A Pedagogical Framework for Counselor Educators working with Millennial Students

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Abstract

While literature has concluded that millennial students are dedicated and highly motivated, students may be less patient with the process given that they have grown up in a digital world with information available in seconds (Smith & Koltz, 2012). Therefore, it seems important to consider how millennial generational characteristics fit within the context of a counseling program's educational environment. The authors situate characteristics of the millennial generation in four theoretical domains to provide pedagogical framework for counselor educators to consider when working with students from the millennial generation. Understanding shifts in generational groups and similarities within each group may provide educators an opportunity to reevaluate traditional pedagogical approaches and to construct new ways of teaching and learning.

Keywords

counselor education, counselor development, pedagogy, instructional theory, millennial generation

Counselor education includes a developmental progression of learning (Furr & Carroll, 2003). While educational research has concluded that millennial students are dedicated and highly motivated, generational characteristics in the literature suggest that in a counselor education program they might tend to be less patient with the process because they have grown up in a digital world where information is available in seconds (Smith & Koltz, 2012). Given that counseling is a developmental learning process and the millennial students present with unique characteristics different from previous generations, it seems important to understand how these characteristics impact counselor training. To do this, the authors will define millennial generation, introduce four theoretical domains of education, and situate characteristics of the millennial generation in the theoretical domains to provide a pedagogical framework for counselor educators to consider when working with this generation.

Educational research has indicated that 2010 was the highest enrollment year for millennials to enter college (Howe & Strauss, 2000). Generational research suggests that there are characteristics that make generations both similar and distinct with each other (Elam, Stratton, & Gibson, 2007, Howe & Strauss, 2000, Smith & Koltz, 2012). As a generation of students, the Millennials are extremely dedicated and committed; however, they are the first generation to experience an entirely digital world. They are used to information being "at their fingertips," and this experience of instant availability of information may present both challenges and strengths for educators in the context of a counseling program. Existent literature has neither described strengths nor challenges in the context of a specific academic area of study (Smith & Koltz, 2012); nor, has the literature specifically explored the generational connection to learning, teaching, curriculum and governance in the classroom. Learning from both the strengths and challenges of this generation can create a stronger educative process (Smith & Koltz, 2012).

Who are the Millennials?

The Millennial generation encompasses a group of United States students born between 1981-2002 (Elam, et al., 2007), and includes roughly 80 million people which is approximately 41% of the U.S. population (Howe & Strauss, 2000). Millennial students appeared on college campuses beginning in 2000. While it is easy to generalize about the different generations, recent literature has consistently identified themes that are characteristic of Millennial students as well as offered suggestions for educators working with Millennial students (Dede, 2005; Elam, et al., 2007; Gleason, 2007-2008; Kattner, 2009; Lowery, 2004; Murphy, 2010; Sax, 2003; Wilson, 2004).

The following characteristics have been used to describe the Millennial generation: specialness, confidence, high achievers, pressured to succeed, and accepting of a diverse society (Elam, et al., 2007; Gleason, 2007-2008; Howe & Strauss, 2003; Lowery, 2004; McGlynn, 2008). For some educators, it is difficult to ascribe characteristics such as these to a generation of students as they may seemingly create a one-dimensional or stereotypical view of this new generation of students; however, educational research (Nargundkar & Shrikande, 2012; Twenge, 2013) has consistently indicated that the cultural norm for this generation of university students in the United States has undoubtedly shifted. Additionally, Sweeney (2006) noted that while not all members of a generational cohort behave the same, his research on millennial student college behaviors suggest a consistency across college campuses. While millennials present with strengths such as dedication, driven to be successful, motivated to address social issues, skillful multitaskers, and team orientation, these strengths also present as unique challenges for educators at the college level (Elam, Stratton, & Gibson, 2007). For counselor educators, the

concept of recognizing differences within a group as well as universal qualities is at the very heart of multicultural counseling (Sue & Sue, 2003).

According to Twenge (2013) generational differences often reflect larger cultural changes within society with the most influential psychological shift from the last several decades being the focus on the individual experience. This shift has had significant advantages in terms of rights of women and minorities; however, there are distinct drawbacks with this generational mindset particularly with the emergence of too much self focus in the millennial generation (Twenge, 2013).

In the counseling field, educators emphasize a holistic view of self. This includes consideration of students as individuals, including their schema of how they view themselves, others, and the world while also understanding individuals within a larger context (Sue & Sue, 2003). Cultural consideration also includes generation. Understanding shifts in generational groups and similarities within each group may provide counselor educators an opportunity to reevaluate traditional pedagogical approaches and construct new ways of teaching and learning.

For this article, the authors have woven together the characteristics of the millennial generation to more carefully examine prior research findings regarding students and integrated them into a pedagogical theory that incorporates four domains of education: teaching, curriculum, governance, and learning (Gowin, 1981) to more fully understand how to approach educating millennial students. Additionally, suggestions for counselor educators are incorporated in the framework. The intent of the authors is to inform counselor educators of the differences within the millennial generation and begin a discourse about how typical counselor education strategies may need to be reconsidered when training a new generation of students.

Gowin's Four Domains of Education

The purpose for integrating Gowin's (1981) theoretical framework within a discussion of millennial characteristics is to expand the discussion in counselor education literature regarding the varied roles that counselor educators utilize beyond teaching and supervision. Gowin (1981) emphasized the importance of meaning in his theory of educating. He noted that the process of education should result in meaningful change, and was focused on developing habits in students that lead to growth. However, he also noted that the goal in education should be to help students take responsibility for their learning. This seems particularly relevant given millennial generational characteristics already described. Counseling students, like many graduate students, want structure, supervision, and feedback, as well as praise for their counseling work (Furr & Carroll, 2003; Howe & Strauss, 2003); however, this notion often contradicts with the expectations of graduate education where students are expected to be self-motivated and self-directed.

The goal of Gowin's (1981) pedagogical theory is to change the meaning of students' experience. As with any generation of students the millennial students have characteristics which pose strengths and challenges when learning to become a counselor. As noted earlier, this generation has embraced the established cultural norm of individualism, perhaps too ardently (Twenge, 2013); therefore, this theory supposes that through the process of education that habitual dispositions, a person's usual way of approaching situations, can change. This change takes place when the student can integrate thinking, feeling, and acting in an experience Gowin labels- felt significance. Felt significance is achieved in education through the four domains: teaching, learning, curriculum and governance.

Gowin's (1981) domains of education will be explained in the following paragraphs and then millennial characteristics will be examined in each of the domains. The four domains are useful to counselor educators as they provide an understanding of both the structure and the process of knowledge construction. Gowin's theory stressed the significance of the learners experience in education by placing emphasis on the social interaction between the teacher and student as the means for knowledge construction; therefore, the focus of this article highlights a constructivist perspective applied to education. A constructivist approach encourages the students to become more active in the process of education, which is a critical skill necessary to become a successful counselor (Granello, 2000; Nelson & Neufeldt, 1998).

Teaching

From Gowin's (1981) perspective, teaching should not be a one-sided event; rather, it should be an experience that culminates in the experience of shared meaning by teacher and student (i.e. social construction). It is a process in which the student and the teacher explore and examine concepts side by side where the teacher acts intentionally to alter the meaning of a student's experience using curriculum materials. Essentially, Gowin's (1981) aim of teaching is to create knowledge through shared meaning. Knowledge creation is strongly influenced by personal experiences and prior knowledge (Snowman & Biehler, 2006); therefore, in the context of a counselor education program it is important that the educator choose materials and present information in such a way that students' past experiences and prior knowledge are expanded to include a greater understanding of counseling concepts. The educator acts as a co-investigator with the students using reflective dialogue, personal reflection, as well as experiential activities to promote collaboration and mutual meaning-making (Nelson & Neufeldt, 1998).

From Gowin's (1981) perspective the presentation of materials should include methods that stimulate interest and further investigation on the part of the student. This type of perspective is different from the traditional didactic, knowledge centered practice of teaching. A discussion or experiential pedagogical perspective tends to provide a more indirect method of teaching. Educational research suggested that direct (didactic) methods of teaching are not entirely effective with adult learners (Shreeve, 2008); therefore, Gowin noted that while indirect teaching methods (ie. problem based, discussion oriented, experiential) with a Socratic teaching quality may seem like an abdication of responsibility they are not because this type of method promotes a greater responsibility on the part of the learner. Bell Hooks (1994) in a similar vein stated, "I enter the classroom with the assumption that we must build 'community' to create a climate of openness and intellectual rigor" (p. 40). The students who learn in this type of educative learning environment emerge with a greater understanding that they are responsible for their learning. This is largely accomplished through greater emphasis on student to student interactions, as well as student to educative materials interactions. The next section will integrate Gowin's (1981) theory of educating with millennial generation characteristics, particularly as they relate to teaching in a counselor education program.

Teaching and Millennial Students

While millennial students have been characterized as having goals of high achievement, research indicated that many current students simultaneously struggle with the expectation of high academic demands (Stewart & Bernhardt, 2010). Furthermore, students who exhibit academic difficulty have been described as impulsive and having low frustration tolerance, which may translate into difficulty tolerating the process of working through difficult academic requirements. One potential explanation for academic struggles is that these students are used to

having answers readily available through technology and parents (Smith & Koltz, 2012). For example, research indicated that millennial students struggle to read assigned material especially lengthy text (Twenge, 2013). Counselor educators may need to consider alternate ways to hold students accountable for their reading. Sweeney (2006) reported this finding as well, but extended it to course directions. Millennial students overall appreciate hands on learning as opposed to reading directions. Additionally, Twenge found that lesson plans may need to be delivered in shorter time frames and incorporate a variety of materials such as videos and experiential activities. One recent study explored undergraduate and graduate student evaluations of instruction (Nargundkar & Shrikande, 2012). They found that millennial students are more dependent on adults to motivate and guide them and that this is a critical component to teaching effectiveness than it had been in prior generations.

In terms of teaching, Twenge (2013) recommended that instructors of millennials may need to prepare students through engaging them in experiential strategies that promote their involvement and motivation in learning (Twenge, 2013). For example, counselor educators might consider using technology based strategies such as blogs and social bookmarking (like Pinterest). Additionally, millennial students appreciate structure which incorporates clearly identified expectations. From the perspective of experiential learning it seems important to blend these two ideas. Instructors may find that they will need to be very clear and precise with course expectations and classroom expectations.

Regarding course and lesson format, counselor education programs tend to be experiential, skills based, and expect a high degree of self-reflection and sharing especially in supervision (Smith & Koltz, 2012); however, the type of vulnerability that is generally expected in a counseling program may be confusing to students who have experienced distant

relationships with instructors rather than intimate ones (Studer & Blanche, 2012; Smith & Koltz, 2012). Thus, if they struggle with intimacy and vulnerability in experiential coursework or supervision, students may be viewed as disingenuous, rather than inexperienced in intimately relating. Additionally, students, who are inexperienced at negotiating intimate interpersonal relationships, may be uncomfortable in a one on one relationship with a supervisor and with clients. Furthermore, because this generation is comfortable with communicating technologically (internet, email, texting, distance learning), confronting issues with people in person may seem invasive and rude. Consistent with this concern, Studer and O-Bannon (2012) expressed concerns that millennial students may have difficulty with critical thinking skills and self-reflection. Learning counseling skills requires individuals to have a high degree of self-reflection, and millennials may have developed a highly developed ability to memorize information given that they experienced the standardized examinations required by No Child Left Behind (Studer & O-Bannon, 2012).

Additionally, the way in which counselor educators have communicated class expectations may need to change. Furr and Carroll (2003) in their study exploring critical incidents for students in counselor education found that experiential learning was a constant theme as it related to counseling student growth and development; however, counselor educators may find that millennials are resistant to experiential learning because the expectations around this type of learning may not seem clear (Nargundkar & Shrikande, 2012). Counselor educators may need to consider how to provide more explanation for and about experiential learning, so that millennial counseling students understand how the experiential activity connects with the subject matter. Additionally, Twenge (2013) found that millennials did not always appreciate the process of working through academic material or requirements, so this may mean that counselor

educators may need to do more to motivate students in the classroom in terms of their self-efficacy with graduate level work.

While millennial students may need more motivation, the process of experiential learning has the potential to create an environment that is likely less overwhelming to students. Overall, it seems important though to communicate why the experiential learning is important and used in counselor education, so that they will be more engaged in the learning process (Nargundkar & Shrikande, 2012). Research has demonstrated this type of learning environment is a comfortable modality for millennial students (Howe & Strauss, 2003); however, research regarding millennials has also found that they want structure (Twenge, 2013). While this type of learning provides an opportunity for counseling students to grapple with what is like to not know and construct knowledge together as a group, counselor educators may find that it is not comfortable for some students (Smith & Koltz, 2012). Therefore, counselor educators who provide a rationale and expectation for indirect methods may find it helpful to reduce resistance.

Millennial students prefer to work in groups (Studer & O-Bannon, 2012); however, large classroom discussion may be more difficult given that there is a greater level of self disclosure and vulnerability involved. They strive to do well, so they may be more reluctant to participate in group discussions where they are unsure what the "correct" answer is. They are so used to technology based communication (Howe & Strauss, 2003) that smaller groups and one on one forms of communication may be more comfortable than large classroom discussions. Large classroom discussions engage students in active learning and stimulate critical thinking (Roehling, Vander-Kooi, Dykema, Quisenberry, & Vandlen, 2011). However, millennials tend to remain silent and let a handful of their classmates carry the burden of the discussion (Howard, James, and Taylor, 2002). Roehling et al. (2011) found several helpful factors related to

engaging millennial students in classroom discussion. These factors included developing conditions conducive to discussion such as the professor's attitude about the subject, the professor's ability to moderate the discussion, the classroom atmosphere, and student behaviors and attitudes. Additionally, Roehling et al. found that millennials prefer informal settings where the professor projects warmth.

Gowin (1981) suggested the importance of using old knowledge to build new knowledge in terms of helping students to recognize what they already know and how they understand their own and others' experiences. Gowin stated that, "To educate is to change the *meaning* of human experience." (p. 39) For counselor educators it is important to help students understand and become aware of how to organize their current knowledge and misconceptions as well as integrate it with new knowledge to increase students' conscious awareness. Again, while this may not seem new it is important to recognize that old ways and methods of introducing indirect teaching methods like social constructivism in the classroom may need to account for generational differences with millennial students. Gowin acknowledged that indirect teaching methods facilitate student responsibility and independence in their learning; however, these types of methods when used with counseling students mirror the counseling process in that it encourages students to find out or discover for themselves.

When counselor training is complete, the hope is that students will rely on what they have learned and will not depend on the teacher. This type of approach would be particularly applicable with millennial counseling students as the aim is to help students feel confident and take responsibility for their process of learning when research would indicate that millennial students depend heavily on parents' intervention in their educational experience (Elam, et al., 2007). For Millennial students who demonstrate entitlement, effective pedagogical methods that

enhance self-awareness, including awareness of the impact of self on others including an exploration of their own values versus others differing values will create a developmental learning process and assist with student's personal and professional growth.

Curriculum

The second domain of education according to Gowin (1981) is curriculum. Curriculum is defined as the actual materials that are used in the educational event (Gowin, 1981). While teaching references the construction of knowledge, curriculum references the structure of knowledge. Essentially, curriculum encompasses the choices an educator makes about the materials used to stimulate learner interest. The traditional view of curriculum defines it as the subject taught; however, a broader view of curriculum could be understood as the content used to stimulate learning or the mutual engagement between the teacher and the student discussed in the domain of teaching.

Gowin (1981) also suggested that curriculum should be viewed as "vehicles of criteria of excellence" (p. 112). In counselor education, the criterion of excellence is defined by the standards set forth by The Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2016). Counseling programs with this accreditation must teach from the eight core areas (professional orientation and ethical practice, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, research and program evaluation), identified in CACREP standards.

Curriculum and Millennial Students

Millennial students are informed consumers of education (Sweeney, 2006), and seem to be educated about the value of accreditation and actively seek it out. However, while they are informed and seek out accreditation, the actual curriculum of counselor education programs

(eight core areas of CACREP) may seem limiting to millennial students who are accustomed to a wide array of choices when it comes to their education and professional goals. Additionally, millennial students want to understand why they are being taught something as they are expecting a large array of choices (Sweeney, 2006). In many ways, millennials have consumeristic characteristics regarding their education (Sweeney, 2006). They appreciate and expect increased learning options and services. They want an education that is customized for their individual needs and educational plans (Dede, 2005). For counseling students, this may present as expectations for more course choices beyond the foundational counseling courses. Counseling programs may need to consider additional discussion with applicants and students regarding course curriculum offerings. Particularly, for CACREP accredited programs incorporating a discussion of CACREP and why the 8 core areas are critical to becoming well educated counselors may avoid any perceived resistance to the curriculum being presented. With that being said, millennial students may be perceived as being resistant when they may just really not understand why the course selection does not include a wider array of options. It seems important to not assume that the perceived resistance is actual resistance. They may simply just not know why the program has the curriculum designed a certain way, or understand what they perceive as a lack of options.

Another area of curriculum to consider pertains to diversity. Research has documented that millennial students are more accepting of diversity and are more supportive of individual rights than prior generations (Twenge, 2013). However, while this generation may support equality, they appear to struggle with grasping the complexity of multicultural diversity and social justice issues. Furthermore, since outward acceptance of differences is typical for this generation, personal conflict around diversity may not be visible or obvious (Broido, 2004;

Sweeney, 2006). Students may perceive themselves as accepting of different cultures by attending ethnic festivals or having close friends from different cultures (Sweeney, 2006); however, this does not mean that they have explored their own cultural- self extensively (Smith & Koltz, 2012). Counseling educators may notice students making generalities or grouping different cultures together rather than examining their assumptions, reactions, and biases. As a result, counseling students may not notice or address differences in others and may neglect to seek understanding of why their clients choose to identify themselves as they do (Smith & Koltz, 2012). Concurrently, students may fail to address dynamics between themselves and their clients.

Twenge (2013) suggested that while teaching strategies may need to shift with the millennial generation, educators should hold to their expectations regarding curriculum and content. They may need to communicate more of a rationale for their curriculum and content which may not have been as necessary as the past. The expectations of the millennial generation may require universities and educators to be more innovative if they are willing to learn about other ways to engage these students (Sweeney, 2006).

Governance

Governance in the educative process involves power (Gowin, 1981). According to Gowin, "We govern through mediated meanings by telling ourselves and others what events mean, we come to make sense of our experience, and we come to have power over nature and experience" (p. 155). Essentially, the policies and procedures that control a classroom are going to have an impact on the constructed meaning that emerges from the experience. Teachers make decisions in the classroom that ultimately will construct meaning and have an impact upon subsequent effort in the classroom. Therefore, governance is a balance of the needs of all stakeholders (teachers, students, administrators, the community) in the act of educating (Gowin).

For counselor educators, the act of governance can take on a variety of micro and macro contexts. For example, in the classroom a micro context includes classroom policies with regard to expectations like late papers and participation; however, from a macro perspective this includes the larger community of the counseling field. Counselor educators simultaneously balance encouraging student growth and protecting the community at large from harm (Bernard & Goodyear, 2009). This balance can be difficult to explain to students, particularly when remediation practices are involved.

Governance and Millennial Students

Governance, in terms of the balance of power between instructors and students, will need to be addressed differently as students' power structure with authority figures (e.g., relationships with parents, teachers) shifts across generations. Since specialness is a unique characteristic of this generation, millennial students may expect that relationships with instructors to be largely egalitarian (Smith & Koltz, 2012). However, Howe and Strauss (2000) also found that millennial students are conventional and respectful.

For counseling students, they will likely embrace the rules and course expectations if they are communicated. Unlike previous generations, millennials do not seem to have an inherent understanding of educational expectations. This makes sense given that they had strong relationships with their parents and highly depended upon them for direction (Howe & Strauss, 2000). Therefore, it may be necessary to have an extensive conversation at the start of classes regarding expectations. Furthermore, these students may struggle initially recognizing the needs of others, including their instructors, expecting them to work around their schedules particularly as it relates to email communication. Twenge (2013) found that millennial students value leisure and may be professionals who request a lighter work load. This may be problematic within a 60-

credit counselor education program where the demands of the program on student time and energy are significant. Additionally, the very nature of counseling requires one to be able to give of self at sometimes unpredictable hours. Therefore, it seems necessary in terms of governance to clearly articulate not only the expectations of a counseling program micro level, but what students can expect to experience within the profession of counseling at the macro level. Also, many students are also unprepared for the rigorous demands of licensure and certification upon graduation. It seems especially important to be upfront with millennial students at the start of training regarding the process it will be to become a professional counselor. Given this generation is pressured to succeed, they will likely respond well to clearly given course, program and professional expectations (Smith & Koltz, 2012).

Learning

Learning is the fourth area of Gowin's (1981) pedagogical model. While teaching, curriculum and governance are the responsibilities of the teacher, Gowin purposed that with learning the responsibility shifts to the student. Learning involves choice on the part of the learner. To educate is an event, which changes the meaning of human experience. To learn is a process in which the learner chooses to participate in order to facilitate new meaning.

From a counselor education perspective, a large aspect of learning involves accepting the ambiguity of the counseling field and that there may be many right answers. In addition, it also involves embracing the process of learning in a counselor education program (Smith & Koltz, 2012). Granello (2000) contended that the most effective way to learn in counselor education is to engage in learning activities that simulate as closely as possible the real act of what students will encounter in clinical work with clients.

Millennial Students and Learning

Students' learning and sense of responsibility and ownership of their learning process is important to consider in terms of generational changes. Gowin (1981) defined learning as the "engaged reorganization of an existing understanding of meaning which occurs through being guided by teachers and materials, thus these themes are often intertwined" (p. 124). To engage in the learning process, the learner must be conscious of how the new knowledge fits with their old knowledge.

To solidify this connection, meaning and integration of new knowledge, it may require repetition through practice. This learning process particularly applies to counseling students where there is much ambiguity in the process of integrating new concepts. Millennial students are used to being treated as special, and they tend to have high expectations of themselves (Smith & Koltz, 2012). Since learning to become a counselor is not a process that can be fast tracked, millennial students may become discouraged and disconnected from learning due to the high degree of ambiguity involved in the counselor training process (Smith & Koltz, 2012). However, critical thinking is stimulated when students are engaged in questioning their knowledge, behaviors, and practices. They are challenged in a process of self-discovery. With millennial counseling students, this is particularly applicable to the learning process as these students struggle with tolerating ambiguity (ie. not knowing, not having clear answers) especially when engaging face-to-face with others who are struggling to solve their own problems. Learning to tolerate ambiguity may help millennial students work through entitlement and self-focus as they learn to let go of control and problem solving and learn what it means to just simply be with a client who is struggling.

Finally, Elam, et al. (2007) and Howe and Strauss (2000) have noted that students' curricula prior to attending college may have inadvertently emphasized rote learning and reliance on technology, which may have caused them to refrain from classroom reflection. Roehling et al. (2011) found that millennial students at times are reluctant to participant in classroom discuss even when they value them. As a consequence, students may have decreased ability to be critical thinkers, or to be introspective and self-reflective (Murray, 1997). Instructors may need to hold students accountable to class participation and discussion in ways that they may not have had to in the past. Additionally, Roehling et al. (2011) found in a focus group study with millennials that millennials appreciated instructors who develop a comfortable classroom atmosphere at the beginning of the class and establish expectations for participation. Additionally, millennials students also discussed that they will engage in conversation if they know each other and have a comfort level established with their classmates. So, they appreciated instructors who engaged in exercises in which students could get to know each other. It seems important to recognize that educators may not want to expect that these students will simply engage actively in their learning without communicated expectations. Roehling et al. (2011) also found that millennial students will not speak if they are unsure how their comments will be understood. While very confident in some ways, millennial students often feel quite vulnerable in the classroom. Perhaps, this is the result of the "helicopter" style of parenting millennial students received (Segrin et al., 2012). Bradley-Geist, and Olson-Buchanan (2014) found that over-parenting led to lower self-efficacy in college students. Unfortunately, this style of parenting while supportive may not have produced children who feel confident in their own abilities.

Conclusion and Implications for Future Research

The authors have discussed the generational impact of educating millennial students. This is an area of research that has not been addressed in the counselor education field; yet, has important considerations for the training of counselors. The four domains of education: teaching, curriculum, governance and learning were used to provide a framework to understand and explore strategies to best educate millennial counseling students. While significant attention has been given to developmental considerations in counselor education (Furr & Carroll, 2003), no articles could be found in counselor education literature that addressed consideration of generational characteristics. The millennial generation is the newest generation of students emerging in counselor education programs; therefore, it is imperative to remain knowledgeable about the strengths and challenges of these students. Additionally, considering how to apply those strengths and challenges within the framework of pedagogical theory lends itself to intentional practice, something that we teach students to do in counselor education.

Areas of future research should include exploration of the types teaching and supervision methods most effective with millennial counseling students. Counselor education literature has documented the efficacy of experiential learning methods (Furr & Carrol, 2003, Granello, 2007), and millennial research (Elam, et al, 2007; Howe & Strauss, 2000; Sweeney 2006) confirmed that millennial students seem to appreciate this type of teaching method. However, it seems important to encourage more studies regarding this topic to ensure that we are training a competent generation of counseling students. Perhaps, it will not impact the foundation of what counselor educator believes is necessary to teach counselors, but it may help educators understand their audience and how to train competent counselors in the future. Additionally, in counselor education programs there is often a blend of younger and older generations. More

research is needed to understand how to engage classrooms with two or more generations. Overall, the experience of generational differences and the impact of generation in counselor training and supervision is a little explored area.

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