Introduction

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Issue 3

Dear reader,

This third issue of the ACES Teaching Practice Briefs is about critical issues in doctoral counselor education preparation. Though most counselor educators have completed a doctoral education, little research addresses practical, innovative teaching strategies for doctoral students in counselor education. Preparation to teach is of uniquely high interest to many counselor education doctoral students; at the same time, counselor educators seek evidence-based and innovative strategies to best support doctoral student preparation, retention, and completion (Li & Liu, 2020; Suddeath et al., 2020). Nationally, counselor educators seeks strategies to best support doctoral students and optimize teaching to promote equity, diversity, and sense of belonging in the classroom (Ju et al., 2020). We hope that this issue of the TPBs contributes to broader efforts at filling these gaps.

In our first brief, Nelson and Quigley describe a moving, spiritually-based tool known as *Lectio Divina* with meaningful applications in the doctoral classroom. In our second brief, Young describes how AI tools can be thoughtfully integrated into doctoral counselor education classrooms for am immersive, culturally-sensitive learning environment. Both of these instructional strategies, though especially relevant and valuable to doctoral students, could

also be considered for integration when teaching Masters counseling students, as well.

The remaining three briefs relate to internship courses in doctoral counselor education. Frank, Yanson, Eng, and Super describe enhancements to the traditional doctoral teaching internship by using a Relational-Cultural Therapy approach. González-Rosario, LaFever, and Hightower propose how internships can be used as a tool to promote social justice leadership among doctoral students. And Weingartner, Helm, and Bishop describe a CACREP accreditation simulation assignment that culminates in a counselor education internship, preparing doctoral students for future involves in accreditation processes.

We appreciate all of our authors' innovative ideas and hope that readers apply them to their own teaching practices as able. We will return to TPBs about both Masters and Doctoral counselor education in our future issues, with Issue IV already under review.

Sincerely,
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Co-Editors, *Teaching Practice Briefs**

* Are you interested in submitting your own evidence-based counselor education teaching innovation or instructional strategy to a future issue of the *Teaching Practice Briefs*? Visit acesonline.net/TeachingPractice-Briefs to view calls for briefs and corresponding deadlines.

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Lectio Divina

An Embodied Practice to Support Multicultural Conversations within Counselor Education Programs

Counselor educators need a reliable process in which to engage doctoral students in multicultural conversations. In turn, doctoral students need a process that can carry them forth into their future as culturally responsive counselor educators. Lectio Divina is an embodied, contemplative andragogical strategy that addresses the need for high quality doctoral instruction to foster meaningful multicultural conversations and promote inclusive learning environments within counselor education and supervision programs. The use of Lectio Divina offers future counselor educators a powerful method that can be applied within their own classrooms to broach sensitive cultural topics, thereby supporting diversity and inclusivity.

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ACES ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION

The prime aims of the American Counseling Association (ACA) are to enhance the quality of life in society by promoting the development of professional counselors and to safeguard respect for human dignity and diversity (ACA, 2014). Foundationally, the mission of the ACA is carried out within counselor education and supervision (CES) programs across the country. The training of doctoral students within high quality CES programs plays a critical role in producing multiculturally competent counselor educators (CEs; Preston et al., 2020). According to the 2024 Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2023) standards, counseling doctoral students are expected to competently assume the responsibilities of CEs upon graduation after engaging in advanced training in the areas of teaching, counseling, leadership, supervision, and research during their programs (CACREP, 2023; Litherland & Schulthes, 2020). CES program faculty must be prepared to educate doctoral students who will, in turn, lead future generations of counselors (DeDiego et al., 2022; Litherland & Schulthes, 2020) who serve as the frontline in providing competent care and maintaining the welfare of clients seeking counseling services in an ever-growing diverse world.

Future CEs are called upon to embrace diversity and engage students in an inclusive manner and, therefore, must be adequately prepared to address multicultural and social justice (MCSJ) issues in counseling (Hilert et al., 2022; Ratts et al., 2016). While much of the counselor education research addresses the training needs of master-level students, less attention has been paid to the needs of doctoral students (Litherland & Schulthes, 2020), and it is unclear how CES programs advance doctoral students' MCSJ competence (Hilert et al., 2022). Without specific and meaningful instruction on how to initiate and facilitate productive multicultural conversations, new CEs may be at a loss. We propose the use of a contemplative andragogical approach, called Lectio Divina (LD), to contribute to the development of MCSJ competencies and add to the literature addressing the needs of doctoral students. In so doing, we offer a pragmatic and embodied instructional strategy that can be used to promote high-quality teaching and inclusive learning environments for doctoral students within CES programs. In addition, the use of LD as an instructional strategy in doctoral education offers future CEs a powerful method that can be applied within their own classrooms to broach MCSJ issues and to support diversity and inclusivity.

Contemplative Andragogy

Contemplative practice refers to any activity in which one engages with the intention of calming the mind, deeply concentrating, cultivating awareness of the present moment, and creating a mindful presence in oneself (Center for Contemplative Mind in Society [CMind], 2017). While providing techniques that encourage creativity and the learning of course content, contemplative andragogy offers educators a wide range of methods that support the development of attention, emotional balance, empathic connection, and altruistic behavior in students (Zajonc, 2013). Dalton and colleagues (2021) describe contemplative practice as

an active and experiential method offering students "opportunities to draw upon the creative impulse that originates in the soul, giving voice, color, texture, and shape to the human experience through self-expression" (p. 99). Contemplative practices can help students develop compassion for others and an understanding of the interconnectedness of all life (Beer et al., 2015), thereby enriching their relationship with the world around them, increasing global awareness, and the ability to explore, adapt, and deal with complexity (CMind, 2017).

Many disciplines within higher education, including biology, medicine, law (Zajonc, 2013), writing (Howes & Smith, 2017), philosophy (Wright, 2019), art, and teacher education (Dalton et al., 2021) are now being taught with contemplative instruction. Importantly, contemplative practices have also been applied to multicultural (Hilert & Tirado, 2019; Quigley & Nelson, 2023), anti-oppression, and social justice andragogy in higher education (Berila, 2015; Howes & Smith, 2017). Contemplative teaching practices offer instructors a way to help students recognize cultural programming (Heselmeyer, 2014) and to challenge deeply held ideologies in an effort to unlearn oppressive ways of being and create alternative, more empowering ways of relating to one another without alienating students from the learning process (Berila, 2015). Contemplative andragogy is particularly well-suited to the counseling field for its potential to regulate affect, facilitate equanimity, empathy, and creative connection to others and communities.

While the use of contemplative andragogical strategies in CES is growing, empirical evidence to support its effectiveness is still burgeoning. Thus far the research on contemplative andragogy within CES has yielded benefits for counseling students which include cultivating therapeutic presence (Campbell & Christopher, 2012), increasing counselor empathy (Fulton & Cashwell, 2015), and stress reduction (Gutierrez et al., 2016). Other studies have shown that contemplative practice is predictive of counseling self-efficacy (Greason & Cashwell, 2009) and improved relational well-being (Dorais et al., 2022) for counseling students. Within the sphere of multicultural education, contemplative strategies have been shown to increase multicultural awareness in counseling students (Quigley & Nelson, 2023) and to promote a safe environment in which to explore biases, manage potentially distressing thoughts and emotions, and develop greater capacity for embracing others through the cultivation of an accepting, nonjudgmental attitude (Heselmeyer, 2014).

Addressing the Multicultural Needs of Doctoral Students

Doctoral students need support to develop a strong identity as CEs (Preston et al., 2020), especially when it comes to addressing MCSJ issues. The Multicultural and Social Justice Counseling Competencies (MCSJCC; Ratts et al., 2016) and the CACREP (2023) standards are clear about the importance of training counselors to competently address MCSJ issues in counseling by infusing culturally relevant content throughout CES curriculum. However,

insufficient attention has been paid to the educational and training needs of doctoral students (Litherland & Schulthes, 2020) and on the specific strategies required to build their MCSJ competence (Hilert et al., 2022) to address gatekeeping functions (Rapp et al., 2018) and produce research (Anekstein & Vereen, 2018) in a culturally responsive manner. In addition, researchers have found that CES programs would benefit from increasing self-awareness of their program's cultural climate and including diverse worldviews to provide doctoral students with the necessary skills and to appropriately train their future students to become ethically effective cross-culturally (Baker & Moore, 2015).

When choosing a potential CES program, doctoral students are drawn to programs that value their own cultural background and appear to be best supported by programs that communicate, through actions, the valuing of diversity (Ju et al., 2020). In addition to support from faculty, doctoral students also need support from peers and value the ability to share their voice, particularly regarding cultural issues, which is especially important for doctoral students from backgrounds often underrepresented in higher education (Baker & Moore, 2015). CES programs can intentionally value and promote a multicultural orientation when focusing on doctoral student success and the development of leadership skills through understanding of students' culture, which may be highly impactful for doctoral students who feel marginalized and isolated (Baker & Moore, 2015; DeDiego et al., 2022; Ju et al., 2020). Students in the majority also require support to investigate and develop their cultural identity and to manage shame (Heselmeyer, 2014) and to accept others' realities when it comes to forms of discrimination (Yoon et al., 2014). Finding ways to help doctoral students maintain ethnic identity and establish a clear voice are imperatives for CES programs (Ju et al., 2020).

Hilert and colleagues (2022) highlight several key points that may help to improve the training and preparation of doctoral students within CES programs. For example, designing curricula that fosters greater opportunities for the development of MCSJ competence by infusing meaningful multicultural andragogy throughout the program is essential as doctoral students often perceive their training in this regard as inadequate and lacking sufficient depth. Hilert and colleagues (2022) also assert the need for CEs to facilitate meaningful classroom discussions related to MCSJ. However, CEs face challenges due to the emotionally charged nature of MCSJ topics and would benefit from evidenced-based strategies to engage doctoral students in deep multicultural conversations across the curriculum (e.g., teaching, service, and research) to prepare students for successful futures as educators (Hilert & Tirado, 2019; Yoon et al., 2014).

How Lectio Divina Can Support Multicultural Conversations

LD is a medieval, monastic contemplative practice that means *divine reading* in Latin that has been applied to contemporary andragogy in higher education (Dalton et al., 2021; Howes &

Smith, 2017; Quigley & Nelson, 2023; Wright, 2019). Before LD was secularized, Benedictine monks engaged in the practice as a means of communing with God through the reading of sacred texts. In academic settings, LD has been applied to non-religious written passages as a form of contemplative reading and listening that encourages students to move slowly through a text, engaging multiple dimensions of self, resulting in deepened learning (Dalton et al., 2021). Slowing down requires students to interact with written materials in ways that counter the quick-paced reading that students typically employ when completing course work (Howes & Smith, 2017). Applying LD to CES instruction seems like a natural fit for its ability to foster a state of inner calm and centeredness, preparing the ground to address sensitive topics.

Because discussions involving MCSJ often produce physical and emotional discomfort for both students and instructors alike, instructors and students require the requisite tools to work through such inquiry for these conversations to be effective (Berila, 2015). Educators may struggle to bridge the gap between intent and articulation when endeavoring to raise issues of social justice and may feel limited in their ability to engage students who are "grappling with moving into academic discourses and experiencing new ideological frameworks" (Howes & Smith, 2017, p. 3). To support students in fully developing as whole, integrated human beings, educators can enhance the learning experience by engaging students at the intersection of mind, body, emotions, spirit, and society, where embodied learning occurs (Berila, 2015; Dalton et al., 2021). As an embodied way of learning, LD harnesses the emotions that are registered in the body as a vital part of the learning process which can facilitate an open heart and the production of empathy toward others (Dalton et al., 2021).

To facilitate deep and meaningful multicultural conversations, LD can provide students space to explore reactions to course material in a way that enhances awareness of their reactions and how these reactions inform their worldviews with a clearer understanding of self and others (Howes & Smith, 2017; Wright, 2019). For example, some White students may have difficulty acknowledging forms of oppression experienced by Students of Color (Yoon et al., 2014) and may have an increased sense of shame as they begin to gain awareness surrounding issues of privilege and power (Heselmeyer, 2014). Some Students of Color may question the qualifications of White instructors and doubt the instructor's ability to understand the oppressive experiences they encounter (Yoon et al., 2014). LD provides a structured and supportive environment in which to encourage students to step back, broaden their views, and strengthen their ability to contextualize how their own ideologies and use of language may be experienced in relation to one another (Howes & Smith, 2017; Quigley & Nelson, 2023). LD offers CES instructors a way of engaging doctoral students in embodied multicultural conversations to increase cognitive understanding of the material and insight into how their noncognitive reactions impact their thinking.

LD can be implemented on an intermittent basis in CES classes using a variety of written materials, such as a poem, philosophical text, an autobiographical work, or case vignette containing MCSJ themed content. Instructors can also ask doctoral students to submit written passages of their choosing that highlight a MCSJ concern that can be used over the course of the semester. Initially, instructors can set the tone for the method by explaining to students the history of LD, the goals of contemplative andragogy, how the exercise works, and the potential

benefits (Wright, 2019). To create a contemplative space, students should be encouraged to remove distractions and sit comfortably as to engage wholly and intentionally with the text (Wright, 2019). The process typically takes about 30 minutes but can vary depending on how long discussions last. The secularized LD technique, adapted from Wright (2019) has four steps, as outlined below.

1. In the first step, *lectio*, students silently read the selected passage and internally note connections and patterns that arise. Lectio (reading) requires the cultivation of inner quiet and taking a text in, allowing it to become part of the self, to be touched, inwardly listening with the *ear of the heart* (Dysinger, 2008).
2. The second step, *meditatio*, requires the facilitator to read the passage aloud and provide two to three minutes for students to reflect on the reading. The key areas of reflection include (a) how the passage affects them, (b) the main message they receive, (c) why the author makes a point in a particular way, (d) the difficulty of understanding the text, and (e) emotional reactions. Meditatio (meditation) is the inward and gentle repetition of a text that allows it to slowly touch the heart as additional words, images, and insights arise, providing a glimpse of the self that is typically frank and candid and sometimes uncomfortable (Dysinger, 2008).
3. *Oratio* (prayer) is traditionally conceived as dialogue with God (Dysinger, 2008), but here in the secularized version, it represents inner dialogue, perhaps with the higher self, as well as dialogue within small groups. In the third step, the facilitator asks students to participate in small group discussions about their reactions to step two and to exchange general thoughts about the passage. Students are encouraged to share insights they had during the reflective portion.
4. The final step, *contemplatio*, allows students two to three minutes to personally reflect upon the overall experience before returning their attention to the class for full group discussion. Contemplatio (contemplation) can be understood traditionally as an act of *gazing* that entails participation in and communion with the object of contemplation (Dysinger, 2008). In an academic setting, contemplation is another opportunity for students to silently and individually reflect on the entirety of their experience.

LD practice requires individuals to speak with their own creative voice in a self-directed process of first-person inquiry and meaning making (Dalton et al., 2021). The all-class discussion provides students the opportunity to describe their experiences, insights, and takeaways from the examined passage. Discussions can run between 10 and 15 minutes or as long as students have contributions to share and time permits. The discussion allows for comments summarizing individual reactions, interactions during the small groupwork, or reactions to points raised during the all-class discussion. To encourage students to share tentative or potentially problematic reactions to the text, instructors should stress that the goal of the discussion is to catalogue reactions, rather than to evaluate them (Wright, 2019). With a sense that there are no right or wrong answers, students are given the space to connect their personal emotions and embodied experiences with their intellectual processing, which helps them approach a

text more openly (Dalton et al., 2021). Discussion points are collated on a classroom white board or large screen to create a record of the conversation, to organize responses, and as a reference for further dialogue throughout the remainder of the class (Wright, 2019). Below is a quick reference for the LD instruction (see Table 1), including a description of the steps, instructor and student roles, and expected outcomes.

Table 1

LD Instruction Guidelines

Steps/Description	Instructor role	Student role	Expected outcome
1. Silent reading: Reading slowly to draw attention to the text itself	Provides access to chosen passage; explains embodied learning; invites students to read silently	Each student reads the text silently to themselves	Attention is drawn to particular words or phrases; flavor of the text begins to emerge; awareness of subtle nuances and embodied reactions
2. Repetition and reflection: Second reading	Reads passage aloud; gives prompts; provides 2-3 minutes of silence to reflect	Students listen deeply as they pay attention to their full sensory experiences; write down all that comes to mind	Additional words, images, feelings, bodily sensations, and insights arise; connections between the students' lives and parts of the text bring new awareness of self
3. Receptive dialogue: Students share an insight gained through contemplation	Places students into small groups for brief sharing of main insights (5 minutes)	Students are encouraged to share embodied insights about the passage and sensory experiences from silent reflection	Space to connect personal emotions and embodied experiences with intellectual processing; students build connection to and empathy for one another, and others
4. Transformation: All-class discussion; catalogue students reactions and organize responses	Reconvenes students for final silent reflection (2-3 minutes); large group discussion (15 minutes)	Students reflect on the entirety of their experience; share reactions and insights with class	Space to speak with ones' own creative voice in a self-directed process of first-person inquiry and meaning making in a judgement-free zone

Implications

Applying contemplative andragogy to the multicultural training of doctoral students within CES programs provides several advantages for instructors. Research has shown that doctoral students want formal curricular experiences in teaching, research, and service (Preston et al., 2020) and multicultural instruction with sufficient depth as part of their training (Hilert et al., 2022). LD offers instructors a reliable method of broaching sensitive topics empathically by slowing down the learning process, encouraging embodied reactions, and celebrating varying perspectives. Specifically, LD can facilitate multicultural conversations, increase multicultural awareness, provide a voice for doctoral students, and give structure for future teaching and learning.

FACILITATING MULTICULTURAL CONVERSATIONS

CES instructors may not always find it easy to facilitate deep and meaningful multicultural conversations due to the emotionally charged nature of the material (Yoon et.al, 2014). Contemplative andragogy is an avenue for CES instructors to facilitate these conversations and help students regulate affect, manage uncomfortable emotions, and increase a sense of safety (Heselmeyer, 2014). By engaging with texts through LD, students have the opportunity to "push past the often knee-jerk reactions to difference" (Howes & Smith, 2017, p. 6) and establish more well-rounded perspectives. Because the aim of the activity is to collect student responses without evaluation, students are more willing to offer novel or risky interpretations and are more comfortable voicing concerns and expressing confusion or frustration about the text, its meaning, or the author's intentions (Wright, 2019). Although all students read the same text, each reading is different as students make sense of their embodied experiences and receive the varied responses of others while participating in the same flow of conversation (Dalton et al., 2021). In our experience, counseling students have reported finding value in having their personal views challenged by differing opinions in their participation with LD during multicultural instruction (Quigley & Nelson, 2023).

INCREASING MULTICULTURAL AWARENESS

After engaging counseling students in multicultural conversations facilitated through LD, research has shown that students' multicultural awareness was significantly greater than before the intervention (Quigley & Nelson, 2023). Multicultural awareness is foundational to increasing multicultural competence and in maintaining a humble attitude towards others. If instructors fail to help students become multiculturally aware before imparting knowledge or skills, students may develop a false sense of mastery and risk stereotyping different cultural groups based on cursory information acquired from coursework (Yoon et al., 2014). Zajonc (2013) notes that contemplative andragogy connects students to the practical demands of life and that insights attained through contemplative inquiry are actionable. As students realize their positionality across multiple identities (e.g., privileged in social class but oppressed in race), they may be inspired to learn of others' experiences and worldviews and to develop skills to work effectively cross-culturally (Yoon et al., 2014). Multicultural awareness is a critical starting point for developing empathy and the motivation to work towards social justice (Hilert & Tirado, 2019).

GIVING DOCTORAL STUDENTS VOICE

Research has shown that doctoral students from backgrounds often underrepresented in higher education face ongoing challenges in their ability to establish a clear voice and maintain their ethnic identities within CES programs (Ju et al., 2020). By inviting doctoral students to provide written material of their choosing for the LD activity, CES instructors can share power and co-create a more inclusive space for students to express their unique opinions and discuss varying cultural worldviews. When underrepresented students see themselves reflected in the curriculum, they feel validated and included (Berila, 2015). Doctoral students have identified

the importance of having supportive faculty and peer relationships as critical components of high-quality CES programs (Preston et al., 2020). Howes and Smith (2017) pose listening as a means towards community. LD allows for the inclusion of marginalized voices and offers a space for authentic relationships to organically develop into a supportive community that values multiple identities. To best care for and successfully retain doctoral students within CES programs, instructors must support students' cultural identities as well as their values (Ju et al., 2020). In this sense, LD can serve to validate underrepresented students' experiences, bring awareness to majority students' understanding of their peers, and strengthen relationships.

STRUCTURE FOR FUTURE TEACHING AND LEARNING

Despite evidence that learning requires embodied engagement, the view of the body as a central location of wisdom and learning is not widely supported in the current educational system (Berila, 2015; Dalton et al., 2021). LD offers a way of engaging CES students with material in a deep manner that can be applied to future endeavors. LD can move students away from the view that the instructor is the sole source of knowledge and towards confidence in their own abilities (Wright, 2019) to facilitate meaningful multicultural conversations independently. In the field of teacher education, Dalton and colleagues (2021) noted that students endorsed LD as a valuable method to engage their own future students and understood the benefits of reading slowly, cultivating mindfulness, and focusing on process over product. Doctoral students perceive their growth towards MCSJ competence as an endeavor towards ever-increasing cultural humility, which entails a continual process of learning and growing over the course of a lifetime (Hilert et al., 2022). LD provides a means to incorporate diverse worldviews within CES programs to foster a culturally diverse climate in which to provide doctoral students the necessary skills to appropriately train their future students.

Ethical Considerations

Perhaps the greatest ethical consideration, when considering using LD, is the perceived religious nature of the practice. As Wright (2019) suggested, such activities may garner concern that students are being compelled to engage in a spiritual practice or are negatively appropriating a practice, yet we are unproblematically surrounded by secularized versions of spiritual practices every day, such as yoga and mindfulness. Reflective, contemplative, and meditative capacities are innate human abilities that transcend religious doctrine and rituals. As CEs, we can speak to these concerns by honoring the practice and its creators, by discussing the historical roots and cultural context, and by sending appreciation and thanks to the many individuals who have carried the practice forward to our current time. Another point of ethical consideration involves doctoral students' familiarity with contemplative practices. CEs who incorporate contemplation into coursework should have sufficient familiarity with contemplative practice before teaching them (Hilert & Tirado, 2019) and could prepare students by providing introductory contemplative exercises before instruction.

Instructor Reflexivity

Contemplative practice facilitates personal reflection and self-awareness, which allows one to take accountability for what and how they teach and deepens the understanding of the *I* who teaches (Dalton et al., 2021). As CEs, we acknowledge the importance of maintaining awareness of potential biases concerning LD as an instructional strategy. Through our implementation of LD, we attempt to remain open to the process by closely examining our personal perceptions and reactions. While we are diverse in our clinical experiences, both authors are White women aligned in their belief that contemplative practices are beneficial in theory and praxis. We understand that our position may cloud our expectations on how students might receive the LD experience. We are aware that doctoral students may be at different levels of development and maturity in their journey towards ever-increasing MCSJ competence. Before presenting any material to the class, the instructors practice with the text by going through the steps of the LD process to uncover potential biases and become aware of possible countertransference issues. Our own contemplative learning experiences are recorded during and after class discussions in a self-reflective journal.

Resources for Implementation

The resources needed to successfully implement the LD process in CES classrooms, to facilitate meaningful multicultural conversations, include sufficient time, instructors' comfort with reflection and contemplation, the four-step process, a selected passage that contains a story of diversity, marginalization, or an issue of social justice, and a whiteboard or a projected screen upon which to catalog student responses. Tips on how to start a contemplative practice can be found at The Center for Contemplative Mind in Society (CMind, 2017) and in their free resource, *The Activist's Ally: Contemplative Tools for Social Change*, which can be found at contemplativemind.org under the resources tab within the Contemplative Action section.

Evaluation and Assessment

A recent mixed methods study about the effect of LD among master's-level counseling students indicated that LD increased multicultural awareness (Quigley & Nelson, 2023). Emerging themes from the qualitative inquiry included (a) challenging assumptions and biases, (b) increasing empathy and understanding, and (c) suspending judgement, which support the quantitative

findings of increased awareness. Because LD allows time for reflection and the scaffolding of complex reactions to emotionally charged texts (Howes & Smith, 2017), it provides the instructor a richer perspective on the difficulties students may face in their conversations involving MCSJ issues in real time. As CEs catalog student responses during LD discussions, themes emerge which provide insights into students' level of awareness and ongoing needs. Structured pre- and post- assessments, such as the Multicultural Competence Inventory (MCI; Sodowsky et al., 1994) or the Multidimensional Cultural Humility Scale (MCHS; Gonzalez et al., 2021), can provide objective measures to assess student learning. In addition, CEs can offer an anonymous survey at the end of the class to capture students' perceptions of the instruction across various domains, such as comfort and distress levels, feelings of inclusivity, and likelihood of using LD in their own teaching by applying a five-point Likert scale for each question.

Considerations and Limitations

While contemplative teaching practices can help students recognize and challenge cultural programming and create alternative, more empowering ways of relating to one another in diverse contexts (Berila, 2015; Heselmeyer, 2014), there are considerations and limitations worth mentioning. Because of the subjective nature of choosing a text for the LD exercise, CEs would benefit from reflection upon several key elements when selecting a passage. The passage itself should be connected to the learning objectives for the class session. For example, if the aim is to increase awareness of how clients experience discrimination, then the passage should describe discrimination across aspects of race, class, gender, sexual identity, etc. Pertinent questions to ask oneself while selecting a text may include:

- Does this passage help me understand what is essential to the topic?
- Does the passage speak truth and shed light on injustice?
- Does the passage ignite awareness that can impact client care?
- How might this text support students' personal conceptualization of client problems free of stereotypes and openness towards clients' differing physical appearance, age, color, sexual and gender identity, level of ability, or socioeconomic status?

In addition, to maintain students' attention, it is best to choose a reading of approximately 200 words (Boyer, 2020).

Although 30 minutes has been identified as sufficient time to carry out the lesson and process content with master-level counseling students (Quigley & Nelson, 2023), there is no empirical evidence on the time needed to account for the individual needs of doctoral students. Because of the time commitment required for the LD activity, a limitation of its application in promoting meaningful conversations for doctoral students may be in not allotting requisite space for their advanced level of understanding. Doctoral students may need longer than 30 minutes to

sufficiently address the overall process and content that is generated during the activity, and in particular, the information that is catalogued and generated during the all-class discussion in the last step. Doctoral students may need more time to organize and sufficiently analyze themes that emerge and discuss how they might see themselves applying LD in their future roles as CEs.

Future Directions for Practice and Research

The counseling profession would benefit from continued organized, focused, and high-quality scholarship of doctoral-level training (Litherland & Schulthes, 2020). Empirical evidence on how doctoral students receive MCSJ training across curricula and how this training supports MCSJCC and CACREP standards would help move the profession forward. Researchers could examine whether contemplative andragogy enhances openness to multicultural class material and whether it increases learning outcomes, compared to traditional andragogy (Hilert & Tirado, 2019). While initial research has yielded promising results supporting the use of LD in the multicultural instruction of master's level counseling students (Quigley & Nelson, 2023), no known study exists in which LD has been applied to doctoral-level instruction. Many variables, including the instructor, students, subject matter, and instructional contexts, interact to create complex dynamics within classrooms (Yoon et al., 2014). Researchers could investigate LD's general utility in MCSJ training, along with the mediating and moderating roles of LD within doctoral-level classroom dynamics.

Conclusion

Applying contemplative andragogy to the MCSJ training of doctoral students within CES programs provides several advantages for instructors, which in turn impacts the training of master's-level students and ultimately results in better care for the welfare of clients seeking counseling services in an ever-growing diverse world. Doctoral students are drawn to programs that value their own cultural background and feel supported by programs that communicate the valuing of diversity in action (Ju et al., 2020). CEs need a reliable process in which to engage doctoral students regarding MCSJ. In turn, doctoral students need a process that can carry them forth into their future as culturally responsive CEs. LD is an embodied instructional strategy that addresses the need for high-quality doctoral instruction to foster meaningful multicultural conversations and promote inclusive learning environments for doctoral students within CES programs. The use of LD as an instructional strategy offers future CEs a powerful method that can be applied within their own classrooms to broach MCSJ topics and to support diversity and inclusivity.

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AI Reflective Practice and Bias Awareness in Counselor Education

This brief examines the integration of AI tools into doctoral counselor education to promote reflective practice and bias awareness. Amid concerns of implicit biases in multicultural counselor training, AI offers an innovative approach to facilitating an immersive learning environment that emphasizes cultural sensitivity. The teaching strategy outlined uses ChatGPT for simulated role-plays, enabling students to receive real-time feedback and recognize biases. While the potential of AI in counseling education is vast, it is necessary to utilize it judiciously, acknowledging its strengths and limitations. This fusion of AI and counselor training can potentially transform how future counselors approach culturally responsive supervision.

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KEYWORDS

artificial intelligence (AI), AI-augmented education, reflective practice, bias awareness, doctoral counselor education, culturally responsive supervision, implicit bias, cultural competence, ChatGPT, simulated role-plays

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ACES ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION

AI Reflective Practice and Bias Awareness in Doctoral Counselor Education

In the evolving landscape of counselor education and supervision, there lies a challenge: seamlessly weaving reflective practice and an understanding of implicit bias into the fabric of multicultural knowledge, awareness, and skill (Boysen, 2010). This teaching brief describes a creative and innovative teaching strategy to create an immersive learning environment in doctoral counselor education by leveraging artificial intelligence (AI). The strategy seeks to provide educators and students with a hands-on approach to understanding and mastering culturally responsive supervision and reflective practice.

Instances of implicit bias have surfaced in multicultural counselor training, even among those with self-perceived multicultural aptitude. Counselor educators must evaluate bias awareness in counselor education by integrating implicit bias into the concepts of multicultural knowledge, awareness, and skill, infusing ethical decision-making and self-awareness into the classroom, and assessing students' personal characteristics and clinical skills. This underscores a need for enriched self-awareness, enhanced cultural proficiency, and the sustained integration of implicit bias assessments within doctoral curricula (Boysen, 2008, 2009, 2010; Evans et al., 2012; Johnson et al., 2013; Lumadue & Duffey, 1999). In doctoral counselor education, where culturally sensitive supervision training remains paramount, AI emerges as a tool to foster reflective practice and bias cognizance. AI platforms may enhance counselors' reflective practices by assessing their feedback and pinpointing areas for refinement (Aditya & Otermans, 2022; Boysen & Vogel, 2008; Evans et al., 2012; Griffith & Frieden, 2000; Toomey & Storlie, 2016).

Embedding AI within doctoral counselor education presents an opportunity for AI-enhanced learning experiences to offer tailored teaching experiences. AI-driven platforms grant doctoral students a window into global counseling landscapes, equipping them to navigate culturally responsive supervision. AI-augmented, adaptive learning environments can catalyze graduate programs, assess counselor aptitude, probe for culturally sensitive dispositions, foster refined competencies, sharpen counseling techniques, amplify empathy, and ensure cultural attunement refinement (Aditya & Otermans, 2022; Magerko et al., 2005; Stricker et al., 2019; Walker & Rockinson-Szapkiw, 2009).

This brief introduces a teaching strategy intended to help counselor education faculty use advanced AI tools to bridge cultural gaps, allowing educators to offer training scenarios that assess and enhance the cultural competencies of their doctoral students, preparing them for diverse and globalized counseling environments. This counselor education teaching brief incorporates the latest advancements in AI technology to ensure that future counselors are not only theoretically equipped, but also practically trained to handle multicultural and diverse client bases, reflecting a globalized world. The subsequent sections explore how emerging technologies in AI can reshape doctoral counselor education by creating immersive, adaptive, and globally relevant training environments, by offering enhanced culturally responsive supervision and reflective practice.

TEACHING INNOVATION/ INSTRUCTIONAL STRATEGY

Reflective practice and bias awareness are critical competencies in doctoral counselor education that set a foundation for culturally competent supervision. ChatGPT, with its accessibility and potential for customization, can serve as a tool for fostering awareness through simulated role-plays using diverse scenarios. By challenging doctoral students to respond to simulated scenarios, they can practice their skills in real time and receive instant feedback based on their responses. Using ChatGPT, doctoral counselor education can transform traditional methods of bias recognition and reflection, making the process more interactive, continuous, and rooted in practical scenarios.

Objective

The objectives of this assignment are to enable doctoral students to engage in simulated supervision dialogues that reflect a wide range of cultural norms and values by leveraging ChatGPT's capabilities; enhance students' cultural sensitivity and awareness through real-time feedback using ChatGPT, helping students recognize cultural biases; and facilitate students' self-awareness, reflection, and critical thinking by integrating a feedback mechanism within the ChatGPT platform after each scenario.

Introduction to Bias Awareness

Start with a lecture or discussion on the importance of recognizing and challenging biases in counseling by explaining the significance of self-awareness, reflection, and recognizing biases in decision-making. Discuss the importance of cultural sensitivity and the potential pitfalls of biases by highlighting real-world cases where unchecked biases led to poor client outcomes. Explain the concept of simulated dialogues and how they can enhance reflective practice and bias awareness.

Briefly introduce ChatGPT and how it will be used as a tool to receive real-time feedback and reflect on responses using culturally sensitive scenarios. Outline the assignment of engaging with scenarios using ChatGPT, followed by a structured reflection using the feedback mechanism. Begin with a teacher-led demonstration by interacting with ChatGPT using an example supervision scenario, making both appropriate and inappropriate responses to showcase how ChatGPT can evaluate responses and provide feedback.

Bias and ChatGPT

To effectively address AI biases in the classroom, counselor educators are urged to integrate critical discussions on AI biases into their curriculum, fostering a deep understanding among students. Educators can leverage the discussion of bias in AI to facilitate a broader conversation about bias itself, both within artificial intelligence systems and personal perspectives. By examining AI biases, students are introduced to the concept in a concrete, relatable manner, sparking self-reflection on their own biases. This approach not only educates students about the technical aspects and implications of biases in AI but also serves as a gateway for students to recognize and reflect upon their own predispositions.

Through exercises evaluating AI biases, educators create opportunities for students to practice critical reflection, fostering a habit of self-awareness and critical evaluation of biases in both AI systems and their own thought processes. This methodological approach encourages a culture of ongoing self-improvement and ethical awareness in professional practice. Engaging in continuous professional development ensures educators remain at the forefront of ethical AI use, empowering them to guide students in critically evaluating AI outputs. These steps collectively forge a pathway toward a more informed, ethical, and reflective engagement with AI technologies in counselor education.

Engaging with Scenarios or Transcripts using ChatGPT

Instructors may use ChatGPT to design a variety of role-playing scenarios that reflect diverse cultural backgrounds and situations in supervision. Instructors will distribute culturally diverse supervision scenarios to students, which are specifically designed to elicit potential biases. Students will input these scenarios into ChatGPT and engage in a dialogue with the AI. As they interact, ChatGPT will be prompted to provide responses that challenge students to recognize any biases in their replies. As an alternative, transcripts of mock sessions may also be input into ChatGPT for reflection and feedback.

Instructions for Individual Exploration

Direct students to initiate conversations with ChatGPT using the following prompt, "Let's begin our supervision session. You are the counselor, and I am the supervisor. Respond only as the counselor. You are [insert a case study of a counselor from a specific demographic or cultural background]." To end the supervision session and move to reflection and analysis, use the following prompt "Let's wrap up this supervision session and discuss our reflections." As students interact, ChatGPT will evaluate their responses. If any cultural bias or inappropriate response is detected, ChatGPT will provide feedback, explaining the issue and suggesting a more appropriate response.

Instructions for Group Simulations

Divide students into pairs or small groups. Assign each group a specific supervision scenario or challenge to navigate with ChatGPT. After individual interactions, gather students in groups to discuss the feedback they received. Ask groups to interact with ChatGPT and then present their dialogue and learnings to the class. This helps in shared learning and understanding of cultural nuances. Highlight key learnings and common mistakes to ensure collective understanding.

Reflective Prompts

Reflective practice in counselor education allows doctoral counselors to critically think about how biases can influence actions, decisions, and interpretations in counseling. Reflective practice using ChatGPT in doctoral counselor education can be achieved through integrating prompts within AI-augmented scenarios that push students to think about their responses, choices, and whether their cultural background or personal beliefs influenced these interactions.

In the context of ChatGPT and similar language models, a "prompt" refers to the initial input or question provided to the model by the user. It serves as a cue or trigger, directing the model to generate a specific type of response. The quality and clarity of the prompt can influence the accuracy and relevance of the model's output. Essentially, the prompt acts as a starting point for the model to understand what kind of information or response the user is seeking (OpenAI, 2023).

By integrating reflective practice, students can better recognize and challenge their own biases, leading to more culturally competent and effective counseling practices. This makes the training not just about understanding others but also about understanding oneself and their position in the cultural matrix of counseling. To do this, educators implement a feedback mechanism within the ChatGPT platform, where, after each scenario, students are prompted to reflect on their responses and decisions, consider alternative actions, and think about any biases that influenced them.

When using ChatGPT to help analyze responses for bias, the framing of prompts is crucial. The prompts should be structured in a way that encourages a deeper analysis of the response considering potential cultural, gender, age, socioeconomic, and other biases. ChatGPT can analyze both the supervisor and mock counselor responses in the AI-augmented supervision session depending on how the prompts are phrased. Faculty and students may create prompts based on the examples below.

Here are example ChatGPT prompts for understanding the origin of a response:

- "Analyze the supervisor responses in the supervision session for potential cultural biases."
- "Did the supervision session favor a specific gender?"
- "What age-related assumptions can be detected in the supervision session?"
- "Identify any socioeconomic prejudices in the supervision session."

Example ChatGPT prompts for challenging the response include the following:

- "How might a counselor from a different cultural background perceive the supervision session?"
- "Could statements made by the supervisor in the supervision session be considered insensitive to a particular gender or age group? Why?"
- "Is there a potential in the supervision session to stereotype a specific socioeconomic class?"

These are example ChatGPT prompts for reflective analysis:

- "Highlight any potential biases based on the supervisor's responses in the supervision session and suggest a more neutral alternative."
- "Are there generalizations made in the supervision session? If so, what are they?"
- "In what ways might the statements made in the supervision session be exclusionary or overly inclusive?"

Some example ChatGPT prompts for feedback are:

- "Based on the supervisor's responses in the supervision session, what is the likelihood of implicit bias being present? Explain."
- "Describe any nuances in the supervision session that could be perceived as biased."

Here are example ChatGPT prompts for scenario-based analysis:

- "If the supervisor's responses were given in a supervision session with [insert a counselor from a different demographic or cultural background], how might it affect the supervisory relationship?"
- "How might a person from a lower/higher socioeconomic status perceive the supervision session?"

These are example ChatGPT prompts for a deeper dive into biases:

- "Were there any implicit biases in the supervisor's responses that might not be overtly visible?"
- "What subconscious beliefs might be influencing the supervisor's responses?"
- "How could the supervisor have responded differently?"
- "How might any identified bias impact future professional interactions if unchecked?"

Individual and Group Reflections

Students are asked to reflect individually on their interactions with ChatGPT and any potential biases that were recognized. After individual reflection sessions, ask students to form small groups to discuss their reflections. Facilitate discussions to ensure a deep dive into biases, their origins, and potential consequences in a counseling context. Encourage them to share insights, any recognized biases, and alternative actions they considered. Use this time to highlight common themes or biases that might emerge.

Class Discussion and Reflection

Regroup as a class and discuss overarching themes, insights, and shared experiences. Ask students how the feedback mechanism helped in their reflection process and how it differed from self-reflecting without structured questions. To successfully implement ChatGPT with these instructional strategies, educators should maintain a balance between technology-driven learning and human-driven insights, ensuring that students not only gain knowledge but also develop empathy, understanding, and critical thinking skills needed for effective counselor education.

Debrief and Wrap-Up

Discuss strategies for recognizing and addressing biases in real-time, outside of simulations. Provide resources such as articles, books, and further readings to help students delve deeper into personal biases and ways to challenge them. Reaffirm the importance of self-awareness,

reflection, and recognizing biases in personal and professional decision-making. Encourage the continuous use of reflection mechanisms, like the one demonstrated with ChatGPT, to foster continuous reflection, learning, and global understanding. Sum up the session by emphasizing the importance of cultural understanding in today's interconnected world.

Assignment Extensions and Adaptations

This assignment can be extended and adapted to encourage students to engage with ChatGPT as a tool for continued self-reflection and awareness building. Instructors may incorporate other resources alongside ChatGPT, such as multimedia resources, that highlight real-world interactions to further enrich the learning experience. For advanced projects, students could compare and contrast responses across multiple scenarios. Students may also explore the broader spectrum of potential biases such as those related to gender, age, disability, socioeconomic status, and culture as they relate to supervision. Instructors may also guide students to recreate the scenarios with peers, acting out different decisions based on their reflections. In subsequent sessions, instructors may introduce more complex scenarios, integrating ethical dilemmas or multifaceted cultural nuances to challenge students further.

Discussion boards may also be utilized with students to discuss their experiences, decisions, and outcomes of the assignment. This asynchronous interaction allows for deeper reflection and multiple viewpoints in the classroom. Alongside AI interactions, real-world case studies may also be used to challenge students to think critically about decisions made in real scenarios and reflect on how they would act differently. Faculty may also design asynchronous modules where students can independently engage with ChatGPT, exploring different cultural scenarios or gaining information about various counseling techniques. These modules can include pre-set goals, assessments, and feedback.

EVALUATION OF EFFECTIVENESS

To evaluate the effectiveness of using ChatGPT for reflective practice and bias awareness in doctoral counseling students, the Reflective Practice Questionnaire (RPQ) and the Cultural Competence Self-Assessment Questionnaire (CCSAQ) could be employed (Mason 1995; Priddis & Rogers, 2018). Before introducing students to ChatGPT as a tool for reflective practice and bias awareness, administer the RPQ to determine the doctoral students' current level of reflective practice. This will help in gauging the frequency, depth, and application of their reflection in professional scenarios. Utilize the CCSAQ to gain insights into their self-perceived cultural competence and awareness of cultural biases.

Educators then implement a tailored curriculum where ChatGPT is used for facilitating reflective practice scenarios and culturally sensitive discussions by engaging students in a series of ChatGPT scenarios to increase reflective practice and bias awareness. Encourage students to reflect on their interactions with ChatGPT, making them aware of any potential inherent biases. After a specified period of using ChatGPT as a reflective and bias-awareness tool, re-administer the RPQ. Look for significant changes in frequency, depth, and application of

reflective practice. Similarly, re-administer the CCSAQ to ascertain shifts in students' self-perceived cultural competence and bias awareness.

Analyze the pre and post-scores from both the RPQ and CCSAQ. Positive shifts would indicate that the use of ChatGPT contributed to enhancing reflective practice and cultural competence among doctoral counseling students. Apart from the quantitative scores from the RPQ and CCSAQ, gather qualitative feedback from students regarding their experience with ChatGPT. This will provide richer insights into how ChatGPT specifically aided their reflective thinking and awareness of biases. Use the insights gained from the analysis to refine the curriculum and the way ChatGPT is utilized. This iterative feedback loop can further enhance the effectiveness of ChatGPT in fostering reflective practice and bias awareness.

ASSESSMENT OF STUDENT LEARNING

To assess student learning, educators measure student understanding of bias through reflective practice, discussions, and simulated counseling sessions. Monitor bias reduction in their interactions over time. Self-assessments may be integrated to promote introspection and foster awareness of individual strengths and areas warranting ongoing professional development. Further depth can be added by designing detailed rubrics tailored to measure the depth and breadth of cultural responsiveness exhibited during interactions with ChatGPT. The introduction of group-based ChatGPT projects can offer a dual advantage by analyzing collective decision-making and offering a lens to scrutinize group dynamics and the shared cultivation of cultural competence. Assign students a reflection on their experiences with ChatGPT, highlighting their cultural learnings and the platform's efficacy.

Oral examinations centered on the students' decision-making within ChatGPT scenarios can yield rich qualitative data, providing insights into their applied understanding. To measure the long-term efficacy of ChatGPT integration, it is essential to track students' performance in real-world settings over extended periods. If logistics permit, blending this virtual training with real-world culturally sensitive counseling experiences can provide actionable data. By comparing decisions made in live counseling sessions with those made during ChatGPT engagements, a more holistic understanding of students' competencies can be attained. The integration of both qualitative and quantitative assessment techniques may provide a more detailed overview of both student progress and the platform's academic value.

IMPLICATIONS

In today's AI-driven landscape, tools like ChatGPT present significant potential for educational simulations and self-reflection. The efficacy of ChatGPT, whether for bias detection or other tasks, hinges on the impartiality of its training data, the accuracy of user prompts, and the continuous refinement of its algorithms. Users must understand that, despite ChatGPT's technological advances, it does not capture the entirety of cultural nuances. It remains a

data-driven entity potentially missing the intricate subtleties of individual narratives. Without careful tuning, AI could inadvertently perpetuate cultural inaccuracies.

In counselor education, integrating AI tools like ChatGPT necessitates a conscientious approach toward bias recognition and mitigation. Counselor educators' roles present a significant responsibility to model and teach the critical evaluation of AI-generated content, ensuring that future counselors are equipped to identify and address potential biases. Educators and students are advised to approach the tool with a desire for learning, avoiding any oversimplifications or biases. While ChatGPT may serve as a valuable tool for reflection, genuine personal development requires consistent real-world introspection. The ethical importance of recognizing and addressing biases, especially within counseling, is critical.

FUTURE DIRECTIONS FOR PRACTICE AND RESEARCH

With rapidly advancing technologies, the integration of AI into doctoral counselor education necessitates a comprehensive exploration of AI's merits, constraints, and ethical considerations. The nexus of technology and counseling will demand counseling professionals be adept in both areas (Moore & Caudill, 2019). Integrating AI early in doctoral training equips candidates with a distinct advantage, preparing them for clinical settings where AI is leveraged.

The intersection of AI and counseling also introduces expansive research opportunities for doctoral counselors, ranging from studying AI's impact on the field of counseling to pioneering AI-augmented strategies. As the spheres of counseling and technology increasingly intersect, the demand for multidisciplinary experts will grow. For doctoral students in counselor education to remain pioneers, assimilating and navigating AI is indispensable.

The use of AI and virtual simulations for culturally relevant training has the potential to strengthen counselors' proficiency in diverse sociocultural contexts. Implementing ChatGPT in doctoral counselor education to enhance reflective practice and culturally responsive supervision requires effective instructional strategies to ensure meaningful learning experiences. Educators also need to familiarize themselves with tools like ChatGPT to keep pace with the evolving capabilities of AI. Periodic training can better position educators to navigate students through an AI-augmented curriculum.

Incorporating ChatGPT and other AI tools into doctoral counselor education can offer a blend of theoretical knowledge and practical training, equipping students with the skills and understanding necessary to provide effective, culturally responsive counseling in a globalized context. By immersing doctoral students in diverse interactive scenarios, facilitating reflective practice, and providing real-time feedback, educators can hope to prepare a generation of counselors adept at navigating complex supervision sessions. AI-augmented tools, grounded in a commitment to reflective practice, bias awareness, and cultural responsiveness, have the potential to not only enhance the training experience but also ensure that future counselors are equipped to navigate diverse challenges in supervision.

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Mentorship Matters

Embedding RCT into the Teaching Internship in Counselor Education

The internship in teaching is a crucial component of doctoral student education, as it builds a "counselor educator" identity and prepares doctoral students for the future roles as faculty members teaching and supporting counselors-in-training. While CACREP describes "teaching" as one of the five areas of professional identity and requires that doctoral students receive 600 hours of supervised experiences within counseling and two of the four remaining core areas, CACREP does not make recommendations as to specific supervisory practices to support doctoral students' professional identity development. Leveraging the literature that describes the importance of mentorship within the internship in teaching, our brief presents a model of how counselor educators can embed the elements of relational cultural theory (RCT) into their supervision of doctoral teaching.

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ACES ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION

Learning to teach, the teaching internship (Hunt & Gilmore, 2011), and supervision of teaching (Batrinic & Suddeath, 2020), are critical elements of a doctoral student's academic journey in counselor education. CACREP (2024) identifies "teaching" as one of the five core curriculum areas to develop a doctoral professional identity. Further, CACREP (2024) requires that all doctoral students complete 600 hours of, "...supervised experiences in counseling and at least two more of the four remaining doctoral curricular areas (supervision, teaching, research and scholarship, leadership and advocacy" (6.C.2). The Association for Counselor Education and Supervision (ACES) *Strategic Plan* (2021) similarly highlighted the importance of teaching within counselor education and identified the need to develop counselor education best practices briefs based on areas such as diversity, equity, inclusion, anti-racism, and the Multicultural and Social Justice Counseling Competencies (MSJCC; Ratts et al., 2016). Additionally, ACES (2021) called on its strategic plan committee to, "...explore teaching-focused professional development opportunities" (p. 5).

In this teaching brief, we respond to the ACES *Strategic Plan* by proposing a model of how counselor educators (CEs) can embed the elements of relational-cultural theory (RCT) into their supervision of doctoral teaching. RCT is well-suited to ACES's goals, given RCT's alignment with the MSJCC (Comstock et al., 2008). While researchers have discussed the utilization of RCT in advising (Dipre & Luke, 2020; Purgason et al., 2016), mentoring (Lewis & Olshansky, 2016), and clinical supervision (Duffey et al., 2016; Lenz, 2014; Stargell et al., 2020), researchers have not yet discussed the application of RCT to the teaching internship component of doctoral studies. Drawing upon the research base that exists for RCT and the teaching internship experience, we present a model for how CEs can best support doctoral students and advance their knowledge and skills.

Description of Teaching Innovation/ Instructional Strategy

Internship experiences provide doctoral students with the opportunity for essential learning through engagement in trusting relationships with their faculty teaching mentors (Baltrinic et al., 2016). Hunt and Gilmore's (2011) investigation into the teaching internship experience described mentorship as an important aspect of building feelings of support for doctoral students. Their findings align with additional research (e.g., Murdock et al., 2013; Perera-Diltz & Sauerheber, 2016; Walker, 2006) outlining the multiple benefits of mentorship, including: (a) providing doctoral students with emotional support, (b) building doctoral students' confidence and self-esteem in teaching, and (c) developing a greater awareness of doctoral students' own skills.

Researchers in related helping fields, such as social work, also suggest that strong mentoring experiences help doctoral students develop relational and pedagogical methods to effectively engage higher education learners (Chen et al., 2020). Similarly, Baltrinic and Suddeath (2020)

indicated that a strong relationship was a necessary component in supervision of teaching. In their investigation into doctoral students' lived experiences with supervision of teaching, the researchers recommended that counselor education programs provide doctoral students with the following sequence of supervisory interaction: (a) affirmation and support, (b) candid feedback into strengths and weaknesses, and (c) time for process and reflection.

Despite the importance of the teaching internship in counselor education training, few researchers describe specific models that CEs can use to support their work mentoring new students into the field of counselor education (e.g., Baltrinic and Suddeath, 2020; Chen et al., 2020). Thus, we propose an innovative approach that incorporates relational models into the supervision of teaching experience.

Researchers investigating relational models of mentoring in counseling programs have highlighted that CEs can foster a sense of mutuality, empathy, and a sense of understanding that serve to empower and enhance the professional development of mentees (Walker, 2006). Further, Walker (2006) posited that relationally oriented mentoring in counselor education can provide reciprocal rewards that enhance future collegial relationships, in addition to creating future generations of effective mentors. While there are many strengths involved with mentorship during the internship experience, additional researchers should highlight supervisory approaches to best support doctoral students during the internship of teaching (Baltrinic & Suddeath, 2020). We respond to the call for further inquiry into the teaching internship experience by describing how counselor educators can embed their supervision of teaching practices with the tenets of RTC.

RELATIONAL-CULTURAL THEORY

Jean Baker Miller (1976) created RTC in response to a lack of diversity within psychology. Miller and her colleagues drew upon the marginalization they experienced as women and positioned RCT as a therapeutic approach that saw connection, rather than individuation, as a salve to mend divides found in the individualistic and predominantly Western world of psychology at the time (Jordan, 2010). Embedded within RCT is a three-prong approach that consists of (a) relational awareness and the reciprocal offering of (b) mutual empathy in which all parties can demonstrate (c) authenticity leading to mutually beneficial growth fostering relationships (Jordan, 2024). Table 1 presents a complete list of core RCT tenets. At the heart of RCT is a multicultural approach that seeks to examine power, privilege, marginalization, and systemic barriers by promoting growth fostering relationships and moving toward connection (Comstock et al., 2008; Dipre & Luke, 2020). While a complete overview of RCT is beyond the scope of the present article, further information regarding RCT's origins and current theoretical developments can be sampled in several publications (e.g., Frey, 2013; Jordan, 2008; 2024).

Table 1

Key Tenets of RCT

		Promotes Growth Toward:
Key Tenets:	1. Relational Awareness 2. Mutual Empathy 3. Authenticity	Growth Fostering Relationships

Note: Adapted from Jordan, J. V. (2010). *Relational-cultural therapy.* American Psychological Association.

Since RTC's inception, theorists have continued expanding RCT to investigate and encompass issues relating to race, sexual orientation, and other socio-political topics (e.g., Alvarez, 1995; Coll et al., 1995; Eldridge et al., 1993; Sparks, 1999; Tatum, 1997). Such an expansion has culminated in RCT applications outside of therapy, including supervision, leadership training, and business organization (Fletcher, 2004; Jordan, 2010; Purgason et al., 2016). In recent years, RCT theorists broadened the theory again to take a social action stance and continue supporting marginalized individuals (Comstock et al., 2008; Jordan, 2017). RCT's compatibility with social justice principles is well aligned with counseling values (ACES, 2021; Comstock et al., 2008), and particularly suitable for use with doctoral students (Dipre & Luke, 2020; Gammel & Rutstein-Riley, 2016; Lonn et al., 2014; Purgason et al., 2016). While scholars have applied RCT principles to other aspects of graduate training (e.g., Dipre & Luke, 2020; Gammel & Rutstein-Riley, 2016; Lonn et al., 2014; Purgason et al., 2016), no RCT-specific model exists in the literature for the doctoral teaching internship. Thus, our approach represents an innovative step toward applying RCT strategically to support doctoral student growth during their internship in teaching. In creating our model, we relied on our own experiences receiving supervision support from a counselor educator utilizing RCT principles.

EMBEDDING RTC INTO THE SUPERVISION OF TEACHING

The first three authors of the teaching brief are doctoral candidates at a nationally ranked, CACREP-accredited counselor education and supervision program. The last author is a counselor educator with more than 10 years of experience working with doctoral students and 15 years of experience counseling individuals, couples, and families. In their work as a counselor educator, the fourth author has supervised more than 30 doctoral students during the internship of teaching component of doctoral education. During their doctoral program of study, all three doctoral students co-taught and received individual supervision with the fourth author to support their teaching internship. After their semester co-teaching concluded, the authors discussed the rewarding aspects of the supervision experience, and how to support other doctoral students with similar levels of support. Table 2 demonstrates how counselor educators can embed RCT into the teaching internship through purposeful mentoring. We elaborate on each component in the following sections.

Table 2

Embedding RCT into the Doctoral Teaching Internship in Counselor Education

Component of Teaching Internship:	Instructor Actions:	Description of Alignment with RCT Key Tenets:	Example:
Preparing to Teach	1. Counselor Educator (CE) sends an initial email welcoming doctoral student (DS) to the teaching internship. 2. CE and DS collaborate on syllabus development and co-review/revise. 3. CE shares instructor/supervisory hopes for DS during the teaching internship. 4. CE provides expectations for DS and communicates structure and support. 5. CE and DS set up a regular schedule of meetings for supervision.	Promotes a growth fostering relationship between CE and DS by setting the environment for DS to create and maintain a healthy relational image as "co-teacher."	CE intentionally creates an environment conducive to growth fostering relationships by providing clarity, respect, and warmth. When appropriate, CE acknowledges issues of power, privilege, and marginalization that may be impacting the teaching space and CE/DS dynamics. DS receives clear expectations to support their development and acquire new skills.
Teaching	1. CE models teaching best practices for DS. 2. CE supports DS by having DS facilitate class meetings.	Promotes a growth fostering relationship between CE and DS by establishing reciprocal relationships, thus building mutual empathy.	CE invites DS to observe CE's teaching style and prepares intentional questions to build DS's growing identity as "co-teacher." CE supports DS to co-facilitate and solo facilitate class meetings, providing structure and support, as necessary.
Reflecting on Teaching	1. CE and DS explore teaching philosophies and pedagogical approaches. 2. CE and DS discuss teaching strengths and areas for improvement. 3. CE provides DS with teaching artifact to celebrate growth over the semester and build counselor educator identity.	Promotes a growth fostering relationship between CE and DS by encouraging authenticity– intentional sharing can lead to DS growth and development.	CE intentionally creates an atmosphere for feedback, including authentically sharing examples of strengths and opportunities. CE supports DS development by providing a tangible document of DS strengths (i.e., Teaching Artifact).

Preparing to Teach

Supervision of teaching is instrumental in developing competent and effective counselor educators (Baltrinic et al., 2016). Additionally, researchers indicate that effective supervision builds doctoral students' confidence for eventually teaching independently (Hunt & Gilmore,

2011). By embedding RCT into the supervision of teaching, counselor educators can support doctoral students' development of a healthy relational image in which doctoral students begin to see their own potential as counselor educators grow. Additionally, when counselor educators approach supervision from an RCT lens, they will also implement previous researchers' suggestion to offer doctoral students' affirmation and support (Baltrinic & Suddeath, 2020). CEs should support doctoral students' relational awareness through encouraging and structured communication. For example, they can officially welcome the doctoral student to the internship of teaching component of their studies, provide doctoral students with course materials, and establish consistent opportunities for teaching supervision. By supporting relational awareness, counselor educators also better equip doctoral students to handle challenges, or "disconnections" in RCT verbiage (Jordan, 2013), when they occur. Given that doctoral students may feel vulnerable as they build new skills, disconnects are likely to occur. When embedding RCT into the teaching internship, the goal is not to avoid disconnections; rather to grow through disconnections.

Teaching

By modeling their own teaching practices and supporting the doctoral student as they begin to facilitate class sessions, CEs can promote healthy connections by establishing mutual empathy and respect (Jordan, 2013). Because of their position of authority and power, the CE can also broach conversations of how cultural differences might show up in the classroom. When the doctoral student facilitates class, the CE can further support the doctoral students' growth and development by communicating feedback sensitively. The CE can share their own examples of feeling positive and discouraged after classroom interactions; thus, allowing further progress toward a growth-fostering relationship (Jordan, 2013).

Reflecting on Teaching

Baltrinic and Suddeath (2020) encouraged CEs to include authentic conversations around doctoral student strengths and weaknesses within teaching supervision, as well as adequate time for doctoral student reflection and processing. Embedding RTC into the supervision space allows CEs to accommodate these suggestions. Authenticity is a key tenet of RCT for progress toward growth-fostering relationships (Jordan, 2010). CEs should approach conversations around pedagogy and teaching strengths and weaknesses from a place of authenticity. In doing so, doctoral students can accurately reflect on their progress and authentically grow their teaching identities.

RCT-Informed Assessment of Learning

Jordan (2000) posited that RCT comprises seven core concepts. Among these concepts is an emphasis on growth toward and through relationships, which consist of mutual empathy and empowerment. Furthermore, developing these growth-fostering relationships is not done by one individual, but instead all parties must contribute to stated growth. Similarly, assessment is not a unidirectional act in which teachers deliver feedback and doctoral students receive said feedback. Using a relational lens, teachers and learners can view teaching as a bidirectional exchange, with attention given to relational dynamics (Schwartz, 2017). To create a space where assessment can be both challenging and supportive, teachers should attend to several relational dynamics. When discussing assessment, we must first examine the inherent power dynamics between faculty and doctoral students. Faculty members hold the power of assessor and gatekeeper (Schwartz & Holloway, 2017) during a time when graduate students may be particularly vulnerable to feelings of imposter syndrome and uncertainty. The foundation of RCT centers the need to recognize and acknowledge the effects of power and privilege within the teaching internship space. This acknowledgment lays the groundwork for creating an area where doctoral students can build relationships with faculty, which may be particularly important for Black, Indigenous, and persons of color (BIPOC) students, who often face increased rates of discrimination and burnout in the counseling education spaces (Basma et al., 2023).

To give feedback from a relational lens, faculty members must foster supervisory relationships in which students are able to trust themselves and the faculty member; thus, allowing doctoral students to take risks and grow as faculty mentors provide assurance, guidance, and support (Schwarts, 2019). Both faculty members and students build the relationship with attention to the core tenets of RCT: authenticity, supported vulnerability, and mutual empathy and respect. From our experiences as doctoral students and CEs, we offer the following suggestions for facilitating relationship-building between doctoral students and faculty throughout the teaching internship.

1. Meet with students at the beginning of the course to discuss expectations and students' existing level of development, areas of strength, and room for challenge.
2. Host weekly check-ins to discuss course-specific details and create a touchpoint where faculty and students can discuss doctoral students' reflections and questions throughout the course.
3. Demonstrate genuine investment in student growth and goals by being relationally present during meetings and class time.

Following the cultivation of intentional relationships, faculty can begin to offer assessment to doctoral students. Just as faculty mentors encourage doctoral students to take risks, faculty mentors should also assess students using a method that promotes student growth. As

assessment is often a compulsory and pivotal part of teaching internships, we offer several relationally focused ways in which faculty can give formative (ongoing) and summative (overall) feedback. Teaching is a subjective skill based on various teaching and learning modalities, and so is the individualized nature of teaching assessment. When possible, faculty can seek to provide formative feedback after each class doctoral students teach to offer insight into doctoral students' strengths and growth areas from which the student can build upon. During this time, emphasizing reflective questioning allows the student to reflect on their own teaching practices and their grounding in philosophical approaches. This feedback can take place during weekly check-ins or informally after class. Feedback should be specific to each student rather than general murmurs of praise. This feedback provides doctoral students with tangible feedback to grow from while demonstrating the faculty's genuine belief that students' growth and personhood matter. According to Schwartz (2019) it is the act of mattering that fosters motivation and continued striving toward proficiency.

Specific feedback should also provide details on areas of improvement, which may be challenging for doctoral students to hear. Faculty members might remember their own experience of learning new skills and validate students' feelings of vulnerability and fear. Faculty can promote RCT's concept of supported vulnerability with humility and courage by sharing their own moments of critical feedback and academic triumphs with doctoral students (Schwartz, 2019). When feedback on areas of improvement is discussed, students may experience feelings of disconnection toward faculty members. However, when faculty members recognize such disconnections, they can intentionally seek to build and support each student's growth over the course of the internship. Such actions allow for mutual empathy to develop for more open and trusting relationships where difficult discussions can occur. Lastly, when providing formative and summative evaluations on teaching skills and mastery, faculty can give specific feedback that speaks to each doctoral student's growth and successes.

We recommend faculty provide doctoral students with a teaching evaluation form at the mid- and final points of the semester to assess a variety of teaching standards that include lesson planning and preparation, effectiveness in the communication of subject matter, connection with students, self-confidence in teaching, ability to provide feedback to students, professionalism, and insight and awareness on their own teaching growth and development. Assessing doctoral students with an evaluation form allows faculty to note areas of strength and areas for improvement, while providing doctoral students with a tangible reminder of their journey toward becoming a proficient teacher in training.

RTC-Informed Teaching Evaluation

Assessing teaching effectiveness in alignment with CACREP standards is imperative in supporting doctoral students' understanding and implementation of teaching pedagogy prior to their graduation (Arcuri, 2016). However, determining the effectiveness of teaching

and supervision approaches can be challenging. As such, we highlight multiple measures of evaluation that CE's might employ to assess the effectiveness of RTC-informed mentorship and supervision during doctoral teaching internships.

First, CEs can utilize formal and informal assessment surveys to evaluate the effectiveness of RCT-informed supervision of teaching internships. For example, university-level student perceptions of instruction (SPI) surveys typically consist of questions that allow students the opportunity to provide their feedback and overall satisfaction with the instructor at the conclusion of each course. SPI data provides CE's with a longitudinal pattern of feedback about the effectiveness of their supervision of teaching each semester, allowing them to modify their approach. Additionally, mid- and final year teaching evaluations completed by both faculty and doctoral students provide both parties with an opportunity to reflect on their supervision and learning. Evaluative teaching forms also provide a structured rubric to support clarity.

CEs can also utilize less formal measures of assessment that include regular weekly check-ins with their doctoral interns during supervision. Regular check-ins are crucial in evaluating the effectiveness of RCT-informed supervision. Counselor educators can use check-ins to assess doctoral interns' outcome measures of professional growth, confidence, and self-efficacy. Further, CEs can use this time to deliver ongoing feedback with compassion, empathy, and validation. Thus, improving the supervisory connection and facilitating a space where open and honest communication can occur.

Lastly, CEs should not underestimate the value of continuous self-reflection. Especially within an RCT lens, self-reflection is a powerful method to measure the efficacy of supervising doctoral teaching internships. By regularly engaging in intrapersonal reflection on their RCT-informed teaching and supervision approach, counselor educators can identify the areas that have been most effective or areas that warrant improvement. Doing so is aligned with internship of teaching best practices (e.g., e.g., Murdock et al., 2013; Perera-Diltz & Sauerheber, 2016; Walker, 2006). This self-reflective process also encourages counselor educators to assess how they are meeting the key tenets of RCT aimed toward growth and fostering relationships.

Implications

ETHICAL CONSIDERATIONS

Researchers have already articulated how doctoral students benefit from mentorship (e.g., Baltrinic & Suddeath, 2020; Hunt & Gilmore, 2011) and doctoral programming aligned with RCT principles (e.g., Dipre & Luke, 2020; Gammel & Rutstein-Riley, 2016; Lonn et al., 2014; Purgason et al., 2016). Additionally, by prioritizing multiculturalism and social justice, researchers have

noted that RCT responds to calls for diversity, equity, and inclusion within the profession (Comstock et al., 2008). By embedding RCT principles into CE's supervision of teaching, doctoral students will similarly benefit. However, RCT supervision is not a "fake it till you make it" approach. Vulnerability, empathy, and understanding (Gammel & Rutstein-Riley, 2016) are central components of RCT. Therefore, CEs must authentically "walk the talk" to effectively embed RCT principles into their supervisory practices.

LIMITATIONS

While the research supporting RCT applications in counselor education is growing (e.g., Dipre & Luke, 2020; Gammel & Rutstein-Riley, 2016; Lonn et al., 2014; Purgason et al., 2016), RCT applications to the doctoral internship in teaching are scant. Additionally, our teaching brief relies on our experiences as doctoral students receiving RCT supervisory support and as a CE providing supervisory experiences embedded with RCT principles. As such, our teaching brief does not include quantitative data supporting CEs' decisions to embed RCT into the teaching internship. However, given the importance of the doctoral internship in teaching, researchers should continue exploring and publishing strategies to support both CEs' supervisory practices and doctoral students' internship experience. Thus, embedding RCT into the teaching internship is one such strategy.

FUTURE DIRECTIONS

The teaching internship is a crucial element of doctoral students' development towards competent CEs. However, there is little guidance to support what the supervision of the teaching internship should entail. Researchers suggest that quality mentoring experiences can support doctoral student growth (Baltrinic & Suddeath, 2020; Hunt & Gilmore, 2011). Similarly, researchers have established that RCT principles are compatible with doctoral student development (Dipre & Luke, 2020; Gammel & Rutstein-Riley, 2016; Lonn et al., 2014; Purgason et al., 2016). Future researchers can continue validating the efficacy of embedding RCT into the teaching internship via qualitative and quantitative research methods. For a qualitative approach, researchers can describe how doctoral students make meaning of their experience receiving RCT supervision. Doctoral students and faculty mentors can embed journaling prompts into the supervisory relationship and then analyze prompts using a qualitative analysis approach, such as qualitative document analysis (QDA; Miller & Alvarado, 2005). Future researchers can also utilize quantitative approaches and describe how doctoral student professional identity shifts while receiving RCT supervision. While counseling identity scales exist (e.g., *Professional Identity Scale in Counseling* [*PISC*]; Woo & Henfield, 2015; *Counseling Self-Efficacy Scale* [*CSES*]; Melchert et al., 1996), few researchers describe scales examining teaching identity in counselor education doctoral students. Thus, future researchers should consider developing professional identity scales that examine the core components of doctoral student development (i.e., counseling, teaching, supervision, research and scholarship, and leadership and advocacy; CACREP, 2024).

Finally, doctoral students can support their own burgeoning research identities by completing auto-ethnographic research describing their own experience receiving RCT supervision during their teaching internship. While an autoethnography was beyond the scope of the current teaching brief, the authors are considering preparing auto-ethnographic evidence to support future publications and presentations at counseling related conferences.

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A CACREP Accreditation Simulation

Career Intervention and Preparation for Doctoral Students

As the number of counselor preparation programs seeking accreditation or reaccreditation increases (CACREP, 2023), the likelihood that counselor education and supervision doctoral students will be involved in the accreditation process as new faculty becomes a stronger possibility. For many doctoral students, their first time engaging with CACREP accreditation will be as a faculty member tasked with participating in, and at times writing, a self-study. To better prepare doctoral students for their future involvement with accreditation, a CACREP accreditation simulation was developed. This experiential assignment infused throughout the doctoral curriculum, builds students' knowledge and efficacy with the CACREP accreditation process.

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ACES ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION

Introduction

Counselor training and doctoral study in Counselor Education are frequently guided by the standards developed by the accrediting entity, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). CACREP standards encourage program excellence and allow for programs to participate in the process of self and peer evaluation of their curriculum, assessment, and training activities (CACREP, 2023). Although completing a masters degree from a CACREP accredited program does not guarantee licensure, it is often used by state licensure board members to evaluate an applicant for whether their education and training satisfy licensure requirements. CACREP accreditation is also required for counselors employed in various positions in the federal government (Galarite, 2023). Currently, CACREP lists 449 colleges and universities that have accredited programs on their campuses (CACREP, 2023). Additionally, a search of the accredited programs on the CACREP website yielded 93 programs as of August 2023 with doctoral training programs.

The 2024 CACREP doctoral standards in counselor education and supervision have new doctoral standards under leadership and advocacy specifically requiring programs to address "...accreditation standards and program accreditation processes, including self-studies and program reports" (CACREP, 2023, pg. 29). Additionally, many position descriptions of open counselor education faculty positions include some reference to obtaining or maintaining accreditation as a potential employment expectation. Therefore, it is likely that a doctoral graduate in counselor education will not only be responsible for CACREP curricular requirements in their course delivery, but also to contribute in substantial ways, to program reports or self-study documents and processes. There appears to be little guidance on specific teaching strategies to address this recently added standard and important aspect of career preparedness for counselor education doctoral graduates entering academia. As graduates likely will be expected to participate in accreditation activities, more focus on how to specifically address this component of doctoral training is necessary. While there are available training sessions for faculty members at professional conferences, either offered by CACREP specifically or by professional organizations, they do not specifically address curricular solutions for doctoral training. Essential to doctoral training in accreditation processes is the scaffolding of knowledge to support doctoral student development. In a 2019 article published by Strear, Murdock Bishop and Helm, a simulation process was outlined. This article builds on that simulation by expanding it and by delivering it across the doctoral curriculum. The simulation addresses the gap of specific curricular training in accreditation processes by providing specific and concrete curricular solutions for counselor educators to implement into their doctoral curriculum.

Description of Instructional Strategy

As the number of counselor preparation programs seeking CACREP accreditation continues to increase, knowledge about the CACREP standards and the process of seeking accreditation is an essential component for doctoral career preparedness. As a faculty member early in their tenure, new professionals will most likely be involved in the accreditation process in some form. This may include writing a self-study for re-accreditation, applying for accreditation for the first time, or adding an emphasis area to an already accredited program. New faculty members may feel unprepared or underprepared to manage this crucial task and likely need support around leadership development and career readiness in this portion of their training. The simulation assignment provides a unique opportunity to engage in and enhance a student's knowledge of the accreditation process throughout a student's doctoral program. This assignment can also support the development of doctoral students and increase self-efficacy by attending to individual aspects of career preparedness around assuming a new faculty member role.

The National Association of Colleges and Employers suggest a definition of career preparedness that includes eight career readiness competencies: (a) career and self-development, (b) communication, (c) critical thinking, (d) equity and inclusion, (e) leadership, (f) professionalism, (g) teamwork, and (h) technology (2021). Each competency can be connected to aspects of the simulation activity and assignments. This allows for students to experience this growth and development under the mentorship and support of their faculty while in their doctoral program and supports their likely success and confidence in a faculty role after graduation. Fox (2018) suggested that career readiness initiatives could be applied through a leadership development lens. There is support for this lens for increasing self-efficacy (Haber-Curran & Pierre, 2023) by developing a leadership identity through inclusive activities (Fuselier & Beatty, 2023, Johnson, Murphy & Riggio, 2023) and thoughtful curricular experiences. By providing deliberate opportunities for students to engage in self-assessment of their own strengths and competencies, and by viewing leadership as a process that is developed in collaboration with others through critical reflection (Odom & Dunn, 2023), self-efficacy and leadership competencies are likely to develop. This simulation assignment calls for doctoral students and faculty members to engage in a collaborative and reflective process surrounding further understanding of accreditation.

Infusion of the simulation across the doctoral curriculum allows for multiple opportunities, across multiple developmental points, to build on foundational understanding of the accreditation process. As outlined further below, students are first introduced to the CACREP accreditation simulation in their professional seminar course, which is offered during the second semester of their first year in the program. Students then revisit the assignment during their advanced seminar in counselor education and supervision (CES) course, which is offered during the second semester of their second year. The culmination of the assignment occurs during their final semester of internship in counselor education and supervision. Through the intentional

infusion of this simulation throughout the curriculum, doctoral students are able to combine their knowledge of CACREP accreditation and their simultaneous experiences of progressing through a CACREP accredited doctoral program, to gain a richer understanding of the purpose and effort that goes into the accreditation process. At the end of their doctoral program, students will have this assignment as a part of their portfolio to support their competitiveness in the job seeking process.

Designed by the second and third author to fill a gap they noted in the curriculum around preparing doctoral students to engage in the accreditation process, this activity is grounded in transformative learning as a pedagogical approach. The CACREP accreditation simulation engages students in reflective practice, collaborative inquiry and experiential learning to create transformative educational experiences (Strear, Murdock Bishop & Helm, 2019). The goals of this instructional activity are to: a) introduce and increase doctoral student's knowledge of CACREP accreditation, b) engage in reflective practice regarding personal and professional values associated with program accreditation, and c) enhance career preparedness of counselor education and supervision doctoral students. A key component of this instructional activity is the instructor's knowledge of CACREP standards and the self-study process (Strear, Murdock Bishop & Helm, 2019). To be most effective, instructors should have first-hand experience with participating in the accreditation process. This allows the instructor to share their own personal experience, as well as have a strong foundational knowledge of standards and accreditation.

INTRODUCTION OF ASSIGNMENT - PROFESSIONAL SEMINAR COURSE

As previously noted, CES Doctoral students are first introduced to the CACREP accreditation simulation in their professional seminar course. This seminar course is offered in the second semester of their first year and focuses on professional issues within counselor education and supervision. To foster an inclusive learning environment, the instructor emphasizes the student-led focus of this assignment. A discussion focusing on how the students and instructor can co-create a classroom environment of safety occurs on the first day of class. The student and faculty also discuss how to navigate differing ideas or disagreements which are likely to occur throughout the simulation. The instructor will share their own experience with accreditation, either as a student, faculty member, or site visit team member, to model how one's biases may influence their interaction with this assignment/process. A collaborative, power sharing approach is foundational to the level of engagement students have with this assignment.

The first task doctoral students complete is the creation of a faculty bio. This assignment focuses on career preparation and requires doctoral students to envision their future as a member of the academy as CES faculty. Prompts for the faculty bio include who you are (e.g., name, credentials, etc.), what you do (e.g., research agenda, courses taught, professional membership, etc.), and any other personal information they want to share. With their faculty bio created, students in the class take on the role of faculty members at a fictional university. The background of the university and the counselor training program, along with an outline of the assignment, is given to students to provide a foundation for the simulation. Important

university information such as location, Carnegie Classification, current program size, emphasis areas, and current courses offered are included to help students identify the strengths and limitations of their fictional program. The Carnegie Classification was added to the description of the fictitious university to expose students to this classification to support their understanding of this for future job searches. More specifically, the Carnegie Classification provides some awareness of the research activity of the institution and may provide some insight into expectations for research productivity for promotion and tenure.

The second task in this simulation is to have the student faculty create a memorandum to send to the fictional university provost. The memorandum includes a rationale for seeking accreditation, the cost of accreditation, and the steps necessary to obtain accreditation. The memorandum includes requests such as potential funding needs, requests for additional faculty lines if needed to satisfy ratios (including justification), and requests for any other necessary resources (e.g., administrative support, graduate assistant support, etc.). The student faculty will also provide a detailed timeline of the accreditation process, culminating in obtaining program accreditation. The "provost" for this simulation is the instructor of the professional seminar course. The provost's role is to provide feedback to the student faculty members and to be available for consultation.

Once the memorandum and request for resources is approved, the student faculty members create a comprehensive proposal as their final task in this portion of the simulation. This proposal will include strengths and deficits of their current program, resources required for program accreditation, specialty areas to be offered by the program (clinical mental health, school counseling, etc.), whether a doctoral program will be offered, and any changes to current faculty size, including adding faculty members or termination of faculty members. All aspects of this proposal must be grounded in the CACREP standards and demonstrate understanding of CACREP policies and standards. One of the decisions the student faculty make at the start of the process is the location of their fictional university. Thus, this task also requires doctoral students to have a clear understanding of job outlook, state licensure requirements, and knowledge of other counselor training programs in their area. Students are actively engaged in discussion and take a self-directed learning approach to each task. The course instructor, as provost, provides alternative perspectives, shares any potential barriers to changes in the fictional university program, and processes the experience with students at the end of every class.

SECOND INTERACTION WITH ASSIGNMENT - ADVANCED SEMINAR COURSE

Students revisit this assignment in their advanced seminar course, which is offered during the second semester of their second year. This developmental approach allows students to have time away from the assignment while they continue to advance their professional identity. Relationships between students may have also fluctuated in the year since they last engaged with this assignment. On the first day of class, it is important to review and reestablish aspects and commitments to an inclusive learning environment; specifically, an environment where all

students feel supported, heard, and valued. An inclusive learning environment supports the educational needs of all students and in this simulation models inclusion for future educators.

A review of the proposal created during their professional seminar class is required, and any adjustments that need to be made will be finalized by the third class meeting. A review and adjustment period is intentional to incorporate new knowledge and experience that may have been gained in the previous year. For example, one student in a cohort who engaged in this process during the professional seminar course was adamant that a doctoral program was not needed. After completing their first supervision sequence and witnessing the supervisory relationship between doctoral students and masters level students, they shared how impactful this experience had been and how beneficial a doctoral program can be to a masters program. This type of shift in perspective is enhanced through learning that is experienced outside of the classroom.

Once the proposal is finalized, students are given three tasks to complete: (a) develop responses to specific standards, as determined by the instructor, (b) create a course offering guide with faculty assignments, and (c) design a plan to address program and student assessment. This challenges students to critically think about course sequencing and progression, and simulates the beginnings of a self-study. When designing the beginnings of an assessment plan, students must familiarize themselves with assessment standards and outline points in the program where student assessment occurs and identify which student dispositional aspects they would assess. Key takeaways from this task are career preparation for when they engage in the accreditation process, understanding CACREP standards and student-to-faculty ratios, assessment requirements and processes, and the overall value of accreditation. Often, student's own biases related to course offerings emerge during these discussions. Feedback is provided by the "provost" during these discussions and reflective questioning is offered throughout. Prompts such as, "How does this course sequence uphold systemic inequities that take place in higher education?" attend to current social justice and equity issues. Through these tasks, collaborative learning is fostered and students work together to provide an agreed upon outcome. The task is completed once the student faculty have created a course offering guide with assigned faculty for each specialty area, have developed a narrative addressing the assigned standards, and have named the student dispositions and key performance indicators as defined by CACREP (2023) they wish to assess.

FINAL ASSIGNMENT - DOCTORAL INTERNSHIP

To conclude the CACREP accreditation simulation, students write a reflection paper focused on their experiences with the simulation throughout their doctoral program. While doctoral students are often enrolled in a counselor education and supervision internship course across their program, this last assignment will occur during the doctoral student's final semester in internship. In other semesters, students' previous engagement in the simulation was collaborative and student-led. This final assignment focuses on individual reflection and one-on-one dialogue between the instructor and the student. Prior to completing their written

reflection paper, students meet with their instructor to engage in conversation and reflection on the assignment and their personal growth through engaging in the simulation process. In this approach, the student can give thought to the sum of their experience. Students are also required to address how this simulation contributed to their understanding of the accreditation process and how it prepared them for their career in counselor education and supervision.

Evaluation of Effectiveness of Teaching Strategy

The primary mechanism for feedback and evaluation of the CACREP accreditation simulation has been through discussion, course evaluations, qualitative feedback on the learning objectives, and reflections included in both the verbal and written aspects of the final reflection. In the authors' experience, the feedback has been overwhelmingly positive. Students often express initial trepidation about the assignment and feelings of being overwhelmed. Often being overwhelmed by the assignment is reported to be from perceived limitations in their understanding of accreditation and accreditation processes, but also limited efficacy in engaging in challenging discussions and reaching consensus. One student, in their final reflection, shared that they initially did not recognize the value of engaging in this process, but at the end of having completed the assignment was able to recognize how the learning objectives connected to their future career readiness and to their confidence in navigating challenging conversations. Another student noted that one of the unanticipated outcomes of the simulation was increased confidence in their ability to complete their dissertation. More specifically, they noted that they knew they could do something they had no direct familiarity with how to do previously because they had been a part of the CACREP accreditation simulation.

Qualitative comments on course evaluations and program exit interviews consistently include comments about the CACREP simulation. As noted throughout this document, these comments frequently center around increased efficacy, professional identity development, and understanding of the direct application of leadership theory to accreditation processes and faculty collaboration. This feedback is in addition to consistent assessment of learning outcomes through assignment rubrics and grading.

Related specifically to future research and on-going evaluation of the simulation process and impact, the authors are in the process of conducting a qualitative study examining professional identity development and self-efficacy with students at the end of their doctoral programs and as they engage in the job seeking process. Additionally, the authors plan to complete a quantitative examination of leadership identity development and self-efficacy at each stage of the simulation process.

ASSESSMENT METHODS USED IN TEACHING INSTRUCTIONAL STRATEGY TO ASSESS STUDENT LEARNING

As an inclusive instructional strategy, traditional forms of formal assessment are reexamined and efforts to make assessments more inclusive are prioritized. Specifically, a key component of this assignment is its infusion throughout the curriculum to allow for summative assessment of knowledge. Summative assessment is more inclusive as it focuses on the process of learning rather than simply to obtain a grade. An additional method for achieving this goal is to elevate student involvement in the assessment process. As a part of their final grade, doctoral students are asked to assess the value of the assignments to their learning and development in each course. This helps evaluate knowledge acquisition of the student as well as provide critical feedback to the effectiveness of the assignment for the instructor.

Collaboration and problem solving are necessary actions to complete this assignment. To assess both, self and peer assessment strategies are implemented. At the conclusion of each course, students are tasked with writing a two-to-three-page assessment paper. The purpose of this paper is to engage in self-reflection, as well as reflection of peer contributions. By offering self and peer assessment, students have more agency in the assessment process and can share an in-depth perspective of strengths and areas of growth for themselves and their peers.

Lastly, due to the discussion-based format of this simulation, group discussions are used as a method of assessing student learning. Students must have an understanding of content to be able to fully engage in group discussions. Critical thinking is fostered through group discussion and students improve each other's learning by asking thought provoking questions and engaging in problem solving dialogue. These discussions provide rich evidence to assess whether student learning outcomes have been met and demonstrate an increase in career readiness.

Implications

The accreditation process is a challenging and at times a complicated process. Accreditation in counseling programs is inextricably tied to professional identity, state licensure, and program competitiveness and rigor. Programs across the nation are doing the hard work of maintaining accreditation, earning initial accreditation, or working toward equivalency. And, as noted previously, new faculty are often tasked with considerable responsibility for these accreditation efforts. The initial development of the CACREP accreditation simulation was grounded in the assumption of the second and third authors of this brief, that specific training on the accreditation process is not often incorporated in doctoral training in counselor education and supervision. And, based on a program commitment to continuously assess how best to prepare doctoral students to enter the profession, and the understanding that many of them would be involved in accreditation in some capacity, specific learning objectives were developed to this end. As this expectation now exists for all CACREP-accredited doctoral

programs in the curricular standards, this accreditation simulation assignment offers clear guidance on meeting this standard.

The benefits of the CACREP accreditation simulation assignment for students are numerous. Some of the implications were anticipated, while others were unexpected, but beneficial. One of the expected implications of participation in this process was an increased understanding of the CACREP standards specifically, but also their application and relationship to program objectives, student learning outcomes, professional identity, and career readiness. Students involved in the simulation reported that prior to engaging in the simulation, their understanding of accreditation was cursory. They reported understanding the importance of accreditation when searching for doctoral training, but admitted to not fully understanding how accreditation was tied to other aspects noted above. Students reported that while engaging in the simulation they found that many of their initial assumptions about accreditation were being challenged. For example, one student reported an initial assumption that the standards were directive and that they limited program creativity or flexibility. In their reflection on this assignment, they noted having a changed perspective on accreditation and appreciation that programs can be unique and creative and maintain accreditation. Additionally, many students note in their reflections an appreciation for the opportunity for advocacy with academic leadership, that the accreditation process can provide.

An important objective of the simulation was to provide doctoral students with at least some understanding of working within university systems. Through this process, students gain some understanding of the priorities of different university leaders and ways in which to communicate program priorities within the context of the larger university system. Additionally, this led to conversations and insights about how to navigate conversations when the priorities of the program differ from the priorities of leadership at the college and/or university levels. Most importantly, the simulation engaged students in thinking about how their training programs fit in the context of larger systems outside of the university systems (e.g., community, state, and region) and to assess the needs and priorities of these interacting systems, related to counselor training and preparation.

As mentioned previously, there were several unexpected implications and benefits experienced by students through engaging in the simulation. One such unexpected outcome was students self-report of gaining valuable experience with navigating difficult conversations with colleagues, learning about compromise, and navigating conflicts with colleagues in ways that preserve the relationship. While doctoral cohorts provide opportunities for conflict resolution and compromise, this simulation provides direct experience with conversations about professional identity, assessment around needs of the program, faculty teaching assignments, and consensus building about curricular progression and student learning objectives. Finally, students gain an increased sense of confidence and leadership development having direct experience with engaging in the accreditation standards and the accreditation process. Students have reported increased self-efficacy specifically around career preparedness when discussing accreditation during interviews for faculty positions.

In conclusion, doctoral students engaging in the CACREP accreditation simulation gain valuable experience, in a collaborative and supportive environment, in the complexities of earning and maintaining accreditation, and in navigating the roles, responsibilities and relational aspects of membership in the academy.

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Developing Social Justice Leaders and Advocates through Internships for Doctoral Students

Leadership and advocacy continue to be a pillar of the counselor education doctoral standards in the 2024 CACREP Standards. By utilizing an internship model to scaffold doctoral student leadership and advocacy development, counselor educators can impact the pipeline of professional leaders. In this teaching brief, we outline the integration of a leadership and advocacy internship as part of a doctoral program internship course. We provide three real-life examples of leadership and advocacy internships. Finally, we discuss the impact a leadership and advocacy internship had on our own professional development, identity development, and self-efficacy.

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ACES ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION

Introduction

Leadership and advocacy (L&A) are intertwined, central tenets of the counseling profession represented in both ethical mandates and accreditation standards (ACA, 2014, 2018; CACREP, 2024; Kaplan & Gladding, 2011). Further, counselors and counselor educators are charged with using leadership opportunities to promote social justice advocacy across a variety of levels ranging from individual level change to systems level change (ACA, 2014, 2018; Chang & Barrio Minton, 2022). As a pillar of counselor education, L&A must be adequately addressed in doctoral training to ensure continued professional development in the ability to enact both in professional contexts (Barrio Minton & Watcher Morris, 2022).

The *2024 Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards* require that doctoral programs address five core areas, one of which is L&A. Within this area, students must learn about theories and models of L&A, how to lead and advocate in counselor education (CE), and how to promote ethical and culturally sensitive L&A (CACREP, 2024). However, a recent scoping review found only three articles on training doctoral students in L&A, suggesting that there is limited available information on training best practices in this area (Litherland & Schulthes, 2020). Counselor educators and students also note the lack of training in L&A, suggesting that current training may be inadequate to prepare counselor educators to enact their role as leaders and advocates (McKibbin, 2016; Storlie et al., 2015). Though limited research is available, researchers found that students who engaged in leadership experiences and smaller-scale leadership while in their programs believed these experiences supported their professional identity development, sustainability of involvement in L&A, future involvement in larger-scale leadership, with real-world leadership experiences being particularly beneficial (Luke & Goodrich, 2010; Speciale & Goodrich, 2020). When considering professional development, social cognitive career theory (SCCT) frames that modeling, mentorship, and direct experience can support self-efficacy and outcome expectation which are major drivers in development and action (Lent & Brown, 2013). Supervised experiences can accomplish SCCT's suggested need through a structured mentoring relationship where an experienced counselor educator supports positive learning experiences and serves as a model for the student. Additionally, training related to social justice advocacy is, in part, a training of professional identity (Brat et al., 2016; Chang & Barrio Minton, 2022). To ensure adequate support during this development, doctoral students must process the experiences of grappling with professional identity development and working towards integration through faculty supervision or other mentorship relationships (Dollarhide et al., 2013). Faculty supervision in this process will also aid in skill development, cognitive complexity, and fidelity in implementation (Bernard & Goodyear, 2019; Glosoff & Druham, 2010; Lent & Brown, 2013), especially when trying to support the understanding that social justice work can take many forms (Fickling & González, 2016; Peters & Luke, 2021). Additionally, membership in Chi Sigma Iota currently provides the bulk of leadership experiences of doctoral students; however, these opportunities might limit the impact of social justice advocacy and

minimize the connection of professional counseling to community needs (Luke & Goodrich, 2010; Woo et al., 2016).

To address the lack of training and the importance of providing scaffolded leadership experiences to support student development, we propose embedding a dedicated doctoral level leadership and advocacy internship within internship courses. Using an internship model will enable students to gain real-world leadership and advocacy experience with the support of mentorship and supervision from faculty. Further, it will provide students will the opportunity to practice transferring counseling skills to leadership skills (Lockard III et al., 2014) while also allowing space to process barriers to involvement in L&A such as micropolitics, self-efficacy, time, lack of awareness, and imposter syndrome (Oehrtman & Dollarhide, 2021; Speciale & Goodrich, 2020; Toomey & Storlie, 2016). Finally, these tailored experiences will also enable doctoral students to consider connections to the needs of their community and receive feedback related to advocacy efforts.

POSITIONALITY

The first three authors of this brief are counselor educators who experienced a L&A internship as part of their doctoral studies under the supervision of Melinda M. Gibbons, the fourth author, a faculty doctoral coordinator, and internship supervisor. The proposed teaching innovation has informed our collective teaching praxis across five different institutions, including how we integrate L&A training for master's and doctoral students. Therefore, we write from the perspective of counselor educators reflecting on their experiences implementing and experiencing a L&A as an instructional strategy. The fourth author, a supervisor for the L&A internship, writes from her perspective as a developer and instructor of this activity.

A formalized L&A internship enables doctoral students to move beyond a theoretical application of leadership to a concrete experimentation with L&A theory and the translation of counseling skills into leadership skills. By providing a structured experience in which to develop as leaders and advocates, doctoral students receive the scaffolding needed to move from potential leaders to self-efficacious leaders through intentional supervision, examination of pertinent literature, and integration into professional identity. The authors who engaged in this learning experience, each saw increased efficacy and confidence as leaders and advocates, reflected in their ability to provide mentorship in their current roles, involvement in ongoing L&A efforts, and meaningful integration into their professional identity. They largely credit this internship experience for this growth. They engaged in diverse opportunities, mirroring the call for action in the current literature for the development of leaders and advocates who are able to engage in social justice initiatives across program, profession, and community levels. With this experience, they were prepared to engage in L&A in their professional roles as CE, enabling them to not only speak to L&A experiences during the job search process but also to begin providing mentorship to both master's and doctoral students as they continued to engage in ongoing L&A endeavors. By utilizing an internship model to support this professional identity development, structured academic supervision ideally transitions to mentorship relationships in future and ongoing leadership development.

Description of Teaching Innovation/ Instructional Strategy

The teaching innovation is to embed a L&A internship option within the internship courses for doctoral students. The integration of L&A internships may provide an opportunity to meet the CACREP standards of intentional training in L&A and bridge the gap of theory and practice. In this way, students who are pre-exposed to leadership theory have an opportunity to explore various theories for 'fit' until they find the one that most aligns with them. Students are encouraged to find a theory that aligns with their own professional and personal values and identities. Through supervision, the supervisor continually works to integrate theory throughout planning, implementation, and evaluations. Asking questions such as: *How does this align with your values as a professional counselor and counselor educator? Where have you seen yourself as a leader or advocate in other settings? How does x align with your professional or personal values, how does it misalign?*

In addition to the integration of theory, there is a clear link between professional identity development and leadership identity development (Dollarhide et al, 2013; Gibson, 2016; Luke & Goodrich, 2010; Speciale & Goodrich, 2020). Weekly engagement with the L&A internship is critical to ensure momentum and consistency in leadership and provides an intentional space to process the struggles that are inherent in leadership within any organization (Speciale & Goodman, 2020). Through the supervisor's continued feedback, evaluation, and validation, doctoral students build on their self-efficacy, impacting their willingness to engage in L&A after graduation. The supervision provided through these internships may also transition into mentorship relationships after graduation. Mentorship post-graduation may enhance students' leadership, self-efficacy, and willingness to see L&A through the long-term. Mentorship may also facilitate students' adaptability while navigating micropolitics (Oerhtman & Dollarhide, 2021, 2022). With this understanding, the fourth author discusses how program faculty recognized a need for deliberate practice with L&A, then we outline the logistics of a L&A internship at one institution while bearing in mind implementation at other institutions will depend on the community, program, student needs, and interest. Finally, we share three real-life case examples with reflections of the impact of a L&A internship as an instructional strategy.

Several years ago, in a semi-annual systematic review of programs, the fourth authors' program faculty identified L&A preparation as needing improvement within their doctoral student development. To address this concern, the program increased the course time allotted to L&A topics in one of the orientation courses but recognized the need to offer an experiential opportunity as well. The program's internship course is unique in that it separates internship experiences into six, one-credit units that are completed over several semesters. To navigate the five pillars of counselor education and the developmental needs of students, which may vary based on professional experiences (e.g., a student who has convectively completed all higher education; a student who has over a decade of professional experience), students

are required to complete across the six internship experiences, two in supervision, two in teaching, one in L&A or counseling, and one based on students' preference. The L&A internship would be an optional internship for interested students, designed to engage students in L&A activities conducted by CE, such as community leadership, program planning and development, accreditation, social justice advocacy, and program evaluation.

Students are permitted to propose their own L&A project by submitting a brief literature review, needs assessment, and semester-long plan, or they can participate in a program-sponsored project such as CACREP accreditation oversight, American Counseling Association (ACA) committee work with a faculty member, or admissions recruitment. A faculty member serves as site supervisor and meets weekly with the student for supervision. Supervision focuses on project development and activities while also helping the student develop their L&A theoretical orientation and overall skills. L&A interns also participate in regular group supervision.

Unique components of this internship include the opportunity to engage in supervised L&A activities and the intentional focus on L&A identity development. These activities help supplement the course topics of L&A theory and models covered in the orientation course. L&A interns gain concrete experience where they can 'try on' models of leadership and experience how L&A roles occur in CE. Just as CE programs require practical and engaged experiences for supervision, teaching, and clinical work, L&A internships provide concrete experiences for this important pillar of the counseling profession.

Since its inception, the L&A internship has been revised based on student and faculty experiences. The requirement of a formal application that includes a literature review and needs assessment helped focus student-developed projects. Identifying ongoing L&A program activities also helped create a list of existing internship experiences that would directly benefit the program. For example, the new *2024 CACREP Standards* required revision of student learning outcomes, key performance indicators, and how these are measured over time. L&A interns have been integral to successfully completing this task. Lastly, more intentional program consideration of social justice and diversity/equity has encouraged L&A projects that integrate these topics. In all, the L&A internship successfully offers a supervised experience to develop the skills for effective L&A.

THE DETAILS OF IMPLEMENTATION

The internships described here consisted of 100 hours (1 credit hour) in one semester, or some extended into two 100-hour internships in both fall and spring semesters. Students were required to create a pre-proposal the semester before completing the internship and secure a faculty member who agreed to function as the site supervisor. The proposal consisted of a needs assessment (1-2 paragraphs), a brief literature review (500 words maximum), tentative steps, and connections to L&A (1 paragraph). Students who completed a community-based internship must also secure a community-based site supervisor, to ensure community stakeholder involvement. An internship and supervision contract included the (a) needs assessment from the pre-proposal, (b) scholarship, (c) project creation, (d) transition plan to ensure support and

continuity after the student finishes their requirement, and (e) evaluation. Faculty, students, and site supervisors signed the contract. The students presented their internship reflections and experiences twice each semester, ideally at the beginning and end of the semester. At every group supervision meeting, students engaged in an open dialogue where they shared questions or celebrations about their current internship processes.

INTERNSHIP EXAMPLES

The fourth author has been the supervisor for multiple L&A internships, she has been consistently impressed by the effort and thoughtfulness that doctoral students put into this process. She has supervised students engaging in a variety of efforts, including those supporting community mental health services, key performance indicator (KPI) development for CACREP compliance, and cultural identity inclusion within the counseling program. Regardless of the project focus, he fourth author strives for a combination of concrete activity and broader L&A reflection in each weekly meeting. She tries to spend some time facilitating macro-advocacy and leadership skills by assisting with timeline planning and task development and completion. The remaining weekly time is spent helping students process their leadership and advocacy experiences, asking questions such as: How does your leadership theory inform your choices? How does your approach connect to your values as a professional counselor and counselor educator? What type of leader and advocate do you want to be and how might this be demonstrated in future CE activities? Most students research leadership theories as part of their internship experience. Therefore, supervisors work with the students, to consider how their theory presents in their current experience as well as how it might impact future L&A activities.

The fourth author also intentionally promotes reflection on the intersection of L&A,social justice, and multiculturalism. As she sees it, L&A must be situated within the context of those being served and this requires attention to understanding privilege, equity, and access. Sometimes, students, with their goal of helping others, may engage in savior-like activities or neglect to consider the unique needs and strengths of others. As the L&A internship has been developed with colleagues, the group has sought to highlight this intersectionality so students would develop as social justice-centered leaders and advocates and understand how that relates to the ways in which they lead and advocate. It is not enough to simply develop and implement a project; students must also consider whether the project actually serves the community, demonstrates ethical practices, and builds on existing strengths of the community.

As a summative activity, the students complete a case presentation with six required components. (1) Students must present and discuss their leadership philosophy grounded in a leadership theory that was explored throughout the semester with faculty supervision and support. The students are encouraged to utilize theory to guide decisions throughout the internship process. (2) Students provide a background of their internship site and relevant stakeholders. (3) Students outline their projected outcomes and goals for the internship. (4) Students outline a spectrum of activities that need to be done to meet the projected outcomes. (5) Students share ethical, legal, and cultural considerations relevant to the internship. (6)

In class presentation format, the students share their current reflections on the internship and their own development as leaders and advocates. The presentations allow for peers to offer feedback on the specific L&A activities as well as challenge interns to consider how to improve on and learn from their experiences. The instructor also provides constructive feedback and future learning strategies. Three real-life examples are illustrated below to show how various internships can specifically target mentorship, self-efficacy, theory, and professional identity development.

Community-based internship

The first author (she/ella) completed a community-based L&A internship and leveraged her previous community involvement. She became aware of the community's need for a bilingual mental health resource guide while volunteering with the organization. During her internship, the executive director functioned as her site supervisor. When first exposed to servant-leadership and leadership theories in CE course work, the first author did not feel connected to any models. Serendipitously, the site supervisor was keen on Latino leadership theory and mentored the student in finding a leadership theory that matched her culture and values. The student was able to explore leadership theory and ethical decision making with the support of the faculty supervisor.

CACREP Reaccreditation Internship

The second author (he/him) completed a CE program-based L&A internship through the CACREP reaccreditation cycle. CACREP reaccreditation required the development and organization of supporting materials and logistic work for the actual site visit. In alignment with ethical and legal requirements (e.g., Family Educational Rights and Privacy Act, 1974) the faculty and author coordinated the student's access to records given his role in the program. The CACREP liaison and site supervisor supported the author's familiarization with the work that had been completed for the self-study and discussed areas that needed further development and the aspects of the site visit that the author could coordinate (e.g., organizing interviews, developing schedules, and retrieving relevant resources when requested). This author desired to understand the accreditation process further while developing his leadership theory.

The second author was interested in exploring concepts of servant leadership theory often written about in CE literature and transformational leadership theory (Bass & Riggio, 2006). As a servant leader, he found congruence in embracing a willingness to engage in all levels of the advocacy process. As a transformational leader, he found congruence in embracing a critical lens to systems and policies to evaluate for possible influences of continued marginalization and oppression (Bass & Riggio, 2006). By marrying these, he worked to listen and understand the historical context of why things have been done and a willingness to examine for a means that may improve equity. He continues to use these experiences and conceptualization in a variety of other L&A tasks.

Counselors For Inclusion (CoFI)

The third author (she/her) completed a CE program-based L&A internship through involvement with the organization Counselors for Inclusion (CoFI). CoFI was an advisory board and collaboration between faculty and students that sought to increase multicultural awareness and competence among students and support for diverse students. Through this collaborative process, members of CoFI took the lead in implementing relevant curricular changes, integrating student feedback, designing and providing a yearly training related to multicultural competence, and conducting regular climate assessments. During the course of this L&A internship, the author took on additional responsibilities within CoFI, facilitated board meetings, evaluated and adapted operations and purpose. Through this process, the author sought to apply transformational leadership theory. Through the ongoing application of theory and supervision, the author found that transformational leadership theory provided a strong foundation for their leadership approach but did not account for aspects such as identity and diversity, leading the author to also integrate an identity-specific leadership theory which more fully captured the needs and experiences. Supervision in this context allowed an opportunity to process the meaning of being a leader and advocate who holds minoritized identities in a safe space and make changes to the approach as needed.

Evaluation of Effectiveness of Teaching Innovation/Instructional Strategy

As counselor educators who oversaw and had these formative experiences described here, we share first-hand experience of the effectiveness of this teaching innovation. Each of the first three authors felt that the direct mentoring of the site supervisor as well as the feedback and support from group supervision, increased their self-efficacy in navigating embodying social justice leaders and advocates. Additionally, we are all current counselor educators working with master's and doctoral students, we are keenly aware of how these experiences have informed our teaching praxis. Doctoral students enter programs with varying degrees of L&A experience, and therefore all assessments should be done through a developmental perspective (Ramírez Stege et al., 2017). As faculty members implementing such a teaching innovation, it is critical to be aware of power differentials in the group supervision class to ensure students are supported and challenged in their development as leaders and advocates. This might necessitate that supervising faculty members provide more critical feedback to ensure growth and not stagnation in development. Additionally, when considering the impact of community-based internships, various dual relationships might come into play during group supervision, and it can be hard to anticipate the various prior relationships that exist outside of the classroom, particularly in more rural areas and with minoritized communities. Therefore, the supervising faculty must be open and willing to broach topics of cultural diversity throughout the entire internship process.

ASSESSMENT TOOLS/METHODS USED IN TEACHING INNOVATION/ INSTRUCTIONAL STRATEGY TO ASSESS STUDENT LEARNING

Concrete forms of assessment included documentation of work time in internship time logs/ records and midterm and final written evaluations from the site supervisor on standardized forms provided in the program's internship handbook. In addition, students' perceptions of personal and project development were assessed using two reflection papers (i.e., initial self-assessment and summative self-assessment) and two formal internship group presentations about the project. The second formal internship group presentation also required a written component about the project and its development. Students were expected to identify and collect data from the experience, when possible and appropriate. As a summative evaluation tool, the students completed a self-reflection paper. The students wrote a five-to-seven page self-reflection paper, with the following headings: (a) reflect on your growth, (b) self-efficacy, (c) points of learning and missed opportunities, (d) how has this experienced changed your perception of leadership and advocacy? and (e) what major take-aways will you use in your future work as a counselor educator with master's and/or doctoral students? Finally, students' development was assessed through supervisor observations and/or reports of the effectiveness of the intern's work and professionalism, and regular verbal feedback. Site supervisor observations focused on effectiveness and professional dispositions as outlined by CACREP and created by the CE program (Spurgeon et al, 2012).

While not implemented in our experiences, we have considered utilizing a self-assessment tool to encourage student reflection such as the *Advocacy Competencies Self-Assessment Scale* (Ratts & Ford, 2010). The scale asks people to rate statements and scores cross-listed to areas of advocacy competency. This may help both the doctoral student and their faculty supervisor identify areas of development for the student to lean into. The downside to a scale such as this is the caution of comparison or self-belief that that a student has met competency and further work is not needed.

Implications

While this intervention aligns with the *2024 CACREP Standards* and we noted a strong impact on their professional identity development, social justice advocacy identity development, and leadership self-efficacy, the long-term impacts of this intervention are not yet known, and the intervention should be implemented with additional students and in varying contexts to better understand its impact. Additionally, this intervention only applied to doctoral students, and a developmentally-appropriate implementation may also be explored for master's students in order to further build social justice advocacy. Another limitation is the level of investment required, as programs may not have additional capacity for faculty to provide leadership/ advocacy specific supervision. Future research may seek to better understand the impact of a formalized internship experience on professional identity development and leadership/

advocacy self-efficacy. Additionally, researchers may explore the long-term impact on professionals who engaged in this intervention to determine efficacy across one's career as well as exploring the potential impact on professional and community advocacy efforts by conducting community-engaged research (Barrio Minton et al., 2021). For example, researchers may examine both the intern's self-efficacy prior to and after the completion of the internship experience, combined with an examination of the impact of the advocacy efforts on community partners. Using this evaluative approach may allow researchers to better understand both the intrinsic and community-based impact of this practice. Through this line of research, educators will then be able to adapt this internship to be more impactful in terms of professional identity development for the intern and having needs met by the community partners.

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