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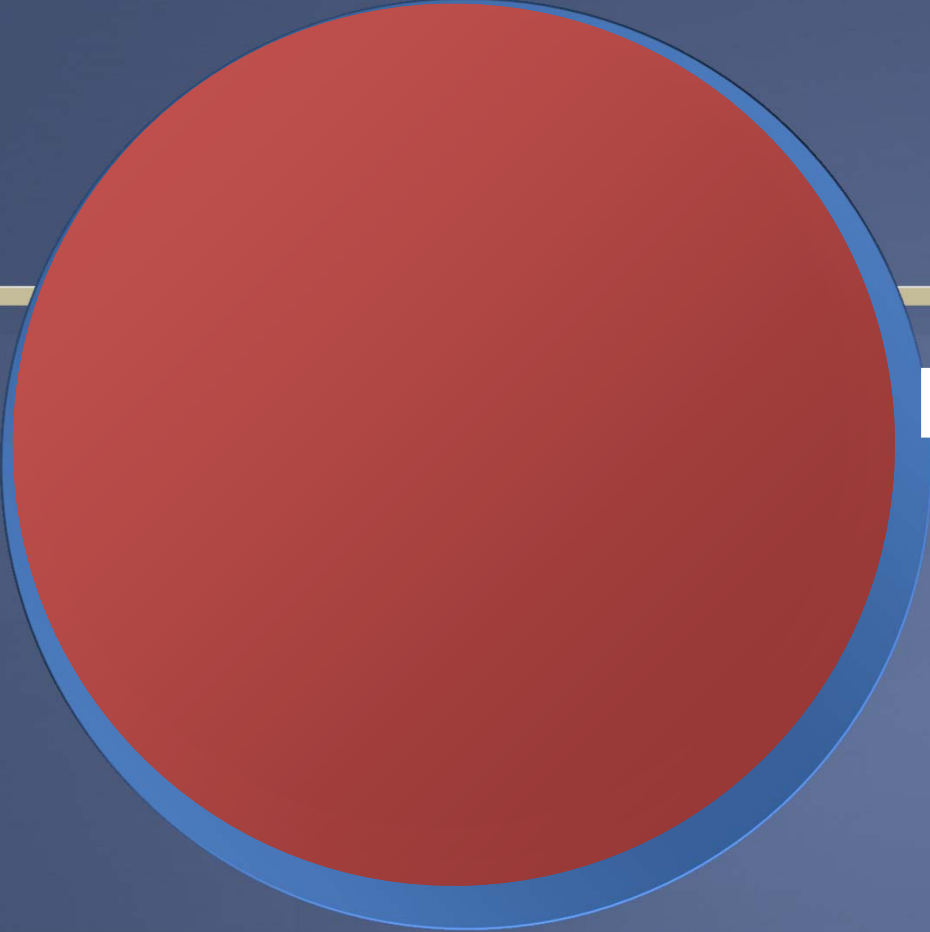
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Mentoring Counselor Education Doctoral Students to Teach Basic Counseling Skills

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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