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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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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