The training of counselors goes far beyond learning concepts in a textbook. Counselor educators help counselors-in-training (CITs) develop the knowledge base as well as the skills needed to be successful in working with clients. Counselor education involves the use of strategies to promote the development of the cognitive complexity of students (Granello, 2010). In addition to learning concepts, CITs develop, and practice micro-skills for reaching clients through multiculturally competent communication (Ivey, Ivey, & Zalquett, 2018). Counselor educators also challenge CITs to become self-aware as they develop these skills. CITs are asked to reflect on their own internal, often emotional, reactions to the spoken and non-spoken narrative of clients. Training CITs in concepts, skills, and personal awareness can be complicated and challenging to objectify using traditionally espoused taxonomies of goals and learning outcomes (Dollarhide, 2013).

This article focuses on an often-overlooked strategy for classifying and organizing CITs understanding of personal emotional development and provides a guide for gauging these changes in the development of the CIT to help counselor educators address challenges while using standard educational taxonomies. The foundation of this strategy is a discussion of the lesser-known component of Bloom's *Taxonomy of Educational Objectives* (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956) and the Affective Domains (Krathwohl, Bloom, & Masia, 1964). Examples demonstrate the use of the affective domains and further illustrate how counselor educators may draw a more profound awareness of CITs progress and process of development throughout programs of study.

The environment of higher education with its emphasis on scientific thinking and objective measurement leads educators away from the more difficult to measure concepts such as emotions, emotional regulation, and identity development when developing learning objectives. Instead,

educators are pushed towards the rubric-based, often cognitive, learning outcome more traditionally measured by Bloom's Taxonomy (Dollarhide, 2013). In counselor education, measuring the affective impact and CIT reaction can be done by observation. Further, observation relies on inference and subjectivity, and CIT self-reports may be offered through the lens of social acceptance (Akos, Wasik, McDonald, Soler, & Lys, 2019).

We may pause a video of a client session and ask the proverbial, "What were you feeling at that moment?" However, how can we classify the affective changes occurring in congruence with or dissonance with the cognitive complexity of the growing CIT? Understanding the affective context helps improve the education experience and, by extension, the experience of future clients. Being able to use affective domains in higher educational experience can improve learning opportunities for students (Quinlan, 2016).

There is empirical evidence for the benefits of using affective understanding in developing positive learning opportunities for students of disciplines outside of counseling. For example, Del-Ben et al. (2013) linked high academic performance in medical school to the quality of relationships and interest in the coursework, or positive affective influences, while "maladjustment to academic life, influenced by amotivation and excessive anxiety, qualify as the putative mediator between decreased IM (intrinsic motivation) and hindered cognitive performance" (p. 409). Support is vital to student persistence. Specifically, a sense of belonging and connection is one of the most significant protective factors against student attrition and is particularly relevant with at-risk students and multicultural considerations (Del-Ben et al., 2013; Hoskins & Goldberg, 2005; O'Keeffe, 2013). Further, caring staff is a primary reason why students select a school and helping students feel cared about may be the most crucial factor in assisting at-risk students with persistence (O'Keeffe, 2013). Why is this information important in counselor education? Using

research from these educational disciplines can help us develop the healthiest and most robust learning environment for our students. One way to support this environment is through consideration of how the student's emotional experience is part of the learning process.

Effect of Affect

Affect influences both the motivation and engagement of students throughout the learning process (Del-Ben et al., 2013; Hoskins & Goldberg, 2005; O'Keeffe, 2013). This influence may explain the dramatic increase in the use of Motivational Interviewing (MI) in ever-expanding settings and applications, including education. While MI initially explored motivational conflicts that interfered with substance use treatment progress by addressing and resolving emotional considerations such as internal conflict and ambivalence (Substance Abuse and Mental Health Services Administration, 1999), we now see MI used across a variety of contexts. Since 2002, more than 25,000 articles and 200 randomized trials of MI have been published (Miller & Rollnick, 2013). Furthermore, MI principles have been generalized into numerous disciplines including medicine, dentistry, and more recently, education (Strait et al., 2012; Terry, Smith, Strait, & McQuillin, 2013). Addressing the emotional factors that impede or enhance motivation is something many counselor educators are familiar with in classroom and supervision environments.

Counselor educators face challenges in maintaining and improving student engagement, retention, and completion. CITs experience normative developmental difficulties, including fluctuations in motivation, self-esteem, anxiety, and other affective symptoms of psychological distress. Further, CITs may lack self-awareness, have limited experience, be deficient in theories and skill, and can be self-focused and so can have difficulty attending to client needs. CITs are generally highly motivated but worry about lack of knowledge, particularly when thinking about working with real clients with real issues (Nelson, 2013).

One primary CIT developmental challenge is worry rooted in feelings of decreased self-esteem and security as CITs realize there is not one concrete right answer for each counseling circumstance (Choate & Granello, 2006; Jordan & Kelly, 2011). Students may be unable to effectively learn if the increased anxiety and decreased security and self-esteem are not addressed and at least partially resolved (Choate & Granello, 2006). Therefore, educators need to effectively assist students through these developmental affective hurdles to achieve higher levels of critical thinking capacity, according to Brewer and Brewer (2010). In education, we accomplish this through systems of pedagogical taxonomies.

Taxonomies in Counselor Education

Counselor education programs, like many other systems of pedagogy, rely on taxonomies or classification systems to assess knowledge and skills of counselors-in-training. These taxonomies often build on expectations put forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2016) and require counselor educators to evaluate knowledge, cognitive complexity, skills, and dispositional behaviors of CITs. As pointed out by multiple researchers who are counselor educators (Dollarhide, 2013; Gibbons, Cochran, Springer, & Diambra, 2013), behavioral and cognitive taxonomies are not conflicting and routinely overlap in the manner of assessment selected for student learning outcomes. Educators regularly use Bloom's Taxonomy (Bloom et al., 1956) as a starting point for such an evaluation.

Bloom's (Bloom et al., 1956) Taxonomy, like Motivational Interviewing, was a revolutionary model. Interestingly, long before MI existed, Krathwohl and colleagues (1964) recognized and identified affective challenges that must be successfully navigated to move students forward in critical thinking development. In education, we often focus on cognitive domains to demonstrate learning. However, Bloom's affective domains may prove useful in

conjunction with the better-known cognitive domains as a structure to assist educators in conceptualize student struggles and developing effective interventions to resolve CIT affective challenges to improve engagement, retention, and completion. It is essential to examine the domains in Bloom's taxonomy to determine the best fit for counselor education assessment or instructional purposes.

Bloom's (Bloom et al., 1956) Taxonomy was a model of systemic classification of cognitive operators to help instructors evaluate course materials and testing outcomes. Bloom worked with a team of like-minded educators from measurement backgrounds to develop a system that is known as Bloom's Taxonomy (Anderson et al., 2001). Bloom's (Bloom et al., 1956) original taxonomy provided a means to organize educational goals and discuss curricular evaluations more precisely. Bloom's Taxonomy "defines levels of understanding that start at a basic level of surface understanding and moves through a series of levels finishing with deeper or higher levels of understanding" (Spring, 2010, p. 327). Within the taxonomy, the more popular cognitive domain focused on the mental skills required to know, comprehend, apply, analyze, evaluate, and synthesize learning.

Krathwohl et al. (1964) extended the model further into the affective domain. The affective domain focused on growth in feelings or emotional skills needed to receive, respond, value, organize, and then internalize those now-valued ideas (Anderson et al., 2001; Clark, 2015). The psychomotor domain identified physical movement, coordination, and use of motor skills (Harrow, 1972; Odhabi, 2007). Bloom did not pursue the psychomotor domain further, although it is still relevant in some educational areas (Lynch, Russell, Evans, & Sutterer, 2009), and is mentioned here as a reference point only.

Of the three domains, the cognitive area is best known because of well-accepted use in secondary and post-secondary education (Halawi, McCarthy, & Pires, 2009) and is a primary taxonomy used in counselor education (Dollarhide, 2013). If we follow the pathway of CIT identity development as a parallel process to human development, there are parallels for cognitive and affective development. Each of these elements changes across the lifespan and are not distinct from one another as they intertwine and influence each other across time. Counselor educators can deepen our understanding of the affective stages to further our evaluation of CIT development. Table 1 below shows Bloom's (Bloom et al., 1956) original taxonomy, the revised taxonomy (Krathwohl et al., 1964), along with the corresponding affective domain continuum (Krathwohl et al., 1964).

Table 1.

Bloom's Original and Revised Taxonomy and Affective Domains

Original Taxonomy	Revised Taxonomy	Affective Domain Continuum
Evaluation	Creating	
Synthesis	Evaluating	Internalizing Values
Analysis	Analyzing	Organization
Application	Applying	Valuing
Comprehension	Understanding	Responding to Phenomenon
Knowledge	Remembering	Receiving Phenomenon

Bloom's Taxonomy Affective Stages

Counselor educators are experts in recognizing the importance of affect and routinely train CITs to utilize interventions like MI to help clients overcome affective challenges including ambivalence and denial to achieve therapeutic goals (Doumas, Miller, & Esp, 2019; Torres, Frain, & Tansey, 2019). However, the concepts of development are not just used with clients. As counselor educators, we recognize affective challenges CITs face at various stages in development including those initial increases in anxiety and the corresponding declines in self-efficacy that can

cause significant distress to impair or even disable CIT performance (Author, 2013). Interestingly, despite expertise and emphasis on affect, counselor educators have largely forgotten Krathwohl and colleagues' (1964) affective domains that correspond and compliment Bloom's cognitive domains already widely utilized in counselor education.

The affective domain consists of stages including (a) receiving phenomenon, (b) responding to the phenomenon, (c) valuing, (d) organizing, and then (e) internalizing values (Krathwohl et al., 1964). Ultimately, learning to be a professional counselor entails the development of a new identity as the counselor. This transformative learning requires changes in the student's worldview through the receipt and internalization of new phenomena (Anderson et al., 2001). The first stage of the affective domain, receiving phenomena, represents initial affective involvement of the students as they become willing to learn or demonstrate readiness to learn. Receiving phenomena reflects the student's interest in and attention to a new piece of information and corresponds with the cognitive domain elements of knowledge or remembering (Savickienė, 2010). An example of this level entails introducing CITs to the facilitative skills in a manner that allows them to be receptive to breaking down the counseling conversation into distinctive communication components.

The second stage, responding to phenomena, requires the student to take some initiative and participate in or engage with the information and corresponds with the cognitive domain elements of comprehension or understanding. Examples of responding to phenomena include engaging with constructs through discussion, presentation, class activities, and so forth (Savickienė, 2010). Keeping with the standard of the facilitative skill, CITs begin to let go of awkwardness about the use of skills and alter their practices through the accurate and inaccurate

use of the skills. In other words, they take risks and engage in new ways of speaking, listening, and understanding.

The next stage, valuing, carries more responsibility for the developing CIT. The valuing step includes not merely engaging with the information, but finding intrinsic value and personal meaning in its presence (Savickienė, 2010). Valuing in the affective domains corresponds with the application or applying from the cognitive areas. Like its predecessor, valuing requires much more of the student. Not only does the student develop meaning-making skills, but also this process initiates a fundamental shift in the CIT's worldview.

As the shift in worldview occurs, the CIT now takes action based on this new paradigm of thought. For example, a student challenged in a multicultural course may receive information on types of privilege, including race-based or gender-based occurrences, struggle with whether to accept these constructs inherent within unearned rights and opportunities, and eventually, move towards adjusting future interactions and interpretations based upon this new knowledge. CITs need to be not only able to assimilate multicultural awareness through the rote application but also accommodate the internal value system to gain genuineness in the effort to be multiculturally competent. The movement through reception, consideration, rejection/shame, pseudo-adoption, and integration is often intensely emotionally laden for the CIT (Dollarhide, 2013).

As previously mentioned, support is vital for student persistence during challenging affective experiences and especially where there are multicultural implications (Del-Ben et al., 2013; Hoskins & Goldberg, 2005; O'Keeffe, 2013). Developing cultural humility is an emotionally challenging developmental transition. Consequently, this may be an appropriate place to utilize both the cognitive and affective domains. Using both areas together can assist counselor educators in anticipating and identifying affective challenges to provide adequate support, caring feedback,

and mastery experiences to help students reduce anxiety, increase self-efficacy, and successfully overcome affective challenges and roadblocks to success (Nelson, 2013).

The fourth stage of the affective domain, organization, involves prioritization of the value of educational elements based on the meaning or purpose of the information and corresponds with analysis or analyzing in the cognitive domain (Savickienė, 2010). CIT's existing paradigms, including personal and counselor identity, evolves and influences future decisions and knowledge acquisition. CIT's learn to observe self and others in the here and now, listen to understand the client, apply theoretical knowledge, and use necessary relational skills. From an educational perspective, these factors are perhaps best labeled as intent (Ivey et al., 2018).

Finally, internalizing values is the most sophisticated stage of the affective domain and corresponds with the cognitive domain elements of synthesis and evaluations. Internalizing involves the CIT's consistent application of newly emerging values over a period in a manner that reflects the internalization of those values (Savickienė, 2010). For many CITs, the experiences during an internship in the field provide challenges needed to test what is known and not known about the counseling process, and to emphasize the need for continual learning. Internalizing is a life-long process, ever changing as life experiences change (Dollarhide, 2013; Granello, 2010).

With an emphasis on integration and utility, the affective domain seems an excellent fit for many types of educational settings. This right fit may especially be true in counselor education since clinicians already understand the importance of affect. Therefore, it seems natural for counselor educators to utilize an effective tool that is already available and designed to complement the cognitive domains of Bloom's Taxonomy. Lynch et al. (2009) posited, "It is evident that the cognitive and affective domains address very different aspects of a student's education" (p. 49) while reminding educators that there is overlap in the two domains and "synergy

among the two domains throughout all levels" (p. 49). Lynch and colleagues (2009) concluded that the affective and cognitive domains are complementary. Growth along one area supports growth along with the others. As we "challenge them to think more deeply about real problems, and thereby lay a foundation for more holistic development throughout their careers" (Lynch et al., 2009, p. 52).

Applications within Counselor Education

The literature on the use of the affective domains is sparse because of the long-standing focus on assessing education from a cognitive perspective. However, the importance of overcoming affective challenges while developing an identity as a professional counselor is well established. For example, Veal, Bull, and Fitzgerald Miller (2012) identified that anxiety and limited socialization leads to declines in academic performance. The authors stressed the importance of achieving a balance between stressors and protective factors as being critical to persistence, especially for ethnically diverse graduate students, saying:

> Stressors were circumstances or events that caused students to feel anxious, lacking control. These emotions were most evident when students felt isolated or invisible or where their needs were not addressed. Students felt they did not fully commit to their academic studies during these times. (Veal et al., 2012, p. 324)

As previously mentioned, numerous educational points may be best suited to the use of these strategies, including cultural challenges in coursework and field experience opportunities when working with actual clients. Both examples often involve a spike in anxiety and a lack of control and may be a particularly important place for utilizing the affective domains. Dollarhide's (2013) action research on the application of affective domains in a multicultural classroom is a prime example of the efficacy of including affective domains with cognitive domains in teaching

and assessment. Adding to that line of research, Nelson (2013) reported that CITs with positive attitudes tend to report higher self-efficacy and less anxiety than their peers with poor outlooks. Because CIT values and attitudes have a substantial influence on self-efficacy, performance anxiety, and how well the CITs navigate the transitional challenge of actually starting to practice counseling, assessing values and attitudes may be a part of the early practicum experience. Multicultural competencies, practicum, and facilitative skill development seem to be practical applications of the model, given the high emotional load of each of these courses and the corresponding increased need for support and inclusion (Del-Ben et al., 2013; Hoskins & Goldberg, 2005; O'Keeffe, 2013; Veal et al., 2012). Dollarhide (2013) challenges counselor educators to think not only about every course as an opportunity for affective applications but also to use them in every class meeting.

Another particularly relevant application of the affective domains could be in assessment and appraisal courses may not be as exciting to students as other classes. When we follow the affective domain model, we begin with the buy-in or receiving stage. By reframing apparent "dread" of course and content, into "ways I may facilitate more reception to learning this material," we remove our value-biases. To include the affective domains in our teaching strategies, we can take several steps. Before distributing the syllabus, we can ask the CITs to identify concerns about taking a course on appraisal. We then list their responses on the board or PowerPoint. We can identify commonalities and then unique ideas. After addressing these affective concerns, we can then distribute the syllabus, and proceed to match CACREP objectives and course assignments to the list of concerns. This exercise that allows students to outline hopes and fears before receiving the syllabus attends to both affective and cognitive needs in the learning environment.

Another example from our experiences includes teaching diagnostic processes to CITs, who may see little or no value in using a diagnostic system since counseling is rooted in a wellness model. Again, before distributing the syllabus, we can start with statistics about the number of adults, and youth who experience mental illness in any given year. We would then ask where does this 20% of the population live? To whom are they related? Where do they work and go to school? This information-gathering activity is part of the receiving stage of Bloom's Taxonomy. To shift a class into the next step, responding, we can assign readings on stigma and ask that they use the article to identify types of mental illness stigma in the media, on campus, and even within their counseling program. This activity stimulates reactions to a new level of significance about mental illnesses and connects the cognitive understanding of diagnosis with an affective understanding of stigma.

Table 2.

Addressing Student Dispositions through the Affective Taxonomy

Affective Continuum	Task(s)
Receiving	Students hear faculty describe dispositions conducive to the successful navigation of a counselor education program and the effective practice of counseling
Responding	Students identify situations where dispositions are or will be essential to program or counseling success; identify the dispositions involved in real situations
Valuing	Students demonstrate proper dispositions in counseling performance and interpretation of tasks; commit to them
Organization	Students lead by example in the application of proper dispositions in complex situations and with faculty, students, and other professionals; inspire professional attitude in colleagues and clients
Internalizing	Students develop and implement a consistent expectation of proper professional manner within the counseling program and practice extends to others with whom cooperation is necessary

Using the affective domains is congruent with the integration of knowledge and skills necessary for professional counselor identity development and the need to successfully navigate

corresponding affective challenges along the way. Another illustration from counselor education practices entails how to use the affective domains when addressing dispositions in counselor education. CACREP 2016 standards "require that graduates demonstrate both knowledge and skill across the curriculum as well as professional dispositions" (CACREP, 2016, p. 2). Table 2 shows how the Affective Taxonomy can address dispositional considerations throughout a counselor education program.

The table provides a point of reference for the development, of not only class experiences but also learning outcome assignments and syllabi. There are multiple opportunities to use these affective domains concurrently with traditional cognitive domains to provide a best practice experience for CITs.

Future Research

There is a multitude of possibilities for conducting future research using the affective domains in counselor education. Existing areas of research already using the cognitive domains could be expanded to include the affective domains. However, developmental transitions where CITs experience significant affective distress, particularly high levels of anxiety and corresponding decreases in self-efficacy and performance, may be particularly useful areas to explore utilizing the affective domains in conjunction with the cognitive domains. Further, we offer three more possibilities here: application in e-Learning, use of complementary language and constructs in contemporary practices, and finally, how cognitive and affective domains converge in the classroom.

First, Halawi et al. (2009) stated, "Although researchers have used Bloom's taxonomy to evaluate students' learning in a traditional environment, they have not exhaustively investigated it in an e-learning setting" (p. 374). However, Halawi et al. (2009) also concluded, "from the

perspective of Bloom's taxonomy, e-learning is an effective learning tool" (p. 378). Using both the Cognitive and Affective Taxonomies to evaluate e-Learning courses and outcomes could be a particularly useful area to explore in counselor education. Given the need to make online learning as engaging as possible and the preparation equivalent of face-to-face learning, mindful incorporation of affective exercises, challenges, and experiences, in combination with an assessment of these design elements, is essential. Utilizing the affective domains may help educators identify potential affective problems at critical developmental transitions where affective distress is likely to intervene quickly and effectively. Identifying potential areas or times of vulnerability can be particularly useful in online classes since developing a sense of belonging and support can be more complicated than in face-to-face learning. Consequently, faculty awareness and quick intervention could reduce online attrition since helping students feel cared about may be the most crucial factor in assisting at-risk students with persistence (O'Keeffe, 2013).

Another thread for research could be to explore counselor educator use of language to describe what may also be called movement in the affective domain. Clarity across terms whether labeling a specific as engaging in an affective stage such as responding to learning, could help expand our theoretical foundations and push our educational assessment systems beyond cognitive skills acquisition. Research into how best to language these domains in counselor education activities could involve qualitative inquiry, assessment of behavioral scenarios, or perhaps a Q-sort methodology.

The last suggestion for a line of inquiry is how the affective "valuing" domain correlates with the "applying" cognitive domain when CITs initially engages in client work during skills classes, practicum, and internship. Such an investigation might provide a useful tool to help

counselor educators identify affective challenges that block CIT progress through the crucial developmental process of overcoming anxiety and increasing self-efficacy.

Conclusion

As counselor educators grow in understanding effective pedagogical practices within counselor education, knowledge and use of Krathwohl and colleagues' (1964) Affective Domains seems a natural fit for a profession built primarily on the effect of affect with our clients. Interestingly, MI might also prove a useful resource in this effort s it helps resolve affective barriers and is starting to be utilized in educational settings (Strait et al., 2012; Terry et al., 2013). Because Bloom's Taxonomy already includes the complimentary and corresponding affective domains designed to help educators conceptualize and assist students during the developmental journey through the cognitive domains, the next step would be to incorporate them into learning activities in a way that they can be utilized and then assessed.

Since Bloom's cognitive domains are already widely and effectively utilized, perhaps it is time for counselor educators, professionals who are fundamentally experts in affect, to use the affective domains in conjunction with the cognitive domains so often seen in student learning outcomes. By studying the correlation between the cognitive and affective domains, and further researching the impact of both on the development of CITs, counselor educators can embrace a best practice approach to their work within the already established and widely utilized structure of Bloom's Taxonomy. Further research will help to solidify the place of affective taxonomies in the world of counselor education and help counselor educators to better meet the developmental needs of CITs during emotionally challenging transitions on the journey toward a mature professional counselor identity.

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