My Philosophy

My philosophy of teaching in counselor education and supervision begins by striving to create a place for students to learn and develop the core competencies and skills essential in becoming professional counselors. I value an interactive, dynamic, and collaborative classroom between the students, instructor, and professional literature to help nurture the learning and foster critical thinking skills necessary for the profession. Teaching is an opportunity to present material in interactive and dynamic ways to promote and relate context to development and understanding. Creating a shared environment of learning is important to make the material relevant to current and future needs. As a counselor educator, it is my responsibility to make every attempt to model professionalism and offer guidance to students on their journey into the counseling profession.

Thoughts on Students

The students, which I hope to call colleagues one day, bring individual, diverse, and unique perspectives and experiences into the classroom. Because of these distinctions, combined with their own beliefs and goals, our classroom will be rich with points of view that will shape interactions with clients, peers, instructors, and the profession as a whole. I firmly believe that students should be afforded with the opportunity to succeed and reach their maximum potential. In my desire to create and maintain an active learning environment that promotes evaluation, understanding, application, and making meaning of the material introduced, I expect students to come prepared for class and engage with the materials. Further, as a professional counselor role model, I demonstrate, and expect from students, ethical behavior by adhering to the ethical guidelines as outlined by the American Counseling Association and state licensure governing boards. I provide and request authenticity through being honest and truthful in personal and professional encounters. Also I require accountability by accepting responsibilities for actions and maintaining integrity.

Learning Objectives and Instruction

It is important to blend many types of experiences to develop curricula. My approach to teaching is that it should be instructive, experiential, and practical for students and instructors. I learn from each teaching experience and strive to improve my own counseling, supervision, service, and instructional capabilities. Because it is my opinion that learning is a life-long process, I seek to adapt to new and innovative ways to engage students in the learning. I purposefully design assignments and activities which can integrate technology, research, and applied experiences both inside and outside of the classroom. It is my desire to encourage students to reflect on their own personal life experiences to gain insight and seek understanding on how these experiences may influence relationships with their future
clients. Learning objectives for each course are based upon accreditation standards, ethical principles, state licensure guidelines, student’s personal and professional goals, and real world experiences. Objectives and outcomes are achieved through creative instruction, which may include but not limited to: lectures created to include student involvement, discussions led by students to foster exploration and understanding, group work to stimulate collaboration, case studies to allow real-world examples, evaluation, creative expression, and live encounters. Overall, I wish to maintain flexibility in the type of assignments to maximize the learning potential.

My Values and Service

Service to others is of utmost importance to me as a professional counselor and a counselor educator. Our profession is based on learning and helping, which I feel is based on continual improvement. Striving to be a model of continuing education and self-improvement in my counseling skills, knowledge base, and current topics, so I may be a credible and accurate source of instruction for my students. I seek support, feedback, evaluation, and inspiration from my peers and colleagues. Additionally, I offer to provide the same support in return. I engage in active self-reflection and seek feedback from my peers, as well as students. From a service aspect, I seek to understand and encourage what students already know and aspire to discover what they hope to learn. I hope to serve the future of the profession well by teaching, encouraging, and shaping the next generation of professional counselors. Furthermore, I want to continue to offer my service to the community and profession in ways that uphold the professional standards through involvement, participation, and research.

In Conclusion

My teaching philosophy reflects my personality and value in education. I hope to model this love of the profession and of learning to my students. In learning beside my students, I hope to continually improve and enhance my teaching skills with each class. It is my privilege to educate and discover alongside future professional counselors.

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You don’t INSPIRE your teammates

By showing THEM how amazing

You are, but BY SHOWING them

How AMAZING THEY ARE!

~Robyn Benicasa