

Navigating Identity Transition from Counsellor-to-Counsellor Educator: Challenges and Opportunities

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Abstract

There is a lack of discussion and research on counsellor educators in Canada. With an estimated number of 228 to 304 counsellor educators across the country, examining the transition from counsellor to counsellor educator is relevant to developing a career identity and to strengthening the field. This article explores the complex transition from practicing counsellor to counsellor educator within the Canadian context, emphasizing the importance of professional identity transformation amidst evolving regulatory and accreditation landscapes. This conceptual article highlights role differences between counsellors and counsellor educators. Additionally, it provides considerations for counsellors who are interested in becoming counsellor educators. It discusses the unique challenges faced during this shift, including managing dual roles, bridging the research-practice gap and navigating role expectations. The authors highlight the distinctions between clinical practice and educational responsibilities, underscoring the need for new skills, self-reflection, and ongoing professional development. Practical strategies, such as the REP model of Reflect, Examples, Prepare and the development of a personal teaching philosophy, are proposed to support prospective counsellor educators in their preparation process. The article concludes by emphasizing the vital role of counsellor educators in shaping culturally competent, ethically grounded future practitioners and advocates for thorough self-reflection and strategic preparation to ensure successful transitions into academia.

Keywords: counsellor education Canada identity transformation regulation accreditation

The transition from practicing counsellor to counsellor educator represents a significant juncture in a professional's trajectory, demanding a multifaceted adaptation of identity, roles, and responsibilities (Dollarhide et al., 2013). This transition is laden with unique challenges and opportunities, as individuals navigate the complexities of shaping the next generation of counsellors while simultaneously maintaining their own clinical expertise and professional identity (Gibson et al., 2010). Their identity transformation is also complicated by the variety of professional terms and regulatory bodies for the counselling profession across Canada. At the time of publication, there remain provinces and territories which are unregulated. This article explores the identity transition and transformation experienced by counsellors moving into Canadian counsellor education roles. The article will focus on the existing barriers and struggles and note some of the inherent struggles and challenges during this period. The authors will provide some suggestions to guide this process and help counsellors prepare to be counsellor educators.

Canadian Counselling Regulation and Accreditation

The overview and accreditation of masters-level Canadian counsellors in mental health were established in conjunction with the Canadian Counselling and Psychotherapy Association (CCPA). While the CCPA was established in 1965, the standards of accrediting counsellor education programs in Canada were developed in 2002. It is estimated that in Canada, the need for mental health counsellors will continue to increase (Government of Canada, 2023). Consequently, educational programs in counselling and psychology will continue to remain popular. With this demand, it is likely that counsellors at different stages of their careers may pursue positions as instructors in graduate counsellor education.

The Regulation of the Profession

While psychologists and social workers have a long history within Canada starting in the early 1900s, the regulation of masters-level counsellors in Canada is still relatively recent (Connors, 2013; Hogarth &

Ashcroft, 2013). The Canadian Counselling and Psychotherapy Association (CCPA) provides standards and a code of ethics for counsellors to follow across the country. They will also assess applicants to become Canadian Certified Counsellors (CCC) or Canadian Certified Counsellor Supervisors (CCC-S). The first designation is a certification process for Masters or Doctoral level graduates in counselling who completed a clinical supervised practicum component, have two references, and have a vulnerable sector police records check (CCPA, 2024a).

Consequently, across Canada, masters-level counsellors may become Canadian Certified Counsellors and follow the CCPA's Standards of Practice and Code of Ethics. However, this is a voluntary process provided by a professional association. Their mandate includes the promotion of the counselling profession across Canada.

The regulation of counselling in Canada first began with the Nova Scotia College of Counselling Therapists (NSCCT) in 2011 (NSCCT, 2024). Additional provinces like Ontario and New Brunswick followed with their own provincial regulatory body. In Canada, the act of counselling or psychotherapy is protected under relevant provincial Health Acts legislation and accordingly, a regulatory body is created to allow for regulation of the profession. Compared to a professional association, a regulatory body, such as the College of Registered Psychotherapists of Ontario, "regulates its registrants in the interest of protecting the public" (College of Registered Psychotherapists of Ontario (CRPO), 2024). An individual in Nova Scotia, New Brunswick, or Prince Edward Island who practices mental health counselling will require registration with their regulatory college of counselling therapists. In Ontario or Quebec, an individual who practices mental health counselling will refer to it as psychotherapy and register with their regulatory college of registered psychotherapists. In the rest of the provinces and all three territories, mental health counselling or psychotherapy is not yet regulated and interested parties can become Canadian Certified Counsellors (CCPA, 2024b). For the purposes of this article, both terms psychotherapists and counsellors are used interchangeably.

According to the Canadian Institute for Health Research (CIHI), it is estimated that there are 654,780 mental health and substance use providers across Canada. Providers are defined as "social workers, family physicians, occupational therapists, nurse practitioners, registered nurses" as well as counselling therapists and psychotherapists (CIHI, 2021). The majority of providers are in Ontario with 237,392 providers (Canadian Institute for Health Research (CIHI), 2021).

Table 1 provides estimates of the number of counsellors per province/territory based on the most recent statistics from the Canadian Counselling and Psychotherapists Association Annual General Report, which is freely available online (CCPA, 2024c). These numbers reflect the number of members who are registered as Canadian Certified Counsellors in 2023 and 2024. Some provinces and territories were reported together. The table also includes number of registered psychotherapists (Ontario, Quebec) and counselling therapists (New Brunswick, Nova Scotia, Ontario, Quebec, Prince Edward Island) as applicable based on their regulatory college numbers (College of Counselling Therapy Prince Edward Island (CCT-PEI), 2025; CRPO, 2024; Government of Canada, 2024b; Government of Canada, 2024c; NSCCT, 2025).

It is challenging to determine the number of counsellor educators within Canada as there are no specific statistics on this position. At time of publication, the CCPA listed 38 universities on their website that offer masters-level counselling programs across Canada. If the authors and readers were to estimate an average of 6 to 8 full-time/permanent professors per school, that would mean there are 228 to 304 counsellor educators across the country. This number may be higher if numbers regarding adjunct or sessional professors were included.

Counsellor Education Programs and Accreditation in Canada

In Canada, individuals may take graduate-level (Masters or PhD) programs in counselling or counselling psychology programs to become counsellors or psychotherapists in their province or territory. To become an educator in a graduate program, generally instructors and faculty will have a doctoral-level degree related to counselling or psychology.

The CCPA developed accreditation standards for masters-level counselling programs in Canada in 2002. As per the CCPA, the "Council for Accreditation of Counsellor Education Programs (CACEP), referred to as the Council on Accreditation, is to oversee and manage the CCPA accreditation program, which involves

Table 1
Estimated Distribution of Counsellors and Psychotherapists Across Canada

| Province/Territory | Canadian Certified Counsellors 2023 | Canadian Certified Counsellors 2024 | Registered Members of Regulatory College |
|-------------------------------|-------------------------------------|-------------------------------------|--|
| Alberta/Northwest Territories | 971 | 1221 | NA |
| British Columbia* and Yukon | 1321 | 1486 | NA – Yukon 10,000* BC |
| Manitoba and Nunavut | 331 | 391 | NA |
| New Brunswick | 378 | 420 | 850 |
| Newfoundland and Labrador | 245 | 271 | NA |
| Nova Scotia | 415 | 422 | 187 |
| Ontario | 1032 | 1132 | 14,000 |
| Prince Edward Island | 45 | 51 | 149 |
| Quebec | 130 | 180 | 9,050 |
| Saskatchewan | 143 | 190 | NA |

Note: *British Columbia also has its own professional association, the British Columbia Association for Clinical Counsellors (BCACC) and reports 10,000 members – 90% of which are Registered Clinical Counsellors (BCACC, 2025).

- 11. Program evaluation; and
- 12. Reflective practice (CCPA, 2022, p.13).

CACEP also requires that programs integrate these standards with a culturally responsible lens and acknowledge the Truth and Reconciliation Commission’s (TRC) Calls to Action for Education in Canada. In Canada, the TRC provided a national strategy with recommendations to rebuild Canada’s relationships with Indigenous Peoples (Government of Canada, 2024a). This commitment aligns with the critical knowledge and understanding required by counsellor educators to support their clients.

While these accreditation standards highlight core competencies in counselling, many counselling programs are now focused on regulatory bodies’ approval of their programs, such as the College of Registered Psychotherapists of Ontario (CRPO). There are currently four universities offering a total of six programs accredited by CACEP.

The CCPA and CACEP standards are still important, as many counselling students will become registered as CCCs. As seen in Table 1, British Columbia, Manitoba, Newfoundland and Labrador, and Saskatchewan provinces and Northwest Territories, Nunavut and Yukon territories do not have regulatory bodies at time of publication. Alberta is currently in the process of finalizing their regulatory college for counselling therapists.

providing professional and arm’s-length evaluation of master’s level counselling programs in Canada” (CCPA, 2022, p.4). CACEP accreditation allows program graduates to become CCCs without an assessment of the program or curriculum and helps to streamline applications. There are 12 core content areas that each program must include which are:

1. Counselling as a profession;
2. Ethical and legal issues in counselling;
3. Professional counselling, collaboration, and consultation;
4. Group counselling;
5. Human development and learning;
6. Diversity and social justice;
7. Responding to the TRC’s Calls to Action;
8. Career and lifespan development;
9. Assessment processes; Research methods;

Difference between a Counsellor and a Counsellor Educator: Practice, Supervision and Teaching

Counsellor Role

The primary focus of a counsellor or psychotherapist is to facilitate positive change and personal growth with their clients (Gonzalez & McKinney, 2022). This is achieved by establishing an ethical and safe therapeutic relationship, with the goal of providing emotional support, therapeutic interventions, and practical skills to help clients navigate their challenges and enhance their overall well-being.

An effective counsellor should possess skills to create and build a rapport or therapeutic alliance, should be competent in attuning with their clients and use a variety of active listening skills such as reflection of content and feelings, paraphrasing, summarizing and managing the session (Gelso & Carr, 2022). A counsellor must possess self-awareness and be mindful of their own values, ethics, social location and intersectionality (Williams & J'Briel, 2025). The awareness of one's own beliefs, biases, privileges, and oppression is essential when working in the helping profession to recognize one's countertransference and mindfully explore one's blind spots. Self-awareness is also crucial to being conscious, respectful, appropriate, and aware of clients' social locations while practicing with cultural humility, sensitivity, and ethics (Hook et al., 2013).

Typically, a counsellor holds a master's degree in counselling or counselling psychology. In addition, a counsellor must also maintain a solid theoretical foundation and awareness of their theoretical practice approach and its benefits and limitations, how they develop a therapeutic rapport and follow the structure of a case management plan and be transparent with the goals in their helping role. They must identify their beliefs regarding a helping relationship, and act in accordance with the evidence-based research to support their practice approach. There must be a solid foundation in theoretical orientations to best support their clients, and a competent counsellor must know how their professional and personal self connect to their practice approach.

Subsequently, a counsellor should have a keen awareness of their internal locus of control and a clear understanding of why they have chosen this career path. This involves reflecting on the underlying motivations for pursuing a profession in counselling, whether the primary aim is financial gain, a genuine desire to assist others in achieving wellness and improving their quality of life, or a combination of both. Recognizing these motivations is crucial, as it enables the practitioner to remain authentic and focused on their practice, ensuring that their professional journey aligns with their values and clients' needs. Moreover, this self-awareness can enhance their effectiveness in providing support and guidance, ultimately benefitting both the practitioner and those they serve. When a person enters the counselling profession, self-reflection and self-awareness are very important skills.

Counselling Educator Role

A counsellor educator plays a crucial role in training and preparing future counsellors (Okech & Rubel, 2018). The primary focus of a counsellor educator is on academic learning and skill development. A counsellor educator must often possess a higher education level, such as a PhD in Counselling, Psychology, or a related discipline. It is assumed that this advanced education and training prepares them not only to practice in the field; but also, to supervise other clinicians, to develop educational programs, to teach others, and to contribute to the body of knowledge in the counselling field.

A counsellor educator must possess the knowledge and practice experience of a counsellor, while also having additional skills. Some of the essential skills that a counsellor educator should have include clinical experience, strong interpersonal skills, effective teaching abilities, and a dedication to continuous professional development through ongoing education and training. There must also be a solid understanding and commitment to ethical principles. The ability to model ethical behaviour is important in preparing students for their roles as counsellors. A counsellor educator must have a solid professional identity which would prepare them for the role of counsellor educator (Calley & Hawley, 2008). However, the transition from counsellor to counsellor educator may involve re-examining one's identity as a clinician and applying it to an educational

milieu. This article provides more information on the differences between a counsellor and a counsellor educator as well as the challenges they face.

In addition, understanding the reasons behind someone's decision to become a counsellor educator is essential. Being aware of one's social location, intersectionality, oppression, and privilege is also important, as being aware of one's values, biases and opinions to uphold professionalism and ethical practice is crucial (Ratts et al., 2016).

Role Differences

The roles of counselling and teaching share some similarities, particularly when it comes to working with students and clients, but they also have some distinct differences (Haddock & Whitman, 2018; Hall et al., 2021). For example, counsellors are primarily focused on providing direct client care, whereas counsellor educators focus on training and preparing future counsellors through courses, assignments, experiential learning opportunities, and structured educational programs. While counsellors are working with their clients towards goals and positive change, counsellor educators are focused on the assessment of progress around theoretical orientation, practice skills and academic research and their findings. Counsellor educators are also tasked with having additional insights into the role of counsellor education and supervision, which is crucial for understanding the transition process from student to counsellor (Okech & Rubel, 2018).

While counsellors typically receive foundational training in culturally sensitive approaches during their education, counsellor educators must further expand their knowledge, skills, and abilities to address complex and specific issues such as cultural diversity, Indigenous worldviews, and multilingualism within their teaching. Given Canada's multicultural landscape, counsellor education programs should place a strong emphasis on culturally responsive counselling practices. This involves training future counsellors to engage meaningfully with clients from diverse cultural backgrounds, understanding the role of culture in mental health, and tailoring interventions to meet the unique needs of various communities. To deepen their understanding and enhance their teaching, counsellor educators can engage in ongoing professional development through training, workshops, and collaboration with colleagues. Many Canadian universities are also actively pursuing decolonization within education, in alignment with the Truth and Reconciliation Commission's Calls to Action, to ensure that respectful, accurate, and historically informed perspectives regarding Indigenous peoples are embedded within the educational milieu. For example, there are some Canadian universities that collaborate with Indigenous Knowledge Holders to co-develop curricula and facilitate training in a way that is respectful, reciprocal, relevant, and responsible, which reflects the "Two-Eyed Seeing" approach (Ansloos et al., 2022).

Amongst some of the main differences between a counsellor and counsellor educator is the primary focus and responsibilities, as well as their larger impact on the profession (Gibson et al., 2010). While counsellors work one-on-one with clients and use ethical practice within the therapeutic alliance and support their clients towards change, a counsellor educator is creating future counsellors. Counsellor educators are tasked with equipping future counsellors with the knowledge and skills essential for effective practice (Kottler & Shepard, 2019). Counsellor educators are also responsible for staying up-to-date on research and providing this information to others in order to also learn relevant theory and practice. In addition, counsellor educators are expected to educate others on what is appropriate and ethical clinical practice by modelling, with examples and with accompanying literature. The transition from counsellor to counsellor educator involves reviewing one's current clinical and professional identity and integrating an educational lens and approach.

Challenges in Transitioning from Counsellor to Counsellor Educator: Navigating Skills, Roles, and Evidence-Based Research

Transitioning from a practicing counsellor to a counsellor educator presents a multitude of challenges, primarily centered around navigating dual identities, bridging the gap between research and practice, and managing role expectations. Counsellor educators must shift their mindset from clinical practice and related skills to focus on developing new skill sets to effectively teach and mentor future counsellors. Additionally, they

face the complex task of translating their theoretical orientation, practice experience and research findings into practical applications for students, often requiring significant self-reflection, awareness, time and expertise. Role boundaries and ethical considerations further complicate this transition, as educators strive to serve as role models without overstepping professional limits, a balance that can be disrupted by issues such as burnout. Social class and cultural background also influence the experience of becoming a counsellor educator, impacting confidence and perceived legitimacy within academic environments. Overall, this transition demands not only confidence in current skills, the humility to acquire new skills but also the ability to tie it all together to support and integrate the evolving roles and expectations inherent in counsellor education.

Challenges in Transition

One of the primary challenges faced by counsellors transitioning into educator roles is the negotiation of dual identities (Ong et al., 2019). This involves balancing the roles of practitioner and educator, which may require a significant shift in mindset and skillset (Owens & Neale-McFall, 2014). Counsellor educators must not only possess clinical expertise; but also, demonstrate proficiency in teaching, curriculum development, as well as student mentorship. The ability to effectively convey complex theoretical concepts, facilitate experiential learning activities, and provide constructive feedback to students requires a different set of skills than those used in direct clinical practice. This can be particularly challenging for counsellor educators who continue to maintain a private practice, as they must effectively manage their time and energy while ensuring that both their clinical and teaching responsibilities are met (Morrisette & Gadbois, 2006).

Addressing the Research-Practice Gap

Another significant challenge for counsellor educators is bridging the research-practice gap. Clinical training and education are of central importance to both the specialty of counsellor education and the profession of counselling (Sexton, 2000). While research plays a crucial role in informing evidence-based practice, many counsellors find it difficult to translate research findings into practical applications. Counsellor educators must be able to critically evaluate research, synthesize findings from multiple studies, and communicate this information in a way that is accessible and relevant to students. Furthermore, counsellor educators are increasingly expected to conduct their own research and contribute to the knowledge base of the profession. This requires a significant investment of time and resources, as well as a strong understanding of research methodologies and data analysis techniques (Sexton, 2000).

Negotiating Role Boundaries and Expectations

Counsellor educators often face the challenge of negotiating role boundaries and expectations with students, colleagues, and the wider academic community. They are responsible for remaining sensitive to fundamental ethical issues, varied student needs, and academic/professional standards (Morrisette & Gadbois, 2006). "Students may seek concrete answers and techniques for mastering basic counselling skills, particularly in the early stages of their development" (Levitt & Jacques, 2005, p. 46). For example, explaining how to respond empathetically is one example noted by Levitt and Jacques (2005) that includes ambiguity for students. There is no one concrete way to demonstrate empathy as a counsellor. Consequently, Levitt and Jacques (2005) recommend demonstrating different models of core counselling skills for students to learn about the variety of forms empathy and other skills may take. Counsellor educators are expected to serve as role models for ethical and professional conduct, as well as mentors who can guide students in their professional development. However, they must also maintain appropriate boundaries and avoid becoming overly involved in students' personal lives. This can be particularly challenging when working with students who are struggling with personal issues or who are experiencing difficulties in their clinical work. Burnout among counsellor educators not only affects the quality of counsellor training but also impacts the clients served by counsellors-in-training (Sangganjanavanich & Balkin, 2013).

Within the literature, there is a qualitative study in New Zealand that examined the experience of counsellors who were hired as counsellor educators with one-year contracts at a university (Crocket & Kotzé, 2012). The participants noted connections between theory and practice as well as integrating real-life examples in the classroom contributed to greater success as an instructor. However, the participants noted that mentorship for counsellor educators and fostering an environment of collegiality would assist in enhancing their teaching experiences (Crocket & Kotzé, 2012).

Another component that contributes to the challenges in obtaining counsellor educator roles is social class. Nelson et al. (2006) conducted a qualitative study examining the experience of counsellor educators from lower and lower-middle-class backgrounds and their journey in academia. Traditionally, academia is seen as a concept achieved by those with resources (for example; social, financial) and transitioning to an academic environment can be daunting. Becoming a counsellor educator or an academic in the 'ivory tower' can impact an individual. According to Nelson et al. (2006),

upward mobility seems to involve alterations in identity and related stressors as well as loss of connection to one's original culture, loss of a sense of home, and other losses, such as no longer being simpatico with family members and old friends (p.3).

After obtaining their PhD, clinical experience, and working as a counsellor educator, participants still reported questioning their abilities within the classroom and as a professor. The researchers noted that communication and discussions regarding social class can break the stigma as well as mentoring and training programs for early career educators.

Preparing for the Transition: From Counsellor to Counsellor Educator

The journey from being a counsellor to becoming a counsellor educator represents a significant transformation in professional identity. This transition necessitates the development of new skills as well as a profound redefinition of one's role within the field from front line work to educator. Individuals must learn to integrate various responsibilities such as teaching, supervision, research, and service into their existing professional identity. This complex transition demands ongoing learning and adaptability as they shift from direct client care to mentoring future practitioners, engaging in ongoing evidence-based learning, and actively serving the profession on a practice and ethical basis. Ultimately, this progression and evolution enhances the capacity to shape the next generation of counsellors while maintaining clinical proficiency.

Counsellors-in-training use an integrative identity formation process that involves conceptual and experiential learning experiences to identify, clarify, and reclarify their identities and theoretical orientation as counsellors (Auxier et al., 2003). This process is often characterized by a reflection and re-evaluation of personal values, beliefs, and professional goals, plus the development of new skills and competencies (Dong et al., 2018). The need to continually reinvent therapeutic practice highlights the need for counsellor identity to stay up-to-date about current thinking in mental health and counselling research and studies in education (Barraclough, 2024). This transition can be particularly challenging for counsellors who have spent years developing a strong sense of theory to practice and with a particular identity as a practitioner, as they must now reconcile this identity with the demands of their new role as educators. The development of professional identity is an ongoing process that is influenced by a variety of factors, including personal experiences, training, and supervision (Moss et al., 2014).

Considerations for Counsellors to become Counsellor Educators

The transition from counsellor to counsellor educator is a multifaceted journey that signifies both professional development and confidence, and in turn an identity transformation. The transition involves moving beyond direct client care while keeping that mind frame in order to teach and guide others within the field. This evolution is not merely about having the skills to be a counsellor; but also, the tools to communicate, hold space, be professional, and integrate theory and practice approaches. The transition requires practicing

counsellors to reconfigure their sense of self within the field and integrate clinical expertise with pedagogical responsibilities.

Research on the transition from experienced clinical counselling practitioners to counsellor educators highlights several challenges related to preparation, including the interview process. Many doctoral graduates report feeling unprepared for this transition (Reybold, 2003; Sun & Simon-Roberts, 2020). Specifically, they often struggle to step back and develop experiential learning scenarios which effectively demonstrate their skills and theoretical knowledge. This phenomenon persists despite doctoral graduates expressing confidence in their ability to integrate theory with practical client work. The underlying challenge appears to be the extent to which their practice can be effectively taught, as well as their difficulty in articulating and demonstrating their practical skills within an educational context. Consequently, they find it hard to provide relevant examples that showcase their knowledge and abilities (Niles et al., 2001).

Integration Success: Reflect, Examples, Prepare

Due to the available research and outlined challenges regarding the identity transition process for counsellors becoming counsellor educators, the authors have developed two evidence-based approaches to succeed in preparing to become a counsellor educator, specifically an acronym and a case example with structured reflective questions. The authors of this article are established clinicians and counsellor educators in Canada and have reviewed the literature and available evidence as well as reflected on their own individual experiences as a counsellor educator and mentors in academia. The authors created an evidence-based model which is a guided process using an acronym with reflective questions. The first component of the acronym allows the counsellor to reflect on their values and experiences whereas the remainder of the acronym assists in preparing the counsellor educator to describe their skills and relevant abilities. Firstly, the following approaches may assist in ensuring skill recognition and integration from practice to theory and skill. The acronym, REP, which stands for Reflect, Examples, and Prepare is outlined in Table 2. The acronym also features recommendations for future interviews which would be the last step before obtaining a counsellor educator position in Canada. To assist with obtaining a counsellor educator position, the article authors

Table 2

Strategies for Self-Reflection and Integration of Skills: Reflect, Examples, Prepare (REP)

| Reflect | |
|--|---|
| Your Identity as a Counsellor as it relates to Counsellor Education | <ul style="list-style-type: none"> • Why do you want to be a counsellor educator? • What were some of the experiences that shaped your graduate counselling experience? • What are your top three values as a counsellor? How do they apply to an educational setting? • For example: I value communication. As a counsellor educator, I will ensure I maintain clear and professional communication with my students both verbally and electronically. |
| What are the values/vision/motto of the graduate program or department? | <ul style="list-style-type: none"> • What drew you to the counsellor educator position? • Why are the values/vision/motto of the graduate program or department important to you? |
| When you think of yourself as a Counsellor, what are your top three strengths? | <ul style="list-style-type: none"> • How can you implement them within an educational setting? For example: My attention to detail means I will review student assignments in depth and ensure I provide relevant and timely feedback. |

Examples:

What are some examples of your successes as a counsellor?

- How can you apply those examples in a counselling education setting? For example: Working with a colleague that you disagree with could translate to de-escalating a situation with a student.

How do you integrate cultural responsibility and sensitivity in your counselling?

- Consider how it may be integrated within an educational setting such as allowing for space, being respectful, and ensuring you continue to learn about other cultures. Recognizing if you come from a place of privilege is also important to both clients and students.

Prepare

Where will the interview take place? Online or in-person?

If Online:

- Test your technology. Download the video conference program such as Zoom, Skype or Teams and ensure you can log in successfully before the interview. Do a test run where you videotape yourself speaking. Review and adjust as necessary.
- Do you wear glasses? Adjust the level of brightness on the screen.
- Are you in a noisy place? Can you work from an office? Or use a white noise machine or bring up white noise on YouTube via your phone?
- Do you live with your partner, family, children, or pets? Ensure that they know when your interview is. Have a babysitter for your children, if applicable. Put your pets in another room or have them spend time with a friend during the interview.
- Consider what you are wearing. In the post-pandemic age, generally people may dress more casually but the authors recommend professional attire while on screen. Ensure your clothes are ironed. Do not wear band or graphic t-shirts – unless it is a graphic t-shirt that encapsulates your values and you can highlight it in the interview. An example could be a t-shirt from a conference you attended with a blazer or cardigan.
- Jewellery or make-up may be worn, but it is not necessary. The authors recommend that you do not make it the focal point unless it is something you are used to. For example, if you never wear eye shadow and put some on before the interview, it may become a distraction when you rub your eyes.
- Arrive 5-10 minutes early.

In-person:

- Consider your attire and ensure you are wearing a professional outfit.
- Avoid using any perfumes or scented soaps as most educational environments are scent-free.
- Bring a copy of your CV/Resume to refer to.
- Double-check where the interview is located and verify you know where to park and where to meet.
- Arrive 10 minutes early.

developed a case example that applies to interview preparation as well as teaching considerations. There are also structured questions to assist in developing one’s teaching philosophy through experience and reflection.

Example Question:

The authors also encourage potential counsellor educators to consider questions related to the bridge between theory and practice. One such example may be related to ethics. Consider the following question: How do you address ethical dilemmas in counselling? How would you teach this to others?

Another example involves redefining one's professional role within the context of dual identities and varied environments that influence practice. For instance, engaging in self-reflection through guided questions that consider multiple factors, populations, and settings is essential. An example would be asking oneself: if you encountered an ethical situation with a client, how would you handle it? Then, compare that to how you would address an ethical dilemma involving a student.

Your response may include one or more of the following ideas:

- Consult with a peer.
- Consult your clinical supervisor.
- Review the CCPA Code of Ethics.
- Review your regulatory college guidelines.

However, in an educational setting that may look like:

- Consulting with a colleague.
- Consulting your supervisor.
- Reviewing the standards and guidelines in the Academic Calendar or relevant policies for faculty and students.

The next approach may assist with both interview preparation and success in teaching. The authors encourage those wanting to become counsellor educators to consider their teaching philosophy. A teaching philosophy summarizes your values, goals, and beliefs regarding teaching and learning. The first step is to consider the learning process. In order to determine one's teaching philosophy require self-reflection, self awareness and the ability to introspect on the belief around how learning take place. What are the beliefs regarding how people learn concepts? The second step is to then conceptualize teaching. As a counsellor educator, what are the beliefs about how would teaching and learning take place? Self-reflection around the assumptions about learning are important to keep in mind as someone chooses to transition from a counsellor to a counsellor educator because it will show up in how they approach teaching. Other questions to consider that were adapted from the Centre for Teaching Support and Innovation – University of Toronto (n.d.) are:

- When reflecting on teaching and education, what assumptions come up for me?
- Why do I teach in a certain manner?
- How do I motivate, challenge, or support students?
- If you are feeling overwhelmed, consider your counselling philosophy. What is your counselling philosophy? Or your approach to counselling? How can you modify that or conceptualize it to frame your teaching philosophy? For example, you may state that, "I believe in client-centered care and supporting my clients."

Some considerations for a counsellor educator teaching philosophy are to be aligned to create a positive and engaging learning environment that fosters student participation and enthusiasm. Such a learning environment can be established by utilizing a variety of teaching methods, such as active learning techniques, direct instruction, and case studies, to accommodate diverse learning styles and needs. Additionally, connecting learning to real-world applications helps students acknowledge the relevance of their education, enhancing their motivation and understanding of the subject matter.

For future and current counsellor educators, further recommendations based on the literature include fostering collegial relationships within the workplace to gain better understanding of the role and workplace expectations at the university. Additionally, expanding one's research comprehension and activities, for example, by partnering with non-profit organizations to engage in research, or conducting research with academic peers, can be beneficial for those who would like to enhance their identity as a counsellor educator and bridge the gap between theory and practice.

Conclusion

In conclusion, transitioning from a practicing counsellor to a counsellor educator is a professional practice approach that involves transitioning from working with clients to working with students. It involves a significant professional and identity transformation grounded in self-reflection and practice awareness. The shift from counsellor to counsellor educator requires not only the development of new pedagogical and mentorship skills; but also, a different practice reflection and approach. Challenges such as managing dual identities, bridging the research-practice gap, and navigating role expectations are common and often discourage many from possessing the confidence needed to enter the counsellor educator field. However, there are many considerations that can assist in making the transition possible and successful. Effective preparation, including self-reflection, understanding of teaching philosophies, and ongoing professional development, are essential for a successful transition. As the counselling profession in Canada continues to evolve, particularly with the ongoing development of regulation and accreditation standards, counsellor educators play a crucial role in shaping future practitioners who are culturally competent, ethically grounded, and responsive to the diverse needs of Canadian society. Before stepping into teaching roles, the article advocates for the practice of self-reflection and thorough preparation for interviews to help ensure a successful career. To aid in this process, it introduces the acronym REP, Reflect, Examples, Prepare, serving as a memorable guideline for aspiring counsellor educators to utilize as they prepare for their identity transition.

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