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## Introduction: The Scholarship of Teaching and Learning in Counselling Psychology Introduction : L'expertise sur l'enseignement et l'apprentissage en psychologie du counseling

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### ABSTRACT

Over the past 30 years, the field of counselling psychology has experienced many new insights and shifting practices into counsellor education, practitioner and faculty scholarship, and larger systems including post-secondary institutions, accreditation councils, and regulatory bodies. One of the central contributions to this expanding landscape is the Scholarship of Teaching and Learning (SoTL). In this introduction to the present special issue of *Canadian Journal of Counselling and Psychotherapy*, the authors outline the trends and developments in SoTL and discuss current applications of SoTL to the field of counselling psychology. They highlight the importance of these applications for moving the field of counselling forward. Each of the four articles within this special issue is described briefly through the lens of its contributions to SoTL within counselling psychology.

### RÉSUMÉ

Au cours des 30 dernières années, le domaine de la psychologie du counseling a connu de nombreuses nouvelles perspectives et des pratiques évolutives en ce qui concerne la formation des conseillers, le cursus des praticiens et des enseignants, et les plus grands systèmes, comme les établissements postsecondaires, les conseils d'accréditation, et les organismes de réglementation. L'expertise sur l'enseignement et l'apprentissage ou SoTL (*Scholarship of Teaching and Learning*) constitue l'une des principales contributions à ce contexte en pleine expansion. Dans l'introduction au présent numéro spécial, les auteurs soulignent les tendances et les avancées en matière de SoTL, puis ils discutent de ses applications actuelles dans le domaine de la psychologie du counseling. Ils soulignent l'importance de ces applications pour l'avancement dans le domaine du counseling. Chacun des quatre articles à l'intérieur du numéro spécial est décrit brièvement sous l'angle de ses contributions au SoTL dans le domaine de la psychologie du counseling.

This special issue of *Canadian Journal of Counselling and Psychotherapy (CJCP)* focuses on the scholarship of teaching and learning (SoTL) in counselling psychology. Two previous special issues of *CJCP* explored innovations and future challenges for counsellor education and supervision (Cummings, 1998; Daniels & Uhlemann, 2004). Over the past 30 years, the landscape of SoTL has evolved with new demands for and attention to research that is both theoretical and empirically and evidence based (Tight, 2018). According to Poole and Simmons (2013),

The Scholarship of Teaching and Learning (SoTL) involves post-secondary practitioners investigating teaching and learning processes in their classrooms. As McKinney (2006) observes, “the scholarship of teaching and learning ... involves systematic study of teaching and/or learning and the public sharing and review of such work through presentations, performance, or publications” (p. 39). Hutchings and Shulman (1999) further clarify [that] SoTL “require a kind of ‘going meta,’ in which faculty frame and systematically investigate questions related to student learning” (p. 13). The overall intention of SoTL is thus to improve student learning and enhance educational quality. (p. 278)

There are currently numerous journals that attend to the topic of SoTL, including *Canadian Journal for the Scholarship of Teaching and Learning* and *International Journal for the Scholarship of Teaching and Learning*, in addition to discipline-specific journals such as *The Scholarship of Teaching and Learning in Psychology*. These specific publications focus on the importance of expanding the periphery of student engagement, curriculum development, practitioner and faculty scholarship, and the professional development of educators, as well as meeting the requirements of professional accreditation bodies (Gurung et al., 2019; Lea et al., 2020; Meth et al., 2020; Shephard et al., 2020).

In addition, existing literature supports the important contributions that educational leaders can make in the recognition and promotion of SoTL (Webb & Tierney, 2020). Writing and engaging in discourses surrounding SoTL can be both enlightening and controversial in nature. Within SoTL in psychology and counselling exist numerous traditions and historical approaches to teaching and erudition processes. We invite readers of this special issue to engage their curiosities about potential new ways of being and experiencing the field of counselling psychology. Four articles make up this special issue.

We begin with an article by Kevin C. Snow, John J. S. Harrichand, and Joy M. Mwendwa entitled “Advocacy and Social Justice Approaches With Immigrants and Refugees in Counsellor Education.” Social justice and advocacy have received significant attention within SoTL as well as in the field and practice of counselling psychology (Arthur, 2018; Chang & Rabess, 2020; Dover et al., 2020). Engagement in and visitation of social justice is at the centre of counsellor education and represents social responsibility in the ethics of counselling practice (Arthur,

2018; Melamed et al., 2020). Within this article, the authors explain an applied conceptual approach that advocates for movement beyond traditional methods of teaching and learning in counsellor education diversity courses. Their stimulating discussion of barriers to serving immigrant and refugee clients, coupled with specific recommendations, speaks to the evolving nature of social justice and advocacy work with these specific populations.

SoTL in Canada has a robust history of calling upon practitioners, educators, and institutions to find new ways of enhancing and building upon traditional and non-traditional ways of teaching and learning (Simmons & Poole, 2016). According to Brackette (2014), “Though there is a scarcity of literature on teaching pedagogy in counselor education, accountability in teaching future counselors is a responsibility of all counsellor educators” (p. 37). Our second article, entitled “A Call for Enhanced Training and Action on the Intersections of Mental Health, Decent Work, and Career in Counselling and Psychotherapy” and contributed by Rebecca E. Hudson Breen and Breanna C. Lawrence, offers a call to action for “the integration of the psychology of work and career [as] essential to ethical practice in counselling and counselling psychology as well as a necessary area of competency in acting on fostering social justice and decent work as a human right.” The authors discuss various counselling training models, intersections of mental health and work, contextual and systemic influences, and social justice and career counselling. They conclude with implications for counsellor education and counselling psychology training and a call to action where “awareness of the reciprocal impacts of work and career on the mental health and well-being of clients is essential in providing ethical and comprehensive psychotherapeutic services.”

Research into SoTL suggests a surfacing of “a strong paradigm to drive examination and change of practices; mainly because SoTL promotes a research approach to practice” (Fanghanel et al., 2015, p. 9). Post-secondary institutions often find their pillars embedded with traditions and historical ways of being. Specific academic fields such as counselling psychology are not immune to the potential for resistance. In the third article herein, Simon Nuttgens, Murray S. Anderson, and Emeleigh D. Brown discuss the need for alternative approaches in “Teaching Counselling Amidst the Evolving Evidentiary Landscape.” They provide readers with a thought-provoking and insightful discussion of tensions surrounding counselling theory, evidence-based practice, and counsellor education. They suggest that “while few (including the present authors) would argue that counselling models are unnecessary, the various lines of research outlined in this paper compel counsellor educators to rethink how counselling models ought to be taught to graduate-level counselling students.” This article promotes the need to explore new ways of engaging graduate students to experience counselling theory from different pedagogical perspectives.

Graduate programs in counselling psychology are engaged consistently in various practices associated with SoTL (Barrio Minton et al., 2014; Fuentes et al., 2021). Within the competing demands of post-secondary institutions and accreditation bodies (i.e., the Council for Accreditation of Counsellor of Education Programs) exists great responsibility and care to meet and adhere to standards of practice associated with counsellor education. The final article in this special issue is entitled “Making the Case for Counsellor Education Accreditation in Canada: A Cross-Jurisdictional Review of Emerging Trends in the Pre-Service Training of Counsellors and Related Mental Health Professionals” and is by William Borgen, Sharon Robertson, Natasha Caverley, and Pamela Patterson. The authors explore and discuss trends and practices of counsellor education programs on both national and international levels. They introduce their readers to a rejuvenation process and offer additional insights about accreditation for counsellor educators and programs in Canada.

It is our hope that these articles will initiate interest in SoTL in counselling psychology. We believe this special issue is both timely and necessary to engage counsellor educators, counselling practitioners, and higher education institutions further in the importance of SoTL in our field. We would like to extend a special thanks to Dr. Kevin Alderson (former editor-in-chief of *CJCP*) for going above and beyond in his efforts to bring this special issue to fruition. We would also like to thank the authors and the reviewers for their contributions in making this special issue possible.

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