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EXEMPLARY COUNSELOR EDUCATORS' REPORTED EXPERIENCES DURING  
THEIR OWN SELF-PERCEIVED GOOD TEACHING (235 pp.)

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This research was a phenomenological study that explored exemplary counselor educators' reported experiences during their own self-perceived good teaching moments. An assumption of the researcher was that the participants would reveal beliefs about teaching and preferred pedagogical methods while sharing their experiences during moments of their own self-perceived good teaching. The research question that guided this study was: What are exemplary counselor educators' reported experiences during their own self-perceived good teaching moments?

The researcher contacted the chairs, coordinators, or directors at CACREP accredited counselor education programs and requested they identify a tenured faculty member who they believed was an exemplary teacher. Six participants, three males and three females, were selected to participate in this study. Data were collected through phone interviews and analyzed by a process consistent with phenomenological research.

Data revealed the following salient beliefs among the six participants that contributed to the structure of good teaching moments: (a) the process of teaching has similarities to the process of counseling, (b) sharing professional experiences is helpful to students, (c) students are capable of teaching each other and teaching themselves, (d) students learn to become counselors through experiencing content, (e) teacher reflection

is important in good teaching, and (f) being authentic in the classroom is important to good teaching. The results of this research were discussed in relation to existing literature and unique contributions to the field were identified. Implications for counselor education, future recommendations for research, and limitations were shared.