' mentoring experience, Chat et al.'s (2015) multicultural, ecological, and relational model of mentoring was used as theoretical framework of the current study. Through CQR, the researcher pursued an in-depth understanding of international students' mentoring experiences. The results of the current study provided valuable information of international students' contextual factors in understanding mentoring experience, international students' perception of their mentoring experiences, importance of quality mentoring relationship, impacts of mentorship, and examples of negative experiences in mentoring relationship. Finally, I provide implications for current and future mentors of international students, for international students in counseling psychology, and for training programs and the field of counseling psychology.

CHAPTER 1: INTRODUCTION

International Students in Counseling Psychology

Over the last decade, increasing international students have come to the United States for higher education. According to the Institute of International Education (IIE; 2020), in the 2019–2020 academic year, over 1 million international students were enrolled in U.S. higher education and this was the fifth consecutive years that the U.S. host more than a million international students. However, the annual percentage change over the last five years have showed decreasing trend; from 10% increase during 2014/15 academic years to this year, which was the first year where number of international students actually declined (1.8% declined) compare to previous years (IIE; 2020). The decreasing trends started possibly due to the "rhetoric and policies" of President Trump (Redden, 2017). Furthermore, since the Covid pandemic, more international students have dropped their enrollment due to combination of policies against international population under current administration and lack of coordinated response to Covid (Redden, 2020). This combination of high international student numbers and ongoing socio-political volatility means there is a need for more careful consideration of international students' experiences.

In counseling psychology, which counts social justice and multiculturalism issues among its central values, international students also represent a sizeable student body. Compared to other accredited programs (such as clinical psychology and school counseling), counseling psychology graduate programs host more international students. According to the American Psychological Association (APA, 2013), 8% of students in counseling psychology programs are international, whereas international students comprise less than 5% of clinical psychology and school counseling students.

Recently, recruiting and training international students has begun to gain more attention with the internationalization of the field (Kissil, Davey, & Davey, 2013; Ng, 2012). As the world becomes more connected, counseling psychologists are becoming more aware of the importance of the internationalization of counseling psychology and of the need for professional competence (Forrest, 2009). In tandem with the internationalization of counseling psychology, the importance of international students' contribution to the field has also been recognized (Forrest, 2009; Lee, 2013; Park-Saltzman, Wada, & Mogami, 2012). International students contribute to

internationalization by bringing cultural knowledge and perspectives, facilitating cultural discussions in training, and encouraging people around them to be more multiculturally competent (Forrest, 2009; Ku, Lahman, Yeh, & Cheng, 2008; Lee, 2013; Smith & Ng, 2009).

Unfortunately, scholars have raised concerns about whether the field is providing adequate training for international students. In her 2008 presidential address, Linda Forrest (2009), president of the Society of Counseling Psychology at the time, posed the question of whether US educators provide cross-culturally competent training to international students. Scholars have also pointed out unique challenges that international students experience and how some educators and supervisors might not be aware of international students' unique needs (Lee, 2013; Rice, Suh, Yang, Choe, & Davis, 2009). Given the internationalization of the field, and international students' contribution to the field, the concerns about the quality of training that international students receive appear valid.

Although researchers have studied international students' experience and adjustment in general higher education settings, particularly in undergraduate settings, graduate international students' experiences remain comparatively understudied. In counselling psychology, research on international student training is even more limited. So far, the limited research has indicated that international students in counseling psychology have unique experiences and difficulties, compared to domestic students in the same field and to international students in other field (Knox et al., 2013; Lee, 2013; Nilsson & Anderson; 2004; Park-Saltzman et al., 2012; Wedding, McCartney, & Currey, 2009). Furthermore, research about how to support and train those international students with unique experiences and difficulties is even more scarce.

Training in counseling psychology requires multiple domains of competency development (e.g., research competency, counseling competency, multicultural competency) and mastery of multiple roles (e.g., researcher, clinician, trainer, advocate). Due to these unique training requirements and their statuses as international students, these students are likely to struggle with their English proficiency, acculturation, and interpersonal relationships in professional training (Knox et al., 2013; Lee, 2013; Wedding et al., 2009). Because of their unique experiences and difficulties, which involve a higher level of cultural experiences, it has been noted that individualized guidance and support would be essential for their successful completion of training (Lee, 2013). Among the ways to provide support and guidance, a positive mentoring relationship has been recommended as a potential approach, especially for underrepresented students, such as

international students (Davidson & Foster-Johnson, 2001; Ku, et al., 2008; Park-Saltzman et al., 2012).

Mentoring Relationships

With growing efforts to organize mentoring relationships, different types of mentoring relationships, programs, and forms of support have developed in various settings and have been found to be successful. For youth in the US, mentoring has been a common means of supporting youth development, and it has been identified as a significant factor in successful growth (Foster-Bey, Dietz, & Grimm, 2006). In industrial settings, where mentoring has gained more attention, positive mentoring relationships have been found to be related to higher salaries, promotion, and job satisfaction (Allen, Eby, Chao, & Bauer, 2008; Haggard, Dougherty, Turban, & Wilbanks, 2011). Specific professional fields, such as nursing, medicine, and education, also successfully utilize mentoring relationships to ensure the healthy and effective development of its members (Daloz, 2012). Mentors provide various forms of support, guidance, and counseling, from teaching a specific skill to discussing aims and plans, which are important for the identity development of their protégés (Kram, 1983). The relationship between mentor and mentee is multifaceted, including both professional and psychosocial aspects (Drotar, 2013). Overall, it seems that where mentoring relationships have developed they have been found to be effective in various settings and situations in which protégés require growth and identity development.

Graduate training programs, in which students are required to develop their personal and professional identities, have also been identified as situations where mentoring is salient (Cullen & Vose, 2014). Mentoring in academia has its unique characteristics, because it involves professional socialization rather than developing organizational roles, and it involves more predictable timing due to the academic system and calendar (Ortiz-Walters & Gilson, 2005). Overall, it is believed that mentoring is a salient factor for the successful development of protégés in graduate training, as it is in other professional settings (Davidson & Foster-Johnson, 2001).

A growing body of research on mentoring supports the importance of mentoring in graduate training. A positive and strong mentoring relationship has been found to be related to research productivity (i.e., publication, presentation) and students' satisfaction (Taylor & Neimeyer, 2009). Mentoring experience has also been found to be related to students' career decision-making processes (Dohm & Cummings, 2002; Pope-Davis, Stone, & Nilson, 1997).

Studies with psychology graduate programs have indicated the importance of quality mentoring relationships in student development, in terms of both psychological benefits and professional growth.

However, some scholars have suggested that such findings on the mentoring relationship in graduate training should be considered with caution. For example, the issues of operational definition and the lack of a clear mentoring model or theoretical framework have been noted by a number of scholars (e.g., Benishek, Bieschke, Park, & Slattery, 2004; Chan, Yeh, & Krumboltz, 2015). It is noted that people may have different ideas about mentors (who they are and what they do), and the differences in conceptualization affect the research results. Depending on the researcher's definition of a mentor, differences in people's perceptions will be lost in the research findings (Haggard et al., 2010). Moreover, in examining definitions of mentoring in the literature, Haggard et al. (2010) discovered 40 different definitions, which suggests a lack of consistency in mentoring research. Also, there have been some critiques regarding mentoring research that fails to address cultural diversity and is therefore not applicable to minority students' mentoring experiences. It has been argued that the traditional mentoring relationship, which is hierarchical, White-male-oriented, and not well-defined, is not appropriate for mentorship in higher education settings for non-White students (Benishek et al., 2004). Additionally, different fields of graduate training utilize mentoring in different ways, and the effects of mentoring (e.g., student satisfaction, research productivity) might be different based on the training field in which students reside (Taylor & Neimeyer, 2009). Critiques and concerns around mentoring research suggest that mentoring studies should adopt a well-defined theoretical model and definition that allows for a consideration of the unique experiences of different student populations and fields.

Counseling psychology, as a unique field, requires multifaceted competencies (e.g., research, teaching, clinical work, academic course work), and strongly adheres to the principles of multiculturalism and social justice. In order to understand the characteristics of the field and the unique positions of international students, it is critically important to utilize a mentorship model that is able to address the unique and multicultural nature of the field. A number of mentoring models, which are derived from one another, can be identified as appropriate for understanding the nature of mentorship in higher education and in counseling psychology (Chan, Yeh & Krumboltz, 2015). For example, Fassinger's (1997) feminist model of mentoring focuses on the power differences in mentoring relationships, noting that mutual decision-making in a mentor-

mentee dyad is important in a successful mentoring relationship. Based on Fassinger's feminist model, Benishek et al. (2004) have developed a multicultural feminist model of mentoring by clearly incorporating multicultural issues in mentoring. In their model, Benishek et al. further emphasize the issues of systemic power differences and a clearly identified commitment to multiculturalism (e.g., the mentor's responsibility to raise multicultural concerns, challenging the status quo, and self-awareness around cultural issues). Finally, Chan, Yeh, and Krumboltz's (2015) multicultural, ecological, and relational model expands on its two predecessors, adding the importance of "context." This "context" refers to the social-cultural environments in which individual reside. It includes four layers (Chan et al., 2015): family and community, the university, the field and profession of psychology, and society and culture. In other words, Chan et al. have expanded systemic approaches to mentoring relationships, going beyond the one-on-one mentoring relationship. By incorporating the importance of contexts, Chan et al.'s model affords a better understanding of the uniqueness of the field and the multicultural issues of individuals. In sum, Chan et al.'s multicultural, ecological, and relational model is a strong model that can provide a sound theoretical framework for investigating a culturally diverse population in a unique field.

Statement of Purpose

The purpose of this study is to explore international students' mentoring experiences in counseling psychology programs. International students of counseling psychology have unique issues with additional challenges in terms of adjusting to U.S. culture and professional life while recognizing their own cultural backgrounds for multicultural development (Knox et al., 2017: Lee, 2013; Wedding et al., 2009). In counseling psychology, students are required to develop advanced language skills and cultural knowledge, while developing their professional identities as counseling psychologists.

The mentoring relationship, which is found to be an effective form of guidance in multiple settings, has been identified as a key for student success (Davidson et al., 2001; Ku et al., 2008; Park-Saltzman et al., 2012;). Through a positive mentoring relationship, students are able to develop multiple competencies that are required in counseling psychology training. However, the problem is that mentoring is still a relatively new concept in higher education and it should be different from organizational mentoring (Ortiz-Walters & Gilson, 2005). Considering the benefits of positive mentoring and its potential impact on international students in counseling psychology

training, further investigation of the mentoring experiences of international students can provide insight to the field. With a theoretical framework that incorporates the characteristics of the field (e.g., unique requirements, strong adherence to the principle of multiculturalism and social justice, internationalization) and the characteristics of international students (e.g., cultural differences, lack of support), I planned to gain a better understanding of international students' experience of mentoring in counseling psychology training.

The multicultural, ecological, and relational model of mentoring (Chan et al., 2015) is highly valuable as a theoretical framework as it allows for an investigation of the context (including the graduate program and the field) as well as the cultural diversity of the population. The model enables a holistic understanding of mentoring by focusing on relational processes, multicultural issues, and ecological aspects of mentoring dyads. It emphasizes the functions of mentoring dimensions and encompasses the multiple contexts that mentor and mentee are situated in, as well as the interaction between these contexts.

Additionally, Chan et al. (2015) also provide a definition of mentoring: "a one-to-one relationship between a more experienced member (mentor) and a less experienced member (protégé) that is aimed to promote the professional and personal growth of the protégé through coaching, support, and guidance" (p. 593). Based on this definition, mentoring can be formal (i.e., the advisor-advisee relationship) or, when it takes place outside of the students' home program, informal. By utilizing this model and the clear definition of mentoring it provides, I seek to explore the dynamics of international students' mentoring relationships and the cultural/environmental factors that affect them. Specifically, I intended to understand international students' perceptions of their relationships with their primary mentors; the function of mentorship; multicultural issues in the relationship; and the importance of context in the relationship. I sought to reveal international students' own voices regarding their relationships and to understand how they develop their professional identities through their mentoring experiences. In particular, I intend to unpack the unique experiences that pertain to international students in counseling psychology (e.g., cultural differences, language barriers, required clinical work, strong adherence to multicultural and social justice issues).

Importance of the Study

There are a number of significant implications of this study. First, by providing rich descriptions of international students' experiences, this study provides validation and specific suggestions to current international students in counseling psychology. Usually, in each counseling psychology program, only a small number of international students reside, and some of them feel isolated when they realize their experiences are different from other students in their program (Knox et al., 2013; Ng & Smith, 2009). Their experiences might be also different from other international students in different fields on campuses, due to the multifaceted nature of counseling psychology training (e.g., clinical work, research work, and teaching). With a heightened sense of isolation, it is possible that international students would experience a loss of confidence and a lack of satisfaction in training; they might even be prone to withdraw from school. Thus, providing a vivid picture of other international students' experiences in the field will provide psychological comfort for them. Additionally, international students who are in current mentoring relationships can gain specific guidance on how to work with their current mentors from other international students' successful mentoring stories. In short, the importance of this study resides in its normalization of experience for international students, and its highlighting of experiences that students may find relevant to their own stories. New international students of counseling psychology may learn from other students' successful and unsuccessful stories and gain psychological validation in their unique experiences.

Second, this study provides insightful guidance for mentors who have international students as mentees. Mentors who work with international students may not be aware of how international students differ from domestic students and may not know how to work with them. Indeed, Park-Saltzman et al. (2012) comment that in order to work with international students, mentors should demonstrate advanced cultural competencies, such as high levels of openness, sensitivity, and appreciation for individual differences; they also note that some mentors fail to provide these competencies. Thus, by providing examples of mentoring relationships from the mentees' perspectives, this study can provide motivation and guidance for mentors who work with international students.

Third, this study has the potential to benefit the field of counseling psychology in general. The data from this study provides a vivid picture of current international student experiences in counseling psychology. This study's findings can help identify specific problems that should be

addressed in future studies (e.g., the lack of cultural sensitivity in mentoring). Also, the findings of the present study provide insights about possible interventions and programs for international student success in the counseling psychology field in the US.

Lastly, by utilizing the multicultural, ecological, and relational model of mentoring (Chan et al., 2015) and using a qualitative approach, this study provides a methodological benefit to counseling psychology. Qualitative research has been underutilized in counseling psychology, despite its unique strengths and utilities (Haverkamp, Morrow, & Ponterotto, 2005). Qualitative research methods allow researchers to examine topics that cannot be adequately understood through quantitative methods alone (Hill, Thompson, & Williams, 1997). A qualitative approach allows me to utilize the recently developed multicultural, ecological, and relational model of mentoring to deliver meaningful, rich descriptions of international students' experiences in counseling psychology.

Relevance to Counseling Psychology

Counseling psychology is a health-service provider specialty in psychology that has its unique identifying themes and roles. In this section, I discuss how the current study shares the values of counseling psychology and how it is related to the discipline's unique identity.

The current study is congruent with counseling psychology's unifying themes. Gelso, Williams, and Fretz (2014) present five themes that make counseling psychology a distinctive field: (a) a focus on intact personality, (b) a focus on strengths, (c) an emphasis on brief intervention, (d) an emphasis on person-environment interaction, and (e) an emphasis on education and career development. Additionally, a focus on multiculturalism and social justice has emerged as the sixth theme of counseling psychology (Meara & Myers, 1999). Of these six themes, the focus on intact personality, emphasis on person-environment interaction, emphasis on education and career development, and focus on multiculturalism and social justice are especially relevant to this study.

First, the current study population, international students in counseling psychology program, would be considered as a normal functioning group. The study focus is on cases of international students who are currently enrolled in counseling psychology programs, who are not likely severely disturbed. I expect my participants to be functioning well enough to remain their student status and to work with their mentors.

Second, the current study is consistent with emphasis on person-environment interaction. It seeks to explore individual international students' experiences in various interactive contexts, using the multicultural, ecological, and relational framework (Chan et al., 2015), which emphasizes the effect of environment and context on the mentoring relationship. The current study aims to explore the interaction of student mentoring experience and cultural background, program environment, and contextual factors in the field of counseling psychology.

Third, the nature of the current study question is consistent with counseling psychology's emphasis on education and career development. The mentoring relationship can be considered a key factor in the career development of international graduate students in counseling psychology (Chan et al., 2015). By analyzing the mentoring relationship, this study seeks to examine students' development and experiences in educational setting.

Lastly, the current study is consistent with the emerging theme of multiculturalism and social justice in counseling psychology. International students in counseling psychology programs are a unique group likely to experience the acculturation process particularly intensely due to the demand of high cultural competence in the field. Additionally, international students can be marginalized and encounter systemic barriers in counseling psychology, due to their small number and lack of understanding in the field. I therefore intend for the current study to provide a description of students' cultural experiences in the mentoring relationship, and thus potentially to recognize systemic issues in the field and its training programs.

CHAPTER 2: LITERATURE REVIEW

The purpose of this chapter is to review key literature on international students in graduate training in general, and to explore how counseling psychology training unique in international student training. The chapter also provides a literature review on mentoring in academia and identifies a lack of cultural consideration in current mentoring research literature. It presents the existing models of mentoring, and describes the limitations of those models for international students. Finally, it presents the theoretical framework chosen for this research, and concludes with a discussion of the study's rationale.

International Students

Graduate training and international students

In the 2019–2020 academic year, over 374,000 of all graduate students were international students (IIE, 2020). Their contributions to economic advancement and educational diversity have been well-documented by multiple scholars (Ku et al., 2008; Ng, 2012; Rice et al., 2009;Choi, Zhang, Morero, & Anderson, 2012; Wedding et al., 2009). Park-Saltzman et al. (2012) describe international graduate students as being on both sides of student and professional status, as well as on both sides of home and host culture. They argue that their successful development and adjustment in graduate school can contribute to both their current program and future professional field as well as both their home and host cultures. Recognizing international students' potential, graduate programs have paid more attention to international student recruitment and retention (Erichsen & Bolliger, 2010; Rice et al., 2009; Rice, Suh, Yang, Choe, & Davis, 2016). For example, factors contributing to international student success have been studied by various stakeholders (Rice et al., 2009). Additionally, scholars have also discussed ways of maintaining international competitiveness in the recruitment of international students, as other nations have become more interested in hosting students around globe (Erichsen & Bolliger, 2010).

Over the last four years, the number of new international students have declined, and in the 2019/2020 academic year, the total number of international students also declined (Redden, 2020). Since the election of President Trump in 2016, policies and perceptions toward foreign national populations have shifted and have impacted international students as well. For example, President Trump's travel ban has provided challenges to travel for some international students, creating fear

and insecurity for many (Teich, 2017). Experts in the higher education system have also voiced their concerns for international students' psychological difficulties (such as feelings being unwelcome) and tangible difficulties (such as visa applications; Bhattacharyya, 2017).

Most recently, during the Covid-19 pandemic, President Trump put a number of proclamations against foreign national people and international students. On June 22, he announced suspension of entry for foreigners "who presents a risk to the U.S labor market" (White House, 2020). On July 6, the Department of Homeland Security announced a policy directive requiring international students to take at least one in-person class during the COVID pandemic; otherwise, students would lose their visa and cannot stay in the US (Redden, 2020). Although the July 6th policy directive was rescinded, after the Harvard University and the Massachusetts Institute of Technology filed a lawsuit against the government (Redden, 2020), the attempt itself has created confusion and fear for international students' training and life experience in general. Although the issue has not yet been empirically proven, the current political and societal climate appears to shape international students' experiences.

A handful of studies have examined international students' experiences in graduate level training and have presented a number of significant issues related to this population. First, scholars have discussed how international students often face multiple difficulties in their graduate training as they experience double processes in which they need to adjust to graduate school while adjusting to the US. Regardless of students' nationality, graduate training is often viewed as a stressful process (Cullen & Vose, 2014; Hyun, Quinn, Madon, & Lustig, 2006). Unfortunately, international students are likely to experience additional stressors, such as language difficulties, acculturation stress, and higher pressure, on top of general graduate training-related stress (Rice et al, 2012; Wei, Tsai, Lannin, Du, & Tucker, 2012). Additionally, Ng and Smith (2009) report that international students in graduate programs experience dual responsibility because they face a process of acculturation to US culture alongside the process of developing their own cultural identities outside of their home countries. Overall, multiple adjustment processes involve multiple difficulties that international students need to face during their graduate training in US.

Second, scholars have also highlighted that forming a good relationship with academic advisors, whom international students rely on heavily, might be challenging for international students. For example, Rice et al. (2009) find that international students' relationships with their advisors can be complex due to the added layers of needs (e.g., cross-cultural empathy, higher

need for financial issues). According to Rice et al, international students are less likely to be satisfied with their advisors than domestic students; international students reported significantly lower rapport and significantly lower desire to be like their advisor (Rice et al., 2009). In another study, Rose (2005) mentions that international students need to depend upon their advisors for their visa problems, and it may complicate their advisory relationships. In counseling psychology, Knox et al. (2013) provide descriptions of international students' advisory relationships through a qualitative study. The authors interviewed 10 international students and found that they generally had positive experiences with their advisors. However, they also noted that some international students had negative experiences, such as a lack of support or difficulties accessing advisors, and some international students wondered if their international student statuses negatively affected their advisory relationships. In Knox et al.'s study, international students also reported that they need unique support (such as help with language) from their advisors and suggested that advisors of international students should make extra effort to learn about international students' unique cultural backgrounds and experiences. Overall, across higher education, including counseling psychology, it appears that international students need extra support from their academic advisors, and this need for extra support complicates the development of the advisory relationship.

Third, a lack of support and difficulties utilizing resources outside of their graduate training have been discussed as other important issues for international students. Obviously, most international students have departed from their original support systems to study in the US, and they report missing their family and friends while they are in graduate training (Swagler & Ellis, 2003). Although it is possible to form a social support system in US, forming a new support system may be difficult depending on the students' cultural and linguistic adaptation, and on various other issues (e.g., being open-minded, initiating interaction, understanding people from different cultures; Lee & Ciftci, 2014; Swagler & Ellis, 2003). Utilizing resources outside graduate training seems difficult for international students. For example, in comparison with their domestic peers, international students are more likely to hold negative views toward counseling, and, thus, more reluctant to utilize mental health services (Lee, 2013; Lee, Chan & Ditchman, 2014; Yoon & Jepsen, 2008).

Lastly, even after completing training, international students will likely encounter difficulties because they may have not received support and guidance for their unique career paths. Searching for jobs, in the US and in their home cultures, can also be a significant challenge for

international students. If they decide to remain in the US, they are not only likely to encounter continuous challenges in terms of acculturation and the language barrier, but also additional legal and bureaucratic challenges, such as maintaining visas or Optional Practical Training status (Lee, 2013). Even when they decide to return to their home cultures, they will likely experience re-entry challenges and they often feel they were not prepared for going back (Christofi & Thompson, 2007; Lau & Ng, 2012). Additionally, international students lack career guidance when they return, since their mentors and advisors might not be able to provide further support (Lau & Ng, 2012).

The research literature indicates that international students' experiences are complicated and that these students require unique support to deal with their complex training experiences. To provide better guidance to international students, it is suggested that training programs and their mentors should take account of the diversity of cultural values, the unique challenges in graduate programs, and the acculturation process (Knox et al., 2013; Rice et al., 2009). Researchers have sought to encourage international students' multicultural competency, language proficiency, and social/academic support, while paying attention to their unique cultural values, communication styles, and needs (e.g., Lee, 2014; Lee & Ciftci, 2014; Rice at al., 2012; Wei et al., 2012). Park-Saltzman et al. (2012) have also suggested that, in order to successfully support international students' professional development, the quality of mentoring for students needs to be explored, since it would be difficult for a single person (e.g., an advisor) to address international students' unique cultural backgrounds and experiences.

Overall, the literature on graduate training for international students indicates that international students are a unique and potentially vulnerable population. Fortunately, scholars have proposed some guidelines for working with the international students in general. However, whether their recommendations make a difference in international students' graduate training is a question that remains unanswered.

Internationalization of counseling psychology and international students

The field of counseling psychology has had a long history of emphasizing cultural contexts and societal changes. Thus, although the field has been characterized as European-American and ethnocentric, counseling psychologists in recent decades have noticed the important societal changes – namely, globalization and the importance of multiculturalism – and have made

conscious efforts to accommodate those changes (McWhirter, 2000). With the current internationalization, international students appear to be more important than before.

Several scholars have voiced the need for the internationalization of counseling psychology (e.g., Leong & Ponterotto, 2003; McWhirter, 2000; Ng, 2012; Turner-Essel & Waehler, 2009), and the leaders of the field have organized efforts to foster this internationalization. The Division of International Psychology (Division 52) of the APA was created in 1997 to foster internationalization within the APA, and the Society of Counseling Psychology (Division 17) created the international section in 2005 to promote the growth of counseling psychology in international contexts (Society of Counseling Psychology, 2017). Undoubtedly, internationalization is one of the major forces shaping the development of counseling psychology, as it has been addressed in multiple projects and conferences such as the 2008 International Counseling Psychology Conference (Forrest, 2009; Ng, 2012). Most recently, in 2017, Division 17 formed a new Vice President position for International Affairs to focus on international issues in the field more systematically.

Research findings about international students clearly indicate that international students can bring great benefits in terms of cross-cultural education. International students will likely facilitate cultural discussions in their educational settings, providing their peers with opportunities for cross-cultural exchange and learning (Ku et al., 2008; Rice et al., 2009; Rice et al., 2016). In the long term, if international students return to their countries after their education, they can work as cultural ambassadors for the US, which will then further increase the likelihood of attracting future international students, thus potentially deepening cross-cultural collaboration and positive attitudes (Ku et al., 2008). In one study, Ng, Choudhuri, Noonan, and Ceballos (2012) generated an internationalization competency checklist for US counseling training programs. This checklist was composed of 43 items, which were the results of a literature review, data gathering from expects in the field, and the validation process. The purpose of the internationalization competency checklist was to measure the extent to which a counseling training program achieved international competency. In the checklist, multiple items were related to the impact of international students in making an internationally competent program. Items that emphasized the impact of international students included, but were not limited to, "international students are actively recruited to bring diversity to the program," "international students in the program are engaged in examining the applicability of what is learned to their country-of-origin's social-political-economic-historical

context," and "students are provided opportunities for engagement in social activities with people from other countries" (Ng et al., 2012).

In counseling psychology, scholars have also asserted that international students will benefit the field as they bring cultural and intellectual diversities (Forrest, 2009; Turner-Essel & Waehler, 2009). Unfortunately, however, literature is scarce on the training of international students in relation to the internationalization of the field. The limited research indicates that the presence of international students contributes to the cross-cultural training that aligns with the internationalization of counseling psychology. For example, Turner-Essel and Waehler (2009) have assessed the availability of international training opportunities. They discuss the significant role of international students in helping training programs to build an educational environment for internationalization. According to Turner-Essel and Waehler (2009), international students raise internationally focused topics, foster international research collaboration, and initiate international activities. It is also noted that without the presence of international students, the training programs might not be so inspired to seek cross-cultural training. Turner-Essel and Waehler (2009) claim that having international students and fostering their training opportunities is one of the most important issues at this stage of the internationalization of the field.

However, scholars have also recognized that the mere existence of international students does not guarantee encouragement of internationalization of the training program. In her presidential address, Forrest (2009) addressed the potential issue of international student training. She questioned whether international students who receive training based on U.S. competency requirements would remain culturally competent when they go back to their home countries. She asserted the importance of training that assures the competency of international students even when they return their home cultures. Turner-Essel and Waehler (2009) also assert that training programs should encourage international students' participation in cross-cultural discussions and should not just take them for granted.

Taken together, in the context of counseling psychology's internationalization, international students have a great potential to benefit the field, and providing adequate training for them is crucial. Thus, it is critical to understand the unique experiences of international students in counseling psychology in order to devise more adequate training.

Unique experience as international counseling psychologists in training

      As mentioned in the previous section, the importance of international students and their training is increasingly acknowledged. However, compared to the volume of research conducted on international students in general (particularly at the undergraduate level), studies of international students in graduate training, especially in counseling psychology, remain scarce.

      Study findings focusing on international students in counseling psychology indicate that the unique training environment and requirements of counseling psychology make international students' experiences more complex than if they were in different fields (Lee, 2013). It appears that international students in counseling psychology share similar experiences with other international students (e.g., additional difficulties, lack of support), yet specific experiences look different in the field of counseling psychology.

      In searching literature on international graduate students in counseling psychology training, I searched two major counseling psychology journals: *Journal of Counseling Psychology* (JCP) and *The Counseling Psychologists* (TCP). At the initial search, I searched "international graduate students" in these journals through Sage Premier and PsycARTICLES. The search returned three articles in JCP. Unfortunately, all three articles were concerned with international graduate students' experience in general, and were not specific to counseling psychology.

      The initial search on TCP via Sage Premier was not helpful because Sage Premier generated results that contained all the partial matches with international graduate students – about 330 articles including those that only matched with "international," "graduate students," and/or "international students." An example of a too broad article was: "Perfectionism, Depression, Loneliness, and Life Satisfaction: A Study of High School Students in Hong Kong." Thus, I refined the search. I used combination of keyword "international students" with anything that contained "graduate student," and keyword "international students" with anything that contained "graduate training." The refined search on TCP returned eight articles. Again, most of these were about international graduate students' experiences in general, not specific to counseling psychology, or they focused on ethnic (e.g. Korean or Chinese) sub-groups of international students. However, there was one article by Park-Saltzman et al. (2012) that solely focused on international students in counseling psychology.

      Park-Saltzman et al. (2012) provide a literature review on Asian international students in counseling psychology and discuss how mentors can assist these students. Among international

students, they focus on Asian international students, as they tend to be the largest sub-group. The authors assert that mentors who understand students' unique cultural values and experiences can provide adequate mentoring for Asian international students. The authors provide a brief literature review on Asian values (e.g., collective sense of self, hierarchical relationships, saving face) as these can affect the mentoring relationship. The authors also discuss issues to consider in mentoring in relation to Asian values (e.g., mentors' awareness and knowledge, the structure and format of mentoring, communication style). In conclusion, the authors suggest that mentors need to be more aware of international students' cultural backgrounds and values, and consider cultural factors in the mentoring relationship.

After finding only one article from JCP and TCP, I expanded my search to other types of journals (e.g., *Professional Psychology: Research and Practice*, *Training and Education in Professional Psychology*). Also, I decided to look at the articles studied in health service provider specialty in psychology (professional psychology; including clinical psychology, school counseling, and counseling psychology) as I found that they are often categorized together in studies. I decided to focus on articles that examined health service provider specialties including counseling psychology, but to avoid articles that were focused solely on either clinical psychology or school counseling. As a result, I located five more articles, focusing on international graduate students in training within health service provider specialties.

Zhou, Zhu and Miao (2020) introduced integrative development model as a useful framework to understand international psychology students' both personal and professional development. Zhou et al. presented three vignettes that illustrated international students' supervision experiences where international students' professional development and personal/acculturation development intersects. Zhou et al. argued that supervisors of international students should pay attention to wholistic development of international student trainees.

Lee (2013) reviews literature on four challenges (i.e., financial difficulties, language barriers, career concerns, cultural differences) that international students experience in professional psychology graduate programs; Lee also provides specific recommendations for each area. Lee acknowledges that challenges that international students experience also affect their post-doctoral activities, including clinical internships.

Wedding et al. (2009) provide a literature review on international students in general, focusing on the similarities and differences in the college experiences of international and domestic

students, the unique challenges faced by international students, and the challenges faced by international students in health provider service specialty graduate programs in particular (i.e., clinical psychology, counseling psychology, and school counseling). Through this literature review, the authors suggest that international graduate students in health provider service specialty graduate programs have unique experiences and challenges; they suggest, furthermore, that psychologists can support international students by becoming a knowledgeable and culturally sensitive mentors.

In a study of 42 international doctoral students in APA-accredited programs (i.e., clinical psychology, counseling psychology, and school counseling, professional-scientific), Nilsson and Anderson (2004) examined the relationships between acculturation, counseling self-efficacy, role ambiguity, and supervisory working alliance. The authors found that the level of acculturation was related to counseling self-efficacy, supervisory working alliance, role ambiguity, and discussion of cultural issues in supervision. Nilsson and Anderson suggest supervisors need to assess international students' acculturation and to foster positive working alliances with students by encouraging cultural discussion and setting clear expectations for the supervisor.

Knox et al. (2013) have conducted a qualitative study of the international student experience in counseling psychology, especially in the advisory relationship. They interviewed 10 international graduate students in counseling psychology programs. Nine participants of the study identified themselves as Asian international, and one student was Canadian international. Utilizing a consensual qualitative research (CQR) approach, the authors collected data about international students' overall experiences (i.e., challenges, benefits, cultural environment of program), their advisory relationship experiences (e.g., topics of conversation and support, the unique needs of international students), and students' advice for other international students. The authors found that international students reported that international status brought more challenges than benefits in their doctoral training. Although the students mostly described their advisory experiences as positive, a few students also reported some negative experiences in their advisory relationships (e.g., a lack of support, a lack of accessibility, difficulties discussing cultural differences). The authors also noted that international students did not have enough opportunities to discuss their international student status in depth with their advisors. Knox et al. propose that advisors should acknowledge the power differences, and they should initiate conversations about advisees' experiences as international students. The authors also recommend that advisors build strong

relationships with international students by focusing on cultural issues; they should also foster the benefits of being international students, and discuss responsibilities and role expectations (Knox et al., 2013).

Taken together, these studies about international students in counseling psychology or doctoral training in health service provider specialty highlight the complex difficulties and issues that international students face across their training experiences. Some barriers appear throughout the training experience. For example, language barriers have been consistently identified as a major challenge for international students. Training in counseling psychology requires English proficiency at a different level, since a key part of the training (e.g., supervision, clinical practice) relies on verbal communication that goes beyond understanding the face value of a sentence and articulating abstract concepts. Understanding subtle nuances of language and choosing a vocabulary that aligns with the therapeutic moment are often very important for international students in practice. For example, Wedding et al. (2009) provide an example of an international student choosing the word "hot" when addressing libido with depression and making his patient offended. In Knox et al. (2013), the authors identify language issues as typical challenges that international students experience.

Additionally, even though international students themselves are less concerned with their English proficiency, a supervisor or an advisor may perceive a student's foreign accent as English deficiency, and thus hold a negative bias toward the student and, maybe, subject students to unnecessary additional supervision. For instance, Nilsson and Anderson (2004) found that international students' language was more strongly associated with supervisory working alliance than students' perceived counseling self-efficacy. Consistent with this finding, Nilsson and Anderson (2004) also discuss the possibility that when supervisors perceive language barriers and are prejudiced toward the students, these students might become defensive and therefore less likely to build a positive supervisory relationship. Further, according to Lee (2013), even having a non-native accent itself has negative effects, such as creating listener's bias (when people hear foreign accents as less professional or less intelligent), prejudice from students when they are teaching classes, and feelings of isolation and discrimination for the speaker. Overall, English proficiency and language barriers have been highlighted as among the most common and profound issues in international students' professional development in counseling psychology, regardless of their training stage.

Along with language barriers, the level of acculturation also appears to be relevant to international students' professional development in counseling psychology. First, cultural differences play roles in multiple aspect of students' interpersonal relationships in the training. Relationships with advisors, supervisors, and peers in training may require international students to behave differently than if they were in their own culture. For example, due to the existence of hierarchical social relationships in some of their home cultures, international students may not feel as comfortable speaking up when they are working with their professors, supervisors, and advisors (Park-Saltzman et al., 2012). Similarly, when international students begin training, they might not have an accurate conception of what is expected in the supervisory relationship. Those role ambiguities in training may also contribute to students feeling less comfortable and confident (Nilsson & Anderson, 2012). According to Knox et al. (2013), international students rarely have opportunities to talk in depth with their advisors about their international identities and acculturation issues, and the lack of conversation about acculturation may hinder the deepening of the advisory relationship. When working with peers, international students may feel less comfortable with self-disclosure; they might also feel overwhelmed when attempting to follow casual U.S.-culture-based conversation (Lee, 2013). Moreover, in some cases, international students report feeling that domestic students are not interested in becoming friends with them (Knox et al., 2013).

Clinical work would be also strongly affected by students' acculturation level. Unquestionably, a higher level of cultural knowledge and practice would be required when working with domestic clients (Knox et al., 2013; Lee, 2013; Park-Saltzman et al., 2012). International students who are not as acculturated might experience increased anxiety when working with such clients, and thus will likely have a difficult time developing their counseling self-efficacy (Nilsson & Anderson, 2012). Considering the emphasis on the practitioner's role in counseling psychology, it can be easily assumed that the acculturation-related challenges faced by international students during clinical work can cause them a great amount of stress.

Challenges in regard to legal status are additional issues that international students experience periodically in their training process. In comparison with domestic students, there are more requirements for international students to retain their student status (e.g., minimum credit requirements) and there are more obstacles for them to obtain certain training (e.g., availability of practicum, internships). There is less room for international students to make mistakes in their

training and to explore different options. Specifically, for international students, academic failure would not only result in dismissal from a training program but also expulsion from the U.S. (Wedding et al., 2003).

Additionally, legal requirements can hinder international students' clinical training as well. Certain types of clinical sites (e.g., veteran affairs) do not accept international student practicum students. Also, depending on the training situation, international students may need authorization from the U.S. Citizenship and Immigration Services for their required training components (Lee, 2013). The process of applying for the authorization adds an extra burden for international students as it takes time and effort. Furthermore, international students need to be extra careful and strategic with obtaining authorization, since they cannot apply for post-completion academic training upon graduation if they have or one or more years of full-time Curricular Practical Training (CPT; Lee, 2013). In their advanced training stage, international students who are applying for internship, post-doctoral positions, and first jobs would need to go through another legal process that other students do not need to think about. Furthermore, the legal requirements of international students may look different depending on the students' home countries, visa statuses, and training stages, which makes advising international students even more difficult (Lee, 2013).

International students are also not allowed to work more than a half-time assistantship without special permission from the U.S. government, and thus practicum that requires employment will not be an equal option for international students (Lee, 2013). Again, if students were found to be working without permission, due to financial difficulties or lack of knowledge, it would be considered a breach of law and would result in immediate dismissal from the university and the US (Lee, 2013).

With all these unique and complex issues, it may be impossible to solve all the challenges international students face. However, it is possible and indeed critical to provide adequate, culturally relevant, individualized guidance and support for international students for successful professional development and well-being (Lee, 2013; Park-Saltzman et al., 2012). Knox et al. (2013) also suggest the importance of individualized support via strong one-on-one relationships. However, as it is noted in Knox et al. (2013), the advisory relationship may solely focus on program-required accomplishments (e.g., research progress), but may not involve international students' cultural experiences. As a means to provide positive support to international graduate students that goes beyond the advisory relationship, mentoring has been identified by multiple

scholars (e.g., Knox et al., 2013; Lee, 2013). In fact, scholars appear to agree that there are qualitative differences between an advisor and a mentor; while an advisor can be a mentor, not all advisors would be considered mentors (Johnson, 2010; Lunsford, 2012; Rose, 2005). However, the quality of that mentoring from the perspective of international students has not yet been addressed.

The Mentoring Relationship

A "mentor" initially appeared in Homer's *Odyssey*, in the 8th century B.C., as a trusting friend, a guidance, and a teacher of king Odysseus's son; since then, mentors have always featured in human stories (Daloz, 2012). Since they were first depicted in a Greek epic poem, mentoring relationships have been recognized as positive for protégés' growth. As the positive impact of mentorship has been shared over time and history, mentors and mentoring relationships have become more of an organized and institutional tool that can be used to promote growth purposefully (Burney et al., 2009).

While the concept of mentoring and accumulation of research on mentoring are more established in different fields (e.g., law, medicine, business), in counseling psychology, the literature is still at the initial growing stage and the definition of mentoring has not yet been clearly defined (Johnson, 2010; Park-Saltzman et al., 2012). Furthermore, the nature of training in counseling psychology, which often involves intense advisor-advisee and supervisor-supervisee relationships, makes it harder to focus on the mentoring relationship, which may include unofficial relationships.

Definition of a mentor and the mentoring relationship

Since the concept of mentoring is still ill-defined in the field, it would be beneficial to identify what a mentor or a mentoring relationship means in this study. There are multiple ways to define a mentor and mentoring relationship, depending on the theoretical framework and scope of the research (Haggard et al., 2010).

Although there are other types of mentoring (i.e., mentoring programs, group mentoring), this study focuses solely on one-on-one mentoring relationships. Also, because of the qualitative approach, I use a broad definition of a mentor which is provided by the theoretical orientation of

the study. The current study uses the definition of mentor from Chan et al. (2015): "we define a mentoring relationship as a one-to-one relationship between a more experienced member (mentor) and a less experienced member (protégé) that is aimed to promote the professional and personal growth of the protégé through coaching, support, and guidance" (p.593). I discuss Chan et al. (2015)'s work in a later section.

In addition to the definition provided by Chan et al. (2015), I also seek to differentiate a mentor from other roles such as that of an advisor, in that a mentor can be an advisor, but not all advisors will be considered mentors (Johnson, 2010). Lunsford (2012) differentiates a mentor from an advisor by pointing out that an advisor will focus on one aspect of career development (i.e., completion of doctoral requirement), while a mentor will provide at least two types of support (i.e., career and psychosocial). Similarly, I acknowledge that a mentor can be formally assigned by programs and/or informally sought out by individuals (Johnson, 2010). I also acknowledge that the mentoring relationship can be ineffective and dysfunctional, and the mentoring relationship varies for each student (Haggard et al., 2010).

Overall, the definition of a mentor is intentionally broad in this study, and I consider more than just those formal advisory relationships. Through a semi-structured interview approach, study participants were encouraged to create their own definitions of mentorship in the current study.

Mentoring in higher education

In general, a mentor refers to a more professionally and developmentally experienced person who form relationships with protégés (Parent & Oliver, 2015). The relationship between mentor and mentee is multifaceted, including both professional and psychosocial aspects (Drotar, 2013). According to Johnson (2010), the benefits of having a mentor have been found across disciplines and organizations. Common benefits include better psychological well-being, better career output, higher student retention, better physical health, and improved career motivation (Chan et al., 2015; Johnson, 2010; Kram, 1983; Lunsford, 2012; Parent & Oliver, 2015). In a study of mentoring experiences across disciplines, Lunsford (2012) found that the mentoring experience is the second most important factor in student success.

In psychology graduate programs such as counseling psychology, clinical psychology, counselor education, and educational studies, the benefit of mentoring for professional development are well documented (e.g., Clark, Harden, & Johnson, 2000; Johnson, 2010;

Williams-Nickelson, 2009). For example, Clark et al. (2000) have examined mentoring relationship in clinical psychology programs, finding that students with positive mentoring experiences are more likely to be satisfied with their graduate training. Hollingsworth and Fassinger (2002) have examined the effect of mentorship on research productivity in counseling psychology graduate programs, finding that mentorship mediates the effect of the research training environment and research self-efficacy on research productivity. Also, they found that mentorship played a significant role even after controlling for individual difference (i.e., students' aptitude for research) and stated that providing positive mentorship could be an effective intervention for research development (Hollingsworth & Fassinger, 2002).

Psychological support is another type of benefit of mentoring relationships (Kram, 1983). Having a positive relationship with their mentors promotes students' satisfaction with their home programs, a strong sense of belonging, and other positive psychological outcomes (Clark et al., 2000; Kelly & Schweitzer, 1999). Also, Schrodt, Cawyer, and Sanders (2003) have found that positive mentoring relationships provide buffers for student stress and anxiety when they are at the beginning stage of their professional development. Overall, a positive mentoring refers to a mentoring relationship that provides both professional and psychological support to protégés (Kram, 1983).

However, scholars have also found that, depending on individual characteristics (e.g., race, gender, age, ethnicity) and setting/context (e.g., formal, informal, department), mentoring relationships can differ in effectiveness and indeed may not be available for students. For example, in a study conducted with clinical psychology students, Clark et al. (2000), who found that about two thirds of students had mentors, reported that some students were unable to find faculty who were interested in mentoring them and who were suitable as mentors. In obtaining desirable mentors, it has been noted that female students and minority students were unable to obtain mentors with similar backgrounds due to a lack of female and minority staff in faculty positions (Clark et al., 2000). Similarly, Taylor and Neimeyer (2009) conducted an exploratory study on mentoring in clinical, counseling, and experimental psychology program, and reported the differences among programs in terms of perceived mentoring relationships and student outcomes. Specifically, they found that counseling students reported higher levels of satisfaction and socioemotional support than students on other programs, but lower levels of research outcomes.

Additionally, scholars have also documented that a lack of cultural consideration in mentoring research is troublesome. Williams-Nickelson (2009) assert that, considering the current student diversity in graduate training, research on mentoring without consideration of cultural issues should not be encouraged. Alvarez, Blum, Cervantes, and Thomas (2009) have also voiced concern on issues of mentoring research not paying enough attention to culture. According to those researchers, the initial development of mentoring theories only focused on the function and dimensions of the mentoring relationship, and failed to pay attention to cultural aspects and power dynamics within such relationships. Some mentoring theories have been developed in line with this criticism of a lack of cultural consideration in mentoring research. Mentoring theories that emphasize cultural aspects will be presented in a later section.

Mentoring international students

Consistent with the lack of cultural consideration in general, mentoring international students has not gained much attention in academic research. Limited research indicates that although there are great overlaps between international students' and domestic students' mentoring experiences, international students do report some different perspectives. Specifically, Rose (2005) finds that, in comparison with domestic students, international students prefer mentors who are more willing to engage in personal relationships, but they do not differ in terms of needs for specific academic assistance from mentors. Rose discusses how international students lack in social support in general, and they may need more social support than domestic students.

In a separate study, Ku et al. (2009) addressed the international student experience of mentoring groups, not the one-on-one individual mentoring relationship. Interestingly, they also found that international students joined the mentoring group for social support, rather than solely as a means of career development. Thus, Ku et al. (2009) discuss the unique needs of international students in graduate programs, emphasizing these students' need for support.

Overall, the limited number of studies indicates that international students will benefit from the mentoring experience, but their needs and desires might look slightly different from domestic students. Unfortunately, to my knowledge, no research has focused on international students' unique one-on-one mentoring experience in counseling psychology.

Mentoring Models

Traditional Mentoring Models: developmental models

Mentoring theories have been influential in developing research models with varying levels of focus on the different aspects of the mentoring relationship. Traditional models have tended to focus on relationship development. For example, O'Neil and Wrightsman (1981) focus on the developmental nature of relationships, paying attention to the changes in interaction between students and mentors. They assert that earlier interactions of mutual decision making between mentor and protégés is crucial in developing a positive mentoring relationship. Using findings from social psychology, O'Neil and Wrightsman emphasize attractiveness in relationship and the quality of the interpersonal relationship rather than just focusing on the function of the mentoring relationship.

Similarly, Kram (1983) has developed a stage model of mentoring with psychology students. According to her, the mentoring relationship is composed of four stages; initiation, cultivation, separation, and redefinition. At the initiation stage, a mentor and a protégé begin to explore the relationship and set expectations. In this stage, a working relationship is formed by discussing and identifying mutual goals, tasks, and roles. In the second stage (cultivation), the mentoring relationship thrives through guidance and support provided by the mentor for the protégé. In this stage, the mentor also obtains benefits from the relationship. This is where mentoring relationship is the most strongly bonded and both parties are fully committed. In the separation stage, the protégés becomes independent from the mentor. This happens either due to organizational change (e.g., graduation, end of program) or due to other changes in either the mentor or the protégé (e.g., changes in availability, changes in the need for independence). Here the nature of relationship is significantly changed, and they generally become less deeply involved in the relationship. At the last stage (redefinition), the mentoring relationship may end or become a different type of relationship (i.e., peer).

These developmental mentoring models provide insight about the developmental nature of the mentoring relationship. However, some scholars have criticized these developmental models for their lack of consideration of power differences and of the cultural aspects of the mentoring relationship (Benishek et al., 2003; Chan, et al, 2015).

Multicultural feminist mentoring model

In response to the critiques to the former developmental models, researchers have focused on developing culturally sensitive different types of mentoring models. Two impactful mentoring models focus on power differences and multicultural issues in the mentoring relationship. Fassinger's (1997) feminist model of mentoring focuses on the power dynamic in mentoring relationships, by noting that mutual decisions of the mentor-mentee dyad are important in a successful mentoring relationship. Fassinger's model involves a rethinking of power and a commitment to values of collaboration, mutual respect, and diversity. Fassinger clearly articulates the need for feminist mentors to challenge issues of power differences, the status quo, and social changes. She strongly advocates for empowering protégés in the relationship, thus avoiding the repetition of power dynamics that have been damaging in society.

In response to Fassinger's work, Benishek et al. (2004) have presented a multicultural feminist model that expands on the issue of multiculturalism in the mentoring relationship. Benishek et al. point out that cultural issues are not infused explicitly in Fassinger's model and propose the importance of an interactive and explicitly identified relationship. In a multicultural mentoring relationship, recognizing and respecting cultural differences are critical. Benishek et al. suggest that expecting to have equal power in the mentoring relationship would be ideal, but unobtainable. Thus, the authors propose to recognize and openly discuss power differences, rather than simply ignoring them. Also, the authors acknowledge the mutual benefit of multicultural mentoring relationships.

Taken together, Fassinger (1997) and Benishek (2004) have provided a sound theoretical framework with which researchers can address power dynamics in relationships, the reciprocity of mentoring, and the importance of social dynamics. These models also dictate that unsuccessful mentoring occurs when a mentor and a mentee do not have clear expectations about the mentoring relationship. Therefore, successful mentoring relationships are likely to occur when mentor and mentee actively acknowledge the power differences in the relationship, work on the differences between them, and discuss their expectations of the relationship. Despite the strong theoretical framework of these models, both theories were developed from philosophically driven rather than empirically driven perspectives (Chan et al., 2015). Thus, Chan et al. (2015) have conducted a qualitative study to expand and empirically test their frameworks.

The multicultural, ecological, and relational model of mentoring

A multicultural, ecological, and relational model of mentoring (Chan, et al, 2015) provides a useful framework for understanding multicultural mentoring. It allows for a holistic understanding of mentoring by focusing on the relational processes, multicultural issues, and ecological aspects of mentoring dyads. The model describes the functions, dimensions, and types of mentoring practices that arise within the mentoring dyads. It also emphasizes external factors in the mentoring relationship – the cultural-societal backgrounds of mentor and protégé.

Additionally, the model is empirically developed through a qualitative research method, and thus, the model holds scientific advantage. In developing this model, Chan et al. (2015) interviewed 24 participants including nine faculty mentors and 15 minority doctoral students from counseling and clinical psychology programs (Chan et al., 2015). The nine faculty included individuals from various ethnic backgrounds (African American, Mexican American, Asian American, and European American), stages of career (assistant position, associate position, and full-time faculty), and ages (40 to 74 years). They identified themselves as "middle" or "upper/middle" class. A total of 15 doctoral students were all mentees of those nine faculty mentors. The mentees were composed of various ethnic backgrounds (African American, Latino/a American, Asian American, and biracial), stages of degree (predissertation, dissertation, and internship stage), and ages (25 to 47 years). Most mentees reported their socio-economic status as "middle class," but some reported themselves as "working class" or "upper/middle class." Chan et al. (2015) collected multiple sources of data (i.e., interviews, emails, publications) for triangulation and to ensure the trustworthiness of their research.

Utilizing grounded theory, the researchers have been able to develop a theory that captures the multidimensional and multi-relational nature of the mentoring relationship. Chan et al. (2015) first capture the types of mentoring practices, the functions of mentoring practices, and the dimensions of mentoring practice. They describe specific behaviors which demonstrate types of mentoring practice. These range from basic practices such as listening, to expanding the vision of protégés. The types of mentoring practices are then grouped into different functions of mentoring practice. The functions of mentoring practices are grouped into six categories: providing support for individual career development, relationship building, providing protection, providing validation, building a supportive network, and providing access to the inside story. Their identification of the types of mentoring practices and the functions of mentoring practices appears

to be similar to that of the traditional mentoring models (e.g., O'Neil & Wrighstman, 1981) as discussed in the previous section.

Regarding the dimensions of the mentoring, Chan et al. (2015) state that mentoring practice can occur on an individual level, a relational level, and an upper-context level (i.e., institutional, professional, and societal). The recognition of this upper-context level is important in this model, since the model is for minority students, who will likely encounter multicultural issues in their career development. Understanding of institutional, professional, and societal barriers and a need for guidance for those barriers can be similarly found in Fassinger's (1997) and Benishek et al.'s (2004) feminist and multicultural mentoring models.

Chan et al. (2015) also identify five themes of mentoring minorities from their data: (i) career support and guidance tailored for ethnic minorities; (ii) relationality between mentors and protégés; (iii) significance of contexts; (iv) interconnections across contexts; and (v) multidirectionality of interactions between contexts. The significance of Chan et al.'s work, that goes beyond the previous mentoring models, can be found in their third, fourth, and fifth themes, through which Chan et al. acknowledge the multicultural and ecological factors in mentoring.

Through the data analysis, Chan et al. (2015) find that a holistic understanding of the mentoring relationship requires a recognition of individuals' contexts, namely, the cultural/social backgrounds of individuals in the mentoring relationship. Four types of contexts are identified in the study: family and community, the university, the field and professional psychology, and society and culture. Chan et al. (2015) assert that none of these contexts should be ignored since holistic identity cannot be separated from context. For example, they describe a student's experience of inviting her parent to her thesis defense in order to explain how her family context interacted with her career development. They also provide an example of a student whose minority identity developed further through participation of minority professional organization. Overall, Chan et al. suggest that healthy career development requires overall growth of protégés in both their work and personal settings.

In addition to the recognition of contexts, Chan et al. describe how the contexts of mentors and the contexts of protégés are all interconnected and multidirectional. They suggest that recognizing and embracing the interconnections of contexts would provide opportunities for professional development in mentoring relationships with minority students. They also suggest that professional development through mentoring can assist overall well-being of individuals in

mentoring dyads, as well as contexts surrounding individuals (multidirectionality). In sum, Chan et al. (2015) have gone beyond recognizing what happens between two people in mentoring dyads and have sought a holistic understanding of the mentoring relationship within multiple layers of context. The figure from the study represents the dynamic of mentoring relationship (see Figure 1; Chan et al., 2015, p. 601). The concentric circles represent the contexts of mentor and mentee, while arrows represent interaction between contexts in each dyad. The middle block one-sided arrows depict mentoring dimensions and functions.
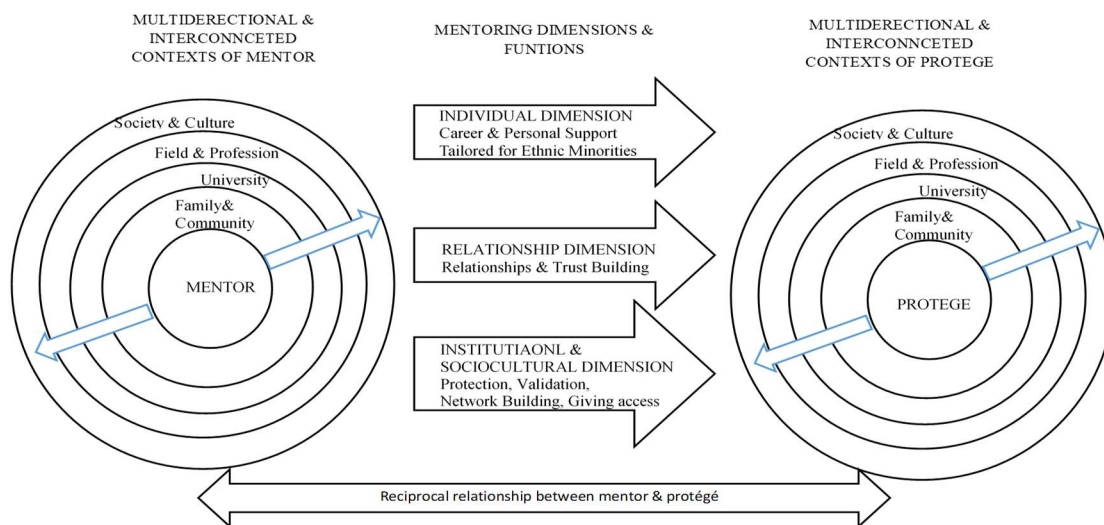
Figure 1. Mentoring Ethnic Minority Doctoral Students (Chan et al., 2015, p 601)

Overall, the multicultural, ecological and relational model of mentoring (Chan, et al, 2015) is a strong theoretical framework for understanding mentoring relationship. The model provides unique insight to multicultural aspects of mentoring by addressing contexts and complex nature of mentoring relationship within contexts. It also provides guidance for researching culturally diverse student population. Obviously, the model also did not dismiss basic aspects of mentoring relationship, such as dimensions and functions. With the current study, specific relevance of the model lies in three folds in this study. First, the model was developed by interviewing counseling and clinical psychology graduate students and their mentors, thus it is very appropriate to the counseling psychology student population. Second, the model is appropriate for international student population, as it was developed to capture multicultural issues in the mentoring. Finally,

since the model focuses on the contexts and dynamic of contexts, it will allow the close investigation of dynamic of international students' context, which includes acculturation that international student go through.

Rationale for the Current Study

In this study, I am interested in gaining an in-depth understanding of international students' mentoring experiences in counseling psychology, and of issues of multiculturalism in the mentoring dynamic. My main research question is: what is the international student experience of mentoring in counseling psychology programs? Due to their small numbers, international students in counseling psychology is a difficult population to study using quantitative research approaches, but their unique experiences can be better addressed in a qualitative study.

As I discussed in the foregoing literature reviews, international students' experiences of counseling psychology training are highly unique, and can be markedly different from those of other groups of students (e.g., domestic students, international students in other fields). It appears that they share some similar experiences with other student groups, but the unique training environment provides additional challenges to students of counseling psychology. Up until now, only a limited number of studies have been conducted to understand and support their professional growth. Fortunately, scholars focused on international students in counseling psychology all mention the importance and the promising impacts of individualized guidance and support.

As a way to provide individualized guidance, I have introduced the mentoring relationship and provided literature reviews. According to the literature, mentoring can promote positive development in students, but not all mentoring guarantee the same effectiveness. There is a critique of the lack of consideration of cultural issues in student mentoring. Furthermore, studies on the mentoring experiences of international students are even more lacking. To focus on international students' unique experience, therefore, I have explored the potential of the multicultural, ecological, and relational model of mentoring (Chan et al., 2015), which may be able to capture the international students' unique mentoring experiences in counseling psychology.

International students in counseling psychology are a vulnerable population as they encounter multiple difficulties in their training. Their importance in the field and training cannot be overlooked at the current time. Overall, examining international students' mentoring experiences, with attention to the multicultural aspects of mentoring, appears to be a promising

topic for providing knowledge that promotes a better understanding of international student experiences and possible ways to promote their growth through the mentoring relationship.

CHAPTER 3: METHOD

In this chapter, I describe the process and procedures of the research design. First, I present an overview of research design, including the rationale for the selection of a CQR method (Hill et al., 1997; Hill et al., 2005), followed by a description of the research participants, researchers, instruments, data collection, and data analysis. At the end of this chapter, I discuss the trustworthiness of the current study.

Overview of Research Design

The purpose of the current study was to gain an in-depth understanding of international students' mentoring experiences in counseling psychology. To achieve this purpose, this study was guided by Chan et al.'s (2015) multicultural, ecological, and relational model of mentoring as a theoretical framework. In this study, I attempted to gain rich descriptions of international students' mentoring experiences. Specifically, this study aimed to gain an insight into the complex nature of the international students' mentoring relationships and their perceptions about the significance of mentoring relationships for their professional development, specifically in the context of counseling psychology training. Although the multicultural, ecological, and relational model of mentoring (Chan et al., 2015) guided me to develop research ideas and understood the current literature, the purpose of this study was not to seek evidence that fit with the model; rather, I was guided to discover international students' own perspectives in their counseling psychology training. Thus, to achieve the current research purpose and answer the research questions, a qualitative research approach was used in this study.

A qualitative research approach was a good fit with the current research purpose in multiple ways. Strongly anchored in the constructivist paradigm, qualitative methods would allow researchers to study problems in their contexts (Ponterotto, 2005). In this study, the theoretical framework (i.e., the multicultural, ecological, and relational model of mentoring; Chan et al., 2015) focused especially on contexts in the mentoring relationship, and on the relationships between these different contexts. Chan et al. emphasized that recognizing contexts in mentoring relationships would be critical and required, and that individuals involved in mentoring to be considered as individuals in contexts. Thus, a qualitative method, which would allow for an

understanding of the complexity of phenomena in their contexts, was suitable for the aims and objectives of this study.

In addition, qualitative research methods would allow researchers to be naturalistic and interpretive in their engagement with the world (Denzin & Linconln, 2000), rather than simply having to verify or falsify prior expectations. Going back to the research purpose, even though I utilized the mentoring model to guide me to explore my research question, I was not planning to seek evidence to prove or disprove the model. Instead, I planed to discover participants' own voices from the data, and to highlight the meanings that they made in their mentoring experiences. As opposed to a quantitative research approach, which often would operate by testing a fixed hypothesis, qualitative research methods would allow researchers to explore phenomena with general research purposes or questions (Hill et al., 1997; Hill et al., 2005). Thus, a qualitative method allowed me to be flexible and open to discover new information from the data.

Additionally, qualitative research methods would allow researchers to examine topics that are difficult to study because of the limitations of quantitative research methods (Creswell, 2015; Hill et al., 1997; Hill et al., 2005). For example, only a limited number of international students are enrolled in counseling psychology programs in the US, and therefore their experiences would not be appropriate for quantitative analysis that aims for generalizable results.

Consensual Qualitative Research

From a number of qualitative research methods, I chose to utilize CQR, which have been found to be an a common method that would enable the production of rich descriptive results (Hill et al., 1997). Consensual qualitative research has been found to be especially applicable in counseling psychology, as it has enabled in-depth analysis of individuals' experiences as well as discovering common themes across individuals (Creswell et al., 2007; Hill et al., 2005). In developing CQR, Hill et al. integrated the strengths of grounded theory, phenomenology, and comprehensive process analysis, and provided sophisticated methodological steps. As a result, CQR is appropriate for finding subjective meaning out of the data, like other qualitative research methods, yet allowing some objectivity through the analysis process.

Through CQR, I obtained an in-depth understanding of international students' experiences in context, using data comprised of international students' own, subjective voices. On top of in-depth understanding, I was able to provide some reality and objectivity through analysis. For

example, I sought to discover different types of themes and understandings, which Hill et al. (2005) described as "general," "typical," and "variant." Lastly, I was able to minimize researcher bias using CQR. Minimizing researcher bias was important in this study because I, the main researcher, am also an international student in counseling psychology training. The CQR provided multiple recommendations to make researchers aware of researcher bias, such as having a research team, having member-check, and keeping memos. The five elements of the CQR are: (1) open-ended questions that allow in-depth examination, (2) a room for multiple perspectives by having multiple judges, (3) consensus among judges, (4) at least one auditor to check and minimize groupthink, and (5) the data analysis that encompasses domains, core-ideas, and cross-analyses. Additionally, using CQR, researchers are strongly encouraged to consider the context of the data as well as the context of themselves, including their pre-existing beliefs and biases (Hill et al., 2005).

Participants

In CQR, it is clearly stated that researchers should recruit participants who can provide deep and meaningful information (Hill et al., 1997; Hill et al., 2005). Thus, in this study, the participants will be purposefully selected among international trainees in counseling psychology; only participants who were willing to provide rich descriptions of their mentoring experiences and who were enrolled in APA-accredited counseling psychology doctoral programs were invited to the study. Students who identified themselves as international students, regardless of their visa status, were welcomed to participate in the study. Additionally, to examine all aspects of counseling psychology training experiences, only students with one semester of both research and clinical training (i.e., practicum) were included. Based on Hill et al.'s recommendations (1997), an effort was made to recruit 12 to 15 participants for the full interview.

Through recruitment invitation, international students who were interested in participating in the study entered the pre-study survey. A total of 34 of international counseling psychology graduate students entered the pre-study survey. The potential participants provided their demographic information (e.g., home country) and background information (e.g., years in training) via pre-study survey (see Appendix E). The main researcher did initial screening through the pre-survey data. International students who did not provide their contact information, who did not finish the whole survey and who did not meet the criteria for the study (n = 8; e.g., having at least one semester of both research and clinical training) were excluded from the potential participants list. Also, even if international students answered all survey

questions and provided their contact number, when they indicated that they currently did not have a mentor (n = 5), they were removed from the potential participant list.

As a result, the potential participant list consisted of total 21 international students. Among those 21 international students, 16 self-identified as females and 5 self-identified as males. According to the pre-study survey results, potential interviewees were fairly diverse. Birth years were ranged from 1978 to 1993 (medium year = 1990), and years in training were ranged from 1 year to 7+ years (medium years = 4 years). Potential interviewees represented nine different countries. Among them, 16 stated that English was not their first language. Only four reported that they have had a mentor who shared their cultural background, while majority of them stated that their primary mentors had a different cultural background. Among participants, fourteen of them reported that their academic advisor was their primary mentor, while 7 reported that their primary mentor was outside of their assigned academic advisory relationship. Out of 21, 12 of students reported that they resided in a program where there was an international faculty. 3 students reported that they were the only international trainee in their program.

With the final potential participants list, which included diverse 21 international students, and the main researcher started to make initial contacts with participants. All initial contacts were made via email, where participants received study information, consent form to sign and interview protocol. Some participants did not response to the main researcher's contact. After the first eight participants were recruited, the main researcher noticed that majority of those participants were from East Asian countries (e.g., China, Hong Kong, South Korea, Taiwan). Thus, afterwards, the main researcher purposely contacted participants who reported different country of origins to recruited diverse population. As a result, through screening and purposeful contacts, recruitment of interview participants resulted in 13 international students (Table 1). The final 13 interviewees were diverse in their age, years in US, training stage, and nationality. Years of birth of participants ranged from 1978 to 1993. Years in the US ranged from 2 years to more than 20 years. Years in their Ph.D training ranged from 1 years to 8 years. Participants' home countries were Brazil, Canada, China, HongKong, India, Korea, Malaysia, Taiwan and Turkey. Two participants reported English as their only first language, two participants were bilingual, and nine participants reported English as their second language. Of 13 participants, only one was from Psy.D. program with scholar-practitioner training model, while the rest of them were from Ph.D. programs with scientist-practitioner model. One participant reported that they are on J-1 visa, one reported that they recently obtained green-card (formerly F-1) through marriage, and the rest of participants reported that they were on F-1 visa.

In this study, the research team decided not to include detailed descriptions of each participants, because some identity variables appeared identifiable, and few participants also voiced their concern about being recognized by their mentors and advisors.

Table 1

Basic Participant Demographic Information with Pseudonym

Participant Pseudonym	Country of origin	First language	Main mentor
Luca	Brazil	Portuguese	Academic advisor
An	Taiwan	Bilingual including English	Academic advisor
Riya	India	English	Academic advisor
Da-chung	China	Chinese	Multiple people
Fangsu	China	Chinese	Academic advisor
Putri	Malaysia	Bilingual including English	Former academic advisor
Miray	Turkey	Turkish	Multiple people
Jihye	Korea	Korean	Academic advisor
Fangsu	China	Chinese	Academic advisor
Zara	India	Non-specified (English is second language)	Academic advisor
Gen	Hong Kong	Trilingual: Cantonese, Mandarin and English	Academic advisor
Shein	Canada	English	Academic advisor
Daewon	Korea	Korean	Former program-mate, Early career

Researchers

The research team was consisted of primary investigator and two research team members. Additionally, one faculty researcher, who is the advisor and dissertation chair of the primary investigator, served as an auditor. The main researcher, I, developed the current research questions, created the initial interview questions, conducted all interviews, and recorded decisions of team during data analysis. Two research team members reviewed data, participated in data analysis, and provided continuous feedback to the main researcher even after the data analysis was done.

I, primary researcher, am a Korean, female, heterosexual, cis-gendered international student in counseling psychology who just completed pre-doctoral internship. I came to the US in 2006 to pursue a degree in psychology, have continued my education in the US, and completed bachelor's and master's degrees in US institutions. Since I started my Ph.D. training, I experienced multiple difficulties in my life including loss of a close relative to suicide, experience of mental health and physical health issues, and experience of visa complications. I found those difficulties shaped my training experience, as it provided challenges but also empowered me to develop resilience and research interests.

The additional two research team members are also international students in counseling psychology. First member is a fifth year doctoral student in a counseling psychology program, who grew up in Mumbai, India. She had 2 years of boarding school experience in Singapore and B.A. degree in the U.S. The second member of research team is a sixth-year doctoral candidate in counseling psychology from Malaysia, who also just completed pre-doctoral internship. She has lived in US as an international student for the past nine years.

As all three research team members are international students, the current study was very "close to home" for the members. The team members shared their frustration, anger and sadness with some of negative experiences that international students described in this study, including experience of discrimination and under-supported stories of participants.

Additionally, team members were affected by socio-political climate during the data analysis, as it was during the Covid-19 pandemic, when more discriminatory actions against Asian (especially toward those from Chinese background) were observed, presidential proclamation targeting against international student community was announced (July 6, 2020), and travel-ban was put placed to different countries. In addition, the killing of George Floyd and Black lives matter movement also impacted team members' experience and heightened needs for social justice. The team members often reported social justice issues that they experienced and observed in research team meetings, and also acknowledged how those experience "shaped" their perception of data. Team members recognized how they were holding biases and thoughts throughout the data analysis, encouraged others awareness in relation to data, and provided support for each other.

Research Instruments

Pre-Study Demographic Questionnaire

Demographic and background questions were asked to all participants who agreed on informed consent. The questions concerned sex, age, Social Economic Status (SES), years in the program, years in the US, characteristics of their program (e.g., presence of minority faculty and percentage of minority students), current career goals (i.e., academic, practitioner, or academic and practitioner), and the existence of mentors from the same culture (Appendix E).

Interview Protocol

After they answered open-ended questions, international students were asked if they wanted to participate in a 45–60 minute, semi-structured interview with the researcher. The interview protocol was developed by the researcher and pilot tested twice with international students in the main researcher's home program prior to administration. The researcher developed questions and modified interview questions from Chen et al. (2015) to capture the unique experiences of international counseling psychologists in training. For example, the question, "How has she/he supported you as an ethnic minority person, personally and professionally?" was modified to "How has she/he supported you as an international student, personally and professionally?" (See Appendix F). Additionally, as the interview was semi-structured, the main researcher often used reframing, follow up questions and summarization (e.g., "It sounds like you had difficult experience" "Can you tell me more ?" "So, you were experiencing academic challenges.") for participants to provide clarification and more rich descriptions.

Procedure

Recruitment

Snowball sampling and purposive sampling methods were used in the study. Potential participants were recruited though various methods. First, the main researcher contacted psychologist groups that affiliate with Division 17 (Society of Counseling Psychology) and Division 52 (International Psychology). An email request was sent to each group once the researcher gained permission from the group administrators. Second, social media (e.g., Facebook) was also used to recruit participants. The main researcher created a post inviting international

counseling psychology students to a study, and asked people to share the post. The first two attempted only yielded 4 interested international students. Thus, the main researcher contacted training directors of APA accredited counseling psychology programs, based on the list on Division 17 and APA -Search for Accredited Programs, which were in total 75 at the time. Lastly, once an international student participated in the study, the researcher asked for further referral. In the invitation emails and the posts, a link to a Qualtrics survey page was provided. In the page, a study description was given, and a consent form and directions for students were provided.

Data Collection

Once a student provided consent to participate in the study on the first page of the Qualtrics survey, students were asked to answer demographic questions and open-ended questions. At the end of the survey, international students who were interested in participating in the interviews were directed to a new Qualtrics page and asked to provide their contact information for interview. A separate Qualtrics page were used to detach their written answers from their contact information, and thus to protect their confidentiality.

For the interview, the initial contact was made via email or telephone to introduce the study and to screen the participants. Hill et al. (1997) address the importance of recruiting participants who have a rich experience in the topic. Thus, the screening process involved confirming that the students did indeed have mentoring, research, and clinical experiences, and that they were willing to sharing their mentoring experiences. At the end of the screening, the researcher and potential participants agreed on an interview time and method (e.g., face-to-face, Skype or zoom).

With interview participants, an additional consent form was administered and the informed consent form explained the purpose of the interview, steps to be taken to ensure confidentiality, limits of confidentiality, risk and benefits, and compensation. The main researcher verbally answered any questions that participants had before the interview, as she introduced the informed consent form. The 13 actual interviews were conducted. All interviews were conducted via online, either Zoom calls or Skype calls. Each interview lasted 45–90 minutes. The main researcher contacted each interviewee one or two weeks after the interview for follow-up. Each participant received a $25 Amazon gift card as an incentive.

As the main researcher purposefully recruited participants who were different from other participants who already participated in the study, the main researcher took time between when

she first recruited few participants to the next recruitment. Thus, the entire recruitment process and the data collection took about a little more than year from November of 2018 to December of 2019.

Transcription

All raw interview data was transcribed verbatim by the main researcher, albeit omitting non-linguistic utterances (e.g., "um"). The written answers and final transcript contained no identifying information (e.g., names, places), and each participant was assigned a code number for analysis.

Data Analysis

Consensual qualitative research (Hill et al., 1997; Hill et al., 2005) has been introduced as a qualitative research approach; it has been found to be a common method that enables the production of richly descriptive results (Creswell et al., 2007). The overall analysis was threefold in general, as proposed by Hill et al. (1997): developing coding domain, constructing core ideas, and developing categories through cross-analysis. Domains are chunk of data with unique topcis, which are created by researcher to organize data into overall/meaningful structures. Whereas core ideas are summarization of raw data that provide concise information. Lastly, categories are smaller units within domains across cases, which provide unique conceptualization and organization of data into themes.

The steps in analysis in original CQR are introduced somewhat linear, but the actual analysis process in the current study were more simultaneous (e.g., domain development, core idea constructing and developing categories happens together) than a linear process.

To expedite the analysis process, the main researcher presents data into a table format to research team, as this allow easy sorting and organization of data (Hill, 2012). Research team retraced previous steps multiple times, according to team decision to review and introduction of new transcripts.

Domain

The research team reviewed transcripts together to develop the various topic domains. Each team member reviewed and developed domains independently, and then the team met to reach a

consensus. When the initial domain consensus was developed, the team discussed the coding using these initial domains. In this process, more domains were created while some were combined or changed. Each research team member coded additional transcripts using the initial domains independently, and then they met again to review the domains and made revision. After 5 revisions and review of 8 interview data, the team decided that they had developed sufficient domains. Once the finalized version of domain was created, the research team coded remaining 5 interview transcripts. The remaining five interview transcripts were coded by the main researcher first, and then the other two research team members reviewed the main researcher's coding, and then the entire team met for final consensus again.

Core Idea

The team worked on constructing core ideas, while they were developing domains as well. Core ideas in CQR represent the essence of the data with clarity, summarizing the raw data into few words (Hill et al., 1997; Hill et al., 2005). The main researcher presented the table format data to the research team that contain core idea. The other research members each worked independently to create their own core ideas to help the main researcher to revise core ideas (e.g., adding details; Hall, 2012). While working on domain consensus, the team also come together to discussed and core ideas as well by revisiting raw data from interview (Hall, 2012). The main researcher updated the final core ideas, as the analysis progress, while all members of the research team maintain close relationship with entire data (Hall, 2012).

Cross-analysis/category

Lastly, once consensus was reached on the domains and core ideas, the team examined the core ideas across cases, and created categories. The categories represented common themes and topics across cases (Hall, 2012). The process of developing categories also required multiple modifications and changes until the team reached consensus. How the core ideas were divided among the various categories were examined (cross-analysis; Hall, 2012). According to the frequency of categories, the categories were grouped into "general (i.e., applied to all of the cases)," "typical (i.e., applied to 7 of cases)," or "variant (i.e., applied to one or two cases)."

The auditor provided feedback when draft of domain was created and when the consensus version of categories was reached. The auditor pointed out too many categories (i.e., 9 categories on domain 1) on one domain, and descriptions of two domains appeared similar. The team took the first feedback in and grouped categories into three big categories and subcategories. Additionally, the main researcher and team re-wrote the description of two domains to show differences clearer.

Throughout the data analysis process, the research team had 10 video-conference meetings, which lasts from 1 hour to 4 hours, also had on-going email exchanges throughout the analysis period. The duration of actual data analysis took about 11 weeks, but during the early stage, due to the main researcher's absence due to visa issue, the data analysis was on hold about 4 weeks period. The video-conference meeting and email exchange were the best available method for research team meeting and discussion, not only as all members resides in different states with different time zones, and also the data analysis took place during the Covid-19 pandemic.

Trustworthiness of Data

Trustworthiness represents a quality of qualitative research that corresponds to the validity of quantitative research (Morrow, 2005). Morrow (2005) emphasizes the importance of trustworthiness in qualitative research and explains that it depends on the paradigm of the study. In this study, I utilized multiple strategies to accomplish the trustworthiness.

Among many issues to consider when assessing the trustworthiness of a qualitative study, Morrow (2005, 2005) identifies adequacy of data, the quality of analysis, and researcher subjectivity and reflexivity as important. To obtain adequate data, the main researcher utilized a purposive sampling method, and multiple data sources (i.e., demographic data, open-ended questions in survey, interviews) were collected from the participants, a large enough sample (13) was recruited, and data were checked for saturation, that, specifically, for the current study, no substantial changes were observed after data coding of 8 transcripts (Hill et al., 1997). High-quality analysis has been assured by following the steps of CQR. The research team worked together to ensure that these steps were followed, and frequently went back and forth between the data and the emerging themes. Additionally, the process of data analysis was documented in detail to enable replication of the study procedure. Lastly, the issue of researcher subjectivity and reflexivity, which includes the expectations and biases of the researchers, has been managed

through a conscious effort to remain aware of bias, including a process of recording thoughts before and during data collection and data analysis, having open discussions with the research team, and maintaining open minds about the existence of bias. In qualitative research, especially from the constructivist perspective, researchers recognize that bias is inevitable, and thus utilize bias in analysis (Morrow, 2005). Indeed, I sought to recognize my biases throughout the study, to record them and try to utilize them in analyzing the data.

CHAPTER 4: RESULTS

In this chapter, I present the findings from 13 interviews conducted for this study. The data from 13 interviews yielded five domains and number of categories under each domain through CQR data analysis process (please see Table 2). Categories endorsed by all participants are labeled as "general", by more than half of participants are "typical (7 or more participants)," or "variant (two to six participants)."

Table 2

Categories and Subcategories Organized by Domain

Domain	Category/Subcategory	Frequency Label (n)
1. Contextual factors that shape international students' experience and mentoring relationship	Personal context	General (13)
	General personal factors	Typical (11)
	Participants' personal journey to counseling psychology	Typical (12)
	Professional training context	General (13)
	Reflection of program context/climate/dynamic	General (13)
	University and community involvement	Variant (4)
	Reflection of the counseling psychology field	Variant (5)
	Socio-cultural-political context	General (13)
	Cultural adjustment to the US	Typical (11)
	Legal and immigration factors	Typical (7)
	Discrimination/microaggression in the US	Typical (11)
2. Conceptualization of mentor and mentorship	Who can be a mentor?	Variant (6)
	How is a mentor different and/or similar to others?	Typical (8)
	Positive characteristics of a mentor	General (13)
	Participants' overall expectation of mentor and mentorship	General (13)
	Consideration for international status	Variant (6)
3. Reflection of mentoring relationship and dynamic	Structural factors in mentoring relationships	General (13)
	Relationship development	Typical (11)
	Exploration of cultural differences and identities	General (13)
	Significant and catalyst events	Typical (11)
4. Types of mentoring support and impact	Support for academic progress/program completion	Typical (12)
	Support for professional development	Typical (11)
	Support for wholistic well-being: emotional/psychological/physical health issues	Typical (12)
	Support for cultural adjustment and immigration issues	Typical (12)
5. Mentoring pitfalls and negative experience	Negative impact on mental health	Variant (3)
	Mentor's shortcoming: general	Typical (12)
	Mentor's lack of cultural competence	Typical (10)
	Protégé's hesitation and lack of trust	Typical (9)
	Protégé's resilience: additional support seeking	Variant (5)

Domain 1: Contextual Factors that Shape International Student's Experience and Mentoring Relationship

The contextual experiences of international students, before and during the mentoring relationship, were discussed in this domain. More specifically, this domain captured what happens outside of the mentoring relationship that directly and/or indirectly impacted participants' overall training in counseling psychology as well as mentoring experiences. As an international student in counseling psychology training, each participant described their unique journey, including both positive life experiences and challenges. Participants naturally described their experience as they explored their mentorship, and later, explained how those experiences impacted their mentoring relationship. Even some contextual factors, which might not seem to be directly related to their mentoring experience (e.g., health, personality), affected their adjustment to the U.S., training experience (e.g., research interests), and interpersonal relationships with others in their programs, in the end became indirect factors that shapes mentoring experiences. Therefore, this domain captured international students' first-hand experience, such as relationships with peers and the experience of discrimination, and their second-hand experiences, such as observations about US culture, program climate, and perception about the counseling psychology field and training. The participants' experiences in this domain were grouped into three categories: 1) personal context, 2) professional-training context, and 3) socio-cultural-political context.

Category 1. Personal Context

In this category, participants described their intra-personal factors, personal history, and their close relationships. This category was grouped further into two subcategories, "general personal factors" and "participants' own journey to counseling psychology."

Subcategory a) General Personal Factors

In general, participants reported how they lived their lives outside of mentorship and training and how they were affected by those experiences. Personal factors appeared to indirectly impact international students mentoring experience, as those factors shapes participants ability to engage in training. Often, participants identified their family/significant other relationship issues,

such as making a decision to be closer with their significant others and taking care of their partner when they are sick. For example, Luca described time when his partner was sick:

> Luca: one of a significant event that happened to me ... when I came here [U.S.] came with my wife. And I already said this, and she did get sick a couple of years ago. My wife is actually also in the program. She's also in a counseling psych program. So she got sick … we really needed some help and adjusting class schedule and work schedule all of those things.

Some participants also mentioned financial difficulties and physical health issues that have a direct or indirect effect on their experiences in the program including mentoring. An reported health issue that she experienced during training,

> An: So over the summer I had surgery because I was so stressed. I had an ovarian cyst, and it was bothering me because it was hurting. And so over the summer while I was working on my dissertation, this was right before internship, I had to go through surgery.

Daewon described his concerns with money,

> Daewon: … being in the United States cost money, financially it has been a struggle for a long time. To continue studying in United States as an international student. I had to get support from parents (from home). Also it is hard to get financial support from the school. Work-Study is not always possible, and even though I was supported through with scholarships. But it was discontinued from time to time, so I had to find graduate assistantships. Still, it is not enough. One of the reason is that we had to buy health insurance. So you know, working as a graduate assistantship was not enough to support my education was not enough to support my daily living. The cost was not enough. So I had to get support from my parents.

Additionally, participants also shared their intrapersonal traits, such as their personality traits. For example, Fangsu identified her personality trait as a factor impacting her overall experience,

> Fangsu: I am very shy, or I am very introverted. I do not speak a lot. Yeah, so that makes me generally more worried.

Subcategory b) Participants' Personal Journey to Counseling Psychology

While participants explored their individual contextual factors, they also indicated those personal factors motivated them to pursue and continue counseling psychology. As those factors

are more directly related to participants' mentoring experience in counseling psychology, they were grouped together. Participants described how they formed their initial interests for counseling psychology, what their previous training looked like, and what motivated them to seek mentorship. Of course, participants reported general factors such as research interest, previous experience in the mental health field, and career goals, which could likely be similar to those of students from the U.S.. However, some of the participants' stories were unique as those were related to their international student identity. For example, in regards to reasons for applying their graduate program, participants reported that they sought particular mentors/advisors prior to their Ph. D. training, few participants, including An, indicated that they were hoping to work with advisors and mentors who were culturally competent or culturally similar to them.

> An: when I was looking for doctoral programs, it was more, okay. I want to find advisors who also identifies as international students, when they were students, and then also have, you know, research interest in this particular population. And so that was my initial thought when was applying and then, I think mostly when I was looking for people with similar identity, not just for research, but also because they could understand the additional layer and having that international student identity, like the hardships that comes with it. And being able to also not pathologizing, see it as a strength as well, because, in a way, we're more adaptable to different cultures because we chose to come to another country just to study. So sort of like, those were the things that I was thinking about, and when I was looking for mentors and advisors.

Category 2. Professional-Training Context

Participants reflected on their professional context, including their training program, their university or other community, and the field of counseling psychology, which were grouped into three subcategories in this category.

Subcategory a) Reflection of Program Climate

Participants described a broad range of reflections about the experience in their training program. They reported their observation about other students (including ones from the U.S. and international), climate of their program, and their first-hand experience in the program. For example, participants commented on their perception of how other students are engaging with their advisors/mentors, as the observation provided a reference for their own experience. Participants

shared a short reflection of their current mentoring experience in comparison to other students' experiences. For example,

> Fansu: I mean it's really hard, I'm surrounded by all American students. And they just handle the relationship in a very great way. They can make some jokes together, laugh together and they just take it very easy. ... I'm so jealous that they can do very well (in their mentoring relationship).

Besides mentorship experience, peers in their program also provided a frame of reference for a sense of achievement. Riya explained that how she measures her progress by looking her peers' work.

> Riya: But at the end of the day, I still feel like I'm getting what I need from the program. I'm doing getting all my milestones. I meet all my milestones at the same time as my cohort, and they're all American.

Another essential experience in this subcategory was how participants perceived the program climate in relation to their international identity. They reported simple facts such as the number of international students in their program, or more complicated aspects such as cultural/systemic issues in their program and program climate toward international students. In regards to the number of international representations, participants disclosed positive experience when they noticed a large international representation in their program and negative experience when there is a lack of international representation. Jihye shared her experience of being in two programs, where representations of international student were quite different.

> Jihye: so I put this in my survey too. In my current program, there are zero international students, and zero international faculty. Whereas in my former program, there were two international faculties. Both of them, whom I was very close with. There were, I want to say, almost close to seven international students. So that was really great. And it just made me feel really like I belonged. I think that plays a role too.

Participants also described their perception of the collective attitude toward international students in their program. They often explained how members of their training program held different (negative) expectation for international students and failed to recognize the unique perspective of international students. Riya stated,

> Riya: Initially, … I feel like the expectations for me were lower than the expectations for my colleagues. And I was attributing that, to me being an

international student, sort of that feeling that "We don't know, working with international students. It's kind of foreign to us, literally. So we will treat them sort of more fragile than American students." And I definitely feel that not just from her but other faculty as well. And I would say I still don't know the answer if I am treated that way or not.

Similarly, Da-Chung also reported that international issues are "avoided/forgotten" in their program, and shared her disappointment.

Da-Chung: I think it's just as hardening that - even in the conversation and professors who are eloquent in talking about racial issue may be very awkward when they talk about international issue, which is disheartening because they are culturally aware or cultural stallers, but there are still blind spots internationally.

In general, both faculties and students impacted international students' perceptions and experience in training programs. Although some observations were more "neutral" as they only provided a frame of reference for international students, other remarks reflected the lack of multicultural consideration toward international students in the training environment.

Lastly, some participants also reported how they were feeling supported and belonged in their program. For example, Riya mentioned how she received support from their cohort when they experienced microaggression.

Riya: So it's been really great to have classmates who have been like, "no, this was really wrong, that they did this to you." "Do you need us to do something? Do you need our support?" And that really comes to my cohort, specifically, who's been that support for me.

Subcategory b) University and Community Involvement

Some participants reported how they had been involved in communities and support groups outside of their academic program. Participants explained that having community involvement and additional support systems helped them to adjust and feel belonged. They indicated that they were involved in student organization and campus activities. For example, Luca reported that he served in the international student council in his school.

Luca: In my University, I've served in the International Student Council, which is a community to kind of support and promote international students well being.

While some participants mentioned support in their program, some participants also reported that they needed support outside of their program. For instance, participants described that they need connection with others who have an international background, as they would feel more connected. Putri described how she benefitted from support from others.

> Putri: I didn't have a lot of international students in my program to connect with... it was still different. I connected with some level but not .. I did not really get all those questions answered or felt support. And then, I'd find [support] elsewhere. Basically, other friends, people like me, basically.

Subcategory c) Reflection of the Counseling Psychology Field

Few participants also reflected the uniqueness of the counseling psychology field, based on their own experience. While one participant described uniqueness positively, others expressed their concerns with multiculturalism and social justice in counseling psychology. Luca stated how he believe the field of counseling psychology can be more supportive for international trainees and internationally competent in general. He noted that how the field of counseling psychology is White and male centric.

> Luca: I think internationalization of counseling psychology and Counseling Psychology training for international students could be improved overall. I do think a lot of the .,... what I think that's a bigger question, I think a lot of the research a lot of the theories that we continue to use in our counseling, psych training and in psychology training in general here in the United States are very White American, male centric, and I think that it can be detrimental to our to our development as multiculturally competent psychologist. So I think there requires a lot more ... I know that's not an easy thing to do, there is no something to be done automatically. But I think there's a lot of internationalization of psychology, how we teach, and what we teach is something that has to be actually talked about as I don't know if it is yet. So I don't know. It is not so much about mentorship, but that's something that I think,

Jihye posed her thoughts about counseling psychology programs which do not accept international students who are not fluent in speaking English, and recognized how programs who accept international students are rare.

> Jihye: I think the fact that you accept international students who don't speak English fluently is ... I'm very rare in my program right now. Because there's this, I think notion or idea that you have to [in counseling psychology]... counseling is .., you have to speak English fluently because you have to talk to people.

Category 3. Socio-Cultural-Political Contexts

In this category, participants reflected on various experiences that they experienced related to their international identity, which would have been affected by socio-cultural-political contexts. International students' experiences in this category were further grouped into three subcategories.

Subcategory a) Cultural Adjustment to the US

As international students, participants often discussed their cultural adjustment to the U.S., which was multi-layered. Adjustment often involved difficulties and challenges that they have been experiencing on their daily bases, such as language difficulty and cultural practices/norms. Fang reported her difficulties with language and culture.

> Fangsu: … I was a little bit frustrated because I made mistakes in my comment... I felt like I'm still struggle with English, not in a very bad way. But there are some times like, I cannot come up with the appropriate words for a specific thing. And I'm not very familiar with the American culture. And there were some social situations, I think I was supposed to say something, but I have no idea about how to say that in English, something like that.

Their adjustment can also be more related to their training in counseling psychology, such as the difference in clinical expectations, academic writing style, and power difference in the academic setting. Da-Chung explained differences in academic writing between her home culture and the U.S.

> Da-Chung: When I was writing the dissertation proposal... I have a lot of doubts about the writing style - Chinese and English can be very different…. sometimes in Chinese writing, we would lay out the arguments and then make a conclusion. Rather than English writing. We make our topic sentence and making our points and then using evidence to support your points. So I think just a way of making arguments can be different.

Participants also discussed how they became a minority in the U.S. For example, Luca reported shifts in his identity/privilege status as he obtained minority status by coming to the US.

> Luca: As an international student, I think you face a lot of different barriers here... In my case, I think coming to the west from a Latin American country, I had so many privileged identities in Brazil, that here they get very different. I became an alien, and I became a Latino. My color was very different.

In general, participants reported that the cultural adjustment was a difficult process. Zara stated,

> Zara: I mean, I think it's hard ..because .. it's hard to know all of this stuff as an international student. But when I first moved here, it's a very different system back home. Back home, somebody is always telling you things. Here, you have to figure it out for yourself. And you don't even know that you have to figure it out yourself (laugh together). I think it took a lot of time,

Overall, participants indicated that the cultural adjustment they experienced in the US impacted multiple domains of their life, including daily interaction with people, their academic progress, and their identity.

Subcategory b) Legal and Immigration Factors

Besides general cultural adjustment issues, participants' legal and immigration problems have been identified as factors that significantly impact their experience. Legal issues were often salient in relation to clinical training, which is a major requirement in counseling psychology training. Besides, the failure of following legal/immigration rules would result in detrimental consequences (e.g., dismissal from the training program, expulsion from the U.S.) Naturally, with legal issues, participants often expressed their fear. An discussed how it is easy for international students to be undocumented.

> An: ... it's so easy to become undocumented. If you don't apply for your whatever, like making sure it's renewed and like the signatures are there. Like it's so easy to be undocumented, and all of a sudden, you're afraid of your existence in the state.

They also voiced their frustration in general with the rules. For example, Shein noted how she had to figure out her work opportunities according to immigration rules.

> Shein: But you know, we can only work 20 hours a week on campus, I hold two 10 hour week assistantships, so boom, I'm at my max. Um, so he'll, you know, if there are opportunities to do additional work, we'll figure that so it's during the winter break so I can have extra work. Um, so it's always kind of holding that piece.

Participants also reported those rules actually impacted their training experience and maintaining their financial status. Kura stated,

Kura: As an international student, I am not allowed to work off-campus, and our program doesn't... our stipend doesn't cover the summer. So in the first year, I found an [an opportunity], I can just do stuffs online, but they would require me to use the part-time CPT there.

Putri also reported how she had to remain "silent" when she discovered the complication between immigration rules and how she and other students in her program conduct clinical training. She was not only fearful for her, but for all international students in her program and department.

Putri: And I get kind of nervous, honestly. I was like, maybe I shouldn't do anything because it sounds like maybe I'm not following those rules accordingly. And so I was thinking what I should tell, and I still haven't told some of those [to my mentor and faculties]. It is like, should I tell her ? if I tell her, would that caused [a problem] in the whole department? "oh, none of my international students have done this" would it cause issues? Then, would it legally affect prac-sites that are not on campus? Because it sounded like when I went to one of the meetings on CPT stuff, our international affairs office was saying things that they didn't fit to what I've been doing and what are the international students are doing. And I was like "okay, I need to be careful with this." If I say too much, I'm going to get not just myself in trouble, but potentially other students can get in trouble. ......International Student Affairs Office on my campus is pretty terrible anyway, so maybe they're not knowing what they're doing

Subcategory c) Discrimination/Microaggression in the US

Participants reported that they had experienced discrimination and microaggression while they are in the US. These experiences ranged from the experience of overt racism to very covert microaggression. The situation where international students experienced racism also varied, but quite a lot of experiences happened in their institution. Gen reported that he experienced discrimination in his institution.

Gen: At one time, I was frustrated about White individuals, particularly on my campus, I encountered a lot of different individuals who are White .. - I was really depressed at that time, I could not have a full function, because it was hard to receive racist sort of things....because I was receiving a lot of negative comments because of my international students status.

Participants also noted how discrimination and microaggressions were more directly related to their training experiences. Kura shared his experience at her practicum.

Kura: Last semesters practicum, ... I wasn't at my best place last semester because it was my first semester .. and I had a lot of difficulties in our clinic. For example,

my clients kept dropping out. I didn't have enough clients. I just found it very challenging to do therapy in English.

Another important finding was that participants reported increased microaggression/discrimination since the beginning of the current Trump administration. Luca shared his personal experience.

> Luca: After Trump election .. It was a very hot topic around here. I had people calling me out in the streets and kind of talking about the wall and yelling, "you should go across the wall to the wall," which is very unfortunate, and having to experience overt racism, really terrible.

Experience of discrimination and microaggressions was a "general" experience for international students in this study. International students reported that those experiences impacted their mental health and professional development.

Domain 2. Conceptualization of Mentor and Mentorship

This domain captured participants' conceptualization of mentor and mentorship, which consisted of definition and characteristics of mentors, that participants both imagined and observed.. Participants noted that it was challenging for them to define a "mentor", as there was no clear definition that they have learned, but they were able to share their own conceptual ideas. Participants' often talked about their ideal mentor, which might or might not be similar to their current mentors. Additionally, participants also described what they do not think as mentorship. Participants discussed this conceptualization specifically from their perspectives as international students, thus their description of mentors often involved what mentors should do with international students.

Categories that emerged in this domain were 1) who can be a mentor, 2) how a mentor is different and/or similar to others, 3) positive characteristics of mentor, and 4) participants' overall expectation on mentor and mentorship.

Category 1. Who Can be a Mentor?

Participants identified people who potentially could be a mentor for them. Although participants mentioned that their advisor can be their mentor, they also mentioned other individuals with the potential to be mentors, such as clinical supervisors, faculty members, and peers.

Certainly, "assigned" relationships, such as academic advisor, research advisor, and clinical supervisors were mentioned more often as a potential mentor, as those relationships can be developed readily. Other non-former relationships were also identified as potential mentors, including peer mentors. Riya stated,

> Riay: I think there are different types of mentors in graduate school. There's obviously your academic advisor, who's sort of your more professional mentor. But I also think that there are peer mentors which play a really strong role in at least in my life.

Similarly, Putri also reported,

> Putri: .... At least, those are the people, who've been my advisors have been kind of my mentor. So I think you can build off an advising relationship for it to be, even though your are no more advisee or advisor. They can still exist in your picture, still there. So I could see how that maybe transcends in that way.

Category 2. How is a Mentor Different and/or Similar to Others?

While sharing their ideas about mentors, participants also compared mentors from different roles (e.g., advisors, supervisors) that they encountered in their counseling psychology training. Overall, participants indicated that a supervisor or advisor can be a mentor, but they would not automatically become a mentor just because of their title. Participants explained that mentorship was more "voluntary" "broader" "personal" and often "more than" advisors or supervisors. For example, Jihye stated,

> Jihye: "Mentors have more like personal connotation to it. So it also to me, it seems a little broader. So a mentor could.. I mean, I think there's overlap. Your supervisor could also be a mentor and your advisor could be your mentor as well. But among the many things that a mentor does, I feel like advising and supervision can also be included in that or could be. But mentoring is something broader because, according to my definition, it's like someone who guides you and your development and growth. So it doesn't have to be limited to just advising and supervising. Those two seem a little more specific to me.

Similarly, Putri also stated,

> Putri: I feel like supervising relationship is very specific to a client and your work with clients. Sometimes personal stuff can come in because you're talking about what's going on with you and how that affects clinical work. But it's really focused on that. So it's, it's a small part and then I feel like with a mentoring relationship,

we can talk about your supervision style, you can talk about your professional identity as it comes. You can talk about what your goals and future. Where you want to end up with, this is a right fit for you. So someone that you can talk to, in so many other parts of your life that is helpful for you to bounce ideas off.

Additionally, Daewon pointed out that there would be more emphasis on evaluative components in advising and supervising, than with a mentor.

Daewon: I think mentoring is more personal, personally focused, than advising, and supervising experience. Because, advisor and supervisors, there are evaluation in the relationship… So sometimes it's very challenging to disclose personal problems and concern with my supervisor. ... But ... mentoring relationship answered my personal question and I can be more flexible without thinking what I have to do.

In general, advisors and supervisors appeared to be an official title of mentors, but they are not sufficient to become a mentor automatically.

Category 3. Positive Characteristics of a Mentor

Participants reflected on positive characteristics of their current mentors. They identified qualities of their current mentor, including mentor's personality characteristics, mentor's attitudes and behaviors, and mentor's identity variables. The descriptions of mentors, in relation to good mentoring experience, allowed participants to further elaborate on the essence of good mentors. Characteristics that participants used to describe their mentors included, but not limited to, "available" "open" "competent" "willing" "genuine" and "committed." For example, Luca described,

Luca: I think [my mentor] is very open and welcoming to talking to me. And she didn't shy away from any topics, which I really appreciate. Even if it was something she was not as comfortable, or aware of it, she was very comfortable and kind of experiencing having those conversations with me. So just being very open and in being extremely available.

The attitude/behaviors of mentors that participants described included, but not limited to, being able to hear feedback, prioritize protégé, having quality time with protégé and minimizing power difference in the relationship. Gen stated,

Gen: I can't' compliment more right now... my advisor [mentor] is so good.... And she recognizes power dynamics with her students. She always wants to find a way to communicate that power dynamic... I think she is a really good mentor. Because

she is like a friend, — not entirely a friend, sometimes like a friend because I can share whatever I want to share with her.

When mentor's identity variables were also discussed as a factor, two participants shared how it was positive for them to have a mentor who were similar to them. Specifically, they reported how similar identities were "bonding" and "inspiring" for them. For example, Zara stated,

Zara: Yeah. Oh, similarities, she also has an accent, so it was nice and inspiring to see somebody in the teaching profession who is not a native English speaker.

Similarly, Miray also reported,

Miray: With my other mentor - the psychotherapy mentor, she's Latina. We both came here as international students. We both have accents. We are both women, I guess more similarities with her. We are both very interested in psychotherapy. Which is bonding us together.

Category 4. Participants' Overall Expectation on Mentor and Mentorship

This category captured participants' expectations of mentors in general. Participants discussed function of mentorship, nature of good mentorship, and expectation specifically in relation to their international status. Participants shared diverse expectation and wishes, which ranged from having traditional/simple mentoring function (e.g., research guidance, knowledge dissemination, providing feedback, problem-solving), emotional/relational function (e.g., emotional support, commitment for protégé's growth), preferable characteristics of a mentor (e.g., caring, knowledgeable, expert, personal boundary, nurturing, experienced), and positive nature of relationship (e.g., close, parenting, sincere, power difference). This category emerged as a separate category, as it captured participants' expectations and thoughts, rather than reflection of their current relationship. Thus, this category provided information about what international students think of mentorship prior to their training.

In general, participants shared that they expected their mentor to go "beyond" guiding mentee's work, including overall professional development and emotional investment. Luca shared his expectation for overall professional development.

Luca: I think that mentoring relationships goes beyond just chairing a dissertation or helping in research and reading drafts. I think it's really an enculturation in the profession, and enculturation into the process of their profession into meeting

networking and meeting new people and knowing how research works and knowing how the professionals as a whole.

Meanwhile, An shared his expectation on emotional investment of his mentor.

An: So, to me, mentoring really is helping to foster professional development and helping me make connections with other professionals. I think it's really me feeling like the mentor is invested in me as a person, and obviously in an appropriate way. But I'm feeling like personally related to that person. And that I'm, like I said like very they're very invested in my development.

Jihye shared their insight about how "mentor" is a role protégé can define and assign.

Pt: It's something that like that the mentee gets to identify as their mentor, if that makes sense. (Yeah) So I don't think the mentor can be like, "Oh, I'm your mentor," you know? I think usually the mentee gets to define that relationship.

When participants reported their expectation specifically in relation to international status, their expectations were grouped into a subcategory as consideration for international status. This subcategory captured how international student view their own international status in relation to mentoring expectation and definition. Participants stated how they encountered additional "layers" of experience in general, such as visa/immigration issues and language differences, and that they started from "scratch" since they came to US. Thus, participants reported that mentors must have multicultural competency and understanding.

Fangsu: And also, sometimes, I can get confused about some because I think I'm still in the process of acculturation. So I still have a lot of questions about American culture. So that would be very helpful. And I think probably, I don't know whether it's about academics, but I have to make balance between my life and the other work I am supposed to finish. I think that's another area I hope the mentor coach me.

Domain 3. Reflection on Mentoring Relationship and Dynamic

This domain captured participants' reflection on their mentoring relationships that goes beyond participants conceptualization of mentor (as captured in domain 2). Instead, this domain taps into the dynamics in mentoring dyads, including structural factors and relational factors in mentoring experiences. This domain also captures how mentee and mentor navigate and explore the intersection of their cultural identities, and what catalytic events strengthen or weaken the strength of mentoring relationship. The overall mentoring experience in this domain was further

grouped into four different categories: 1) structural factors in mentoring relationship, 2) relationship development, 3) exploration of cultural differences and identities, and 4) significant and catalyst event.

Category 1. Structural Factors in Mentoring Relationships

Participants described objective facts about their mentoring relationship, such as specific tasks, frequency of meeting, topics discussed in their meeting, and types of interaction. Of course, participants' descriptions all varied from person to person.

In regards to one-on-one / in-person meetings, some participants reported that they meet with their mentor frequently (e.g., once a week or every other week), while some reported that they would meet their mentor once a month or as-needed basis. With other forms of interaction with their mentors, participants reported that they exchange emails, have phone conversations, and have online meetings with their mentors. Participants also mentioned that they meet their mentor through other types of situations, besides individual meetings, such as in research team meetings and class. For example, Putri described,

> Putri: I'm right now in the semester now we meet every other week. That's like, because of the research meetings we have, but then because I'm as I've had like dissertation stuff, or mostly dissertation and internship stuff, then some we meet more often. So we meet extra, but on average was like every other week. But there are some weeks where we met twice depending on how much was going on.

An also mentioned that how he was able to meet their mentor via online when they went back to their home country.

> An: So I went home over summer and I think we met online … maybe three or four times to discuss my data analyses. Most of our communication was over email because it was sending back and forth my manuscript for his revision.

Overall, participants described how their meeting frequencies and meeting medium changed, according to mentors' availability (being on sabbatical, having too many new students) as well as participants' need, availability, and the stage of training. Additionally, none of the participants stated that they meet "rarely."

In regards to topics covered in the mentoring meetings, participants reported that they talked to their mentors about aspects of international students' life, such as personal experiences,

acculturation, and experience of discriminations, which were identified in domain 1. Obviously, participants also reported that they discuss topics about their counseling psychology training, such as research, dissertation, professionalism, social justice, clinical experience, and internship. For example, Zara stated,

> Zara: Yeah, I think [topics discussed in the meeting].. practicums, consulting with her about what would be a good fit, then about before I started my dissertation, talking to her about that. And then, international student issues, I have spoken to her about that. When I needed her signatures on any kind of documentation, like CPT or OPT or something like that.

Interestingly, few participants also shared what topic has not discussed with their mentor. Three participants noted that they tended not to talk about personal experiences, and two stated that they have not talked about the intersection of different cultural identities between their mentor and them. Although the lack of those conversations does not directly relate to students' negative experiences in mentorship, participants voiced that they wondered about not having those conversations. Shein reported how he did not have chance to reflect back on their identity variables.

> Shein: I don't think we have really had open conversations about our identity similarities and differences and how they may interact. Um, I don't I don't know.

Riya mentioned that her mentor was less comfortable talking about personal life.

> Riya: I think she reaches out to me in terms of my academic progress. But I guess, in terms of career or even just like my personal life, she takes her time with being comfortable about reaching out about that.

Category 2. Relationship Development

In this category, participants focused on how their mentoring relationship developed over time and described the nature of their mentoring relationship. In this study, when participants reflected and described characteristics of their relationship with mentors, they used various words including "satisfied" "close" and "professional." Luca stated,

> Luca: I am very satisfied with my relationship with my mentor and I do have a good close relationship with her. …... .. I think I am quite satisfied with the relationship that I have, I'm satisfied with what she can provide me without some sort of change.

When participants described the changes of the mentoring relationships, they often depicted how the relationship progressed over time. For example, Putri reported how the start of the relationship was not great, but then the relationship got stronger and developed.

> Putri: Honestly, when we started off, it was not so great…. She was on sabbatical…. so I was [on my first year] without her, but I knew she was always available. But … she was far away in a different country… Again, I had not established a relationship with her. I wasn't never really that comfortable just asking…. So that first thing was a bit like 'meh', [because] I didn't know her.… And then there were times where we meet as a group, all of us are kind of experiencing something along those lines. So, she would say like she is sorry, like she realized that there were issues and some of the students like need her to be consistently… It seemed like she's made changes and she's been so much better. So then I realized that she is listening and trying. So then that made me feel better about our relationship and then from there because we've got to build it over time this with me. I think we develop that.

Few participants also commented on how they are expecting to continue the relationship, even after graduation. An reported,

> An: Right now I'm taking a lot from him. I would hope that in the future I'd be able to give back I don't know how to do that, I would hope that would be able to do that. I would want to stay connected with him just because I feel like it's just nice to have a positive and caring person in my professional and personal life.

Category 3. Exploration of Cultural Differences and Identities

Participants reflected how they were different/similar to their mentors in terms of cultural identities, and how those differences and similarities have been handled in their mentoring dyads. When participants reported how they shared similar backgrounds with their mentors, they might find those similarities provided comfort because they think mentors would understand better, and or they need to "explain" less. Putri explained how the similarity between her her mentors affect her relationship.

> Putri: I think it gives us something to start off with, the fact that we both were international, were international students - kind of understanding the challenges of visiting home. How to do it, how often to do it. And like future planning - how it's a sacrifice. It takes a lot to just plan future stuff in the US when you have family and friends elsewhere. So, I think a lot of times it affects relationships as we talk about these things pretty naturally.

However, even though they share similar identities, by reflecting on multiple identity variables, participants noted about the differences. For example, Zara who had a mentor who was also an international student before, also noted that since her mentor was White European, the mentor's experience in acculturation would have been different from them, who was a more "visible" minority.

> Zara: I think with differences that stood out to me, that affected my mentoring relationship with her.. because she graduated a long time back, so I don't think she can completely relate to what it's like for me. (Sure) And also she's somebody who has stronger proficiency when it comes to English. So I felt like she wouldn't completely understand some of my difficulties with writing .. things like that. That definitely impacted. Like I said, she's White. So, she probably may have not experienced as much discrimination or whatever because she is not a visible minority.

When it comes to differences in identity, participants reported that those cultural identity differences might affect their relationship, but not necessarily in "negative" ways. In fact, in some cases, participants reported how those differences encouraged explicit conversation about cultural issues, power dynamics within their mentoring relationship. For example, Kura stated,

> Kura: I don't think [the differences] have negative impact on our relationship. I think it's more like, well, we acknowledge our differences. And she's very sensitive to multiculturalism. So, and she's very interested in knowing more about my cultural background. So I think, she makes me feel and I am welcomed. Sometimes we can just talk about our cultural differences... I think our differences sort of offered us some opportunities to connect.

In general, both similarities and differences alone appeared not to have significant impact on the quality of mentoring relationship. However, mentors' willingness to pay attention to those identity variables and mentors' ability to provide appropriate guidance and support according to those identity variables made significant differences in the mentoring relationships. Both Luca and Zara commented about their mentor's willingness and welcoming attitudes toward identity differences.

> Luca: She was very understanding when I shared with her that I had this different experience or this different cultural experience. She was very welcoming and kind of open to talking about it. Not to change it, but to just talk about it. I think that was by far the best quality.

Zara: I've always felt really comfortable enough to go and speak to her about experience of discrimination and things like that. Like I said she was quite open about her own experiences, but she was also very aware that she's White. So she was the one who brought it up.

Overall, participants indicated that they were aware of differences and similarities from their mentor, and they were willing to engage discussion around those differences. When participants were able to have those conversations, they reported appreciation, feeling understood, and finding it helpful.

Category 4. Significant and Catalyst Events

This category captured specific events that happened in participants' mentoring experience, which hold significance. Often, ways mentoring relationship started were mentioned as significant moment in their mentorship. For examples, some participants described their mentorship started with being assigned to advisors who became their mentors. There were two participants who were re-assigned to different advisors, which they identified a big change in their mentoring experience. They reported that change of advisors was a "blessing" for them as they were able to build stronger relationships with their new advisor - who became mentors. An stated,

An: And so when [previous advisor] was about to leave, to me it's actually a blessing because then I didn't have to break that relationship. It was because he left…. based off of my research interest, and because I was so far along in the program, it made the most sense that I worked with my current mentor.

For participants who identified non-advisor mentor, they reported that they actively sought out the mentoring relationship. For example, Kura reported how he actively sought out for mentorship.

Kura: So the other mentorship I have from the LGBTQ program, I initially heard the information from a listserv or something. When I applied and then they sent us a list of all the mentors and asked us to rank like five of them. So I did that and they match me with mentor.

Besides the initiation of the mentoring relationship, participants also identified events that were significant to them. When asked about the significant events in their mentoring relationship, two participants noted that seeing their mentor's strong social justice and multicultural mindset was impressive and significant for them. First, Gen reported,

Gen: She recognized her privilege, it actually allows her a lot of opportunities in the program or in the fields.. for some other folks [awareness] is not happening due to their privilege. and she actually says it out loud, which actually makes our relationship more flourished. Because she is really open. to share how and where her blind spots… I feel like this relationship is also so good.

Similarly, An also noted,

An: I think also the fact that he says, he states that he's a feminist. I think that also helps.... I think he's really trying to embody what he knows. So I think I think those are things that you can see he's not just doing the research for teaching, he's actually embodying some of these values that he really sees. ..... I think he's one of the only faculty in our program that would wear like black lives matter shirts, or actually go to like Town Hall meetings for these different events and he said that whatever there is police brutality against people of color. He will make himself watch the victim's statements.. because must be reminded of how serious the issues are.

Three participants reported different exceptional experiences that they had. Specifically, Kura reported that his mentor provided an opportunity to have dinner/network with international graduates. Gen noted that when he realized the level of disclosure that he was engaging with his mentor, it confirmed the notable strength of his mentoring relationship. Lastly, Luca reported meeting family members of the mentor was significant.

Luca: I started to feel increasingly more comfortable with her and that led to very much more personal.. and we also spend time with her daughter and just let so much more personal, and much more engaged relationship.

A number of participants also reported that when their mentor provided strong support when they experience difficulties, such as health issues and interpersonal conflict, they felt supported and those were significant experiences for them. Zara described time when she was sick and when she experienced discrimination.

Zara: It was during those times when I felt ill. She was really sweet she was willing to come and see me to check-in. I think the other time was when again with that professor... When I felt there was some discrimination that was happening I did feel like she was there to support me.

Participants also described situations where their mentors were willing to notice their mistakes, apology for their behaviors, and willing to amend/repair the relationship, and how it was impressive for them. Putri described a situation where other student was aggressive to her, and her mentor was not able to fully support her as both of them were mentor's advisees and as mentor

was not aware of the full story. However, after the event, mentor apologized sincerely and was willing to repair the relationship.

> Putri: And then after all that was done. [Mentor] tell me like, "I am so sorry," when she said that I really appreciate it. She was like, "I'm so sorry that you dealt with that. "And "I'm so sorry, I didn't see that." Like, "I didn't notice that and that. I'm sorry." Like, "I wasn't more there for you." Like she realized that she had to hold back and I told her like, "Hey, I get it. You were in the middle of it. You can't just take sides right away." But later on, she did it like three different times to me before... It's come up like, "I'm so sorry that happened to you" And I just needed that. I don't need to know the details, I don't really. It's the past and it's gone. But I think that helped us repair the relationship. I was a bit distant before. But since then ..that was a huge thing. I think because we came out of that.. positively and helped me feel a lot more closer to her. Maybe she felt the same with me. But that's helped our relationship, you know?

Domain 4. Types of Mentoring Support and Impact

Participants voiced support that they have received from their mentors. In this domain, types of support and the impact of those supports were grouped into four categories; 1) support on academic/program completion, 2) support on professional development, 3) support on the general well-being of ISs including emotional/psychological issues, and 4) support on culture adjustment and immigration issues. This domain was distinguished from Domain 2 and 3, as the domain 4 focused on the impact of mentorship that participants acknowledged (e.g., my mentor's supportive stance help me feel better), rather than focusing only on participants observation of mentors (e.g., my mentor is supportive). It was also noted that in this domain, there were more double coded data, which indicated mentors support on one aspect resulted in different types of impact.

Category 1. Support for Academic progress / Program Completion

In this category, participants described how their mentors provided guidance and support to make sure the development of required competencies and program completion. In counseling psychology training, students need to develop multiple competencies including research, clinical, multicultural, and interpersonal. Accordingly, participants reported that there were multiple requirements in their training, such as finishing research project, successful completion of practicum, adjustment to program, and internship application.

Receiving guidance for research, including the dissertation, were shared with majority of participants. In regards to specific aspects of research, participants listed support from mentors including, but not limited to, data analysis, topic-specific knowledge, providing research opportunities, and writing in English. Miray reported how she received support for her research experience.

> Miray: Recently I had a few opportunities that came up with research. I requested a meeting with her because I wanted to get her advice on which ones to pursue and which ones to not pursue. Because she knows all of my research goals, so I asking her "you know what I want to achieve in the long run, which ones do you think would be best, most helpful reaching that goal" So she gives me advice on things like that.

Participants also reported getting support for their clinical work from their mentors. Participants stated that their mentors supported them to develop counseling skills (e.g., conceptualization), secure practicum placement, and provided support in clinical work in general. Fangsu specifically mentioned how her mentor supported in delivering assessment, which requires "correctly" pronouncing certain English words.

> Fangsu: And when I learn assessments and there were some children assessments, like, really needs to be familiar with the pronunciation. At that time, she will give me some advice about how to prep this part.

It was also noted that mentors supported participants' program adjustment/completion in various ways. To support international student status in the program, mentors assisted participants to secure funding, accommodate class schedule/program requirements as needed. Mentors also helped participants to set detailed plans for program completion, and encourage communication confidence. Kura stated,

> Kura: She's been very helpful to help me just get things done. keep me on track. And she knows all those the policies and the sort of the implicit policies here as well. She's very supportive and she knows how to navigate this process for me. I think she is fairly considerate. Even though she doesn't say things explicitly. She's offered me a lot of research opportunities so I can get my stuff done. I can go to conferences, work on my first manuscript, and just to waive a part of the comprehensive exam, she's been really helpful in terms of those.

Additionally, a number of participants who were in the later stage of training, reported that they received support for internship application. They described how their mentors provided

feedback on internship application, guided them to choose which sites to apply, had mock interviews, and provided overall support in the process. For example, Daewon reported,

> Daewon: So we talked about where to apply, she recommended me where to apply, the internship sites she recommended is including international students and multiculturalism, working with diverse cultural background. And she helped me with this mock interview. So that way I had a chance to working on those processes with her. And also, I could hear my interview preparation with her. I did my interview with the sites, I shared some of my experience with her and she supported me in many ways, encouraged me and my work. So I felt really supported by her

Category 2. Support for Professional Development

Participants also described that their mentors provided guidance and support that goes beyond program completion.

Although support for required competency and program completion would not be clearly distinguished, participants indicated that they noticed how their mentor provided "more" than what was "required." They explained that mentors provided opportunities to explore their professional identity development through in-depth conversation, encouragement, and specific guidance and feedback. For example, few participants also mentioned how they have discussed long-term career options, after graduation with their mentor. Putri reported that she is thinking of going back to Asia and how her mentor supported her.

> Putri: I've also been able to bounce off thoughts about potentially in the future moving out of the USA maybe moving closer to.. In Asia, working there. And so those are conversations we have ongoing. She listens and say, "yeah, that's, you can go" She's still like trying to see if there are any opportunities, she shows it to me. So I feel like I can always turn to her about that. ...I really appreciate that. She's willing to figure that out along the road.

Also, some participants reported that their mentors provided networking opportunities which impacted their professional development. Luca reported,

> Luca: Kind of introducing me and helping me network with people within counseling psych, it was a wonderful experience. It was really good. Anyway, she had served as president of a couple of sections and the [training organization name] and it was really great meeting a lot of people and how helpful she was. So that was a very helpful thing

Overall, participants described how their mentors positively impacted their professional identity growth. Shein explained how her mentor has impacted her professional growth significantly.

> Shein: I think my mentor has contributed significantly to my professional growth. He has helped me better understand the nuances of both research and clinical work. I have become more confident as a result of the guidance he has provided and the trust he has put in me. I have become much more confident as a clinician and as a person. Though I know I don't have all the answers, I am confident I will be able to navigate professional concerns/opportunities successfully

Category 3. Support for Wholistic Well-Being : Emotional/Psychological/Physical Health Issues

Participants described how their mentors provided support throughout their mentoring relationship, which impacted their general well-being. Participants stated that their mentors provided emotional and psychological support on non-program/career-specific aspects of their life. They indicated that they received support for their personal life, their physical and psychological health, and overall well-being. For example, participants described how mentors supported them when they experienced difficulties in their life. Participants reported how their mentors made it possible for them to "heal" and "recover" from difficult experiences. An shared her experiences,

> An: I also think that, even though my experience with my previous advisor was not as good as I wished it could be. I think I'm trying to use my current relationship with my mentor to almost like heal from the previous advisor, whom I didn't feel like having some good connection with me. I feel like I could .. I'm working towards being less resentful of that previous relationship with my advisor and hoping that I'd be able to still maintain somewhat of a professional connection with that previous advisor. I think, you know, I think this my current advisor has really helped me feel more valuable, feeling more like... having a good attachment. Hopefully, I can use that experience and be able to somehow amend my previous relationship with my advisor.

Participants also indicated that their mentors made sure to promote participants' sense of belongingness in their program, research team, and in the US as well. For example, Miray reported,

> Miray: I think it helped me to increase my sense of belonging in general. My life here. Because when you are a foreign student, like you always feel the most part "foreign." people make you feel. your foreign. And I think sometimes when I feel

supported my mentors and advisors, I feel like there are people out there for me.
I'm not as foreign as I look like which increase my belonging and fitting here.

Overall, participants explained how mentors paid attention to multiple aspects of their experience, including being away from family, struggles in training, and how their mentors provided emotional/psychological support. Participants used words such as "healed" "touched" "belonged" and "empowered" to describe the impact of those supports that their mentors provided.

Category 4. Support for Cultural Adjustment and Immigration Issues

Participants described types of support that specifically impacted their cultural adjustment to the US, especially with immigration issues. Participants reported how their mentor provided support for their cultural adjustment in various ways. First, participants described how their mentor supported them for visa/immigration issues, by providing support documents, providing specific guidance, and directing them to appropriate resources. Few also noted how their mentor was willing to be "flexible" and "bent-the-rule" to make sure participants would not experience trouble with visa issues. For example, Shein shared

Shein: I found an opportunity for our research assistantship that's off-campus. And he worked with our faculty and head of the department to work that poked through the school. Now, this company has hired through school- school pays me. Yeah, so he's really keeping that in mind.

Participants also noted that mentors advocated for them when there was discrimination that participants experienced. Riya reported how her mentor supported her when she experienced discrimination.

Riya: I was able to talk to my [mentor] about it. I didn't feel like she would help me - this was only within two months of knowing her. And she immediately took steps that I should have gone to like the VIP Center, which is a center that protects students from any sort of discrimination. And she was the one who recommended that I go there. She was the one who followed up with me and made sure that I felt safe.

Zara also shared similar experience and stated "Another time I felt differential treatment from one of the professors. So I was able to share that as well, and actually she advocated for me."
Also, participants stated that how their mentors supported them to integrate their cultural backgrounds with professional development. They reported feeling encouraged to talk about

research interests and career interests, informed by cultural experience. Riya reported that she was able to conduct international research with the support of her mentor.

> Riya: I guess, for example, so I'm from India. And there's one specific study or a couple of studies that I would like to start that focuses on India. She was completely supportive. There was never a question in her mind that we could do it. And so I told her something like, I have people back home who can be our liaison connecting us with populations in India. And she was just completely on board. There was never a question that I have these contacts, there was never a doubt that I would be that we couldn't do this study. So I think that's been really helpful and supportive of me in terms of like, not doubting my ability and bringing in my international background to this field.

Overall, with support from their mentor, focusing on their unique cultural backgrounds and identity, participants reported that they were able to adapt well and to feel empowered.

Domain 5. Mentoring Pitfalls and Negative Experience

In addition to the positive experiences, participants also voiced negative and not-so-great experiences in their mentoring experiences. When participants reported negative experiences, they also described other relationships besides their current mentoring relationship. For example, they referred experiences with their previous mentor and/or their advisor, who was not their current mentor. Thus, it would be important for readers to remember that data in this domain also contains information about non-mentoring relationship. This domain provides information about would not work in working with international students.

Although all participants identified few things that could have been better in their mentoring relationship, there were few participants who provided longer stories in more frequencies. Those were the participants who tended to share less about the positive impact of their mentors (domain 4), which indicated that they were in general not satisfied with their mentoring experience.

In this domain, few participants indicated negative experiences in mentorship impacted their mental health. Participants also discussed additional sources that led to negative experiences in mentorship. Additionally, participants also explored their own role and responsibility as a protégé when they discussed negative experiences. Thus, they discussed what they could have done differently as well. Participants' reflection about their own responsibility was reflected on

category 4 (protégé hesitation and lack of trust). Lastly, some participants shared how they navigated difficulties in their mentoring relationship.

Therefore, there were five categories in this domain: 1) negative impact on mental health, 2) mentor's general shortcomings, 3) mentor's lack of cultural competence, 4) protégé'shesitation and lack of trust, 5) protégé'sresilience.

Category 1. Negative Impact on Mental Health

There were three participants indicated negative impacts of mentoring relationships made on their mental health. They noted that inadequate mentoring relationship, mentors' unsupportive stance, and microaggressions by their mentors affect their mental health negatively. They reported increased feelings of anxiety, isolation, fear, and inferiority, as well as wanting to leave their training. Da-chung stated,

> Da-chung: So yeah, I think, when my advisor wasn't being supportive during my dissertation proposal, it affects my mental health. Because it's not like I can take criticism, I welcome criticism and that's great that I have areas to grow. But just the constant discouragement really hurts my motivation, it is just 10 times harder to even get started. And it's really frustrating. So I think support is important.

> Similarly, Miray also reported,

> Miray: And also I'm the most afraid of, I will be not accepted (by him), if he leaves me or if you kind of has a reaction to me, I feel like as if I will be helpless in the program, I will be alone, nobody will care for me. So there's a kind of fear of isolation and loneliness.

Category 2. Mentor's Shortcoming_General

Participants reflected what was not good for them and how they wished their mentor to be "different." The data in this category often included participants' preference in mentorship. Thus, participants shared what they wished to have more in their mentorship, such as more meetings, more emotional support, more specific guidance, and more feedback in general. Participants also noted receiving out-dated information, mentor's lack of organization skills and harsh feedback.

Some participants indicated that they wished to have stronger and/or closer relationships with their mentors. They stated that they found their mentors to be "business-like" and that their

mentors seemed not to be interested in them, which negatively impacted their experiences. Gen reported his experience with previous advisor.

> Gen: When I got engaged and got married I brought it to my previous advisor. He said he was happy for me, congratulated me and it stopped there. So I did not feel that he ... he is maybe just saying it. it just not ..it did not feel like he was happy for me… My previous advisor is an Asian male. Asian American. I feel like there was Asian parenting - he was strict on... keeping up with your work and maintaining your deadline .. sometimes I perceived we were ... there was a wall between... I could not see his emotion. so I could not feel close with him. I feel always nervous talking to him. because it was intense and intimidating.

Some participants also described their mentors' attitude and stance, when mentors appeared not to be as committed to mentoring them. They explained that they perceived that their mentors were not willing to meet with them as often, that mentors only provided basic support, and that they felt like a burden to ask support from their mentors. Miray shared her experience with her advisor.

> Mira: But my general sense with him that I am not a priority and not even a secondary. it is always on me about asking him about anything he's not checking in with me, how is your dissertation going or how is this going and that going. How is your internship? I mean, when I do it, he does, but I feel like it is more like he's feels like he has to. . Um, and I, since it is always I am writing. I feel like I'm burden basically

Gen also shared his experience when his previous mentor left so abruptly without having a discussion with him and how it felt for him.

> Gen: My previous mentor really left abruptly...For me, not being able to talk to him after he announced... I mean it was not fair. He did not set that we were also ready ... he was just saying that "oh I am leaving ... tomorrow ... so you figure out your own emotion. I am leaving the country. See you later" that kind of feeling is -- feeling abandoned. Even though we talked to him before he headed out to his trip, it still was something that was missing.

Da-Chung also noted that she communicated with her mentor that her needs were not met and that she needed more from her mentor. However, even after the communication, her mentor failed to change her way of supporting the participant.

> Da-Chung: And I tried. I told her during my dissertation proposal, I told her that I needed more encouragement, because I was not able to function like getting onto

the dissertation. And I feel like her unhelpful feedback is really hurting me. But it didn't make a difference either. She acknowledges it, she didn't freak out or get angry, which was good. But she didn't change at least in a way that I can observe.

Category 3. Mentor's Lack of Cultural Competence

How participants perceived mentors' lack of cultural competence were coded separately in this category. Number of participants reported that even though their mentors tried to understand international students' experience, mentors were not "fully" understanding, and thus, participants needed to "explain" and "educate" their mentors continuously. With lack of full-understanding, participants found mentors' support for their cultural adjustment as not sufficient. For example, Fangsu stated,

> Fangsu: For the things she does not recognize... I think.. I probably more struggle than she thinks about cultural transition. She recognizes I might struggle with language like speaking and writing, because I hand in my assignments and I speak to her every time, but then I think I'm also struggling with the cultural stuffs. ...... So that's kind of like those things shaping, or recognizing I'm really struggling in this process more than the language part.

Few participants also questioned their mentor's multicultural knowledge. Da-Chung reported,

> Da-Chung: I also want to add racially, I think she just doesn't know that much about international students, Asian students, people of color in general, to be honest, including LGBTQ people in general, because that was not in her time. In terms of scholarship, I think she respects and she was trying to be careful. She's not educated.

Participants also reported that their mentor did not have enough knowledge about visa/immigration issues, and they were not able to receive enough support. Kura disclosed that her mentor even tried to make her work at VA, which is not possible because the participant was an international student.

> Kura: So when I first came, she originally wanted me to work on a project for the VA. But later she realized, well, I actually can't, because I am not a US citizens. So she didn't know that before. So I think because she could have offer some similar assistantships to work on the VA projects over the summer, but because I'm not eligible, so I think it's a big loss for me.

Lastly, there were few incidents that appeared to be experience of microaggression done by mentors, such as Miray's story.

> Miray: I think there's some lack of cultural sensitivity sometimes … basically not understanding your religion not being too respectful about my religion, I kind of felt that once… I was fasting then. In Islamic culture.. supposed to fast, if you are practicing… I said "it is tiring for me these days because I am fasting." I guess I couldn't show the performance that I was supposed to show that week in the research. And she's like, "oh, in the summer I am not thirsty or hungry too much anyways too," She was kind of comparing my fasting with her lack of appetite in summer which is totally different things. She kind of undermined how challenging it is. you don't eat, you don't drink, I felt so hurt in the moment there.

Overall, participants reported their mentors' lack of multicultural competence impacted them, impacted mentoring relationships and overall training climate for them.

Category 4. Protégé's Hesitation and Lack of Trust

While participants explored what their mentors were doing good or wrong, participants also recognized that they were part of their mentoring dyad. Thus, few participants also discussed about themselves as protégés, such as how they were not ready to be vulnerable with their mentor or to seek additional support. They stated that they hesitated when it was earlier in their mentoring relationship and when they had certain negative experiences - such as experience of discrimination and possible violation of visa issues. Luca reported,

> Luca: I also think .. actually maybe, if I felt more comfortable talking about, for example, like those experiences of overt racism that we're talking about... It could be much more helpful. I think it could have integrated those experiences in my training and my identity much more thoroughly and much more meaningfully, if I felt more comfortable talking to her about that. So I don't know if there is a specific behavior I could do… I don't know if it was because I felt like she wouldn't understand, or she wouldn't identify .. it ended up not sharing. But if I felt comfortable sharing those things with her, I do think our relationship could be better than it is. I do think we could have more meaningful conversations about what it means to be an international counselor and psychologist.

Participants also reported that they worried about mentors' perception of themselves including evaluation. Riya stated that she even tried to "hide" her international identity because she did not want differential treatment.

Riya: I guess it's sort of I wanted to not be an international student, if that makes sense. Like I don't want to be treated differently. And I don't want to be thought of as someone who comes from a different background and is not able to work in the American system. So I think I've just avoided discussing this with her, just because it's never come up. And I assume that if it's not come up that it's not an issue.

Few participants also voiced that they might have expected "too much" on their mentors. For example, Miray stated,

Miray: Sometimes I am really projecting a lot of things like as if they are my family, as if they are protectors. So, I'm expecting more care from them. And I kind of convinced myself that I will not be able to get in here or anywhere in this country without [my mentors]. and it ends up like oh, I'm asking too much support?

Category 5. Protégé's Resilience

While participants reported their negative experiences, five of them also described how they coped with those experiences. All of those five stated that they seek additional support from other faculties and others to explore those negative experiences. Riya reported,

Riya: there are other professors who I look up to more in terms of discussing things like race, or ethnicity or things like that, who I feel like they're more knowledgeable about these discussions in a less academic way, but a more social justice way.

Similarly, Da-Chung also stated,

Da-Chung: ... at the same time about her. I felt pretty lukewarm about her. So I respect her. I go to her if I need to. I get my research needs from other faculty, I get my emotional support from other faculty. So I felt Luke-warmed with her.

Miray also reported that she advocated for herself, when her mentor did not advocate for her.

Miray: My advisor is not supporting that. So then I've had to fight by myself to get a high paid position instead of the one I had. And I did it by myself. A lot of responsibility. You should be looking for yourself. Basically, it is all you.

CHAPTER 5: DISCUSSION

This study sought to examine international students' mentoring experiences in counseling psychology. In this chapter, I discuss the main findings of the study in relation to the existing literature about mentoring, international students' unique experiences in counseling psychology, and training issues in counseling psychology. Alongside the discussion, I also provide suggestions for current or future mentors interested in mentoring international students, international students in the counseling psychology field, and counseling psychology programs and field. The implications of the study for both mentoring practices and future research are also presented, followed by an acknowledgment of the study's limitations and some brief conclusions

Summary of the Study

The purpose of the study was to gain an in-depth understanding of international students' mentoring experience in counseling psychology, including issues of multiculturalism in the mentoring dynamic. Following the CQR method, a qualitative research technique that allows in-depth analysis while maintaining objectivity (Hill, 2012; Hill et al., 2005), I conducted interviews with 13 international students training in counseling psychology who currently had mentors and who were willing to share their stories with me. Through CQR analysis, I organized the data into five main domains. The first domain described complex contextual factors for international students in counseling psychology. This domain particularly mirrored ecological factors, described in Chan et al. (2015), which provided a theoretical framework for the current study. The second domain depicted international students' conceptualizations of mentors and mentorship, thereby revealing their expectations about mentorship. The third domain captured international students' reflections on relationality in their current mentoring relationships, with rich descriptions about the mentoring dyads in which the students were participating. The fourth domain presented the types of support received by international students in their mentoring relationships as well as the impact of this support on these students. The last domain illustrated some of the pitfalls of mentoring relationships, as well as how international students coped with negative mentorship experiences.

Overall, most participants indicated that they were somewhat satisfied with their mentoring experiences. The study findings were in general aligned with previous research on international students, which found that international students' experiences of counseling psychology training are unique,

complex, and different from those of other groups of students (e.g., domestic students or international students in other fields; Knox et al., 2013; Lee, 2013). Additionally, as Chan et al. (2015) asserted, contextual factors appeared to impact the mentoring experiences of international students in multiple directions.

Domain 1. Contextual Factors that Shape International Students' Experiences and Mentoring Relationships

The first domain generated findings that were very similar to ecological aspects of the multicultural, ecological, and relational mentoring model (Chan et al., 2015), which provided the theoretical framework for the current study. As Chan et al. found in their research, in the present study, contextual factors were significant for understanding international students' mentoring experiences.

In their study, Chan et al. (2015) identified five contextual layers (i.e., individual, family and community, university, professional psychology field, and society and culture). In the current study, these contexts were similarly present but were in some ways distinct among international students. Specifically, the professional training context appeared to be more prominent for international students in the US. For these students, the professional training context yielded the most interpersonal connections, with fewer connections in the community outside their training environment. Additionally, the family and community context was subsumed under either the personal, professional training, or socio-cultural-political contexts for international students in the present study. Furthermore, at the socio-cultural-political level, some aspects were more pronounced for international students, such as cultural adjustment to the US and legal/immigration factors. In sum, the current findings yielded three contextual layers (i.e., personal, professional training, and socio-cultural-political) rather than the five identified by Chan et al. (2015).

In general, international students underwent multiple adjustment processes (e.g., adjustment to the US and adjustment to graduate training; Ng & Smith, 2009; Rice et al., 2012; Wei et al., 2012), which rendered a dynamism to their experiences that required a holistic view to fully understand. Thus, it should be noted that each contextual layer described in this study intersected with the others on a continual basis and could not as such be fully understood if viewed separately.

Personal factors, such as health, finances, values, and relationships with family/significant others, were discussed by the international student participants as shaping their mentoring experiences. This finding, when taken together with the dynamism of the contextual layers discussed above, suggests that mentors would better understand international students if they considered personal factors alongside and in intersection with other contextual factors. For example, physical health, a seemingly universal concern regardless of nationality, can be complicated for international students in the US depending on their level of knowledge about the US health system (e.g., insurance; Carmack et al., 2016) or immigration rules (e.g., "limitations on reducing course load"; Collingridge, 1999). As another example, international students' communication style can be understood better when their cultural values and level of acculturation are considered (e.g., hierarchical social relationships, collective sense of self; Park-Saltzman et al., 2012).

The professional training context appeared to be of greatest significance in shaping international students' overall experience and mentoring experience. Usually, when international students leave their home support system, they form a new support system in the US through their academic program and the university in which they reside, outside of which they may have difficulty forming additional support systems (Lee & Ciftci, 2014; Swagler & Ellis, 2003). Thus, as expected, participants in the current study viewed their university and counseling psychology program as significant contextual factors in their experiences.

Although participants voiced their affirmation of the multicultural and social justice orientation of the counseling psychology program and field, they also reported that the program/field fell "short" of their expectations when it came to embodying multiculturalism and social justice in practice. This finding is consistent with that of Knox et al. (2013), who found that many participants did not consider the climate of their program to be fully supportive of international students. Indeed, a few participants in the present study also voiced their concern about the internationalization dimension of counseling psychology, in addition to issues of multiculturalism and social justice. As noted earlier, international students can benefit counseling psychology programs, the counseling psychology field, and universities more generally, by providing their unique perspective and multicultural climate, especially in the current era of internationalization in counseling psychology (Forrest, 2009; Lee, 2013; Park-Saltzman et al., 2012). Likewise, as Tuner-Essel and Waehler (2009) argued, it is important that training programs

and fields actively promote a positive climate for international students instead of simply assuming that hosting more international students would guarantee their full participation.

Lastly, for international students in this study, the socio-cultural-political context also uniquely intersected with other contextual factors. The students reported experiencing the "usual" acculturation difficulties (e.g., language difficulties, identity shifts), but they also commented on how their training experiences were impacted by their cultural background. Complicating matters is that legal/immigration rules and policies impose limitations on international students' training opportunities and financial security, and yet academic programs and faculty often do not possess knowledge about such rules and policies. Worse still, international student offices and counselors frequently lack knowledge about unique training requirements in counseling psychology programs. Taken together, such issues generate conflicting messages from various sides, leading to confusion and uncertainty among international students as they navigate their training.

Alongside overall cultural adjustment issues and strict legal/immigration rules, experiences of discrimination and microaggression were unfortunately also common among international student participants. The xenophobic political stance cultivated under President Trump's administration has exacerbated this situation, subjecting international students to a more hostile social climate and making them frequent targets of intense discrimination. Recently, for example, the Covid-19 pandemic prompted President Trump to make several proclamations against foreign nationals and international students such as suspension of entry for foreigners on June 22 (White House, 2020) and requiring international students to take at least one in-person classes (Redden, 2020). These actions have sown confusion and fear among international students with regard to not just their training but their life experience in general, compelling the counseling psychology field to issue a statement in support of international members and students (the international section of APA Division 17, Society of Counseling Psychology, Email, July 5, 2020).

Interestingly, the current participants have not reported as much about their home culture context, such as socio-cultural-political issues in their home country. Maybe participants were more focused on socio-cultural-political factors in the US as it was more salient context that affects their training experience and mentorship in the US. However, it seems also important to acknowledge both home social-cultural-political context as well as international social-cultural-political context. For example, if there was an active war or catastrophic natural disaster in their home country, international students' overall experience can be significantly impacted by those

events. It maybe possible that international students feel less comfortable to bring events from their home country with mentors, and thus it was reflected in interview in this study. As the importance of context seems evident, it would be crucial to provide space for international students to bring context from their home country.

Overall, the findings from the first domain support Chan et al.'s (2015) notion of "self in context" by going beyond prevailing mentoring models, which typically focus on academic and career development. Additionally, the results from the first domain clearly intersected with findings concerning mentoring experiences, which are discussed in the following domains.

Domain 2. Conceptualization of Mentoring

The diverse ways in which international students conceptualize mentor/mentorship were evident in this domain. Such diversity was not unexpected, as the definition of *mentor* in the current study was general: "a one-to-one relationship between a more experienced member [mentor] and a less experienced member [protégé] that is aimed to promote the professional and personal growth of the protégé through coaching, support, and guidance" (Chan et al., 2015, p. 593), which did not limit participants to share their own definition of mentoring.

Overall, the participants' definition of mentor fit that given by Chan et al. (2015). However, the findings demonstrated variability in how the participants anticipated a good mentorship. Such variation may be attributable to the lack of a clear definition of mentorship in general in higher education and research (Haggard et al., 2010). Consequently, international students likely encounter various definitions of mentoring depending on which articles and books they read, in addition to their preexisting cultural knowledge and beliefs about mentors. That said, however, the second domain was concerned with how participants described their thoughts about mentors/mentoring in relation to their unique status as international students.

The participants reported that they considered a large pool of people as potential mentors, including academic advisors, clinical supervisors, faculty members, and peers. Although for the most part consistent with Chan et al.'s (2015) definition insofar as more experienced people were considered as mentors, i.e., formal contacts (e.g., academic advisors, clinical supervisors), non-formal contacts (e.g., other faculty members, peers) were considered as well. It has been found that both types of mentorship can be beneficial so long as the mentoring dyads share expectations

and other similarities (Johnson, 2002). Thus, the finding that international students did not restrict their choice of mentor to either formal or non-formal individuals is encouraging.

Additionally, the participants also perceived mentoring to be multifaceted and held high expectations about the mentorship relationship. While the findings in this respect appear to echo the differences between advising (focusing on one aspect of career development) and mentoring (career development and psychosocial support) noted by Lunsford (2012), the participants in the present study also expected their mentors to be familiar with the struggles they face as international students and to be capable of providing support and guidance tailored to their unique cultural circumstances. It would seem, then, that the participants would likely agree with Park-Saltzman et al.'s (2012) statement that mentors should demonstrate advanced cultural competencies, including openness, sensitivity, and appreciation for individual differences. Such competencies were emphasized in other domains as well.

The insight contributed by one participant that it is the protégé who gets to define "mentor" is certainly an interesting viewpoint, but it is also empirically valid. This is because researchers, in their attempt to formulate a reliable definition, often impose this definition on their participants, likely discouraging them from voicing their own perceptions in the process (Haggard et al., 2011). As Haggard observed, it is unwise to enforce a single definition of mentors—in potential mentor–protégé dyads in particular, it is important to discuss what mentors mean to protégés. It is thus recommended for mentoring dyads to engage in open conversation about the protégé's expectations and definition of mentoring (Park-Saltzman et al., 2012). Indeed, it could—and perhaps should—constitute one of the *first* conversations in the mentor–protégé dyad, as it would provide a solid framework on which the dyad could be built.

Although the participants described a range of mentor traits and definitions, some themes emerged that appear to agree with findings in the previous literature. For example, Rose (2005) and Ku et al. (2009) found that international students prefer mentors with whom they can have close personal relationships and from whom they can receive social support. In the current study, the participants reported wanting mentoring relationships that were sincere, close, even parent-like. When they described their current mentorship, they used words such as "genuine," "like a friend," and "committed," which reflects the degree to which they paid close attention to the interpersonal characteristics of their mentors. In sum, consistent with Chan et al.'s (2015) definition, the international students in the current study expected their mentors to promote their growth in

various ways, but they also preferred to have a close interpersonal relationship with their mentors as well, and so they added this dimension to their mentorship definition.

Overall, the participants seemed to have high hopes and expectations for mentoring in general. How, then, did international students evaluate their own mentoring experiences when their hopes went unfulfilled and their expectations were not met? During the recruitment process, it was noted that relatively few of the international students who completed the pre-interview survey indicated that they currently had a mentor guiding them in their counseling psychology training—5 out of 34 (about 15%). In contrast, in a study conducted by Lunsford (2012), with graduate students from diverse discipline (e.g., education, engineering, social science), only 16 of the 477 doctoral-level students surveyed (about 3%) did not have mentors. Although an exploration of why some international students did not have a mentor was outside the scope of the current study, it may be conjectured that differences between what the program considered to be mentorship and what the students considered to be mentorship could be responsible for this result. In other words, students may not perceive what they are receiving from the program to actually be mentorship (Johnson, 2002). Should that be the case, then the program and its faculty members may need to evaluate what students consider to be guidance to ensure that what is being provided is sufficient enough to qualify as "mentorship" rather than simply assuming that the assignment of an advisor/supervisor is adequate.

Domain 3. Reflections on Mentoring Relationships

The findings from the third domain illustrate the participants' reflections on their mentoring experiences and relationships. Overall, these reflections were sufficiently diverse as to justify the contention that each mentoring dyad worked uniquely in order to maintain a functional and productive relationship (Heppner, 2007).

In terms of the structural characteristics of mentorship, the participants reported having frequent interactions with their mentors on a range of topics. Although not identified as such by the participants, it can be assumed that frequent and comprehensive interactions with mentors is important for determining and maintaining the quality of mentorship. These structural characteristics often reflect and may thus depend on the compatibility of the communication styles and work ethics between the mentor and protégé (Johnson & Huwe, 2002). It would therefore be sensible to have a conversation about these characteristics at the beginning of the mentoring

relationship. In general, it has been noted that international students would benefit from more regular meetings, especially early on in the mentorship (Park-Saltzman et al., 2012). That said, as participants in this study reported, the frequency and medium of mentoring should be flexible, taking into account the availability, needs, mentoring stage, and physical locations of both the mentor and protégé. For example, as described in traditional mentoring models (e.g., Kram, 1983), it would be appropriate for mentors and protégés to meet more often, especially when their relationship is at peak working stage. Also, as one participant noted, when an international student returns home to visit family but is still in need of the mentor's guidance, the mentor may need to be more flexible regarding how and when to mentor the student. Since, according to the literature, mentors hold more power in the mentoring relationship, it is the mentor's job to initiate discussions on the structural expectations of the mentoring dyad (Benishek et al., 2004; Park-Saltzman et al., 2012).

Additionally, in the current study, the topics discussed during mentoring sessions were diverse, thereby reflecting the multifaceted nature of counseling psychology training. Two notable omissions, however, were personal stories and cultural similarities/differences between the mentor and the protégé. This is striking, as personal stories are often critical to learning about the protégé and to building strong interpersonal relationships (Johnson, 2002; Johnson & Huwe, 2002), while exploring cultural identities, similarities, and differences is crucial to recognizing and negotiating the power dynamics that occur within the mentoring relationship (Benishek et al., 2004; Chan et al., 2015). In general, international students reported greater satisfaction with mentors who engaged them in cultural discussions (Ng & Smith, 2012); whereas, for their part, mentors can learn much about the protégé's acculturation process by conversing with them about personal and cultural topics. Although the participants in the current study did not express significant dissatisfaction with not having these kinds of conversations, it is worth wondering whether they would have benefited more from the mentoring experience if such conversations had indeed taken place.

In fact, participants in this study were quite cognizant of cultural differences in their mentoring dyads and were interested in discussing them. Although only protégés participated in this study—unlike Chan et al.'s (2015) study, in which both mentors and protégés participated— the multidirectional nature of mentorship was nonetheless evident. The cultural backgrounds of the mentors, whether they were explicitly discussed or not, appeared to impact the protégés'

perceptions about the mentorship relationship. The findings in this respect seem to align with those of previous studies, in which students were shown to prefer ethnically matched mentorships (Ortiz-Walters & Gilson, 2005). That said, it was also found that students benefit from mentors who are different from them so long as they are open to engaging in discussions about cultural similarities and differences (Chan et al., 2015; Park-Saltzman et al., 2012). Heppner (2017) shared insights into how mentoring can be more effective when the mentors know more about the protégé's cultural background and vice versa. Moreover, the recognition and discussion of different cultural identities and intersectionality has been considered necessary for navigating the power dynamics inherent in mentoring relationships (Benishek et al., 2004). Given the above considerations, discussing the full range of mentorship aspects, including personal and cultural identities and their intersection, appears to be of crucial importance.

The findings on the relationality of mentoring as well as on significant and catalyst events all underscored the importance of maintaining a close mentoring relationship, just as Chan et al. (2015) emphasized. Consistent with Chan et al.'s (2015) study, participants in the present study also reported that significant and catalyst events strengthened their mentoring relationship (e.g., meeting family, high levels of disclosure), demonstrated the capacity of mentors to be great role models (e.g., embodying social justice/multicultural knowledge, being willing to acknowledge and correct their mistakes), and reinforced the willingness of mentors to provide exceptional support (e.g., when the participants were sick, international student-specific networking opportunities). These events reflect the strengthening of the interpersonal relationship within mentorship, which is often described by scholars as *trust* and *bond* (e.g., Chan et al., 2015). Although the quality of the mentoring relationship has been little researched (Chan et al., 2015), closeness and trust have been acknowledged as the essence of successful mentorship (e.g., Benishek et al., 2004; Chen et al., 2015; Fassinger, 1997), an observation with which the participants of the current study would undoubtedly agree.

It was interesting that although the participants discussed how an advisor was different from a mentor, a large number of the participants considered their advisor *as* their mentor. When considered against the backdrop of the stories told by participants about seeking out non-advisor mentors, it is possible that little in the way of guidance is provided for international students to develop an additional/informal mentoring relationship, and thus international students might have no choice but to settle with their advisors. Considering the complex nature of international students'

needs, it is unrealistic to expect a single mentor to fully support international students, and as such mentors/advisors should guide and encourage their students to seek out multiple mentors (Benishek et al., 2004; Park-Saltzmen, 2012). Overall, in line with arguments made by Chan et al. (2015) and Heppner (2007), the mentoring relationship can be considered as multidirectional as it is fluid.

Domain 4. Types of Mentoring Support and Impact

The findings from this domain revealed four main mentoring functions: academic progress/program completion, professional development beyond the program level, attending to emotional/psychosocial well-being, and addressing cultural adjustment and immigration issues. These four areas include what Chan et al. (2015) identified as mentoring dimensions and functions (e.g., providing support for professional/career development, building trust, providing protection). Moreover, the results from this domain reveal mentoring functions specific to international students of counseling psychology.

Regarding academic progress and program completion, the participants reported receiving support from their mentor for research, clinical work, and the internship application process. In all three areas, the participants confirmed receiving support that was tailored to their unique status as international students. As mentioned previously, the findings from this study indicate that the academic progress of international students in their program is largely affected by their cultural background (e.g., language, values, previous educational experience) and would thus greatly benefit from support that accounts for this background. For example, international student mentors could be required to provide feedback on both research content and writing (Ravichandran et al., 2017), as international students, especially those whose first language is not English, would confront multiple challenges in this regard (e.g., difficulties with grammar, difficulties in the organization and flow of ideas, differences in critical thinking strategies specific to the curriculum and culture of US education). In clinical training, mentors could be required to provide support for international students who are being stereotyped or have been the victims of microaggression by clients and supervisors (Lee, 2013). Concerning internship applications, essays could include a reflection on cultural identity and background, especially international identity as an international student (Çiftçi & Williams-Nickelson, 2008).

International students' professional development beyond the completion of program requirements also appears to be closely related to international student status, which mentors can significantly promote. For instance, international students' long-term career planning can be very complex, as it requires a full consideration of immigration issues (Lee, 2013) and may involve international re-location (Park-Saltzman et al., 2012). One participant who reported considering a return to Asia after her studies explained how her mentor has been actively supporting her decision by being encouraging and also by finding her job opportunities. Although it would clearly be uncommon for mentors to be knowledgeable about job opportunities in other countries, just engaging in conversations with their protégés about long-term career goals and providing encouragement about their career planning would be wholly beneficial (Park-Saltzman et al., 2012).

As mentioned earlier, international students often reported that their mentors provided support related to immigration and cultural issues while simultaneously offering professional guidance. Visa requirements are exceedingly technical and complex and yet must be correctly followed by international students. Thus, if mentors can find a way to support them, international students can substantially benefit. The story recounted early about the mentor who advocated for an international student's research assistantship at a university is one extraordinary example. Additionally, a mentor who supported the international research of a protégé would be another exceptional example of the intersection between professional development and cultural experience.

The emotional and psychosocial support category demonstrated the significance of mentoring in attending to international students' overall experience as human beings. The participants explained how their mentors can provide "corrective experience" and can help them "heal" from difficulties they experience during their training. As they reported, these difficult experiences can be personal, such as physical illness, social, such as experiencing discrimination, or professional, such as conflicts with faculty members.

Concerning cultural adjustment and immigration issues, the participants reported how their mentors promoted a sense of belonging in the field and in the US. The sense of belonging is considered an essential component in cross-cultural adjustment and student success in general (Slaten et al., 2016). Additionally, if the future career potential of the international student, as a psychologist in both the US and abroad, was cultivated, then this could motivate the student to establish better connections between the US and their home culture (Wang & Ciftci, 2019).

Overall, this domain mirrors what Chan et al. (2015) called 'mentoring dimensions and functions.' However, distinct from their research, in the current study, these functions were organized to reflect the holistic experiences of international students, including training, well-being, and acculturation. In sum, the participants described functions of mentorship that are universal to all students, but they also noted dimensions of mentorship unique to international students. As Chan et al. (2015) claimed, the unique contextual factors of international students can impact mentoring relationships in multiple directions.

Domain 5. Mentoring Pitfalls and Negative Experiences

The fifth domain generated insights into what was *not* working well in the mentorship and other relationships that has potential to be mentorship (e.g., advisory relationship), which, in turn, facilitated suggestions concerning how to improve them. Like all relationships, mentoring inevitably involves ups and downs—disagreements, challenges, and conflicts (Heppner, 2017; Johnson & Huwe, 2002). Thus, the findings described in this domain should not necessarily be considered "negative" *per se*, but instead as a difference or mismatch between the mentor and protégé with regard to work and communication style. In general, these findings can also be viewed as an "area for further growth" rather than a "weakness" of mentoring dyads.

In this study, some of the participants experienced a dysfunctional mentoring relationship, which can be defined as a mentoring dyad in which needs are not met, long-term costs outweigh benefits, or one or both of the mentoring partners suffers (Johnson & Huwe, 2002). Negative impacts on mental health would qualify as dysfunctional mentoring. Of the 13 participants, three reported a negative impact on their mental health. Two of these participants reported this experience with their current, primary mentor, whereas the third was referring to a previous mentor. The participants who experienced a negative mental health impact with their current mentor had been assigned an advisor to fill the mentor role, and they reported being disappointed with this experience.

Although it is difficult to gauge the impact of inadequate mentoring support (Johnson & Huwe, 2002), the two participants who reported having a dysfunctional mentorship recounted how their mentors failed to provide support, hindered their progress in training, and provoked negative emotional experiences. Overall, it appeared that these participants' experiences were consistently negative as well as comprehensive in nature, i.e., negative professional, cultural, *and* emotional

experiences. These dysfunctional mentorships were troubling on multiple levels. First, the participants experienced a negative training experience overall, which in turn likely impeded the development of the competencies they needed to reach their full potential. Second, partly as a consequence of their impeded development, these participants might have difficulties launching a future career, especially as their mentors should typically be responsible for providing a letter of recommendation (Johnson & Huwe, 2002).

In regard to general shortcomings and lack of cultural competence, the participants described how they wished their mentors had done some things differently. The findings from the current domain were closely related to how participants described their expectations of mentors in the second domain. Additionally, as noted, except for a few participants, most were generally satisfied with their mentoring experience, framing their stories as an "okay experience" and claiming to understand their mentor's behaviors and shortcomings. For example, it was common for the participants to express dissatisfaction with not receiving more of what they had received in general (e.g., more meetings, more support). That said, they also acknowledged that it might not be realistic to expect their mentors to allocate more time—or to have more time to allocate. Even when mentors exhibited behaviors that were more deficient, such as a lack of organization, the participants found a way to work with them effectively.

Still, there were cases in which mentors (or previous advisors) clearly exhibited more adverse shortcomings. Some participants reported being "left out" or that their mentors did "not care enough." Although some might argue that such behavior is not "harmful," those participants who reported the sense that their mentorship was "business-like" and who worried about "burdening" their mentors might have in reality been experiencing a type of neglect. Indeed, mentor neglect is a highly cited type of mentoring dysfunction (Johnson & Huwe, 2002). Similarly, as one participated shared, the sudden departure of a mentor was viewed as abandonment, which can be traumatic for some protégés (Johnson & Huwe, 2002).

In regard to mentors' multicultural competence, it was unsurprising that participants had to "explain" some of their experiences to their mentors. Inevitably, successfully mentoring international students requires a high level of cultural competency and associated knowledge and skills on the part of the mentor, as well as openness to cultural discussion on the part of the protégé (Park-Saltzman et al., 2012). However, when mentors failed to recognize their own lack of cultural competence or proficiency in multicultural skills and knowledge, their protégés reported

significantly heightened disappointment. In addition, concerning international students' visa issues, although it is understandable that mentors may not know all of the details regarding visa rules, it appeared to be very important to participants for mentors to know the basics—such as work restrictions and limitations on clinical opportunities (Lee, 2013). Otherwise, the mentors might provide guidance that could actually jeopardize the students' legal status. Overall, mentors' willingness to become more fully aware of their limitations and to remain open to continuous learning seemed to be more effective when working with international students (Park-Saltzman et al., 2012).

Although the participants reflected on their mentor's shortcomings, they also engaged in self-reflection. For instance, they acknowledged their responsibility as protégés and shared the ways in which they could have done things differently during their mentorship. Their hesitation to disclose certain details is understandable, as doing so could risk adversely impacting their mentor's perceptions and evaluations of them (Johnson & Nelson, 1999; Park-Saltzman et al., 2012). Unfortunately, this could also hinder mentorship as an institution, as successful mentorship requires the efforts—and honest assessment—of both mentors and protégés. It is especially necessary for international students to transcend their comfort zone in order to fully create a culturally sensitive mentorship (Park-Saltzman et al., 2012). As recommended for mentors, protégés should also examine their own biases and shortcomings, and they should always seek to maximize their mentorship to its fullest extent.

Despite some variations, the findings regarding resilience on the part of the participants indicated that they were willing to create a community of mentors/additional support systems, especially when experiencing difficulties in their main mentorship. This finding is encouraging, as it clearly demonstrates resiliency by the participants. The benefits derived from creating a community of mentors and support systems have been noted by multiple scholars (e.g., Benishek et al., 2004; Park-Saltzman et al., 2012). Indeed, it is unrealistic and unfair to expect the primary mentor to provide total support at all times (Johnson, 2002). Even when the main mentorship is on the whole successful, having a strong community of additional mentors would only benefit international students further (Park-Saltzman et al., 2012).

The fifth domain was unique to the current study and provided valuable information about potential shortcomings in mentoring relationships. Heppner (2017) stated that mentorship is a rewarding yet challenging process, one which may work on some occasions but fail on others.

Although conflicts and pitfalls are inevitable in mentoring relationships, it is important to remember that protégés suffer disproportionately more due to the innate power difference in the mentoring relationship (Johnson & Huwe, 2002). Based on participants who reported changes in their experience (e.g., obtaining a new mentor, enacting changes in current relationships), it seems possible to recover from negative mentorships, which is encouraging. However, when a mentorship is consistently negative, the adverse impact it can have on protégés is manifold. In such dysfunctional mentorships, additional support or program-level interventions might be needed.

Implications for Mentors

This study has important implications for mentors who are currently working with international students or who are interested in mentoring international students in the future. The findings indicate that international students greatly benefit from strong mentorship, which can be defined as a close/trusting relationship in which the mentor provides support in both professional and psychosocial areas and issues. This study also identified additional factors that mentors should consider when mentoring international students.

First, the current study provided strong support for the importance of context, as Chan et al. (2015) suggested. In particular, the contextual factors of international students are as dynamic as they are closely related to their international status. Three contextual factors in particular (i.e., personal, professional training, and socio-cultural-political) appeared to be closely connected to the overall training and mentoring experience of international students. Additionally, it seemed that unique requirements of counseling psychology training also play a role in shaping international students mentoring experience. Thus, it is strongly recommended that mentors be aware of the unique contextual factors of international students and be mindful of how these factors intersect with mentoring and training experiences. Mentors who fail to pay sufficient attention to these contextual factors are likely to misunderstand or overlook international students' needs, and as such they would be unable to provide tailored support.

Second, this study generated insights into the diverse conceptualization of mentorship on the part of international students, which includes expectations about close relationships and the need for tailored support. Thus, mentoring dyads would greatly benefit from an initial discussion of the mentoring expectations and rules. For instance, mentors can ask their international protégés

how they conceptualize mentorship while sharing their own thoughts about mentorship. It would also be helpful for mentors to remember that international students usually expect a high level of interpersonal closeness and would accordingly benefit from a close mentoring relationship. Also, as training in counseling psychology requires development of multiple competencies, mentors would need to clarify what area of training they can provide support or not. Thus, mentors should reflect on their own interpersonal style, including appropriate boundaries and level of expertise in different areas. If mentors conceive of mentorship merely as a professional development process, then their protégés' expectations will likely go unmet, and the mentorship may ultimately become dysfunctional.

Third, the results of this study highlight the importance of a multicultural focus in mentorship. As mentioned earlier, the contextual aspects of international students impact their training in multi-directional ways. Therefore, it is inevitable that these aspects will play a role in the international students' entire training process, and they should be considered accordingly. In order to effectively engage in multicultural discussion, it is recommended that mentors be prepared to contribute their own cultural contexts to the discussion. Such an exchange of cultural similarities and differences in the mentorship dyad would work to promote a higher degree of cultural fluency and trust between the mentor and the protégé. Which, in turn, can be promote international students advanced development in both multicultural and clinical competences that are important in counseling psychology. At the onset of the mentorship, the mentor should prepare the protégé to expect a high level of cultural discussion in order to set the tone of the relationship. Cultural discussions could at times be challenging for both the mentor and the protégé, but they would eventually become essential to creating a culturally sensitive mentoring experience.

Fourth, this study provided examples of the types of support that could be tailored to international students. Clearly, the support of mentors was invaluable to the international students' training in counseling psychology. In addition to the general support universal for all students, mentors can also provide tailored support for international students. For example, the study participants reported that their research interests were shaped by their cultural background, and as such mentors can support these research interests and provide culturally appropriate opportunities. Mentors could additionally support international students' clinical training by continuing to engage them in cultural discussions related to their clinical work. As long-term career plans are frequently complex for international students, openness, encouragement, and knowledge about international

opportunities on the part of mentors can greatly assist international students to strategically devise their future career pathways. Moreover, mentors can enhance their international student protégés' overall well-being and ease their cultural adjustment. By providing compassionate support, mentors can help international students better cope with life difficulties (e.g., discrimination, physical illness). Thus, mentors' genuine support can impact international students' lives in multiple ways.

Fifth, this study contributed novel insights into some of the pitfalls of mentorship, of which mentors can be aware. Mentoring relationships are naturally dynamic, and as such they will always have ups and downs. Conflicts and difficulties in mentoring relationships do not automatically imply dysfunctional mentorships—in fact, they can ultimately promote a stronger mentoring relationship. That said, mentors should never neglect or abandon their protégés, nor should they demonstrate a gross lack of multicultural competence when mentoring international students, as this can be particularly damaging. Additionally, if mentors are unaware of the basics of international student visa rules, they may provide misinformed guidance, which could be disastrous for international students. Needless to say, mistakes are made in mentorships, and mentors cannot always be "the best." However, they should at least be aware of their limitations and knowledge deficits. Mentors should also consult with other faculty members and perhaps even campus partners to provide appropriate support for international students. Moreover, they should carefully consider feedback on their behaviors, especially adverse behaviors, when offered by protégés, and should discuss such behaviors with their protégés, when possible. If the mentors then take the requisite steps needed to correct such adverse behaviors, their relationships with their protégés could be greatly strengthened.

Taken together, mentorship of international students requires substantial consideration of contextual and multicultural issues. The mentorship dyad is an active process, one in which both parties must engage in ongoing reflection and trust building. Although the process is far from easy, its successful navigation can greatly benefit both the mentor and the protégé (Knox et al., 2013; Park-Saltzman et al., 2012).

Implications for International Students

This study recounted stories told by international students in counseling psychology that may hopefully be of value to all international students. As the training experience of international

students is as unique as it is complex, these students can greatly benefit from strong mentorships and additional support systems. International students, however, must be aware that they are themselves a critical part of the mentorship and as such must do their best to benefit from the mentorship to its fullest extent. Accordingly, four key recommendations for international students for their mentoring experience are presented below.

First, international students would benefit from increased self-awareness, including the recognition of the contextual factors that impact their training and mentoring experiences. Such self-awareness would encourage the students to identify the sources of challenges in their training and to gain a more systematic view of their experiences. Thus, when these students subsequently communicate their needs to their mentors, these needs would be more clearly presented and the available and appropriate support would be provided accordingly.

Second, international students would benefit from discussing their expectations about the mentorship relationship directly with their mentors. Ideally, all their expectations would be met, but in reality this is unlikely and can be unreasonable. Likewise, the mentors should discuss their expectations with the students, establishing a more open exchange and in the process creating clear boundaries and rules.

Third, international students should seek to engage in ongoing discussions with and may need to educate their mentors in their cultural background and associated factors, values, concerns, and so forth. It may feel daunting at times to always "explain," and it would be unfair for international students to always educate others. However, to realize a culturally inclusive mentoring experience, international students must be willing to take risks in the mentoring process. This does not mean that international students need to assume all the burden in educating others, including their mentors, but they should remain open with their mentors as well as others who show genuine interest in working with international students. Also, if international students are considering returning home after their training, creating networks and additional mentorships in their home country could be very important, even essential.

Fourth, international students would benefit from a community of mentors and support systems, rather than relying only on their main mentors. It is unrealistic to expect a single mentor to support all aspects of each international student. For instance, visa and immigration issues can change at times depending on political issues and currents, and it would therefore be wise to consult with the international office and experts rather than to totally rely on the main mentor.

International students may, however, inform their main mentor about possible issues before, during, and after they consult with another agency to assess the risks/benefits of such consultations and to prepare for them accordingly.

In sum, international students are likely to experience unique difficulties in their US counseling psychology training and consequently require tailored support to address their needs. To be successful, international students need to be cognizant of their unique experiences and must be capable of effectively communicating their needs and concerns with their mentors.

Implications for Training Programs and the Field of Counseling Psychology

This study has some implications for training programs and for the field of counseling psychology specifically. First and foremost, the international students in this study indicated that their perception of the training program climate and the field of counseling psychology was that it was not as supportive of international students as they had hoped. These students reported that international issues are considered as "add-ons" rather than as focal topics for multicultural issues. Some of the students even reported experiencing microaggression within the program and in their counseling psychology training. Additionally, some students reported that faculty members and peers did not seem at times to be interested in learning about their unique perspectives. Therefore, it is critical that training programs reflect an internationally inclusive program climate. In order to fully benefit from the unique perspectives of international students, training programs should establish and reinforce a supportive climate for international students so that they can voice their perspectives.

Second, the programs and the field need to provide support for faculty members who mentor international students by offering knowledge about international student visa/immigration issues and training-specific limitations. Even though it is difficult for faculty members to know all the rules associated with international student immigration, they should be knowledgeable in the basics so as to avoid disseminating inaccurate guidance (e.g., assistantships outside of the university, practicums for which international students are not eligible). In this respect, a strong alliance between the training program and the international student office could be encouraged.

Third, training programs and the field need to consider providing support for international students who find themselves in dysfunctional mentorships. According to the study findings, dysfunctional mentorships can not only negatively affect international students' training

experience but can also adversely impact their psychosocial health, such as their sense of belonging in the US and in the field of psychology. Therefore, it is recommended that the program/field provide a form of remediation for dysfunctional mentorships by re-assigning students or by providing supplemental mentoring opportunities.

International students have great potential to benefit multicultural diversity in training programs and in the field of counseling psychology as a whole. Considering the internationalization of the field, they also possess great potential to bridge US psychology with its counterparts in other countries in the future. The field and training programs should thus assess how they are promoting international student enrollment and the ways in which they are offering tailored support via individual mentors.

Implication for Research

This study introduced Chan et al.'s (2015) multicultural, ecological and relational model of mentoring as a theoretical framework and yielded the results show the utility of the original Chan et al.'s model. As the participants of the current study were different from the Chan et al.'s participants, the results were not identical with the original work. However, the current study findings support Chan et al's main suggestions including the importance of contexts, multi-directional relationship among contexts and importance of relationship in mentoring experience. As a result, the current study provides implication for future study that Chan et al. presented in their original study. Specifically, it is recommended to future researchers to attend the significance of context, interconnection among contexts and quality cross-cultural relationships in mentoring. As the significant of contexts was evident in the study, it would be important for the future researchers to study what are unique contextual factors that affect diverse students. It is also possible that Chan et al.'s work can be applied to different discipline and different population, which may show unique context and relationship patterns. Additionally, as the results indicated developmental nature of mentoring relationship, it would be appropriate to look at changes in mentoring relationship over time, by conducting longitudinal study. For example, the researchers may ask students to identify when their advisors became their mentor once they started the relationship.

Limitations

The present study has some potential shortcomings in terms of generalization and implications. Although attempts were made to recruit a diverse pool of participants, it cannot be said with certainty that the participants who were ultimately included were representative of all international students in counseling psychology programs. Most of the participants were doctoral students, and only one participant was in a Psy.D. program. Out of the 75 APA counseling psychology programs contacted, only six were Psy.D. programs. Thus, a small number of participants from Psy.D. programs was expected.

Also, this study focused only on protégés' experiences, which is obviously only one-half of the mentoring–protégé dyad. Unlike Chan et al.'s (2015) study, focus was placed only on protégés' experiences in order to understand their perspectives. While the participants' stories were valuable, it cannot be verified whether the mentors of those students would have reported similar stories. Thus, this study's findings are only appropriate for understanding the subjective experiences of international students, not the objective dynamics of mentorship itself.

Lastly, each member of the research team who contributed to the current study has an international background, which might have affected the research analysis. Although research teams with international backgrounds typically have a high level of competence and pursue research with empirical rigor, the potential for bias cannot be ruled out. As a team, all research members experienced unique challenges and difficulties in their own counseling psychology training, which might have in turn informed how participants' stories were understood. Additionally, during the data analysis period, the socio-political climate (i.e., Covid-19 pandemic, Black Lives Matter movement) and personal issues (i.e., complications with the main researcher's visa) affected each of the research team members. Although the research team sought to be mutually supportive while at the same time completing the data analysis, the possibility that such external socio-political events could have affected the perceptions of the research team members also cannot be excluded.

Conclusion

This study focused on international students' mentoring experiences in counseling psychology. Through the CQR, the study pursued an in-depth understanding of mentoring

relationships in this field, including issues of multiculturalism in the mentoring dynamic, the findings of which can contribute to the corpus of knowledge on international students' counseling psychology experiences. The results demonstrated the importance of considering contextual factors and multicultural issues in mentoring relationships in counseling psychology. Lastly, the results yielded valuable information for mentors, international students, training programs, and the field of counseling psychology as a whole.

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APPENDIX A: PURDUE IRB APPROVAL LETTER

To: AYSE CIFTCI BRNG
From: JEANNIE DICLEMENTI, Chair Social Science IRB Date: 01/22/2019
Committee Action: Expedited Approval for Renewal - Category(6) (7)
IRB Approval Date 01/22/2019
IRB Protocol # 1803020390
Renewal Version Renewal-001: Renewal-001:
Study Title Mentoring Experience of International students in Counseling Psychology Programs
Expiration Date 01/21/2022
Subjects Approved: 15

The above-referenced protocol has been approved by the Purdue IRB. This approval permits the recruitment of subjects up to the number indicated on the application and the conduct of the research as it is approved.

The IRB approved and dated consent, assent, and information form(s) for this protocol are in the Attachments section of this protocol in CoeusLite. Subjects who sign a consent form must be given a signed copy to take home with them. Information forms should not be signed.

Record Keeping: The PI is responsible for keeping all regulated documents, including IRB correspondence such as this letter, approved study documents, and signed consent forms for at least three (3) years following protocol closure for audit purposes. Documents regulated by HIPAA, such as Authorizations, must be maintained for six (6) years. If the PI leaves Purdue during this time, a copy of the regulatory file must be left with a designated records custodian, and the identity of this custodian must be communicated to the IRB.

Change of Institutions: If the PI leaves Purdue, the study must be closed or the PI must be replaced on the study through the Amendment process. If the PI wants to transfer the study to another institution, please contact the IRB to make arrangements for the transfer.

Changes to the approved protocol: A change to any aspect of this protocol must be approved by the IRB before it is implemented, except when necessary to eliminate apparent immediate hazards to the subject. In such situations, the IRB should be notified immediately. To request a change, submit an Amendment to the IRB through CoeusLite.

Continuing Review/Study Closure: No human subject research may be conducted without IRB approval. IRB approval for this study expires on the expiration date set out above. The study must be close or re-reviewed (aka continuing review) and approved by the IRB before the expiration date passes. Both Continuing Review and Closure may be requested through CoeusLite. Unanticipated Problems/Adverse Events:

Unanticipated problems involving risks to subjects or others, serious adverse events, and serious noncompliance with the approved protocol must be reported to the IRB immediately through CoeusLite. All other adverse events and minor protocol deviations should be reported at the time of Continuing Review

APPENDIX B: STUDY INVITATION

Mentoring Experience of International students
in Counseling Psychology Programs

Hello,
My name is Sula Lee and I am a doctoral candidate in the Counseling Psychology at Purdue University. I am conducting this study as part of my dissertation requirement.

The purpose of the study is to explore international students' mentoring experience in counseling psychology programs. This study aims to gain an insight into the complex nature of the international students' mentoring relationships and their perceptions about the significance of mentoring relationships for their professional development, specifically in the context of counseling psychology training. I am seeking for 12 to 15 participants who are willing to share their stories.

      I am looking for participants, who are
      .. International students
      .. currently enrolled in an APA accredited Counseling Psychology programs
      .. with minimum of one semester of practicum experience and research experiences
.. ages over 18

If you are willing to participate in the study, please complete screening survey HERE (https://purdue.ca1.qualtrics.com/jfe/form/SV_ehw25JUBQuaxh8V). The screening survey contains brief background questionnaire and short essay questions. After you complete screening survey, I will contact to via phone or email to confirm your decision in study participation. Once you decide to participate in the study, we will confirm time and method (Phone or audio/video Skype) for 1 to 2 hours long interview. Upon completion of interview, participants will receive 25$ Amazon gift card.

Please, feel free to share this study invitation with others, via emails and facebook.
If you have any question, please contact me lee1431@purdue.edu
Or, you can contact Ayşe Çiftçi, Ph.D., the PI, at ayse@purdue.edu or (765) 494-9746.
Thank you!

Sula Lee

APPENDIX C: RESEARCH PARTICIPANT PRE-SCREENING CONSENT FORM

**Mentoring Experience of International students
in Counseling Psychology Programs
Ayşe Çiftçi, Ph.D.
Sula Lee, M.A,
Purdue University
Department of Educational Studies**

<u>What is the purpose of this study?</u> You have been invited to participate in a research study designed to explore
International students' mentoring experiences in counseling psychology training programs. We are interested in gaining in-depth understanding of international students' mentoring experiences in counseling psychology, and of issues of multiculturalism in the mentoring dynamic.

Your participation is voluntary and it would be greatly appreciated, as it can contribute to advancement of knowledge of international students experience in counseling psychology.

<u>What will I do if I choose to be in this study?</u> This study is a qualitative study, which requires audio or video interview. First, you will be asked to complete Qualtrics survey contains questionnaires to screen for mentoring experiences and background questions. At the end of the Qualtrics, you will be asked to provide your contact information if you would like to participate in interview. Second, if you meet the criteria for the study and provided the contact information at the end of Qualtircis survey, the main researcher (Sula Lee, M.A.) will contact you to determine interview method and time. Lastly, the actual interview will take place over Skype, Google Talk or phone based on convenience and preference. Either audio or video interview is possible. Interviews will be recorded and maintained by the main researcher.

<u>How long will I be in the study?</u> The anticipated duration of the interview is 60-120 minutes. The estimated time for completion of the screening questionnaire is 10 minutes.

<u>What are the possible risks or discomforts?</u> The risks of participating are anticipated to be minimal and no greater than those encountered in everyday activities. Breach of confidentiality is a related risk to the research.   Although this risk is a possibility, safeguards are in place as listed in the confidentiality section below. The potential risks may also involve psychological or emotional risks, such as embarrassment or nervousness, associated with discussing your own stories. In order to minimize risks, you can withdraw from the study at any time, including up to two weeks after completion of the interview. You can also request a copy of transcripts to ensure your comfort with information you share in the interview.

<u>Are there any potential benefits?</u> You may gain insight about your mentoring experiences, including what you want from your mentoring relationship, how you can improve their relationship, and how you can utilize their mentoring relationship for their greater professional development. Also, the findings from this study may increase understanding students' mentoring

experience, and You may gain insight about your mentoring experiences, including what you want from your mentoring relationship, and how you can improve your mentoring relationship. Also, the findings from this study may increase understanding students' mentoring experience, and may be important for counseling psychologists and international counseling psychologists in training.

Will I receive payment or other incentive? You will receive no compensation for completion of the pre-screen survey. However, if selected to participate, you will receive $ 25 Amazon gift card after the interview is completed.

Will information about me and my participation be kept confidential? Because the study involves record of contact information on the survey and interviews, which will be video- and audio-recorded, research participation will not be anonymous. However, only the main researcher (Sula Lee, M.A.) will have access to contact information, and will record conversation, transcribe it, and then change your name and delete any personal information that could identify you. The anonymized transcripts will be available to researches teams (Sula Lee, M.A., Ayşe Çiftçi, Ph.D and two additional research assistants) at Purdue University. At any time up to two weeks after the interview, you may withdraw your comments or request not to be contacted again. Per Federal Regulation, consent form cannot be destroyed until 3 years after completion of the study. All raw data from the study will be in a locked cabinet in the Principle Investigator's office at Purdue for five years, which will be accessible only by Dr. Ciftci. After the five years, all records with identifying information will be destroyed. Anonymized transcripts will be stored in password protected USBs indefinitely accessible only to the study personnel. The project's research records may be reviewed by departments at Purdue University responsible for regulatory and research oversight. The results of the study will be used in doctoral dissertation, and will be reported at professional conference presentations and published in academic journals; however, identifying information will not be included in the presentations or publications.

What are my rights if I take part in this study? Your participation in the study is voluntary. Although we would appreciate you answering all questions as openly and honestly as possible, you may decline to answer any question that makes you feel uncomfortable. You may withdraw your participation at any time without penalty.

Who can I contact if I have questions about the study? If you have any questions about this research project, you can contact Ayşe Çiftçi, Ph.D., the first point of contact, at ayse@purdue.edu or (765) 494-9746. You may also contact Sula Lee, M.A., at lee1431@purdue.edu. If you have concerns about the treatment of research participants; you can contact the Institutional Review Board at Purdue University, Ernest C. Young Hall, Room 1032, 155 S. Grant St., West Lafayette, IN 47907-2114. The phone number for the Board is (765) 494-5942. The email address is irb@purdue.edu.

Documentation of Informed Consent
I have had the opportunity to read this consent form and have the research study explained. I have had the opportunity to ask questions about the research project and my questions have been

answered. I am prepared to participate in the research project described above. I will receive a copy of this consent form after I sign it.

Yes, I am ready to participate. (Please write your name:)
No, I do not want to participate.

APPENDIX D: RESEARCH PARTICIPANT CONSENT FORM

Mentoring Experience of International students
in Counseling Psychology Programs
Ayşe Çiftçi, Ph.D.
Sula Lee, M.A,
Purdue University
Department of Educational Studies

<u>What is the purpose of this study?</u> You have been invited to participate in a research study designed to explore
International students' mentoring experiences in counseling psychology training programs. We are interested in gaining in-depth understanding of international students' mentoring experiences in counseling psychology, and of issues of multiculturalism in the mentoring dynamic.

Your participation is voluntary and it would be greatly appreciated, as it can contribute to advancement of knowledge of international students experience in counseling psychology.

<u>What will I do if I choose to be in this study?</u> This study is a qualitative study, which requires audio or video interview. As a first step, you completed a pre-screening survey and indicated your interests in participating the study. The actual interview will take place over Skype, Google Talk or phone based on convenience and preference. Either audio or video interview is possible. Interviews will be recorded and maintained by the main researcher.

<u>How long will I be in the study?</u> The anticipated duration of the interview is 60-120 minutes. The estimated time for completion of the screening questionnaire is 10 minutes.

<u>What are the possible risks or discomforts?</u> The risks of participating are anticipated to be minimal and no greater than those encountered in everyday activities. Breach of confidentiality is a related risk to the research. Although this risk is a possibility, safeguards are in place as listed in the confidentiality section below.   The potential risks may also involve psychological or emotional risks, such as embarrassment or nervousness, associated with discussing your own stories. In order to minimize risks, you can withdraw from the study at any time, including up to two weeks after completion of the interview. You can also request a copy of transcripts to ensure your comfort with information you share in the interview.

<u>Are there any potential benefits?</u> You may gain insight about your mentoring experiences, including what you want from your mentoring relationship, how you can improve their relationship, and how you can utilize their mentoring relationship for their greater professional development. Also, the findings from this study may increase understanding students' mentoring experience, and You may gain insight about your mentoring experiences, including what you want from your mentoring relationship, and how you can improve your mentoing relationship. Also, the findings from this study may increase understanding students' mentoring experience, and may be important for counseling psychologists and international counseling psychologists in training.

<u>Will I receive payment or other incentive?</u> After the interview participation, you will receive $ 25 Amazon gift card.

<u>Will information about me and my participation be kept confidential?</u> Because the study involves record of contact information on the survey and interviews, which will be video- and audio-recorded, research participation will not be anonymous. However, only the main researcher (Sula Lee, M.A.) will have access to contact information, and will record conversation, transcribe it, and then change your name and delete any personal information that could identify you. The anonymized transcripts will be available to researches teams (Sula Lee, M.A., Ayşe Çiftçi, Ph.D and two additional research assistants) at Purdue University. At any time up to two weeks after the interview, you may withdraw your comments or request not to be contacted again. Per Federal Regulation, consent form cannot be destroyed until 3 years after completion of the study. All raw data from the study will be in a locked cabinet in the Principle Investigator's office at Purdue for five years, which will be accessible only by Dr. Ciftci. After the five years, all records with identifying information will be destroyed. Anonymized transcripts will be stored in password protected USBs indefinitely accessible only to the study personnel. The project's research records may be reviewed by departments at Purdue University responsible for regulatory and research oversight. The results of the study will be used in doctoral dissertation, and will be reported at professional conference presentations and published in academic journals; however, identifying information will not be included in the presentations or publications.

<u>What are my rights if I take part in this study?</u> Your participation in the study is voluntary. Although we would appreciate you answering all questions as openly and honestly as possible, you may decline to answer any question that makes you feel uncomfortable. You may withdraw your participation at any time without penalty.

<u>Who can I contact if I have questions about the study?</u> If you have any questions about this research project, you can contact Ayşe Çiftçi, Ph.D., the first point of contact, at ayse@purdue.edu or (765) 494-9746. You may also contact Sula Lee, M.A., at lee1431@purdue.edu. If you have concerns about the treatment of research participants; you can contact the Institutional Review Board at Purdue University, Ernest C. Young Hall, Room 1032, 155 S. Grant St., West Lafayette, IN 47907-2114. The phone number for the Board is (765) 494-5942. The email address is irb@purdue.edu.

Documentation of Informed Consent
I have had the opportunity to read this consent form and have the research study explained. I have had the opportunity to ask questions about the research project and my questions have been answered. I am prepared to participate in the research project described above. I will receive a copy of this consent form after I sign it.

Video recording of study activities
Interviews may be recorded using video devices to assist with the accuracy of your responses. You have the right to refuse the video recording. Please select one of the following options:
I consent to video recording: Yes _____ No_____

Audio Recording of Study Activities

Interviews may be recording using audio recording to assist with the accuracy of your responses. You have the right to refuse the audio recording. Please select one of the following options:

I consent to audio recording: Yes _____ No_____

_____   _____
Participant signature   Date

_____
Participant name

_____   _____
Researcher signature   Date

APPENDIX E: SCREENING SURVEY QUESTIONNAIRES

1. Are you an international students on F-1 Visa?
___Yes ___ No

2. Are you currently enrolled in Counseling Psychology doctoral program?
___Yes ___ No

3. Are you 18 years of age or above?
___Yes ___ No

4. Please write your nationality: (_____)

5. When did you come to the U.S.?

6. What is your first language?
__English
__Bilingual including English
__Other (Please describe)

8. What is your year of birth? (_____)

9. What is you gender?
___Male
___Female
___Trans female/Trans women
___Trans male/Trans man
___Gender Queer/ Gender non-conforming
___ Not listed above (_____)

10. What is the degree of your program?
___ Ph.D.
___ Psy.D.

11. What is the training model of your program?
___ SCIENTIST-PRACTITIONER
___ SCHOLAR-PRACTITIONER
___Other (Please describe)

12. Do you have an international faculty in your program?
___Yes ___ No

13. What is the percentage of international faculty member in your program?
Percentage 0 10 20 30 40 50 60 70 80 90 100

14. Do you have other international students in your program?
   ___Yes   ___ No

15. What is the percentage of international students in your program?
Percentage 0 10 20 30 40 50 60 70 80 90 100

16. What year are you in your program?
___ 1st
___ 2nd
___ 3rd
___ 4th
___ 5th
___ 6th
___ 7th and more

17. How many months / years of Research experience do you have?
___ Less than a semester
___ Moe than a semester (Please describe)

18. How many months / years of Clinical experience do you have?
___ Less than a semester
___ Moe than a semester (Please describe)

19. What is your current career goal?
___ Academic
___ Practitioner
___ Academic and Practitioner
___ Unsure
___ Others (Please describe)

20. How would you describe your financial situation right now?
___ Always stressful
___ Often stressful
___ Sometimes stressful
___ Rarely stressful
___ Never stressful

21. How would you describe your financial situation while growing up?
___ Always stressful
___ Often stressful
___ Sometimes stressful
___ Rarely stressful
___ Never stressful

22. In your own words, how do you define "mentor" and "mentoring relationship?" How mentoring relationship is different (or similar) from other types of relationship (e.g., advising, supervising)?
ESSAY

23. Do you currently have a mentor, who is supporting/helping/sponsoring you in your graduate training?
___Yes   ___ No

24. Do you consider your academic advisor as your primary mentor?
___Yes   ___ No

25. Is your mentor from a culture that is similar to your cultural background?
___Yes   ___ No

26. Who is your mentor? (please avoid providing identifiable information, just describe basic characteristics of your mentor)
ESSAY

27. Please provide contact information, so I can contact you to schedule the interview time and method. If you want me to contact you via phone, please indicate when is the best time for me to reach you.

APPENDIX F: SEMI-STRUCTURE INTERVIEW QUESTIONS

Definition of mentoring relationship from Chan et al. (2015; p. 593)
"A one-to-one relationship between a more experienced member (mentor) and a less experienced member (protégé) that is aimed to promote the professional and personal growth of the protégé through coaching, support, and guidance. Through individualized attention, the mentor transfers needed information, feedback, and encouragement to the protégé as well as provides emotional support and recommendation (Healy & Welchert, 1990; Mullen, 1994)"

1)   Tell me about yourself. Where are you from? What stage or your career are you at? How long have you been in US?
2)   How do you define "mentor" and "mentoring relationship?" How mentoring relationship is different (or similar) from other types of relationship (e.g., advising, supervising)? *–refers to screening question,*
3)   Tell me about your mentoring experiences Who is your mentor? How the relationship started? How often do you meet your mentor? What activities do you and your mentor do together? *–refers to screening question*
4)   In what ways are you different from your mentor (culture, gender, class, background, sexual orientation)? How do these differences affect your relationship? How were these differences addressed in your relationship? In what ways were you able to identify or not identify with her/him?
5)   How has she/he supported you as an international student (originally – ethnic minority)? Personally and professionally?
6)   Did you have a significant life event? How did you (or not) bring it to your mentor?
7)   Can you give an example of a time when your mentor has been critically helpful/supportive? Can you specify it for an academic versus non-academic situation?
8)   What are qualities about your mentor or things he or she does that makes the relationship a success? What in your opinion makes a good mentor?
9)   What would you change about your relationship? Was any negative experiences? What else could he or she do that could improve the relationship even further?
10)   Tell me about significant moments in your mentoring relationship.
11)   How your identity as an international student affect your mentoring relationship? How your mentoring relationship is different or similar to other domestic students' mentoring relationship?
12)   How did your mentor impact your professional growth? (this question goes beyond support and perhaps including sponsoring, role modeling)
13)   Is there anything we didn't discuss that you think is important to talk about?
TO MINIMIZE PARTICIAPTION RISK AND MAXIMIZE BENEFIT
14)   What was it like for you to participate in this interview? What questions do you have?