

**Philosophy of Teaching Statement**  
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## TEACHING STATEMENT

### **Philosophy of Teaching**

#### My Philosophy on Teaching in Counselor Education Jennifer Smith Ramey

My experience as a clinician, clinical supervisor, consultant, teacher, and scholar is strongly rooted in community behavioral health. Partnerships and collaborative relationships drive community behavioral health. Collectively, we can make strides in addressing rural and urban health disparities in our community. In particular, members of our community who have traditionally experienced health disparities and challenges with access to care have been the population that need our collective efforts to lift their voices and strengths.

My philosophy on teaching and supervision in counselor education mirrors my work and focus to our community. My philosophy is based on developing relationships with students in a way to engage and motivate them. I have been trained in Motivational Interviewing (MI), a transdiagnostic model, whose focus is to “meet each individual where he or she is” and use their own reinforcers, values, and desires to facilitate change. An MI approach is positive, uplifting, and supportive with my students as well. MI recognizes that motivators for behavior change are not homogenous; nor are the motivators for our students to become competent counselors.

As a counselor educator, my goal is to excite and motivate students about our field through modeling, coaching, and teaching strategies that engage their higher order thinking through problem-based learning and other experiential classroom activities. I bring over twenty-five years of “real world” experience to my teaching in the classroom. I recognize that my experience and approach in working with clients does not mean that my students should be taught to mirror my own approach. Individualism, creativity, and each student bringing his or her own unique presence to the counseling field is important as I want each student to develop their own identity as a counselor that aligns with the ACA Code of Ethics.

As a counselor educator I am accessible to my students through electronic mail and face-to-face or telephone meetings or consultation. It is common for students new to our field to feel uncertain about their level of competence. My approach is to validate and normalize their experiences while simultaneously supporting their development by exploring areas of growth. I have over fourteen years of consultation and training experience in teaching evidence-based therapy models, and I have trained over 500 counselors and clinical supervisors in empirically supported treatment. I value using research to inform our clinical practice. My own work with counselors and counselors-in-training focuses on implementing evidence-based models with fidelity in community-based settings.

I am a purposeful and organized instructor as I spend ample time preparing for classes, including choosing the appropriate teaching methods and technology. I build in meaningful reading assignments that correlate directly to course goals and objectives. Out of classroom reading serves as a basis to facilitate discussion which I may start with a question or case study. My assessment of student learning includes testing, journaling (i.e. low stakes writing), class participation, and research papers (i.e. high stakes writing) in line with best practice teaching methods (Svinicki &

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McKeachie, 2014). With writing assignments, my goal is to provide detailed and specific positive and constructive feedback.

In sum, my goal as a counselor educator is to provide an open and inviting space for my students to bring who they are into the classroom during their learning journey. It is my hope to instill a love for the lifetime learning journey that is being a counselor and counselor educator. We learn from our teachers, each other, our community, and our clients. Openness and accessibility to learning facilitates insight and growth.

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**Reference**

Svinicki, M., McKeachie, W. (2014, 14th or later edition). *McKeachie's teaching tips:*

*Strategies, research, and theory for college and university teachers.* ISBN:

9781133936794