|  |
| --- |
| Face to Face: Increasing Relational Aspects of Online Counselor Education |
| Brandon Waggoner, MA, LPC, Liberty University  [bpwaggoner@liberty.edu](mailto:bpwaggoner@liberty.edu)  **Mark Saunders, MA, Liberty University**  [msaunders18@liberty.edu](mailto:msaunders18@liberty.edu) |

Learning Objectives

* To establish and understand current issues with online counselor education
* Identify the needs of both students and learning outcomes in online education
* Apply creative ways to connect relationally with online counseling students

The Problem

* Online education rapid growth / personal touch of counseling / cultural considerations

Student Needs

* Convenience / flexibility / cultural considerations

Learning Outcomes

* Practice/feedback, practice/feedback model

Recommendations

* Limited time between practice and feedback
* Immediate feedback for critical basic skills early in the program
* Learning in a social context (observing the feedback of others)
* Using course assignments and evaluations as research data

Obstacles and solutions

* Perceived more work for online faculty = Watch and grade at the same time (less work)
* Time constraints for online meetings = Online scheduling tools ([www.doodle.com](http://www.doodle.com/); Google Meeting Scheduler)
* Technology literacy = Faculty training on basic troubleshooting

Notes:

References:

Association for Counselor Education and Supervision Technology Interest Network. (2017). ACES guidelines for online learning in counselor education. Retrieved from https://acesonline.net/wp-content/uploads/2018/11/ACES-Guidelines-for-Online-Learning-2017.pdf

Benshoff, J. M., & Gibbons, M. M. (2011). Bringing Life to e-Learning: Incorporating a Synchronous Approach to Online Teaching in Counselor Education. *Professional Counselor*, *1*(1), 21-28. http://tpcjournal.nbcc.org doi:10.15241/jmb.1.1.21

Brooks, M., & Steen, S. (2010). “Brother Where Art thou?” African American male instructors’ perception of the counselor education profession. Journal of Multicultural counseling and development. 38(3), 142-153

Chapman, R. A., Baker, S. B., Nassar‐McMillan, S. C., & Gerler Jr, E. R. (2011). Cybersupervision: Further examination of synchronous and asynchronous modalities in counseling practicum supervision. *Counselor Education and Supervision*, *50*(5), 298-313. <https://doi.org/10.1002/j.1556-6978.2011.tb01917.x>

Council for Accreditation of Counseling & Related Educational Programs. (2017). Annual report 2016. Washington, DC: Author

Garza, K., Mundy, M. A., & Kupczynski, L. (2018). Counselor Self-Efficacy: The Effects of Online Preparatory Counseling Programs. *i-Manager's Journal on Educational Psychology*, *12*(1), 1. DOI:10.26634/jpsy.12.1.14374

Hargittai, E., Piper, A.M. & Morris, M.R. (2019) From internet access to internet skills: digital inequality among older adults. Univ Access Inf Soc 18, 881–890 (2019). https://doi-org.ezproxy.liberty.edu/10.1007/s10209-018-0617-5

Meyer, J. M. (2014). Counseling self-efficacy: Oncampus and distance education students. Rehabilitation Counseling Bulletin, 58(3), 165-172. http://doi.org/10.1177/0034355214537385