

10-2012

Mentoring Counselor Education Doctoral Students to Teach Basic Counseling Skills


Erin E. Binkley
Oakland University

Joel A. Lane
Portland State University, lanejoel@pdx.edu

Sarah Eikelberg
Oakland University

Let us know how access to this document benefits you.

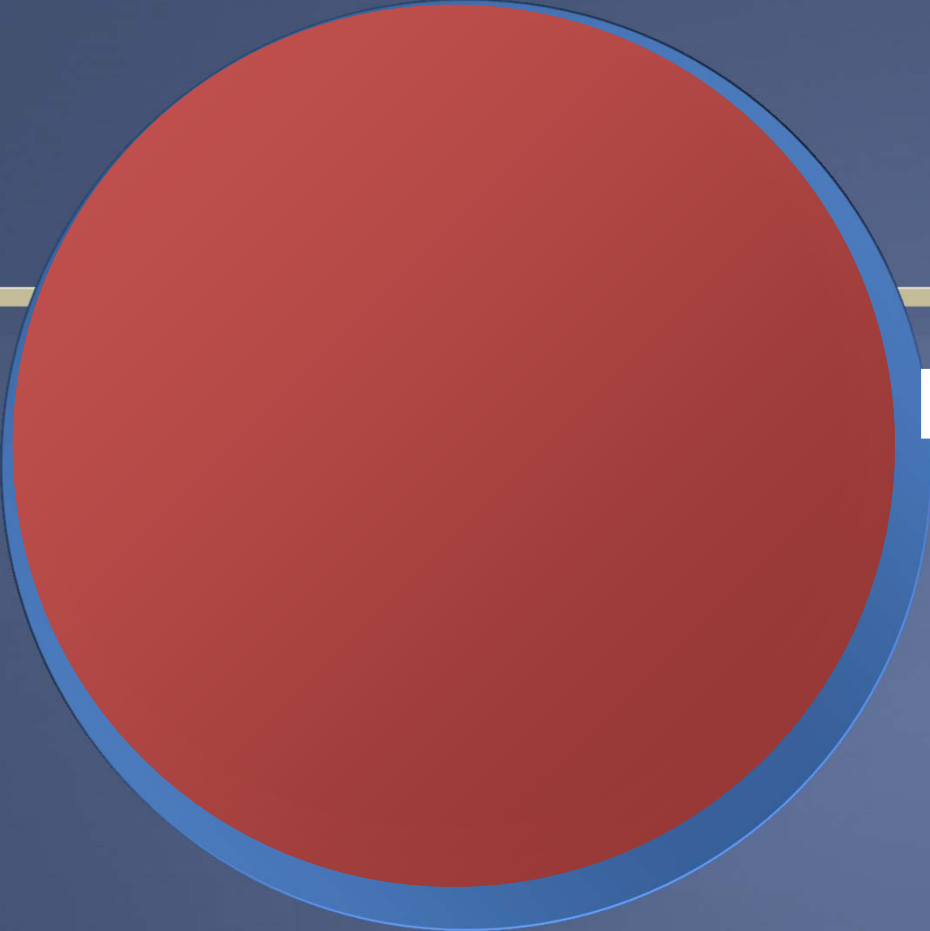
Follow this and additional works at: https://pdxscholar.library.pdx.edu/coun_fac

 Part of the [Counselor Education Commons](#), and the [Student Counseling and Personnel Services Commons](#)

Citation Details

Binkley, Erin E.; Lane, Joel A.; and Eikelberg, Sarah, "Mentoring Counselor Education Doctoral Students to Teach Basic Counseling Skills" (2012). *Counselor Education Faculty Publications and Presentations*. 28.
https://pdxscholar.library.pdx.edu/coun_fac/28

This Presentation is brought to you for free and open access. It has been accepted for inclusion in Counselor Education Faculty Publications and Presentations by an authorized administrator of PDXScholar. For more information, please contact pdxscholar@pdx.edu.



Mentoring Counselor Education Doctoral Students to Teach Basic Counseling Skills

Erin E. Binkley, Ph.D.

Joel A. Lane, M.A.

Sarah Eikelberg, M.A.

Oakland University

Overview

- Mentoring
- Course & Teaching Model
- Experiences & Suggestions

Mentoring

- Advising relationships are formally assigned; mentor relationships are conscious, but less formal
- Not all students find mentors
- Mentoring relationships are often established during assistantships

(Hall & Burns, 2009)

Why Mentoring?

- “Students systematically supported are more likely to benefit from doctoral training” (Hall & Burns, 2009)
- Mentoring is one of the largest influences on the doctoral student experience in counselor education (Protivnak & Foss, 2009)
- Mentoring can encourage identity development; modeling is inherent (Shapiro & Blom-Hoffman, 2004)
- Through mentoring, a student may acquire skills, knowledge, natural career progression (Dutton, 2003)

Why Teaching & Supervision?

- New teachers often feel overwhelmed and isolated without formal support (Angelle, 2002)
- Teaching experiences in counselor education are a method of becoming marketable (Orr, Hall, & Hulse-Killacky, 2008)
- Supervision training should be systematic and include a model (Britton, Goodman, & Rak, 2002)
- Formal supervision training can increase confidence, skills, and theoretical knowledge (McMahon & Simons, 2004)

Necessary Elements

- Teaching experiences
- Time to reflect
 - “Students will likely benefit most when mentors provide regular opportunities for them to meet and reflect on experiences.” (Hall & Burns, 2009)
 - Necessary for pedagogical advancement
- Clear expectations

Course Structure

- Microskills approach
- Class time: Lectures and labs
 - Dyads/Triads
 - Rotating supervision
 - In-class Activities (Role plays, case studies, etc.)
- Assignments
 - Midterm & final transcripts
 - Weekly journals
 - Reflection paper
 - Wellness plan

Weekly Instructor Meetings

- Lesson plan
- Division of responsibilities
- Discuss student progress

Grading

- Assignments graded separately
- Grading meetings to decide assignment grade
- Instructor & doc student: 50/50
- Meetings with master's students (midterm and final)

Student Teaching Responsibilities

- 1-2 formal lectures, scheduled early in semester
- 2-3 other “section” lectures, with 1-2 weeks notice
- Informal lecture responsibilities discussed during weekly meetings

Student Supervision

- Bernard's Discrimination Model
 - Interventions, conceptualizations, personalizations
- Teach students to use model for peer feedback
- Co-instructors observe separate labs and give feedback
- Weekly rotation

Experiences

- **Course Structure**
- **Weekly Meetings**
- **Grading**
- **Student Teaching Responsibilities**
- **Student Supervision**

What was Gained?

- **Doctoral Students**
 - Learning, modeled by a professional
 - Knowledge regarding the details of teaching a clinical course (preparation, time commitment, etc.)
 - Understanding of responsibility to master's students
 - A new long-term mentoring relationship
- **Faculty Member**
 - New perspectives on the work of master's students
 - Better understanding of the learning process (for both master's and doctoral students)
 - Assistance in working with master's students = accessibility
 - A new long-term mentoring relationship

Suggestions

- For educators
 - Reach out to students
 - Outline needs and expectations
 - Be flexible
- For students
 - Reach out to potential mentors
 - Outline needs and expectations
 - Take an active role in learning
 - Be flexible