

My Philosophy of Teaching in Counseling Education
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With all the accomplishments made in the areas of research, advocacy, and leadership, gained through professional organizations, counselor educators have more advantages than their predecessors. With all the available research in theories, new techniques, and research, counselors in training (CIT) will benefit from all the sacrifices and advocacy from counselors and counselor educators. The field of counseling continues to evolve as should counselor educators by teaching counselors-in-training to seek ongoing learning, to not only include knowledge of self-care, but to also assess them in it.

CES Identity Information

My philosophy of teaching is to equip the CIT's with the most current knowledge available from the most current research. Building a strong counselor toolbox will allow them to walk out of school with a good sense of what counseling entails. I will use current research on counseling theories and advanced techniques to equip the next generation so they will use the most current methods possible. I believe the teaching of advocacy, research, self-care, and leadership are all important qualities that should be ingrained into CITs.

In my opinion, what makes a good educator is strong bones. This is the foundation of many things and education is no different. Having a strong knowledge of what you are teaching gives us just that. As a counselor educator, this knowledge of methods and theories, current research, and advocacy. Understanding the CACREP competencies, being able to relate them to my CITs, and insuring they are met is my responsibility as a counselor educator. Teaching the importance of understanding and developing research in the student, allows them to be most efficient when working with clients. Modeling professionalism and being involved in professional organizations and advocating for counseling and their client is a vital part of the CITs education. It is also my ethical responsibility to ensure that CITs are aware of practicing and evaluating their self-care, we must instill this into them through teaching and assessing CITs throughout their program. Self-care is a vital part of my teaching philosophy as it will allow the CITs to pass self-care onto their future clients. Gatekeeping is incorporated into my teaching philosophy as it is my ethical responsibility to ensure no harm to any future clients. Being approachable and not authoritarian is very important to me when I teach. I chose this because of my personal experiences with a professor during my educational journey.

Pedagogy Description

I believe in a social constructivism style of pedagogy. I prefer this style because of the notion that if a teacher models something in the classroom, the students will be more willing to engage and develop a stronger understanding of the methods of well-being modeled (Seatter & Ceulemans, 2017). I also like that the teacher and the student work together throughout the class. I feel this is relative to the seminar style of teaching, which I have never used yet, but have

experienced this method in several classes I have taken West et al., 2013). I feel I have grown and understand the materials more efficiently in the seminar style classes. Some learner-centered styles will allow the student and me to grow alongside each other through the course. Lectures are always an important part of teaching but should not be the only source of education for my students (West et al., 2013). Online teaching has opened many schools to a larger population, that was being neglected. I believe in online teaching, as a former online student, I can use my experiences both positive and negative to grow and improve my online CITs learning experience and make the class more exciting for them. I will make sure that I incorporate some form of self-care all through the course. Although I prefer a good book in my hand, technology is pushing for eBooks. Today CITs and probably most future CITs will be so tech suave, they will prefer eBooks over hard books, I have talked with, many and this is their preference. I will continue to keep up with the advancements in technology to keep up with my future students.

Practical Evaluation

Outside activities, testing, research papers, methods papers, and discussion boards are all my preferred ways of evaluating the students understanding and implementation of the materials being taught. All these are good for assessing the students and I like discussion boards and papers myself; I believe that tests can allow you to evaluate whether the student is a good test taker, but to get a better understanding of the students understanding, discussion boards, papers, and outside group and individual activities show me where they are and what they need help with. End-of-course surveys are a great way to evaluate how well the course was and what areas the teacher needs to improve in, but I feel it lacks to give me a good idea of where the students are with an understanding of the materials. If you give the student a survey at the beginning to determine what they know about the materials to be taught. Then a second survey will assess how well they are understanding the materials, allowing me to help the students with trouble areas.

The end-of-course survey is a follow-up on how well they understood the materials and to give feedback on areas in which I can improve the learning experience for future classes. Some general competencies I feel are important to ensure students are developing will vary based on where the student is in the program. For beginning online students, I expect less than students that are in an intensive course. For those in class room settings this will develop differently. Ensuring the students are progressing and developing competencies in basic skills, to more advanced skills, will increase as they progress through the program. Introducing self-care to beginning CITs will get them interested in developing better practices, to prevent harm to clients, teaching, assessing, and developing self-care practices in the student throughout the program will get them to model it when teaching clients about self-care and I will model this in my classroom. Besides focusing on basic skills and self-care, developing, and assessing the progress of CITs ability to understand and practice theories and techniques during sessions is a vital part of the educational process. I focus on these and encourage growth through research and advocacy for clients. They should also be able to complete assessments of clients, develop treatment plans and diagnose by the time they are in intensives for online students and half way through for in class room students.

References

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- West, J. D., Bubenzer, D. L., Cox, J. A., & McGlothlin, J. M. (2013). *Teaching in counselor education: Engaging students in learning*. American Counseling Association.