Exploring Latina Clinical Mental Health Counseling Students' Perceptions of Teaching Practices

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■ Researchers conducted in-depth interviews with Latina clinical mental health counseling students to understand perceptions of their instructors' teaching practices. Using an evidenced-based teaching model as a theoretical lens (Malott, Hall, Sheely-Moore, Krell, & Cardaciotto, 2014), researchers highlighted Latina students' experiences, perceptions, and beliefs regarding teaching. Following a discussion, recommendations for researchers and counselor educators to improve teaching practices are provided.

Keywords: Teaching, clinical mental health counseling students, counselor education

Effective, noteworthy research studies have explored the effectiveness of counseling practices to determine which treatments help clients under certain conditions or circumstances (Lenz, Haktanir, & Callender, 2017; Lenz, Hall, & Smith, 2016). While researchers have focused on evidence-based counseling practices, there is a dearth of literature on research-based practices in teaching within counselor education, particularly among culturally diverse groups such as Latinas. In a content analysis of scholarship in counselor education, Barrio Minton, Wachter-Morris, and Yaites (2014) showed that research in pedagogical methods as well as preparation of doctoral students in pedagogy and learning theories were lacking. Researchers (e.g., Waalkes, Benshoff, Stickl, Swindle, & Umstead, 2018) also suggested that beginning counselor educators might enter postsecondary education with minimal preparation in pedagogy and research-based strategies for effective teaching. This presents a concern given that universities might have limited faculty orientation programs devoted to professional development in teaching (Diaz et al., 2009), including culturally relevant pedagogies. One place to start exploring culturally relevant best teaching practices is to gather culturally diverse students' perceptions of teaching practices. As a result, the purpose of this qualitative study was to explore Latina clinical mental health counseling (CMHC) students' perceptions of teaching. Findings from the current study might provide insight and valuable information for counselor educators who want to improve teaching practices and Latina students' learning experiences.

Faculty can influence culturally diverse

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students' learning experiences by designing effective learning environments, developing intentional learning experiences, and assessing teaching effectiveness (Malott, Hall, Sheely-Moore, Krell, & Cardaciotto, 2014). First, faculty have opportunities to design effective, positive learning environments. Second, faculty can structure intentional learning experiences by using mini-lectures (Harrington & Zakrajsek, 2017). Finally, faculty can use retrieval practices and transparent instruction to assess teaching effectiveness (Brown, Roediger, & McDaniel, 2014; Lang, 2016). Although counselor education faculty can use research-based teaching methods to influence Latina/o students' learning, research to date on effective teaching practices in postsecondary education has comprised quantitative or conceptual pieces regarding best practices (Harrington & Zakrajsek, 2017; Lang, 2016). As such, we sought to discover the extent to which Latina students felt their instructors developed effective learning environments, designed intentional learning experiences, and assessed teaching effectiveness.

Research-Based Teaching Strategies in Higher Education

Researchers have identified active learning (Freeman et al., 2014; Prince, 2004) and dynamic lecturing (Harrington & Zakrajsek, 2017) as research-based methods in teaching. Active learning refers to teaching strategies that "involve students in doing things and thinking about the things that they are doing" (Bonwell & Eison, 1991, p. 2). Active learning can involve reading, discussing, and writing activities that allow students to engage in critical thinking and constructing knowledge (Brame, 2016). One important element of active learning is metacognition, which involves students thinking about their learning (Brame, 2016). Faculty can use the following active learning strategies to help students reflect on their learning: one-minute papers, concept maps, case studies, or focus activities (Honeycutt, 2016). Active learning strategies with the most promis-

ing research support include background knowledge probes, one-minute papers, exit tickets, prediction summaries, concept maps, elaboration, pre-tests, and interleaving quizzes (Barkley & Major, 2016; Lang, 2016). When students listen to a lecture and have time to make meaning through reading, discussion, or writing, they have opportunities to construct knowledge and understanding through active learning, which might lead to better academic performance. Freeman et al. (2014) conducted a meta-analysis of 225 studies in undergraduate science, technology, engineering, and mathematics courses that used lecture-only or active learning. Students in active learning classes had average examination scores that were 6% higher than students in lecture-only classes, while students in lecture-only classes were 1.5 times more likely to fail. These findings suggest that active learning strategies can influence academic performance and engagement.

Although some researchers and teachers want to eliminate lectures, a more effective approach involves interactive lectures that combine active learning and mini-lectures. Harrington and Zakrajsek (2017) argued that the most effective approach in many circumstances is interactive instruction with "lecturing and brief, active learning opportunities" (p. 31) during which students reflect on and apply what they learn in lectures. When instructors use interactive, dynamic lectures to tell a story, emphasize main points, and build foundational knowledge, lectures play an important role in teaching (Baeten, Dochy, & Sruyven, 2013; Harrington & Zakrajsek, 2017). In a study on lectures, Jensen (2011) found that 88% of undergraduate college students agreed or strongly agreed that lectures were helpful, while 49% agreed or strongly agreed that active learning strategies were helpful. These findings suggest that lectures can play an important role in learning when combined with active learning strategies.

Research on Teaching in Counselor Education

Only a few studies have examined teaching practices in counselor education. Moate, Holm, and

West (2017) surveyed beginning counselors to determine perceptions of the perceived helpfulness of teachers in clinical courses within counselor education. They identified three different learning preferences for teaching practices: application-oriented learners, intrinsically motivated learners, and affective-oriented learners. Application-oriented learners preferred instructors who demonstrated techniques and felt comfortable facilitating class discussions. Intrinsically motivated learners preferred instructors who fostered reflection and independence. Affective-oriented learners preferred instructors who they liked and perceived as skilled instructors. Malott et al. (2014) structured evidence-based teaching recommendations around three areas: developing an effective learning environment, structuring intentional learning experiences, and assessing teaching effectiveness. Based on literature in postsecondary education, they recommended that instructors in counselor education establish rapport with students, activate students' prior knowledge, use active learning strategies, use higher-order learning objectives, and maintain regular feedback. Finally, in a study with beginning counselor educators, Waalkes et al. (2018) found that most participants felt "there was a lack of emphasis on teaching preparation in their doctoral programs" (p. 57). Most participants reported deficiencies in training, including lack of preparation in teaching components and lack of pedagogy/teaching strategies. In summary, current research in teaching within counselor education has been quantitative or conceptual. Gathering students' perspectives regarding their instructors' teaching practices can be a meaningful first step in identifying research-based teaching within counselor education.

Purpose of the Study

Researchers and practitioners recommend that instructors use dynamic lecturing and active learning (Harrington & Zakrajsek, 2017; Prince, 2004) to create positive, meaningful learning experiences. Although the recommendations from Malott et al. (2014) are paramount for teaching within counselor education,

researchers have not discovered students' perspectives toward their instructors' teaching practices. We do not know the extent to which instructors use dynamic lecturing and active learning, develop strong learning environments, and structure intentional learning experiences. As a result, the purpose of the current study was to explore Latina students' perceptions of teaching in counselor education. An understanding of teaching might inform interventions, training, or professional development to help counselor educators prepare and become better teachers. Therefore, we explored the following research question: What are Latina CMHC students' perceptions of their instructors' teaching practices in a CMHC program?

Method

A phenomenological approach (Moustakas, 1994) was utilized to understand the experiences and perspectives of a group of Latina CMHC students. The focus of a phenomenological approach aims at understanding lived human experiences (Christensen & Brumfield, 2010). For this reason, we selected the phenomenological method to provide a deeper understanding of a specific phenomenon (Maxwell & Henriksen, 2012). Gathering insight and stories from Latina students' experiences with their instructors' teaching practices can provide foundations for subsequent quantitative investigations. We also followed Moustakas' (1994) transcendental approach to put aside or bracket our assumptions and values to understand participants' perspectives and experiences.

Research Team

Research team members play important roles in qualitative research. To reduce potential researcher bias, we used a research team comprised of three individuals with different professional and life experiences. The first author, who identified as a 34-year old Hispanic male, was a faculty member in a CMHC program. His responsibilities included co-writing the institutional review board (IRB) proposal, recruiting and interviewing participants, and writing parts of the

manuscript. The second author identified as a 28-year male student enrolled in a CMHC program. His role included transcribing interviews and writing the literature review and discussion. The third author identified as a 33-year old Greek male who was a faculty member in a counselor education program. His responsibilities were to code transcripts for common themes, write the findings section, and draft implications for practice. Based on our backgrounds, we have experiences as students and faculty members in CMHC programs. Similar to a previous study (Crockett, Elghoroury, Popiolek, & Wummel, 2018), we selected a research setting in which we had previous experiences as faculty members as well as research and clinical supervisors. It is important to mention that research team members did not interview students they taught or supervised during the semester in which data collection commenced.

Participants

We utilized criterion sampling procedures that were purposeful (Creswell, 2009) in the recruitment of Latina CMHC students. Employing criterion sampling ensured that participants met specific criteria, such as being enrolled in a CMHC program. We also used purposeful sampling to select a group of participants who have experience with the phenomenon and who lived in the relevant context (Balkin & Kleist, 2016), which was enrollment in a CMHC program. After we interviewed the sixth participant, new themes did not emerge, and data saturation was reached. Our sample size is consistent with other researchers who used phenomenological methods. In addition, permission was obtained through the IRB of a university located within the southern region of the United States.

Each participant was enrolled in a master's program in CMHC at the time of data collection. At the beginning of the spring 2018 academic semester, the lead author sent an email to three faculty members in a CMHC program to request permission to contact their students. After receiving permission, the lead author sent a recruitment email, and six students responded. All students were enrolled in a

program accredited by the Council for Accreditation of Counseling and Related Education Programs and located at a large Hispanic-serving institution (HSI) in the southern region of the United States. In the CMHC program, approximately 85% of the students were Hispanic and 91% were female. During the data collection period, participants' ages ranged from 24 to 37 years. All participants identified as a Hispanic or Latina female. Finally, all participants were in the middle of the counseling program, having completed between 24 and 33 hours of coursework. We assigned each participant a pseudonym to protect anonymity.

Research Procedures

Similar to Crockett et al. (2018), we followed Moustaka's (1994) procedures for data collection and analysis. These procedures were (a) selecting a phenomenon of interest, which included Latina students' experiences with teaching practices; (b) putting aside or bracketing research assumptions and values; (c) collecting direct data from individuals with experiences with the phenomenon; (d) analyzing data for common themes; (e) writing a description of what participants experienced; and (f) describing the essence of participants' experiences (Crockett et al., 2018).

Selecting a phenomenon of interest. The lead author is a new faculty developer at a large HSI whose goal is to improve teaching and learning. His role is to lead the center for teaching excellence to provide faculty development in a learner-centered environment. Once he learned about research-based methods in teaching, he began applying these theories to his students in CMHC. He also reflected on his experiences with instructors in his master's and doctoral programs. Based on reflections with colleagues and students, he sought to learn from CMHC students to understand their perspectives toward teaching practices.

Bracketing assumptions. Because researchers are the main tools when conducting qualitative research (Balkin & Kleist, 2016), we paid special attention to ensure that our values and perspectives did not interfere with the research process. After determining a phenomenon of interest, which included experiences

with teaching practices, the research team set aside assumptions, values, and perspectives. This process was particularly poignant for the lead author, who was committed to improving teaching and learning. He engaged in reflective journaling and consulted with team members on potential values and biases (Estrada, Mejia, & Hufana, 2017). He also shared his views and values toward teaching and learning regarding teaching practices in a CMHC program. Two members of the research team met multiple times for consultation to process values, beliefs, and perspectives toward teaching. We sought to ensure that our findings reflected participants' experiences and not our own.

Data collection. Interviews are used in transcendental phenomenology to gain insight into participants' lived experiences (Crockett et al., 2018; Moustakas, 1994). Data in this study were collected through open-ended interviews or focus groups to provide participants with opportunities to share their lived experiences and perspectives with teaching practices (Cavazos et al., 2010; Zalaquett, 2006). Interview protocol included the following main questions: "What are your perceptions of teaching in your clinical mental health counseling program?", "What have been your most meaningful experiences in class?", and "How would you improve your instructors' teaching practices?" This semi-structured interview inquired about participants' perceptions of their instructors' teaching practices. In all, four interviews (i.e., one focus group with three participants and three individual interviews) were conducted, and each lasted between 60 and 90 minutes. The first author of this study conducted all interviews. In addition, an inductive qualitative interview approach was used to discover perspectives of CMHC students with valid insights into the area of interest in this study (Johnson et al., 2008). We collected data until data saturation was reached and no new factors were derived from an interview. Once the interviews were transcribed verbatim, two research team members engaged in data analysis to identify emergent factors.

Data analysis. Interviews were analyzed inductively via verbatim transcriptions of individual and focus group interviews that focused on CMHC students' perceptions of teaching. We used two coding cycles to determine common factors. Two research team members used initial coding, pattern coding (Saldana, 2009), and horizontalization (Moustakas, 1994) to identify sentences in each transcript that had meaning. The purpose of this first step was to highlight "significant statements of quotes that conveyed participants' experience of the phenomenon" (Crockett et al., 2018, p. 104). Each team member independently identified meaning units (i.e., factors) and then associated factors with a research-based teaching category. As an example, the meaning unit of care was associated with *creating a positive learning environment*. Finally, two research team members had conversations to reach agreement on each factor's presentation within an associated category.

Trustworthiness. Steps were implemented to enhance this study's trustworthiness (Morrow, 2005). First, multiple reviewers coded for emergent themes to ensure dependability (Lincoln & Guba, 1985), and multiple reviewers agreed on each theme's placement into a category. Second, the lead researcher paid attention to confirmability (Creswell, 1998) through reflections and ongoing consultation to ensure bias did not impact data collection or analysis. This researcher is a new faculty developer with an interest in improving teaching practices in postsecondary education. His reflections and experiences on teaching guided this study's development. Finally, we achieved triangulation by collecting multiple forms of data with individual interviews and focus groups.

Results

Following an inductive, qualitative data analysis, several factors were identified: passion and care, active learning, personal and reflective assessment practices, accountability, and chapter presentations. These factors are shown through the lens of the following categories from Malott et al.'s (2014) teaching framework: developing an effective learning environment, structuring effective learning opportunities,

and assessing teaching effectiveness. Findings are presented within a research-based teaching framework to organize them in a concise manner. Similar to how other researchers (Cavazos et al., 2010 used resiliency theory to structure Latina/o undergraduate and doctoral students' experiences, we used a research-based teaching practices framework to structure students' perceptions of their instructors' teaching practices. Categories were derived from Malott et al.'s (2014) framework; they did not emerge from data. However, all factors identified in the current study emerged via inductive data analysis. Following the emergence of factors, the research team met multiple times to place factors into categories based on Malott et al.'s (2014) teaching framework. An evidenced-based teaching framework helps contextualize Latina students' perceptions of teaching practices.

Developing an Effective Learning Environment

In previous research studies, the following characteristics were cited as critical to creating effective learning environments: rapport, organization, enthusiasm, care, learner-centered syllabus, and respect (Malott et al., 2014; Palmer, Bach, & Streifer, 2014). One factor consistent with developing an effective learning environment include comments from five participants identifying their perspectives that effective instructors have passion and exhibit care toward student learning. Part of their passion and care involved using non-biased attitudes and displaying positive attitudes toward teaching and learning. However, some participants provided perspectives that some instructors were disorganized and that they did not care about student learning or use humor or storytelling, which resulted in an ineffective learning environment.

Passion and care. Passion refers to motivation to teach the course content, while care refers to positive regard and a value of the learning process (Hill, 2014). All participants indicated that passion and care were related and instrumental to an effective learning environment. When instructors demonstrated passion for the course subject and cared about student success, students in the current study perceived that their

instructors cared about student learning. One participant, Esmer, provided the following comment about her professor's passion: "He was so animated, and he knows a lot about assessment." Another participant shared her perspective on a professor who told stories in class, commenting on "the teacher–student connection where the teacher was more involved with the students as far as their learning experience, answering questions, any concerns that we had, being available if we had a question on an assignment and explaining it to us."

While five participants provided comments indicating that instructors cared about their courses, participants shared different perspectives about other instructors. Esmer commented that some professors are not passionate about their courses or prepared to teach. She shared, "Then there were professors who you could tell didn't make their syllabus, that someone else did, or they just got it from someone else and put their name on it." She also added, "You don't feel that connection with the professor like they actually care about that class, they actually want to teach that class." Jessica described a similar experience when she said, "He was unmotivated to teach us, so we were unmotivated to learn. It didn't matter if we read it, if we didn't understand it, he wasn't going to explain it." Finally, one participant described an instructor's lack of enthusiasm with the following comment: "There is no engagement. There's no trying to incorporate into real life. There's no humor."

Structuring Intentional Learning Opportunities

The following characteristics have been cited as critical to structuring intentional learning opportunities: prior knowledge, higher-order thinking, and active learning (Malott et al., 2014). Factors consistent with structuring intentional learning opportunities include comments from four participants identifying their perspectives that instructors promote student engagement through active learning. However, other participants provided perspectives that some instructors did not structure intentional learning opportunities with active learning. When instructors did not use

active learning and instead read PowerPoint slides in class, students became frustrated and disengaged with learning.

Active learning. According to participants, having opportunities to participate in active learning provided meaningful learning experiences. One participant, Jessica, provided the following perspective on what constitutes a meaningful learning experience: "allowing us to have discussions about the chapters that we're going over cause it allows people to give different perspectives and different points of views about what it is that we're going over." Another participant, Cynthia, provided a similar perspective when she shared, "There are some moments where we go over something and then the professor would tell us to talk to our neighbor…and then we have to talk about it on how we understand it, and if the professor calls on us, we have to talk in front of the class." A third participant, Gabriela, provided the following representative quote on what constitutes an effective learning strategy: "the hands-on activities that we actually get to participate and act out what we would necessarily do in a certain situation."

Although four participants highlighted the importance of engagement and active learning, they also described instructors who did not foster engagement. One participant, Yolanda, provided the following perspective about a professor who only used lectures:

> There was zero interaction from the professor. I think he gave one lecture three times from the same paper, so that shows disorganization, and he didn't actually teach at all. So, there's no hands on. There's no engagement. There's no story-telling.

Another participant shared a similar experience: "Other times it's just the professor talking about the textbook or reading verbatim the PowerPoint slides… not really giving a chance for students to question anything." Finally, a participant who appeared upset and disappointed with some instructors' teaching styles offered the following comments about an instructor who read PowerPoint slides verbatim in class: "I didn't like it only because I feel that I can read them [PowerPoint slides] myself. I feel that class time could be used a lot more effectively than just reading a PowerPoint… We should be held up to a higher standard of learning."

Assessing Teaching Effectiveness

Immediate, ongoing feedback has been cited as critical to assessing teaching effectiveness (Malott et al., 2014). Factors consistent within the assessment category include comments from five participants identifying that meaningful assessment activities were personal and reflective and that they fostered accountability and called for application of knowledge. Students also shared negative comments about students' chapter presentations.

Personal and Reflective. Most participants indicated that meaningful assessment activities provide opportunities to engage in self-awareness and reflection. Cynthia provided the following perspective about a meaningful assignment in which she had to write an autobiography for personal growth: "I found that one was a good doorway for me to look upon myself. I cried when I wrote it." Another participant shared a similar experience when she said:

> We had to speak about our most traumatic event and how we overcame it, what we learned from it. I think introducing that at the beginning of the graduate program was really important for us to get us to self-actualize.

Another participant shared a similar perspective:

> I want to say that [the papers] might be the most powerful thing I've had in this program because it's constantly forced me to look into myself with a lot of different topics that I normally wouldn't or would prefer not to.

Finally, Stephanie, another participant, provided the following representative comment about reflection papers: "I'd have to agree that the reflection papers have really helped me look to see how I would incorporate it [reflection] into the future and now."

Accountability. Four participants commented that they appreciated quizzes and opportunities to test their understanding of course content. Yolanda shared the following perspective: "I really liked the quizzes

on the reading because it would force us to read."
This perspective is similar to a comment from Esmer:
"Everybody probably despises them, but it kept me on
top of my reading when we had pop quizzes and when
we didn't know when we were going to have them…
In those classes, I learned the most because I am
forced to read." Stephanie shared a similar perspective:

> The pop quizzes because you kind of hate
> them, right? You read them for context not just
> to memorize, fair amount of time, so don't feel
> overwhelmingly pressured. I study before-
> hand, but when I study, I realize I retain a lot
> more because the anxiety is removed.

Chapter Presentations. Three participants in
this study provided perspectives that chapter presentations were among the least meaningful assessment
activities. When chapter presentations were not
supplemented with clarifying lectures or engagement
techniques, students did not perceive the presentations
as meaningful. One participant shared,

> If I have to present a chapter, it's my least
> favorite. It's the least one that I participate in
> because even though I am trying to do activ-
> ities and whatever, I don't feel like it helps in
> the long run that I'm an expert on a chapter.

It is important to mention that almost all the participants did not read assigned chapters or other materials
when they were not held responsible for teaching a
chapter.

Discussion

The purpose of the current study was to explore Latina CMHC students' perceptions of teaching
in counselor education. Given that Barrio Minton et
al. (2014) identified a dearth of research in pedagogical methods and preparation of doctoral students in
pedagogy, exploring CMCH students' experiences
with teaching is paramount for understanding the use
of research-based instructional methods.

Some findings from the current study are
consistent with evidence-based practices in teaching.

One important finding is that relationships between
instructors and students are important, which is similar to other researchers' findings on the relationship
among care, rapport, and student learning (Malott et
al., 2014). Hill (2014), who conducted a study regarding graduate students' perspectives on effective
teaching, said, "What is most important seems to be
forming a relationship with students and caring about
their learning" (p. 58). To establish positive relationships with students, instructors need to create a safe
environment that involves care, respect, safety, and
flexibility (Hill, 2014; Vella, 2002). Being non-judgmental, developing achievable course objectives and
assessment activities, and exhibiting competency are
also important elements of safety and trust (Vella,
2002). Five participants in this study commented
that their instructors demonstrated care, support, and
encouragement. Our participants described learning
environments in which instructors shared enthusiasm,
love, motivation for content, learning, and personal
experiences. These findings are consistent with those
from other researchers who identified that establishing
a safe, supportive space for discussion is paramount
for teaching and learning (Hill, 2014). However, a
few participants perceived a lack of care from professors who were unprepared to teach and who did not
value student learning.

Malott et al. (2014) recommended that faculty use active learning and help students engage in
higher levels of thinking to apply knowledge. When
instructors use active learning strategies combined
with lectures, they provide opportunities for students
to listen to information and apply what they learn to
solve problems, make personal connections, or extend
prior knowledge (Harrington & Zakrajsek, 2017).
Participants in the current study highlighted instructors
who used active learning strategies such as think-pair-
share, role-play simulations, case studies, and small-
group discussions to engage in higher-order thinking.
For participants, active learning appeared to be the
preferred teaching strategy compared to traditional
lectures. This finding is similar to researchers' findings on the importance of active learning to students'

learning (Freeman et al., 2014). However, it is important to mention that other participants commented that professors used traditional lectures and PowerPoint presentations without active learning strategies, which is consistent with national findings showing that approximately half of faculty members continue to use lectures as their preferred teaching approach (Stains et al., 2018). Our participants commented that listening to lectures without meaningful connections with class material was not conducive for learning. Participants also did not appreciate faculty members who continue to require students to present chapter presentations. Although teaching others can be an important learning activity, participants felt that students were not held accountable for preparation and engagement in class sessions when they were not responsible for leading a discussion.

Factors consistent within the assessment category included comments from participants stating that meaningful assessment activities were personal and reflective and that they fostered accountability and called for application of knowledge. Students in the current study appreciated and valued quizzes as a form of accountability and retrieval practices to demonstrate knowledge. The testing effect or retrieval-based learning refers to recalling and answering practice questions from assigned or learned material (Brown et al., 2014; Fiorella & Meyer, 2015). Researchers have investigated the effects of retrieval practice and found positive benefits on students' performance, learning, and recall of information (Roediger & Karpicke, 2006). Findings from the current study suggest that students valued quizzes as a form of learning and retention, which is similar to researchers' findings on the importance of retrieval practice (Brown et al., 2014; Lang, 2016). Finally, most participants commented that they enjoyed structured opportunities for personal, meaningful reflection. These results are consistent with Harrington and Zakrajsek's (2016) findings regarding the importance of personal reflection and learning. As such, counselor educators can explore strategies to integrate structured, personal reflection into other courses, such as "Research Methods" and

"Assessment in Counseling Practices," where reflection might not be common.

Implications for Practice

The findings from the current study provide several implications for counselor educators to (1) develop effective learning environments, (2) design intentional learning experiences, and (3) assess teaching effectiveness. Although Malott et al. (2014) commented that best teaching practices "are already being applied by many counselor educators at some level" (p. 301), results indicate that some professors do not create positive learning environments, structure intentional learning experiences, or assess teaching effectiveness. Despite a plethora of evidence supporting the use of active learning to structure intentional learning experiences (Freeman et al., 2014; Prince, 2004), some professors continue to use traditional lectures without opportunities for meaningful engagement. Our findings also suggest that some instructors require students to present chapters throughout an entire course without mechanisms for accountability or active learning, which students in the current study indicated was not as effective as other assessment methods.

Counselor educators can display their passion and enthusiasm for student learning to develop an effective learning environment. To establish positive relationships with students, instructors need to demonstrate care, respect, safety, and flexibility (Hill, 2014; Vella, 2002). Some participants in this study described instructors as disorganized and without energy, passion, or enthusiasm for course content and student learning. If some instructors are in the middle of their careers, they might experience feelings of disengagement, lack of a sense of belonging, or loss of meaning (Baldwin, DeZure, Shaw, & Moretto, 2010). These instructors might communicate their feelings in the classroom, thereby influencing students' perspectives toward course content and learning. As a result, we recommend that instructors deliver lectures with enthusiasm and energy, share stories with passion and emotion, use humor if appropriate, and learn students'

names (Nilson, 2014). These strategies might help instructors create an effective learning environment and communicate that they care about student learning.

Counselor educators can create dynamic lectures with interactive active learning strategies to design intentional learning experiences. Researchers (e.g., Harrington & Zakrajsek, 2017; Rice, 2017; Schell, 2013) recommend dynamic and interactive lectures with the active learning strategies integrated within mini-lectures. Given that some learners might pay attention for 15–20 minutes before their attention begins to subside, a mid-lecture pause helps learners reset their attention, retrieve information from memory, or guide future learning (Harrington & Zakrajsek, 2017; Rice, 2017). In the middle of lectures, instructors can ask students to find an image that connects with course content (Harrington & Zakrajsek, 2017), write a summary statement about what they learned in the initial part of the lecture, or turn to their neighbors and compare notes. Counselor educators can also provide students with opportunities for retrieval practice, such as clicker quizzes, interactive quizzes, opportunities to create a quiz, brief presentations, reflection summaries, and elaboration (Harrington & Zakrajsek, 2017). Retrieval practice is based on the idea that if "you want to retrieve knowledge from your memory, you have to practice retrieving knowledge from your memory" (Lang, 2016, p. 20). Because researchers (Brown et al., 2014; Harrington & Zakrajsek, 2017; Lang, 2016) highlighted that retrieval practice is a powerful strategy for learning, counselor educators can create dynamic lectures with multiple opportunities for retrieval practice to foster intentional learning experiences. At the end of a lecture, instructors can ask students to create a quiz or exam by creating test questions with responses. Providing students with opportunities to create a quiz allows them to engage in critical thinking and analysis (Barkley & Major, 2016), thereby providing opportunities to engage in intentional learning experiences.

Counselor educators can design transparent assignments to assess teaching effectiveness. Counselor educators can develop a transparent assignment aligned to a course objective using the following criteria: purpose, task, and criteria for success (Winkelmes, Bernacki, Butler, Zochowski, & Weavil, 2016). Connecting assignments and assessment activities with course objectives and long-term goals is paramount for helping CMHC students understand the connection between assignments and long-term learning. Tasks involve what students will do, how students will do this, and what steps students should follow or avoid (Winkelmes et al., 2016). Counselor educators need to provide clear guidelines regarding what they expect students to accomplish. For example, although telling students they need to include an introduction section in a paper is acceptable, providing guiding questions for students to address in this section is more transparent. A more elaborate task description is as follows: "In the introduction, think about why your potential study is important, how your proposal extends previous work in the area, and how you plan to establish the significance of the problem." Finally, criteria for success involve a checklist or expectations, how evaluation will work (e.g., a rubric), and information on what previous success might look like. Counselor educators can provide CMHC students an evaluation rubric and examples of several successful students' papers (Winkelmes et al., 2016).

Implications for Research

This study's findings have several implications for future research. First, researchers should use quantitative designs to measure students' changes in academic performance and other relevant outcomes. Instructors could use pre- and post-test control group designs to examine the impact of active learning or of active learning and dynamic lecturing on learning. Another useful quantitative study would involve conducting a national survey with counselor educators on their practices and perspectives toward teaching. Little is known regarding the number of instructors who use research-based teaching methods. Large-scale studies on issues such as these would provide incredible insight into teaching practices. In addition, more qualitative research with students and faculty members is warranted. In-depth interviews and focus

groups with instructors about their beliefs and practices in teaching would provide important insights. Finally, researchers can use single-case research designs (Lenz, 2015) to measure the impact of interventions and help instructors increase their confidence or knowledge in research-based teaching practices. Given that some professors might have low confidence or little pedagogical knowledge in teaching, interventions targeting teaching beliefs might improve teaching practices. As a result, single-case research designs might be useful for measuring the impact of an intervention on specific outcomes.

Limitations

Several limitations must be considered.First, the students interviewed for this study attended an HSI with predominantly Latina/o students. Thus, the results might not be representative of students attending programs at other universities. Second, this qualitative study investigated students' perceptions of teaching practices. We did not address these students' actual performance and learning in the classroom. Third, all participants were female, so the results might not be representative of Latino males' perceptions of their instructors' practices. Finally, although the research team took steps to improve this study's trustworthiness, we recognize that having an all-male research team is a limitation. These limitations can be addressed in future research projects to determine the extent to which findings from this study are representative of different cultural, gender, and age groups.

Conclusion

Teaching and learning are paramount for CMHC students' academic and professional success. The purpose of this study was to examine Latina CMHC students' perspectives of their instructors' teaching practices. The following factors emerged: passion and care, active learning, personal and reflective assessment practices, accountability, and chapter presentations. Although some instructors develop strong learning environments, design intentional

learning experiences, and assess teaching effectiveness, our participants reported that other instructors do not. Faculty and administrators can reflect on important factors from this study and determine how to help all counselor educators develop effective learning environments, design intentional learning experiences, and assess teaching effectiveness to improve student learning.

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