

Logged In, Zoomed Out: Creating & Maintaining Virtual Engagement for Counselor Education Students

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Abstract

Distance learning has significantly changed the face of counselor education and has greatly enhanced the learning process, becoming more prominent since the national pandemic of COVID-19. However, experiential learning, a primary component for counselor education students, can be particularly challenging for some instructors as they may struggle with developing key learning competencies and experiences via distance formats (Schreiber et al., 2021). Using the Theory of Online Learning Quality as a theoretical framework (Hathaway, 2009), we provide practical implications for how faculty can implement best practices for distance learning while maintaining active engagement for counseling students. In addition, we review online learning from a social justice lens, evaluating the diverse needs of various counseling students' identities and the unique challenges they face that impact curriculum.

Keywords

distance learning, counseling students, counselor education, remote learning, online learning

In response to the national pandemic of COVID-19, many counseling programs have had to make emergency transitions towards distance teaching and learning. Distance learning has many advantages, particularly for graduate students who balance responsibilities relating to full-time work or caring for their families (Snow et al., 2018). In addition, counselor educators can adopt various technological platforms and modalities to assist with counselor competencies and skills (Bruneau & Reilly, 2021). Despite the ability for creative technological advances to provide effective and meaningful instruction, some counselor educators struggle with implementing their teaching strategies to distance learning formats (i.e., synchronous and asynchronous online, remote, hybrid, etc; Schreiber et al., 2021), both at the masters and doctoral levels. Many counseling competencies are formulated via experiential learning, allowing students to practice counseling skills, thus increasing the challenge

to convert to distance platforms. Further, counselor educators must consider virtual counseling education and preparing counselors-in-training (CITs) with increased competencies for using alternative forms of counseling, particularly telehealth services (Juarez Palma, 2021).

The aim of this article is to (a) present distance learning challenges for counselor educators and students, (b) integrate the Theory of Online Learning Quality as a theoretical framework for counseling programs, and (c) provide practical implications to aid with student engagement for distance learning in counselor education. According to Snow and colleagues (2018), distance learning, online learning, or online education are interchangeable. For this article, the authors use distance learning to refer to counselor educators who participate in some or all of their education through a distance education formats. The purpose of this conceptual article is to apply Hathaway's (2009) *Theory of Online Learning Quality* to provide tools for distance

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counselor education (CE) professionals. The authors will briefly analyze current concerns and practices of online learning within counseling models and how they can amplify social and academic outcomes within online teaching. To best serve today's counseling students, the authors provide implications for practice and highlight critical targets to enhance distance teaching.

Challenges with Distance Learning

Many challenging questions have emerged with the increase of distance learning in response to COVID-19. First, there is a gap concerning findings on online learning effectiveness within counseling literature (Minton, 2019). In a systematic literature review of research themes in counselor education, Minton (2019) found that only 4% of literature applied to distance learning for counselor education. Minton (2019) further argues "scholarly attention to methods for and effectiveness of distance teaching and supervision is the most neglected area within counselor education and supervision" (p. 12). Therefore, these findings suggest that more attention is needed to address the lack of literature on distance learning for counselor education.

Distance counselor training programs have an increased risk of attrition and must become adaptive and intentional in addressing the needs of their students (Snow et al., 2018). Counselor education programs must especially adjust their teaching methods to ensure experiential learning takes place, given the skill-based nature of the counseling profession. Although blended and flipped classrooms are common learning approaches, little is known about successful online engagement in counselor education (Merlin-Knoblich et al., 2019). As the counseling field enters a transition of demand for counselors and online learning trends (Moore et al., 2021), counselor educators can use implications to enhance pedagogy and connectedness within remote learning spaces. In sum, this article explores theories that align with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards and promote counselor educator development within distance counselor education programs.

Distance Learning Challenges Due to the COVID-19 Pandemic

The U.S. Department of Labor found that the pandemic ignited greater labor force demand for essential workers (i.e., healthcare professionals, counselors, teachers) than non-essential workers (U.S. Bureau of Labor Statistics, 2021). Higher education attempted to fill this need as 56.6 million American students completed their academic year at home (Education Week, 2020). COVID-19 mitigation efforts stimulated a mass migration towards distance learning (World Health Organi-

zation [WHO], 2020). In March 2020, many counselor education programs drastically switched to distance formats to diminish the spread of the COVID-19 virus and abide by national quarantine mandates (Centers for Disease Control and Prevention [CDC], 2020). Many university educators struggled with learning new technology in a short time frame and providing an interactive learning environment via distance learning platforms (Serhan, 2020), and such challenges were transparent prior to the pandemic. For instance, in a study that evaluated counselor educators experiences in online education, over 50% of counselor educators reported that their most significant challenge was transitioning their teaching styles from traditional classroom environments to models best suited for online formats (Snow et al., 2018). In addition, from a student perspective, distance learners struggle with maintaining engagement and feeling connected with faculty (Coker et al., 2021). Therefore, counselor education programs are now called upon to focus on distance teaching andragogy and student engagement.

Prior to COVID-19, research surrounding online counseling training involved a focus on learning outcomes and professional vulnerabilities related to translating clinical procedural knowledge and applied skill sets over digital interfaces (Myers & Sweeney, 2005; Li & Su, 2021). The Western Association of Counselor Education (WACES) has developed the Journal of Technology in Counselor Education and Supervision (JTCES) and best practices have been curated from the Association for Counselor Education and Supervision for faculty use (ACES Tech Interest Network, 2017) to meet the online teaching resource demand for counselor educators and reduce strain on faculty. However, resources are still sparse for virtual learning specifically refined for the unique positionality of counselor education professionals (Chen et al., 2018).

Video-conferencing Fatigue & Disengagement

Disengagement refers to students' inattentiveness or withdrawal from course material and activities (Chipchase et al., 2017). Though video conferencing itself is not a new platform for distance learning, since the outbreak of COVID-19 videoconferencing fatigue became a new phenomenon that many individuals experienced, particularly with increased lengths of time. Though there are many positive reports of videoconferencing in relation to remote work (i.e., shorter time cost, higher work efficiency, positive association with accomplishing group tasks, etc; Denstadli et al., 2012), videoconference fatigue has the potential to negatively impact these benefits and reduce individual well-being. Factors that contribute to video-conference fatigue include (a) continuous focus on a screen for extended periods of time, (b) mini-

mal non-verbal cues amongst meeting attendees, and (c) minimal interaction or view of others when screen sharing for lengthy time periods (Bailenson, 2021).

Similar to the U.S. workforce, many counseling programs made the adjustment to remote learning platforms to continue education in response to COVID-19 mandates. Though remote formats were a quick solution during the pandemic, one of the most common challenges of educators is maintaining long-term engagement of counseling students, while battling videoconferencing fatigue. In their research, Maimaiti and colleagues (2021), found several instructor factors that contributed to student disengagement for online learning, such as (a) limited utilization of breakout groups, (b) limited use of webcams, (c) lack of remote tool functions, and (d) mismatched expectations of student and teacher roles. In addition, those practicing online education must be aware of the potential risks of burnout and anxiety.

Loss of Learning Opportunities

The advent of the pandemic ushered a loss of learning opportunities. Potential learning loss within distance learning is identified in the literature as recognizing barriers towards student preparedness. While universities sought to provide resources for instructors related to distance learning (i.e., electronic learning management systems, digital engagement, and assessment), instructors report occupational overwhelm and concerns about learning loss amongst counseling students (Moore et al., 2021). The shift to distance learning created difficulties for counseling students related to (a) lack of resources to succeed in distance learning, (b) quality of supervision, (c) concerns of Zoom fatigue within home environments, and (d) obstacles accessing hyperlinks, as well as internship and practicum sites (Aguilera-Hermida, 2020; Snow et al., 2018). Therefore, it is crucial to acknowledge potential areas of learning and equip counselor education instructors with evidence-based strategies for reducing limitations.

Telehealth Gaps

The considerations of distance teaching for counselor educators underscore the increasing pressure to train CITs with technological competencies. There is an ongoing teaching demand for many counseling professionals to utilize technology-mediated tools in counseling, such as telehealth (Juarez Palma, 2021). However, there are limited resources for enhancing telehealth competencies in CITs (Juarez Palma, 2021). Telehealth involves audio/video conferencing technology for psychotherapy assessment and treatment (ACA, 2014). While CACREP provides guidelines related to the impact of technology within counseling and the process (i.e., CACREP Technology Standards 2.F.1.j. & 2.F.5.e.), CITs are not required to undergo

telehealth training. Furthermore, though counselor educators and clinicians may use the National Board for Certified Counselors (NBCC) telehealth guidelines, the ACA Code of Ethics (2014), and CACREP guidelines, telehealth training resources are still within the infancy stages (McCord & Saenz, 2015). Gaps in technological training may inversely impact CITs, allowing them to feel less effective and connected to their clients through online platforms. Theoretically, acknowledging distance education gaps related to the telehealth interface can better equip instructors to amplify interactions between instructors and CITs.

Theoretical Framework for Distance Learning

Distance education has expanded across multiple institutions, but challenges exist with maintaining quality distance educational programs (Serhan, 2020). To address the issue of limited research, Hathaway (2009) examined quality elements in higher education and the influence towards students' perceptions of distance learning experiences. The results of Hathaway's research developed into the Theory of Online Learning Quality, which identifies six dimensions of distance learning that are vital to a quality student experience: (a) instructor-learner, (b) learner-learner, (c) learner-content, (d) learner-interface, (e) learner-instructional strategies, and (f) social presence. Further, the Theory of Online Learning Quality helps to influence the quality and extent of meaningful learning within courses using distance formats (Hathaway, 2009). Through this theoretical framework broadly addressing online learning, we believe that these dimensions can be integrated into counselor education using experiential teaching methods in distance formats. We further explore the six dimensions in depth to have a better understanding of their influence on distance learning.

The quality of instructor-learner interaction is essential and requires consistent feedback from instructors to develop trust and rapport among students (Sebastianelli et al., 2015). Elements that help provide quality learner and instructor interaction include timely responses from the instructor for communication, frequent and meaningful feedback, and the ability for instructors to recognize students as individuals (Hathaway, 2009). Examples of instructor-learner interaction in counselor education include specific feedback on a student's observations of counseling techniques and additional guidance outside of class for students with increased challenges.

The learner-learner dimension refers to instruction that allows students to share their professional experiences and reduces the demand for instructors to facilitate lengthy lectures (Peltier et al., 2007). Technological engagement (i.e., video chats, blogs, video conferencing) and meaningful engagement (i.e.,

providing and receiving peer feedback, role-playing techniques, and learning from peer comments) are areas of learner-learner instruction. Counselor education students may benefit from this dimension in breakout groups with their peers or having alternative methods of demonstrating learned knowledge (i.e., video assignments, mock sessions, etc.).

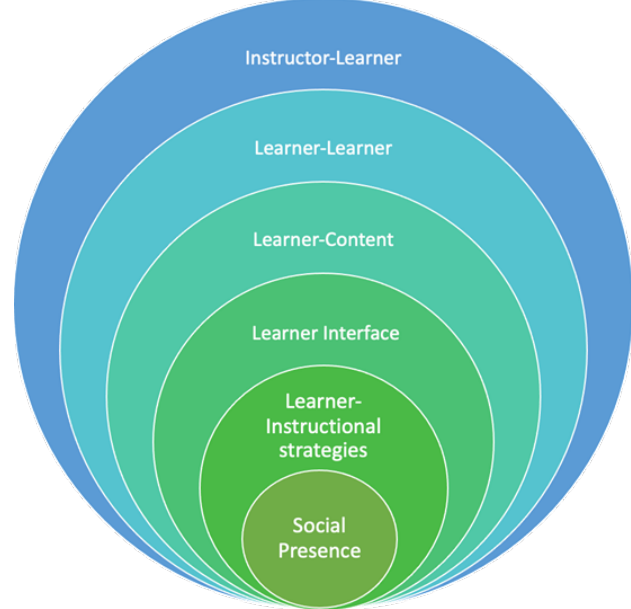
Learner-content refers to specific interactions within teaching that aid students in transferring information into objective knowledge, focusing on teacher-centered approaches (Hathaway, 2009). A significant portion of the learner-content element includes the instructor providing clear and concise objectives (Dennen et al., 2007). Counseling educators instructors may do this by listing their objectives prior to each lecture, particularly as they related to CACREP standards. Next, learner-interface refers to the technology format that courses utilize to deliver content. Learner-interface is a crucial component where there is little to no face-to-face or remote interaction (Hathaway, 2009). Though many instructors are provided with a set learner interface based on the direction of their institutions, it is recommended that instructors have adequate knowledge of the various elements of the designated interface and construct their course assignments in a structured manner. Furthermore, all instructors of the department must utilize a similar interface structure for consistency. For instance, counseling instructors can have students upload all projects to the interface (i.e., Canvas, Blackboard, Googleclassrooms, etc.) versus sending them emails.

Learner-instructional strategies refer to instructors' techniques to facilitate learning and engage course participants (Hathaway, 2009). Due to the experiential nature of counselor education, instructional strategies are particularly important for distance courses. Increased engagement leads to increased counseling competencies, helps foster a connection with students, and ultimately retains students within counseling programs (Bruneau & Reilly, 2021). Counselor educators are encouraged to implement formative assessment methods to help increase the quality of learner-instructional strategies, as they provide feedback to instructors on ways they can redirect teaching. For example, counselor educators may use the Counselor Competencies Scale-Revised (CCS-R; Lambie et al., 2018), which includes a combination of formative and summative feedback assessing CITs skills development and professional competencies.

The final dimension of Hathaway's (2009) theory includes social presence, to alleviate students' feelings of isolation. Though it includes several dimensions listed thus far, social presence essentially relates to interacting with students as students rather than a number. Examples of a social presence include instructors responding to discussion board posts as opposed to sim-

ply grading, observing, and relaying specific areas of growth and progress that the instructor has witnessed. For instance, counseling instructors can also use social media to encourage belongingness through class hashtags and blogs. Each of the dimensions requires interaction and responsibility of both the instructor and student. However, the instructor reinforces the dimensions by setting the online environment's tone, maintaining consistency, and building rapport with their students.

Figure 1
Theory of Online Learning Quality



Implications for Distance Learning Formats

Counselor educators play a vital role in devising and maintaining successful learning conditions for courses they teach, particularly for distance learning since where there is minimal to no face-to-face interaction (Li & Su, 2021). Counselor education has undergone programming, instructional design, and collaboration shifts amidst the COVID-19 outbreak. The pandemic has a lingering impact on systematic remote learning, practicum and internship hours, and professional burnout (Hicks, 2021). Based on the negative consequences and factors contributing to disengagement for online learning, we provide implications for counselor educators who may utilize distance formats in their programs based on overlapping themes of Hathaway's (2009) model. While Hathaway's theory provides helpful conceptualization for distance teaching, the themes are fluid and overlapping in nature. To provide actionable and applied insights, the article has described theory to action strategies translatable for virtual learning. Further, we provide areas

Table 1

Considerations for Online Counselor Educators

Dimension	Challenges with Online Learning	Solutions
Learner-Instructor	Developing rapport and Trust	Contact with Students both online and offline <ul style="list-style-type: none"> • Individual online meetings • Use of discussion boards • Using chat functions • Group Work • Formative and Summative feedback
Learner-Learner	Allowing Students to build connections	Experiential activities <ul style="list-style-type: none"> • Learning based on the professions, game-based learning, group work, project-based learning, role playing, simulation, case studies and other meaningful activities
Learner Content	Coherent course objectives	Clear course objectives <ul style="list-style-type: none"> • Accessible updates on grades and assignments • Engaging and appropriate use of timeline and due dates
Learner-Interface	Challenges selecting online software	Identify a program that is both flexible and usable by students <ul style="list-style-type: none"> • Zoom • Google slides • Topia.io
Learner-Instructional Strategies	Gate Keeping Concerns	Incorporate strategies that promote the strategy of using formative assessment. <ul style="list-style-type: none"> • Providing formative and summative feedback

for future research and contribute to the gap in literature related to online learning in counselor education.

Video-conferencing Strategies

Due to the everyday challenges of videoconferencing, counselor educators are encouraged to consider the importance of student-student interaction. These include tasks that incorporate peer interaction, reinforce interaction in course activities, and allow students to build rapport with their cohort. Without peer interaction, courses may turn into long lectures and increase the risk of student disengagement (Chipchase et al., 2017). Depending on the platform for synchronous meetings, the breakout room function allows for students to increase personal engagement in smaller groups versus the class in its entirety (i.e., learner-learner). Further, implementing peer interaction can increase the group belongingness of students. The perception of group belongingness can help students to feel more connected and more interested in participating (Bennett et al., 2021). Another consideration for counselor educators is limiting webcam utilization and student requirements (i.e., learner-interface). Many educators carry the assumption that having the webcam off increases further disengagement (Maimaiti et al., 2021). However, limiting webcam usage can aid students with the increased pressure of feeling “on” for extended periods. Moreover, limited

webcam usage can allow students to focus on the content rather than aesthetics, their facial expressions, and eye tracking (Bennett et al., 2021). Therefore, we suggest limiting webcam usage within structured time constraints, such as frequent collective screen breaks or limiting the length of synchronous meetings. Lastly, video conferencing can limit the class length and replace other high-impact strategies such as mentoring.

Social Presence

Using theoretical frameworks like the Theory of Online Learning Quality of online learning can allow mentorships to extend beyond the classroom. Mentors often serve overlapping roles for mentees, including as teachers, advisers, and supervisors. In the era of COVID-19, mentors’ most important roles may be as advocates and confidantes, as their mentees face immense unease and uncertainty in their career and professional development. It is essential to also ask about life stressors outside of coursework, such as childcare and family obligations, to identify challenges and potential solutions early on (i.e., Instructor-Learner). Potential interventions include providing lists of resources and connections on campus (Kaufman, 2021). Mentors are encouraged to openly acknowledge that lingering influences of the pandemic can affect productivity and encourage mentees to be compassionate with themselves.

To mitigate mentorship concerns, it may be beneficial for counselor educators to continue facilitating telehealth learning interactions through mock sessions via video conferencing (i.e.; Learner-Instructional strategies; Social Presence; Learner-Interface). Using technology platforms within the mentoring relationship can be beneficial to students' professional development outside of class meeting times (Kaufman, 2021). Moreover, counselor educators can use technology-assisted mentorship by leveraging telehealth experts as guest lecturers (i.e., Learner-Content). Digital forms of mentoring have the potential to reach more youth and can provide more opportunities for growth in the profession.

Additional Virtual Learning Strategies

Effective experiential distance classroom learning strategies can be effective tools in storytelling and teaching CIT's. Snow and colleagues (2018) suggest virtual fish-bowl class exercises provide meaningful feedback about client development (i.e.; Learner-instructional strategies). In addition, Brewer & Movahedazah (2018), recommend collaborative virtual exercises such as using a discovery orientation to empower discussion, tactical learning, and simulated learning. After such exercises, counselor educators can assess learning styles, ways of work, and content interest through pre-class surveys/assessments such as online readiness assessments (Angelino et al., 2007; Snow et al., 2018). In a recent content analysis, Chen and colleagues (2020) found that of 48 articles, only four articles focused on online teaching strategies, despite urgent calls from researchers requesting future research surrounding experiential clinical training. Snow and colleagues (2018) offer strategies such as town hall meetings, webinars, and open discussion forums to build student connections to the counseling department and the greater university at large virtually (i.e., Social Presence). Such strategies demonstrate Hathaway tenants and provide applied behaviors to fill the gaps in research pertaining to effective online teaching (Chen et al., 2020).

Social Justice Implications

Considering the mass adoption of distance teaching, educators must recognize social justice considerations, particularly as distance modalities are relatively new to most students (Correia et al., 2020). Hathaway's (2009) model can equip counselor educators with culturally alert and social justice practices within counselor education. First, instructors must be cognizant of how student mental health may impact student engagement and productivity. Instructors can respond by improving their instructor-learner interactions (Hathaway, 2009). For instance,

faculty can implement an inclusive syllabus to include various on-campus resources (i.e., mental health resources, library resources). In addition, faculty can solicit student needs and concerns to address the psychological distress associated with online learning in graduate classrooms (Sanandaji & Ghanbartehrani, 2021). Student wellness surveys may aid faculty in recognizing advocacy needs and opportunities for their distance learners (i.e., Instructor-Learner). An extensive amount of literature in higher education has addressed the importance of faculty offering guidance for students with obstacles outside of the classroom (Social Presence; Hathaway, 2009).

Counselor educators informed by the Theory of Online Learning Quality would need to: (a) actively reach out to graduate counseling students by informing them about local mental health resources, (b) work alongside student affairs and university-based counselors to streamline mental health engagement processes, and (c) use knowledge from student feedback to acknowledge the humanness of students and enhance their learning experience. Second, social-justice-oriented educators are encouraged to acknowledge resource and technology accessibility variations among student cohorts (Li & Su, 2021). For example, in spite of current advances in technology, increased affordability and access to technology remain a pressing social justice concern for counselor education.

Li and Su (2021) suggested that distance education has expanded counselor education pedagogy to wider racial and ethnic underrepresented populations, however substantial gaps remain in reaching rural, indigenous, and disadvantaged populations, drawing an alarming social justice concern. Counseling faculty should advocate for continued legislation and department policy that supports student access to technology, including sustained computer loan programs, mobile interface educational tools (i.e. Learner-Interface), and increased in-class and programmatic data collection to further determine benefits and areas for optimization in expanding online education support. Such advocacy may affect economic and educational barriers and contribute to the digital divide within online learning. In addition, counselors and educators should solicit students' technological resources to offer distance learning training and consistent messaging about course expectations and objectives (Flores, 2017). Reflective exercises and assessments of student strengths and needs have successfully decreased the overwhelm of graduate students surrounding caretaking and familial obligations within academic settings (Decker et al., 2016). Instructors can also apply learner-interface concepts by creating easy-to-read resources about electronic platforms (i.e., Webcourses,

Blackboard), developing a frequently asked questions page (FAQ), and enacting flexible protocol surrounding missed or late assignments for graduate students.

Lastly, instructors should empower students through social presence practices (Hathaway, 2009). Such strategies can offer instructors engagement tools, and more bandwidth for gatekeeping and ethical considerations. For instance, offering regular and consistent updates regarding learning opportunities and developing monthly times for check-ins. Examples include instructors implementing distance advocacy projects and guest lecturing within the curriculum (Decker et al., 2016).

Legal, Ethical, and Gatekeeping Considerations

Distance learning can raise gatekeeping concerns related to laws and ethics creating implications for both counselor educators and counseling students. For one counselor, educators ensure the competency of students entering the profession. Counselor educators should clearly provide were to review ethical standards as it relates to the profession (Learner-content). Counselor educators taking part in distance education must be aware of potential concerns for their students because of the evolution of distance counseling and distance counselor education. Of particular importance are student engagement issues within distance learning and ensuring remote counselors-in-training can effectively mitigate the crisis, suicidality, and safety planning within teletherapy settings (Mullen et al., 2014). Counselor educators can provide a list of video training and resources to help inform students of common ethical concerns within distance learning (i.e., Learner-Content).

Further within counseling ethical expectations, such as honesty and professionalism, are essential requirements for counselors in training. Professional Counselors are honest and objective in reporting their professional activities. Therefore, dishonesty can be considered a gatekeeping concern for counselor educators. With remote learning, concerns of cheating and dishonesty require transparent and open communication with students (Learner-Instructor). In contrast, educators can use online learning may also be helpful accessibility and the inclusion of shy students or students with learning disabilities (Suen, 2005) as the format may make them feel less intimidated about asking questions or joining in discussions. For example, asynchronous discussion forums or synchronous chat sessions may be helpful for students who desire anonymity. During group discussions, the instructor can also highlight diversity regarding the course material and ask learners to share their

own cultural experiences (i.e., Learner-Learner, Learner-Instructional Strategies). This assists students in being more interested in the course and in learning more about other learning differences. Furthermore, group work can incorporate cultural factors within experiential activities like case studies or problem-based projects. However, when encouraging cultural discussions in the course room, the instructor must stress that students demonstrate an appropriate level of respect for each other.

The barriers created by online learning can include students who either find it difficult to express their personal feelings or who seem detached. It is proposed instructors using online formats develop connections with their students to provide feedback to both peers and instructor (i.e., Learner-Instructor, Learner-Learner). Counselor educators can facilitate feedback in distance formats by making rubrics accessible and providing resources to model ethical concerns. Additionally, the use of technology in distance learning can allow for recorded experiential activities, such as mock sessions, which can be reviewed with ease. By providing feedback, students can increase feelings of belongingness and increase self-efficacy toward the profession. The feedback to students can adjust their learning and study habits to complete their educational goals and minimize concerns in the field.

Directions for Future Research

The following theoretical suggestions have several implications for future research and practice. Researchers are encouraged further to explore the differences in in-person and distance formats, to add to the literature, and aid counselor educators with successfully transitioning their teaching styles to distance formats. One-way researchers can explore format differences is to utilize assessments to analyze counselor education courses and student learning objectives. For instance, researchers may want to assess cross-modality differences in skills and competencies utilizing specific counseling scales, such as the Counselor Competencies Scale-Revised (CCS-R; Lambie et al., 2018) for students in the Techniques or Practicum courses, or the Ethical and Legal Issues in Counseling Self-Efficacy Scale (ELICSES; Mullen et al., 2014) for the Ethics course. Furthermore, researchers should consider qualitative methods to directly hear from distance counseling students related to their concerns and challenges and areas that have assisted with course success. Qualitative research may include focus groups for online students or thematic analysis from student journals, open-ended

surveys, or blogs. Increasing knowledge of best practices for online courses may allow for further knowledge related to engagement, retention, and competency for students within the counselor education field.

Conclusion

The expansion of counseling programs using distance formats requires counselor educators to advance online instruction and enact CACREP standards and learning objectives effectively. This study makes two valuable contributions for those engaging in online teaching and counselor education practice. First, this conceptual resource posits Hathaway's Theory of Online Learning Quality as a theoretical framework and identity distance learning strategies integrated tasks with multiple levels of engagement translatable to lecturing, collaborative work and reflections. Secondly, the article underscores the need to recognize that successful distance teaching is more of a practice rather than a modality, and research in the field necessitates potentially using the Hathaway theory to build on instructor intentionality and engagement within virtual settings. In closing, more empirically tested methods should be pursued with counseling students, and programmatic developments should be developed and integrated to reduce strain and overwhelm among culturally diverse CITs.

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