

Pre-Intensive Teaching Competencies Synthesis

Suzy Vaile

Department of Counselor Education and Supervision, Liberty University

Author Note

Correspondence concerning this paper should be addressed to Suzy Vaile, 1971

University Blvd, Lynchburg, VA 24515. Email: ssvaile@liberty.edu

Roles and Responsibilities related to Educating Counselors

There are many responsibilities included in counselor education that extend beyond the traditional teaching role. One role of counselor education is curriculum development, which includes creating and implementing a counselor curriculum that is engaging for a variety of learners while aligning with professional standards. The curriculum should include learning objectives, textbook selection, syllabus, rubric, office hours, process for making appointment, clear instructions, resources, and presence (H, 126). Providing clear instruction and objectives are chief for helping facilitate student success. Students in clinical courses can feel confused and uncertain when learning objectives are ambiguous. Therefore, it is recommended to develop learning objectives that are appropriate for the developmental phase of the students (H, 114). If students are taught how to be better students in one course, they might be better students and learners in subsequent courses and in the counseling profession (C,9). Teaching should be collaborative to help enhance meaningful learning (c, 47), and if we make students part of the learning process, it helps them take ownership of their learning (c, 41).

Another significant role for a counselor educator is supervision, which facilitates the training and support of students in their practicum and internship to ensure the welfare of clients (H, 42). It is very important to formulate concrete and clear learning objectives during supervision. Research has shown that when learning objectives are not understandable, supervisees reported feeling confused and unclear about the goals of supervision and anxious about being evaluated (H, 114). We can engage in reflection, consultation, supervision, and discussions with faculty and students related to diversity to identify areas of growth for ourselves and students (H, 74). Additionally, the American Counseling Association (ACA) lists the use of case studies during supervision and field work and recommends infusing the application of

ethical responsibilities throughout the counseling curriculum (H, 89). Lastly, remember to bring your presence to your students; as a counselor educator we are shaping the future generations of counselors and that is an enormous responsibility. By demonstrating presence and empathy to our students, we are creating a foundation for them to build on as they discover their own identities.

Pedagogy and Teaching Methods Relevant to Counselor Education

Pedagogy, or the study of teaching (H, 16), allows counselors to utilize a variety of approaches to help facilitate learning. It has been described as a hierarchical system in which the teacher assumes full responsibility for what will be taught, and the learner has little autonomy (H, 16). Some critics have not endorsed pedagogy in higher education given its root emphasis on the education of children (H, 16).

Lectures are one of the teaching methods that play an important role in postsecondary education and include formal lectures, storytelling lectures, discussion-based lectures, visually enhanced lectures, demonstration lectures, online lectures, and interactive lectures (C, 50). Storytelling involves the instructor telling a story with characters, a plot, a dilemma, and an ending, with the goal of providing connection and engagement with the students (C, 50).

Discussion-based lectures pose questions to encourage student participation and engagement; this method of teaching encourages students to think about course content and engage with the instructor in a personal way (C, 51).

Instructors can also employ visually enhanced lectures using Power Point Slides or other tools to enhance the lecture; the focus should always be on effectively using these tools to facilitate the learning experience (C, 51).

The most effective type of lecture is the interactive lecture; this method combines lecture and active learning strategies and allows for reflection on core content and discussion and collaboration between the students and professor (C, 53).

Models of Adult Developing and Learning and how the Models Inform Counselor Education

It is important to understand adult development and the learning theories that are effective for counselor education. Some of the key models include andragogy, transformative learning, and experiential learning.

Andragogy emphasizes the need for adult learners to be motivated and self-directed in their counseling education and is defined as the art and science of helping adults learn (H, 16). Andragogy is grounded in the belief that adults need to know why they need to learn something, have a readiness to learn those things to cope effectively in real-life situations, and are more responsive to internal motivators than external motivators (H, 17). This model follows an eight-step process that includes preparing the learner, establishing a climate conducive to learning, creating a mechanism for mutual planning, diagnosing the needs for learning, formulating program objectives that will satisfy those needs, design a pattern of learning experience, conduct those learning experiences with suitable techniques and materials, and evaluate the learning outcomes and diagnose learning needs (H, 18).

Transformative learning focuses on challenging learners' assumptions and beliefs to facilitate personal growth and development. Contemporary theorists believe that learning happens in multiple contexts including culture, relationships, values, knowledge and skills, and through these constructs, students create meaning (H, 83). This constructivist and holistic view

of learning is particularly important to adult learners and thus influences the way in which instructors can best teach them (H, 83).

Experiential learning prioritizes learning through experiences and reflection. David Kolb was the first to develop specific learning styles based on his ideas of experiential learning in the 1970s. In his model, he described four stages of the learning cycle: concrete experience (feeling), reflective observation (watching), abstract conceptualization (thinking) and active experimentation (doing) H, 80. Feeling and watching would include activities like brainstorming, receiving feedback, and group work, and this style of learner prefers watching over doing. Watching includes using data or models, utilizing reading and lectures, and time to process; and this style of learner is concise and logical and prefers ideas and abstract concepts to people. Thinking includes experimentation, and simulation (role play), and this style of learner is a problem solver who prefers technical tasks or problems over social issues. Lastly, the doing stage would include group work, goal setting, and analysis of material, and this style of learner follows intuition over logic, is quick thinking and tends to take risks (H, 80).

These models inform counselor education by defining not only what it means to learn as an adult, it also defines how to learn and continue to evolve. Learning is now seen as multidimensional, encompassing the brain, body, emotional well-being and spirituality; the adult brain retains much more flexibility and has informed the focus on the conditions in which one learns, not just the content (H, 83). This shift in focus has helped influence the way in which counselor educators can best instruct adult learners (H, 83).

**Instructional and Curriculum Design, Delivery, and Evaluation Methods Relevant to
Counselor Education**

It is imperative that counselor educators design and deliver curricula that are relevant, engaging, and in alignment with professional counseling standards. Some key components to consider that are relevant to counselor education are creating clear learning objectives and evaluation methods.

Learning objectives clearly define what students should know, understand, and be able to do upon completion of the course (H, 122). To meet CACREP standards, counseling programs must develop program objectives that reflect current knowledge and needs concerning counseling practice in a multicultural and pluralistic society that addresses student learning. Also, syllabi for course must contain knowledge and skills outcomes and performance evaluation criteria and procedures (H, 122). It is important to connect your learning goals, objectives, and outcomes with your course assessment activities (C, 20). It can also be helpful to use the backward design method by first establishing the learning objectives and then moving backward to develop assessment activities and learning experiences (C, 20).

Evaluation involves continuously examining the effectiveness of the curriculum and making necessary adjustments that meet the changing needs of both the educator and the adult learners. As counselor educators, we have the privilege of ensuring that our students are given access to an engaging course experience that allows them the opportunity to develop the knowledge, skills, and abilities based on the individual program's learning outcomes that are aligned with both the university's mission and CACREP standards (H, 120). Another component of evaluation involves being mindful of the student and faculty workload, the effectiveness of materials and activities, and the attainment of student learning as measured by designed assessments (H, 142).

Incorporating these elements will be vital in an ongoing effort to continue to improve the course (H, 142).

Effective Approaches for Online Instruction

Instructional strategies, or teaching methods, are just as unique as a counselor's theoretical preferences. As mentioned earlier, it is important for counselor educators to choose teaching methods that are aligned with both the learning objectives and the student needs, always being mindful of the particular needs of the adult learner. One innovation in counselor education has been the emergence of online learning. One effective approach is offering interactive activities like online discussions, forums, and virtual simulations (H, 126). Many textbook publishers are now providing digital products, technology, and services as well as curriculum design and online tutoring resources to support the creation of dynamic, interactive, and engaging curriculum (H, 126).

Another effective approach is breaking up lectures into chunks with the following format: active learning, interactive lectures, active learning, interactive lecture to enhance learning engagement (C, 61). Faculty who effectively communicate expectations from the beginning of class can build an interactive, experiential, and collaborative space for in-depth learning (H, 196). Additionally, professors use interactive and dynamic lectures to tell a story, emphasize main points, and build foundational knowledge in a content area (C, 53).

Time management is a crucial component for consideration in online learning. It takes more time to create and build an online classroom, and the course preparation for online classrooms is significantly greater than in fact-to-fact forums. Counselor educators also can spend a substantial amount of time in email communication with students (H, 193). Considering working in an online environment, it is important to create and foster a sense of autonomy and

self-directedness in the online learning environment (H, 192). One way of doing this is providing clear communication to the online students that includes clear instructions, expectations, and feedback. For example, an online course could include a video introduction from the professor that includes course expectations, instructions for the online platform, and current research or interests (H, 87).

Because counseling deals with multi-layered subject matter that can often lead to emotionally laden conversations that reveal deeply rooted beliefs. It is important to honor those differences by facilitating small group teaching strategies that expose students to divergent points of view (H, 89). Students can also engage in problem-based learning (PBL) where they work collectively to solve real world problems by applying their own experiences, finding supporting evidence, and collaborating with their online peers to create solutions (H, 90).

Lastly, it is important to offer resources regarding technical support for the online students so that they can resolve any issues quickly and effectively.

Screening, Remediation, and Gatekeeping Functions Relevant to Teaching

Screening is mentioned throughout the text but is not defined. However, I can see how it is related to gatekeeping and ensuring that as a counselor educator, I do my job in ensuring that those students who progress and complete a counselor degree are fit to do so (C, 160).

As a counselor educator, you can use a variety of methods for screening applicants. For example, personal or goal statements, individual and/or group interviews, and resumes or curriculum vitae could be used to determine the relevance of a candidate's career goals. An indicator of graduate-level academic ability might be a candidate's undergraduate grade point average, standardized aptitude test scores, and letters of recommendation. Most counseling graduate programs assess an applicant's ability to form effective counseling relationships and respect for cultural

differences through individual and/or group interviews and experiential activities (H, 38). When developing policies and procedures related to program admissions, counselor educators are encouraged to consult with legal representatives at their institution regarding any legal consequences of screening protocols (H, 38). Counselor educators may be involved in screening potential students for admission, providing remediation for students who are struggling, and making decisions about student progression. These functions require careful consideration of ethical and legal implications. Formally evaluating student disposition is of great importance to counselor educators due to the ethical responsibility we hold as gatekeepers to the profession (H, 153).

Most procedures counselor educators develop for removing students from their counseling graduate programs require that once a student has been identified as being deficient in skills or proficiency, efforts must be made to help the student improve, which is known as remediation (H, 46). To practice ethically, you must make sincere efforts to help a student improve and not simply go through the motions waiting for the time when you can dismiss the student (H, 46). As counselor educators, we are required to assist students who are experiencing problems developing competencies, to seek consultation and document decisions to dismiss students, and to provide due procedures for students who are dismissed (H, 46).

The process in which counselor educators or supervisors exercise their authority and take actions that result in an individual not being admitted to the counseling profession is known as gatekeeping. Gatekeeping can be exercised by denying an applicant admission to a counseling graduate program, assigning an unacceptable grade to a student in a required course, or dismissing a student from a program (H, 45). Gatekeeping is the process of making sure that only students who are competent graduate and become counselors. Gatekeeping involves the welfare

of the profession and future clients and includes numerous factors, such as clinical abilities, personality, receptiveness to feedback, and values (C, 158). Another purpose of gatekeeping is to uphold professional and accreditation standards (C, 158).

One of the main ways in which counselor educators can practice gatekeeping is through teaching. As teachers, they can assess not only students' knowledge and skills but also their attitudes and dispositions (C, 159). It is also important to share gatekeeping policies and practices with students throughout their counselor training and not just when a problem or conflict arises (C, 160).

Gatekeeping is a very important ethical and legal issue in counselor education. Counselor educators must be careful not to abuse the power they hold over students (H, 46). Making subjective judgments about a student's appropriateness for the counseling profession leaves room for counselor educators to be emotional and unfair (H, 46). On the other hand, both the ACA Code of Ethics (2014) and the accreditation standards of CACREP (2016) require that counselor educators engage in gatekeeping for the counseling profession (H, 46). Additionally, counselor educators have an ethical obligation to serve as gatekeepers in the profession (H, 165).

Assessment of Learning

Assessment methods are used to measure student learning; student exams, presentations, and projects are all examples of assessments. These methods are a crucial component of counselor education by providing feedback to students, informing teaching practices of the educator, and ensuring that students are meeting program standards (H, 162). Assessment practices assist in this effort by serving as screening tools for the work we do with students. Whether in classroom assignments, on skill demonstrations, or in the overall dispositional assessment we do of students, these measures of student performance give us objective

information about the abilities of students that allow us to make data driven decisions to support the student and the profession. When it comes to identifying student deficiencies and supporting remediation efforts, this is vital (H, 162). Section 4.F of the CACREP (2016) accreditation standards requires that counselor educators systematically assess each student's progress throughout the program (H, 46).

There are three main styles of assessments in counselor education. The first are formative assessments, which are the ongoing assessments that provide feedback to students and inform instruction (H, 147). When students are given support through formative assessment measures, they have time to analyze and reflect on their learning to make changes to improve their learning experiences. Our text illustrated some study data that reported that students in this study appreciated quizzes for learning and identifying areas of growth. This finding shows that it is important for instructors to help students identify the reason for formative assessment, which is to improve learning (C, 117). Formative assessments reflect the ongoing process of receiving and integrating feedback in order to remediate or improve (H, 147).

The next type of assessment is a summative assessment, and this type of assessment measures student learning at the end of a course or program. Summative assessments reflect the final evaluation of student performance at the end of a course or program (H, 147). This assessment allows the counselor educator to evaluate the whole body of work that a student has presented throughout the course and give appropriate feedback to them.

The last type of assessment is the authentic assessment, and this assessment requires students to apply their knowledge and skills in real-world situations. Beyond skills-based courses, skills assessments are also commonly completed in the field experience courses. This is a natural place for student skill assessment and often reflects a more summative evaluation of overall skill

development. Skills assessments completed in field experience often come from site supervisors who evaluate student performance on criteria established by the program (H, 152).

Overall, assessments are markers that evaluate the students' progress in their skills as well as identify any areas for growth and further education. They are an excellent reinforcement for our need to consult continuously throughout our counseling journey to remain ethically and legally compliant in all that we do in our profession as counselors and counselor educators.

Ethical and Culturally Relevant Strategies Used in Counselor Preparation

To remain ethically compliant and culturally relevant, counselors must use ethical decision-making skills to guide the practice of counselor educators and teach students how to apply ethical principles to their professional practice (H, 36). It is important to understand the difference between ethical standards, legal standards, and best practice. Ethical standards occupy the middle ground, suggesting behavior the profession demands from its members (H, 36). Legal standards represent the minimum behavior that society will tolerate from a professional, and best practice is the best behavior a professional might be capable of achieving but is not required by ethical or legal standards (H, 36).

The three pillars of academia that require careful ethical consideration are teaching, scholarship, and service (H, 37).

In teaching, counselor educators must provide instruction within their areas of knowledge and competence and have relevant preparation and experience in relation to the courses they teach (H, 40).

Scholarship is often equated with conducting research and creative activities like professional presentations, and it is nuanced and multidimensional (H, 5). There are three main components to scholarship: critical thinking and problem solving; production, conceptualization,

and understanding of new knowledge; and dissemination of knowledge to various audiences (H, 5).

Service is defined as activities in which faculty members offer professional knowledge, skills, and advice to their university, professional, and local communities. They draw on professional expertise, relate to the teaching and research missions of the university, and often imply a connection the university and the profession (H, 6). Service learning refers to experiences that develop awareness, knowledge, and skills while promoting commitment to personal, civic, and social responsibility (C, 102). It also emphasizes working with the community partner instead of for the community partner; this fosters a collaborative and mutually beneficial goal (C, 103).

The Role of Mentoring in Counselor Education

A traditional definition of mentoring characterizes this concept as a close working relationship between an experienced person and one who is typically less knowledgeable and new to a profession or environment (H, 213). Scholars who explore the concept of mentoring suggest that effective mentors can significantly impact the organization as a whole and have an effect on productivity, sustainability, and worker/member job satisfaction (H, 213). Although mentoring is important in the professional development of all early career faculty, scholars have suggested that it is especially important for women and faculty of color (H, 214). One of the key characteristics of the mentoring experience is improved learning for the mentee and enhancing professional competence and self-confidence (H, 215). Mentoring allows the opportunity for individuals receiving mentoring to connect with individuals who have traveled a similar road and survived. It also enables a relationship that provides moral support, guidance, feedback, and

encouragement throughout the journey (H, 215). It creates trust, support, guidance and modeling for the mentee.

One strategy for helping students is mentoring, because CACREP wants doctoral students in counselor education to demonstrate knowledge and skills in mentoring (C, 163). Another way to see a mentor is as a nurturing, complex, long-term, and developmental process in which a more skilled and experienced person serves as a role model, teacher, sponsor, and coach who encourages, counsels, befriends a less skilled person for the purposes of promoting professional and/or personal development (C, 163). Mentoring is a beneficial relationship that can be utilized throughout the counselor educator's counseling journey.

References

Haddock, L. R., & Whitman, J. S. (Eds.). (2019). *Preparing the educator in counselor education: a comprehensive guide to building knowledge and developing skills*. Routledge.

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Benchmark Teaching Competencies Synthesis Grading Rubric I
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Criteria	Ratings				Points
Synthesis of material	90 to >82 pts Advanced Shows advanced levels of evidence of comprehending course content and applicability to practice as a counselor educator. Each CACREP standard is thoroughly described including roles and responsibilities of counselor educators.	82 to >75 pts Proficient Shows proficient evidence of comprehension of course content and applicability to practice as a counselor educator. Each CACREP standard is mostly described including roles and responsibilities of counselor educators.	75 to >0 pts Developing Shows developing and little evidence of comprehension of course content and applicability to practice as a counselor educator. Each CACREP standard is missing important information and/or is under-developed overall	0 pts Not Present	90 pts
Quantity & Timeliness	50 to >45 pts Advanced Succinct summaries remain within the 250-300 word count requirement, and points are cited in the truncated format provided. Grading Rubric-Self-Evaluation included.	45 to >41 pts Proficient Succinct summaries remain within the 250-300 word count requirement, and most points are cited in the truncated format provided. Grading Rubric-Self-Evaluation included.	41 to >0 pts Developing Summaries are either not within the 250-300 word count requirement, and/or points are cited in the truncated format provided. Additionally, summaries lack pertinent material. Grading Rubric-Self-Evaluation included	0 pts Not Present	50 pts
Mechanics & Composition	30 to >27 pts Advanced Paper is free of errors in spelling, grammar, or punctuation. Writing style displays exceptional composition with all of the following elements: coherent, cohesive, effective sentence/paragraph structures, logical progression, and transitions.	27 to >24 pts Proficient Few errors in spelling, grammar, or punctuation. Clear writing style displaying basic composition with most of the following elements: coherent, cohesive, effective sentence/paragraph structures, logical progression, and transitions.	24 to >0 pts Developing Pervasive errors in spelling, grammar, or punctuation. Writing includes pervasive errors in multiple categories: coherent, cohesive, effective sentence/paragraph structures, logical progression, and transitions.	0 pts Not Present	30 pts

Benchmark Teaching Competencies Synthesis Grading Rubric I
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Criteria	Ratings				Points
APA	30 to >27 pts Advanced Citations are appropriately implemented and are formatted per APA (truncated format allowed). All of the references are strong, legitimate academic sources and are correctly formatted per APA. Overall paper is formatted per APA: running head, page numbers, title page, spacing, indentations, margins, and headings.	27 to >24 pts Proficient Minor errors regarding appropriate implementation and/or APA formatting of citations. Most references are from legitimate academic sources; few formatting errors according to APA. Few errors in paper format per APA: running head, page numbers, title page, spacing, indentations, margins, and headings.	24 to >0 pts Developing Pervasive errors regarding appropriate implementation and/or APA formatting of citations. Multiple references are from questionable sources; multiple formatting errors according to APA. Multiple errors in paper format per APA: running head, page numbers, title page, spacing, indentations, margins, and headings.	0 pts Not Present	30 pts
Total Points: 200					

