

PRE-INTENSIVE TEACHING COMPETENCIES SYNTHESIS

Anita Woods

Department of Counselor Education and Family Studies - Liberty University

Author's Note:

There are no known conflicts of interest with the information provided in this paper. For further information, contact Anita Woods at awoods38@liberty.edu.

Pre-Intensive Teaching Competencies Synthesis

Before beginning my Ph.D. experience at Liberty, as an outsider, teaching looked easy. It seemed the biggest responsibility was lecturing and then grading papers in a timely fashion. Then the next step was to pray your reviews from your students were positive, so as not to negatively affect your future. Liberty and the Ph.D. program have shed light on the complexity and moral responsibility that comes with teaching. Teaching is a mentorship, a pouring of knowledge and ethics from one seasoned wineskin to a new wineskin.

Roles and Responsibilities Related to Educating Counselor

The first responsibility of any educator is to make sure they have a strong, established professional identity (Haddock, 2019). A strong professional identity lends itself to the strength, validity, and efficacy of the profession. It is a living mirror image of the ethical standards the profession adheres to and a clear example to the students and supervisees of who they are to become. The roles of an educating counselor include teaching and supervision, scholarship, and service (H., 4).

Teaching and supervision are the commonly expected roles of counselor educators. These same roles come with an expectation of excellence in classroom instruction maintaining knowledge of CACREP accreditation requirements for the curriculum and per course. There is also as well as supervision of practicum and internship students in the master's and doctoral programs (H., 4). These days the counselor educator not only has to be well-versed in the curriculum but also technology. Classrooms are no longer solely in person but also through digital connections such as Teams and Webex. Along with teaching, there are also administrative tasks such as grading, and being present for communication with the students as needed. Faculty responsibilities and more.

Scholarship is represented through the counselor educator conducting research and publishing the findings through literary essays and empirical journal articles. Lastly, as a counselor educator, service is the act of offering your profession, education, and time to the service of others in the community.

Pedagogy and Teaching Methods Relevant to Counselor Education

Pedagogy is the foundation of teaching methodology. It is the model of teaching an educator utilizes that allows him/her to have full control of the teaching environment and leaves the student void of autonomy of learning but rather makes the student dependent on the educator for learning (Haddock, 2019). Adult learners approach educational information and learning opportunities differently than the younger population. Thus, educators utilize andragogy as the methodology for educating and creating learning opportunities for adult learners (Haddock, 2019). Adult students have assumptions in their conceptions about education. One is that adult students are more inquisitive about their need to be educated. They have more accountability for their choices and lives, and approach education having had more life experiences than younger students. Adult students have a self-concept of independence and thus expect respect. Another assumption is that instruction must be aligned with the student's growth-related goals to foster the interest and willingness of the student to learn (Haddock, 2019). The andragogical approach to education and learning allows the student to be autonomous in the learning experience. It also eliminates the need for the teacher to have full control of the educational process. Instead, the instructor is considered a co-structor (Haddock, 2019). The andragogical approach includes an eight-step process of strategies to develop and evaluate learning outcomes for the student some of which include preparing the student for learning, evaluating the student's educational needs, and assessing learning outcomes (Haddock, 2019).

Models of Adult Developing & Learning and How the Models Inform Counselor Education

Students consume knowledge through two different means, learning styles and/or intelligences (H. 79). Learning styles represent how people synthesize information. Within the learning styles concept, one of the models is experiential learning developed by David Kolb in 1970 (H. 80). The experiential learning model consists of four cyclical stages (learning styles): concrete experience which is feeling, reflective observation which is watching, abstract conceptualization which is thinking, and active experimentation which is doing (H. 80).

Above I mentioned that these stages are cyclical. One can enter the learning experience at any point in the four stages, they are not linear and can often be combined in certain educational settings depending on the learner's preference. For example, a learner could have the learning style of diverging. This style consists of the learner's tendency to learn by feeling and watching. This means the learner favors watching over acting, gathers information from many viewpoints, and leans more on emotions than logic (H. 81).

Honey and Mumford's model believes that individuals should become aware of their learning styles and proactively search for learning techniques that match them. In this model, there are also four learning styles: activist, theorist, pragmatist, and reflector (H. 81). Each of the styles has a preference for learning as well as learning tools that are efficacious in processing information. For example, activists engage in learning with an open mind and is a hands-on learner. The learning technique an activist uses is brainstorming problem-solving (H. 81).

Howard Gardner created the theory of multiple intelligences in the 1980s (H. 82). The model focuses on an individual's differences in learning rather than how they process information. Howard's model suggests eight kinds of intelligences and supports that everyone

has these types of intelligences which are utilized at different aptitude levels. Like Kolb's therapy, each type of intelligence has its individual activities and preferences when learning.

Instructional & Curriculum Design, Delivery, & Evaluation Methods Relevant to Counselor Education

You've graduated from your Ph.D. program and now you're ready to teach. Yes? No. There is more. Understanding what you will be responsible for teaching is important as well as understanding whether there is an existing curriculum/syllabus or whether one needs to be created. Understanding what CACREP standards apply to the course, you will determine how the curriculum/syllabus is developed (H. 121). 2016 CACREP standards sections 6.B.3.d provide guidelines for what should be contained within the syllabus. Section 6.B.3.e specifies the approach the educator should use when conducting online classes. Establishing learning objectives, and identifying course materials, including textbooks are all part of the process of preparing for instruction.

Effective Approaches for Online Instruction

The face of institutional education has changed in recent years. What used to be only a brick-and-mortar offering now takes several forms. Educational opportunities are now offered face-to-face as well as online. Some programs offer a hybrid of both in-person and online depending on the class. The emergence of online educational opportunities has given the student more autonomy regarding his education. It has also leveled out the student/teacher power differential (H. 192). Because of the shift in learning environments, how educators deliver knowledge must also change. As noted above the 2015 CACREP standards even address how an educator should conduct online classes (H. 121).

There are some drawbacks to online educational opportunities. One is that while students are eager to join the online educational pool, the existing professors may not be as tech-savvy and have issues with online forums such as Teams or Webex for meetings. Training may not be as readily available or timely in assisting the teaching staff up to speed. Lastly, while the power differential between educator and student has shifted while online, it may open the door to unacceptable student/educator communication exchanges (H., 192). Regardless of the drawbacks, online education has been perceived as a positive move in education, with the hybrid approach being the most well-regarded (H., 192).

Screening, Remediation, and Gatekeeping Functions Relevant to Teaching

Screening, remediation, and gatekeeping functions are not functions independent of the other in relevance to counselor educators. Many times, when thinking of counseling and gatekeeping we think of ourselves and ensuring that we are maintaining the ethical standards outlined in the 2014 ACA code of ethics. However, screening, remediation, and gatekeeping are much broader responsibilities than individual considerations.

It is the responsibility of the counselor educator to constantly assess students and be diligent gatekeepers not only for the counseling profession but also for the colleges and universities we train within. Gatekeeping not only positively impacts the professional community it also protects the productive student. It has been found that 95% of students are negatively affected by the wayward student. The act of screening and remediation is conducted when considering student educational performance, individual behavior, and program fit (H., 162). Educators must be prepared to have difficult conversations because of screening activity. Educators must also be transparent regarding his/her screening process to mitigate the anxiety the student may experience because of screening (H., 163).

Before an educator can become an effective screener, he/she must understand the depiction of an effective counselor. Five areas define a competent counselor: empirical knowledge, basic clinical aptitude, orientation-specific skills, clinical judgment, and relational skills (H., 170).

Assessment of Learning

Student evaluation takes a significant place in the role of counselor educator. Assessment of learning not only involves continuous assessment of the student's ability to synergize the information being presented to them. It also involves being honest and accurate in your assessments (H., 148). This responsibility is detailed not only in our educational standards but also in section F of the ACA Code of Ethics (H., 148). This responsibility is a repetitive process for the entire time the student is in the program. Being transparent with the students about this process will create professional understanding for the students and assist in setting the foundation of their ethical and educational journeys. The assessment process is not only governed by professional ethical organizations such as the ACA, they are also greatly influenced by accreditation organizations such as CACREP as it greatly influences licensure and accreditation (H 149).

The Role of Mentoring in Counseling Education

The act of mentorship is a leadership behavior. For counseling, education mentoring prepares up-and-coming counselors by improving their professional competency, increasing their professional knowledge, providing professional support, and creating confidence. It provides a community for the mentee to have access to and network within. The act of mentoring advocates for the profession and works from the inside strengthening the professional foundation.

There are five effectual mentoring strategies: sponsorship, coaching, guarding, challenging, and increasing credibility (H., 216). Sponsorship is to recommend the counselors-in-training (CITs) for scholarships, programs, grant creation, research writing, etc. These activities will not only add to their professional portfolios but will also position them to be well-known in the field and profession by the time they graduate and enter the field. Coaching is similar to sponsorship. Coaching introduces the influencers in the community to give them a stronger identity and purpose in the field. The strategy of guarding protects the CIT from adversarial issues and obstacles. The mentor also educates CIT on coping skills to continue to navigate through the issues (H, 216). A mentor that challenges a CIT addresses the CITs developmental progress, and is transparent when critiquing his/her performance to increase their self-awareness and strengthen their professional identity.

References

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