Pre-Intensive Reflective Journal

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Pre-Intensive Reflective Journal Assignment

Describes the roles and responsibilities related to educating counselors

As an instructor of the educational process, the roles and responsibilities are many. One of the most important roles of the instructor is to identify their teaching philosophy, values, and beliefs (W, xviii). Knowing who you are as an instructor is vital; for it is through that lens meaningful engagement with the students will occur. Another role of the instructor is to be a gatekeeper of the educational process. This is done through analysis – focused discussion, guided reflection and growth evaluation (W, 51). It is believed that learning is cyclical, therefore, through these purposeful applications significant personal and professional growth for the student and the instructor is to be expected (W, 49).

Instructors are also responsible for course structure, imparting knowledge, checking student's understanding, selecting interactive strategies and teaching modalities (M,162; W,92). Starting three months before the actual first day of class it is the responsibility of the instructor to be well-prepared to guide and facilitate the learning process, through a clear learning objective, assessments, student activities, text and reading materials, outlined in the course syllabus (M, 6). Collaboratively goals should identify the student's learning capacity and outcomes to ensure that a clear path is created for the student's success (M, 8). Having a course plan allows for a seamless marriage between the student's learning style and the university's program standards, much like our, Council for Accreditation of Counseling and Related Educational Programs, standards for the doctoral program (M, 9; W, 1). Many instructors are asked to employ a planning chart to assist in the course set up. This chart the, *Instruction and Assessment Actions Via Bloom's Taxonomy*, comprises of knowledge, comprehension, application, analysis, synthesis, and evaluation components, to ensure they have meant their roles and responsibilities

for the learning outcomes (W, 78). This allows for the standardization of individual teaching

results and supports the larger institutional goals (W, 34).

Discusses pedagogy and teaching methods relevant to counselor education

       It is my understanding; pedagogy is comparable to one's teaching philosophy statement,

as it provides a reference for one's teaching method and practice. The implementations relevant

to counselor education is the manifestation of the belief in the practice of teaching (W, 2).

Didactic, experimental and directive/ non-directive approaches, or a combination of these, are

some of the methods of instructional procedures (M, 18). The instructor's ability to hybrid or

blend this plural pedagogy is a skill that would be identified in the instructor's teaching

philosophy statement (M, 18). The individual's capacity to implement these teaching method(s)

in a balanced way speaks to the instructor's "pedagogical content knowledge" (W, 2). This

concept describes the knowledge the instructor cultivates about how students learn the content

and how to adapt teaching to support that learning (W, 3). There are five components of

developing an instructional teaching philosophy statement that provides understanding of the

way learning is thought to happen: (1) conceptualization of learning; (2) conceptualization of

teaching; (3) goals for students; (4) strategy for implementation teaching philosophy; and, (5)

personal journey as a teacher (W, 7; M, 8).

       The instructor's teaching philosophy statement is likened to the counselor's theoretical

orientation which is displayed in the licensed counselor's professional statement. Both the

professional statement and teaching philosophy statement communicates the intentional

application of the professional's beliefs and values in a transparent format for the counselor, the

instructor, the clients, the students and other colleagues (W, 5).

One drawback of the professional statement is that it is often used as a discriminant tool in the selection of the counselor, with this in mind, I am wondering if the student truly has that option to select their instruction based on the content of the one's teaching philosophy statement?

Describes models of adult developing and learning motivation for different students at different stages of cognitive development

Models of learning for different adults at different developmental stages are based on their dispositions and their invested motivations (M, 139; W, 34). Motivation can be intrinsic, extrinsic or both depending on one's belief about learning (M, 69). Students are most motivated when they feel that they can achieve success, with a reasonable effort (M, 132). Student's as adult learners desire a sense of control of their educational route (W, 34). Through meaningful opportunities for choice and support to their autonomy, adult learners value the balance between receiving information, assessment and outcome measurements, that are consistent with their educational justification (M, 174).

Learning motivation for different students at different stages of cognitive development also has a cultural element, as each individual brings with them their perspective and motivational orientations (M, 158). Individuals from different parts of the world display incentive differently (W, 35). Certainly, there is no right or wrong approach to motivation, nevertheless, it is important to note the contributing factors and differences in motivation across cultures (M, 159). The western orientation focuses on the individuals' goals and their strength to persevere (M, 159). On the other hand, the collective approach emphasizes motivation from the strength of the family (M, 159). Through the lens of family, students are empowered to work towards their desired goals (M, 159). In this case, goals are defined and influenced by the

generational description of success (M, 159). Due to the collective value placed on education

students would seek wisdom from the family to ensure the continuation of family legacies and

traditions (M, 159). Additionally, the impact of the collectivism orientation may involve indirect

experiences from family and may also involve the concept of avoiding negative family patterns,

which may lead to undesirable behaviors (avoiding alcoholism and dropping out of high school).

<u>Discusses instructional and curriculum design, delivery, and evaluation methods relevant to counselor education</u>

Designing a curriculum forces the teacher to think about the instructional process and

different types of learning styles, not just inside of the classroom, but outside as well (W, 13).

Objectively, it seems like the discipline guides the development of the course content and the

course content pilots the curriculum (M, 22). The curriculum aims to outline the process of which

learning will take place (W, 12). The curriculum also serves as a contract or a memorandum of

understanding, between the institution and the students of what will take place (M, 23). The

contract has clear points of what to expect from a behavioral and a cognitive growth perspective

(W, 13; M, 23). The purpose or the learning outcomes from the course is highly valuable as it

contributes to the personal growth of the students, the professional interest of the teachers and the

overall larger institutional goals (M, 6). Delivery of course materials can be given through lecture

presentation, group discussion, cooperative learning and role-playing techniques (M, 9).

The evaluation methods, including different forms of test and antidotal feedback, relevant

to counselor education is interested in the student's knowledge, concrete comprehension, tool

application, information analysis and synthesis (M, 249). In the midst of all of these students are

evaluating themselves and others in the process (W, 48). According to the American Counseling

Association Code of Ethics, a counseling educator must be fair, accurate, and honest in their

evaluation thus counselor educator has an obligation to utilize meaningful methods of student evaluation so learning experiences are maximized and professional behaviors instilled (ACA, 2005; W, 140).

Evaluations have several benefits; some of which have a share common and primary goal of enhancing the student's experiences in the learning process right now (M, 10). Also, evaluation provides instructions for potential development that meets the needs of future students and other professional standards (M, 9; W, 140). Counselor educators must use evaluation as the foundation upon which effective teaching strategies are developed and delivered (W, 61).

Describes effective approaches for online instruction

Instructions can be delivered with the use of technology in support of the teaching and learning efforts from a distance (W, 97). On its own or in conjunction with traditional learning routes technology can provide ample opportunity for information dissemination, communication, and interaction among the students (M, 259). The curriculum design and instructional delivery is a significant correlation to the learning outcomes, especially, when the discipline-specific technology is used (M, 242). Rigorous assessment methods of student learning can also be built into the course design to promote the teaching and learning environment online (M, 232). It is said, teaching with technology offers a variety of benefits that promotes learning outcomes and enhanced student motivations (M, 235). Teaching with technology is appropriate for online instruction if all of the major components are present: (1) the students, (2) the instructor, (3) the course content and technology tool (m, 235).

There are four general technology tools categorized into major groups for effective implementation of teaching: (1) communication, (2) presentation, (3) information searching and resource management, and (4) course or learning management systems (M, 232).

Technology commonly available online for teaching stems from easy, moderate to complex (M, 239). Some examples of easy include email, text-based presentation and bulletin boards (M, 239). As for moderate, this refers to a bit more complexity that leans towards the learning curve a multimedia presentation, web conferencing, audio or video clips, and websites (M, 239). Finally, the more complex use of teaching with technology may require specialized software and training may be necessary for the use of a visual world or learning environment, interactive database, simulation/ games, and complex animation (M, 239). When working online learning occurs visually, spatially and critically (M, 239).

Discusses screening, remediation, and gatekeeping functions relevant to teaching

The screening and gatekeeping processes are continuous between the teacher and the student. Although there should be mutual respect, there is a clear power differential, for this reason, it is vital to maintain appropriate boundaries (W, 46). Ethical measurements and culturally relevant strategies assist in the counselor educator gaining a deeper understanding of cultural values (M, 327). Screening can be used to diagnose students' problems to provide feedback and make adjustments over the semester (M, 142). Remediation is a mechanism designed to be a solution-focused evaluation tool (W,142). This mechanism is a formal function that protects both the students and the institution (W, 58). When there is a need for remediation or ethical decisions to be made, in the field of counselor education, relevant strategies are filtered through six key principles, autonomy, nonmalfeasance, beneficence, justice, fidelity and acting

consciously (M, 326). These principles serve as the cornerstone of the ethics of teaching as it imposes a set of rules for decision making and behaviors during the remediation process (M, 326). This ethical decision making that serves to enhance the gatekeeping function in our field.

Another aspect of gatekeeping includes teaching the importance of professional involvement that promotes scholarly activity in our profession. Integrating scholarly endeavors as a criterion communicates the message that community leadership helps to shape policy and as the helping profession, it advocates for others (W, 77). Any kind of student involvement advocation process helps to cultivate their ability to think objectively and analyze beyond their normal scope.

Describes the assessment of learning

The purpose of student evaluation activities, such as assessments, is to encourage students to reflect on their own learning experiences, however, the assessment of the learning process stems far beyond the multiple-choice test, essay test, oral examination, and performance test (M, 5; W, 109). These tools all differentiate intellectual strengths and weaknesses in different contexts. The Structure of Observed Learning Outcome (SOLO) is a tool specifically interested in differentiating between deep versus shallow learning (M, 218). Other forms of assessments include student surveys, self and peer assessments, especially when working within a group (M, 194). These types of subjective assessments can serve as practice for the students and provide teachers with different evidence of learning that would otherwise have been missed (M, 194).

The employment of self-assessment allows for this component to be an ongoing growth measurement. Assessments should not simply be an end of course exercise bought a process in which learning is developed as this tool provides you with better evidence for identifying

student's skills improvement (M, 80). Assessment is not always synonymous would testing, as it goes far beyond grades (M, 73). Assessment of learning looks for evidence of professional and personal maturity and evolution. Additionally, assessment seeks to identify one's capacity, values, motivation, attitudes, and skill (M, 74).

Students are in pursuit of deep learning strategies and a learning-centered teacher is in pursuit of high-quality delivery of information that engages the students in a way that it motivates them to earn their desired outcome(s), demonstrated in their assessment results (M, 312). Mutually, teachers and students are up against several blockages to the process. Many students struggle with the limitation of time, inside and outside of the classroom to practice, and teachers struggle with ambiguity inherent in complex situations and problems within their role (M, 307).

Discusses ethical and culturally relevant strategies used in counselor preparation

Cultural preparation for counselors considers the following competencies: (1) knowledge (2) personal attitude and self-awareness and (3) skills (W, 60). Some strategies used in training include simulations, role-playing with clients from different cultures, case studies, conducting focus groups, performing cross-cultural interviews and writing cultural autobiographies (W, 60). Learning in this way helps the counselor educator be exposed to unfamiliar and sometimes uncomfortable situations as they develop their professionalism in the field (M, 307). The goal of these strategies is to help the counselor to understand specific cultural rules, customs, and traditions (W, 60). Additionally, understanding unique issues within a culture helps to decrease inaccurate assumptions, biases, stereotypes, and communication barriers (M, 307). These strategies have the potential to bring close to real-life experiences within the classroom, however, it is important to note, delivery of the methods should be authentic and non-superficial

(M, 166). The fundamental underpinning ethical and culturally relevant strategies aim to improve the student's multicultural awareness that promotes cultural sensitivity to one's cultural predispositions. It is vital to assess the students in your course for several purposes; one of the most important reasoning is to take the opportunity to tailor your teaching methods and strategies to be sensitive to cultural differences among students taking the course (M, 166).

Describes the role of mentoring in counselor education

Mentoring in counselor education has several benefits to develop the student's identity. Connecting with a mentor helps increase the students' self-awareness while teaching them domain-specific strategies within a technology-rich institutional environment (M, 292). This type of support provides the student with the opportunity to model teaching strategies. This feedback on strategy implementation help students become more tactful in their delivery while developing areas of weakness. By connecting with existing knowledge, the students can become resourceful and diligent in their educational pursuits (W, 139).

The collaborative relationship between the students and the mentor is important. Together they work to create a management plan for success, which includes goals that are checked frequently and are revised as necessary (W, 20). Brainstorming ways to implement your plan during the set timeline helps to embed feelings of achievability for the students (M, 121). The mentor serves as an accountability partner to help monitor ongoing progress while providing a summative or formative feedback evaluation (M, 121). Although mentoring has the gain of emotional support, it also has a technical side as well, where the students learned about how to use special instructional features of programs, such as glossaries, self-tests, instructions on how to conduct synchronous and asynchronous discussion (M, 302).

Mentoring cultivates autonomy, self-determination, self-regulation, and self-monitoring. This relationship can emphasize the need for the student to generate, maintain, and evaluate their learning methods (M, 301). Additionally, students discover the need for control of their emotions and ascertain how to control their motivation (M, 301). Mentoring often can be the mediator between success and failure, both within the online setting or the blend learning contexts (M, 302).

Reference

Svinicki, M., McKeachie, W. (2014, 14th or later edition). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers*. ISBN: 9781133936794

West, J., Bubenzer, D., Cox, J., & McGlothlin (2013). *Teaching in counselor education: Engaging students in learning*. ISBN: 9781556203299

Reflective Journal Assignment Grading Rubric

Criteria	Unsatisfactory	Fair	Good	Excellent
Quality: Reflects thoughtful, important points that demonstrate comprehension of content and applicability to practice as a counselor educator. It is creative and engaging. 150 points	Shows little evidence of comprehension of course content and applicability to practice as a counselor educator. 0-50 points	Shows some evidence of comprehension of course content and applicability to practice as a counselor educator. 50-75 points	Shows satisfactory evidence of comprehension of course content and applicability to practice as a counselor educator. 75-125 points	Shows high levels of evidence of comprehending course content and applicability to practice as a counselor educator. 125-150 points
Comments: This section helped me to understand the role of the educator within our disciplines. Acquiring this knowledge requires me to read critically.				
Quantity and Timeliness 50 points This assignment must be completed on or before Wednesday, September 18 to attend the class.	Submitted after deadline, two or more sections have less than 250 words, or was not submitted at all 0 points & may not attend class	Submitted on time but one or more sections have more than 300 words. Grading Rubric-Self-Evaluation missing. 10 points	Submitted on time and all sections have only 250-300 words. Grading Rubric-Self-Evaluation included. 25-40 points	Submitted on time, all sections have only 250-300 words, and points are cited in the truncated format provided. Grading Rubric-Self-Evaluation included. 50 points
Comments: The questions were answered within the word question and pointed are cited in the truncated format.				
Grammar, word choice, spelling and organization	A lot of errors 0-10 points	Fewer errors but still quite a bit	Even fewer errors	No errors 40-50 points

of paper reflects doctoral level scholarship (critical analysis and synthesis) 50 points		10-20 points	20-40 points	
Comments: The assignment was a great introduction to this course, as it helped me to structure my thoughts and focus on the core highlighted learning outcomes.				

Comment Summary

1. Excellent!