

Teaching Approach  
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Counseling requires a vast range of conceptual, technical, cognitive, emotional, and behavioral skills, and, while counseling, I find that I am able to engage multiple cognitions and behaviors that advance my conceptual insight, while utilizing a dynamic, responsive set of technical skills with the client.

I believe that, in order for counselors to skillfully engage with clients, while also conceptualizing, redirecting, self-regulating, and intentionally engaging in other cognitive, emotional, and behavioral processes, they require a skill set that is deeply ingrained, easily accessed, responsive to momentary contextual changes, and adaptive based on novel theories, research, and experiences. Thus, my approach to teaching is modeled in part after Vygotsky, as I envision myself as a guide, tasked with co-constructing students' journeys toward the edge of their developmental curves. However, I also believe that each student brings a unique culture, which guides and enriches the learning process for everyone, myself included. To this effect, I draw on Yalom in developing learning communities, based on in person and online experiences and communication, that provide intellectual support, emotional support, and ongoing engagement between weekly class meetings.