

Philosophy of Teaching

Lisa Peredia

Grand Canyon University

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Teaching Philosophy Statement

As a counselor educator, director, and clinical supervisor at a university counseling center, my teaching philosophy is rooted in grace, compassion, and truth. I view teaching as a sacred opportunity to guide and equip future clinicians through both knowledge and character formation. The classroom, supervision environment, and practicum setting each serve as spaces for academic, professional, and spiritual development. My role extends beyond instruction to include leadership, administration, and direct service. I oversee mental health care for university students while operating the counseling center as a practicum training site where emerging clinicians gain essential experience toward licensure. My goal is to nurture counselors who are ethically grounded, emotionally mature, culturally responsive, and dedicated to lifelong learning. I strive to help students integrate professional competence with faith-informed care, becoming reflective and resilient professionals capable of serving others with integrity and compassion.

Teaching Model

My teaching model is grounded in humanistic and experiential learning theories, particularly those advanced by Knowles and Rogers (Knowles, Holton, and Swanson, 2015). Adult learning theory emphasizes self-direction, experiential relevance, and reflective practice. I seek to create a learning environment that is both safe and challenging, where students can explore their identities, express vulnerability, and develop confidence in their growing professional skills.

In supervision, I apply the Integrated Developmental Model (IDM), which adapts structure and feedback based on each supervisee's developmental stage (Stoltenberg & McNeill, 2010). This model informs both my clinical and educational practices, promoting a balance between support and challenge. As a clinical supervisor, I integrate live supervision, case

conceptualization, and reflective journaling to bridge theory with real-world application. Within the classroom, I design lessons that include experiential exercises and clinical examples drawn directly from our counseling center, connecting theory to the realities of professional practice.

As a Christian counselor educator, I believe that the grace and truth modeled by Jesus Christ can shape the educational process. I aim to bring His example into both teaching and supervision, fostering a culture where accountability and encouragement coexist. I believe that correction offered in love cultivates humility, wisdom, and growth.

Assessment of Student Learning and Dispositions

Evaluation within counselor education must assess knowledge, skill, and personal disposition. I use formative and summative assessments, structured observations, case presentations, and reflective papers to evaluate cognitive and clinical competencies.

To assess professional dispositions, I utilize tools such as the Professional Disposition Competence Assessment–Revised Admission (PDCA-RA), which provides a reliable framework for evaluating openness to feedback, ethical reasoning, self-awareness, and interpersonal capacity (Garner, Freeman, Stewart, & Coll, 2020). This tool allows for constructive conversations with students and supports documentation that focuses on growth rather than punishment. I believe that assessment should be developmental, transparent, and aligned with professional standards, ensuring students progress in both competence and character.

Approach to Remediation and Gatekeeping

My approach to remediation and gatekeeping reflects fairness, collaboration, and care. When concerns arise, I begin by addressing them directly with the student in a supportive and respectful manner. I focus on observable behaviors and encourage self-reflection. When needed, I co-create remediation plans that include clear goals and measurable outcomes.

Gatekeeping remains an essential ethical duty of counselor educators to protect client welfare and uphold the standards of the profession. When students exhibit consistent impairment or fail to demonstrate professional growth, I follow institutional procedures and adhere to guidelines set by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the American Counseling Association (ACA) (Homrich and Henderson, 2018). My goal is to support development while ensuring that those entering the field embody the values and competencies necessary for ethical practice.

Course Management Style

As a director, administrator, and educator, I view course management as a reflection of leadership and relational accountability. I begin each semester by providing clear syllabi, grading rubrics, and communication expectations. I promote consistency and structure while remaining flexible to address diverse learning needs and real-life challenges that arise in practicum and clinical work.

In the classroom and supervision groups, I encourage open dialogue, cultural awareness, and critical reflection. I believe learning is most effective when students are treated as collaborators in their educational journey (Homrich & Henderson, 2018). My teaching style is relational and interactive, emphasizing respect and authenticity. I integrate real cases and experiences from the counseling center to help students apply ethical reasoning, theoretical understanding, and clinical decision-making in practical ways.

Application of Teaching Methods in a Faculty Role

My current position enables me to serve as an administrator, leader, and clinical supervisor, while also acting as an educator for student clinicians who are earning their hours toward licensure. Through this unique integration of roles, I link academic theory with direct

service and supervision. I oversee the delivery of mental health services to the campus community while ensuring our center provides a robust learning environment for student trainees.

In my faculty role, I plan to continue integrating administration, education, and clinical leadership. I would facilitate professional development workshops, coordinate interdisciplinary seminars, and encourage collaboration across academic and student service departments. My teaching methods would continue to incorporate trauma-informed, inclusive, and experiential strategies that promote both clinical skill and professional identity formation. Through scholarship, presentations, and involvement in accreditation processes, I remain committed to advancing counselor education and contributing to the broader academic community.

Evolution as a Counselor Educator

My journey as a counselor educator has been shaped by years of clinical supervision, leadership, and reflective practice. Early in my teaching experience, I focused primarily on content and measurable outcomes. Over time, I have come to realize that effective teaching requires both intellectual engagement and relational connection. Counselor education involves guiding students through the complexity of human development, emotional regulation, countertransference, and personal awareness.

Through my leadership at the university counseling center, I have seen firsthand how students grow when they are given grace, structure, and accountability. I have learned that effective teaching occurs when educators strike a balance between professionalism and empathy, fostering environments where students feel both challenged and supported. My engagement with professional organizations such as the California Association of Marriage and Family Therapists

(CAMFT) and the Association for Counselor Education and Supervision (ACES) continues to expand my understanding of ethical practice, cultural responsiveness, and academic leadership.

Conclusion

My teaching philosophy reflects a holistic integration of faith, leadership, education, and clinical practice. I believe that counselor education is both a professional and spiritual calling, requiring integrity, humility, and courage. I am committed to creating spaces that promote growth through grace-filled engagement and professional rigor. By merging humanistic, experiential, and faith-based approaches with clear assessment and ethical standards, I strive to prepare counselors who serve with competence, compassion, and conviction. Through my roles as director, administrator, and clinical supervisor, I connect classroom learning to real-world service, guiding students as they develop into thoughtful, skilled, and purposeful clinicians who reflect the transformative nature of the counseling profession.

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