

Innovative Methods

Counseling Made Transparent: Pedagogy for a Counseling Theories Course

Colette T. Dollarhide, Alexanderia T. Smith, &
Matthew E. Lemberger

The authors describe an innovative practice in classroom pedagogy for teaching counseling theories. In an attempt to make the counseling process "transparent" for students, instructors demonstrated clinical thinking using monologue and dialogue during role plays conducted in class. Support for this approach is offered, and feedback from students in the course is presented.

Constructivist pedagogy is designed to allow students to wrestle with realistic dilemmas in the practice of counseling through reflection, self-monitoring, and complex problem solving (Halpern, 1994; Halpern & Associates, 1994; McKeachie & Svincki, 2006; Nelson & Neufeldt, 1998). Tang et al. (2004) found that involvement in or experience with counseling-related tasks helped counselors-in-training develop more confidence in performing counseling tasks. In addition, Cummings (2000) found that counseling interventions taught through classroom practice of clinical skills translated directly into actual counseling practice. Similarly, Grant (2006) found that experiential pedagogy using an actor and vignettes enhanced students' abilities to manage the therapeutic alliance and to process case conceptualizations. It seems that experience with the counseling environment and exposure to clinical thinking can give students the chance to practice thinking as a counselor.

Thinking as a counselor involves a number of dimensions. In terms of cognitive processing, Mayfield, Kardash, and Kivlighan (1999) confirmed Glasser and Chi's findings (as cited in Mayfield et al., 1999), reporting that experts differed from novices in that experts were more timely and accurate in clinical thinking, stemming from their better perception of large, meaningful patterns in their domain of practice (i.e., counseling); greater short- and long-term memory capacity for domain-specific information; enhanced speed of their basic skills; shorter time spent developing a problem representation; greater depth of problem representation; and efficient use of self-monitoring skills (p. 504). They called for counselor educators to help students "move beyond time/statement order [linear, sequential or chronological organization

Colette T. Dollarhide and Alexanderia T. Smith, Department of Educational Studies, University of South Carolina-Columbia; Matthew E. Lemberger, Division of Counseling and Family Therapy, University of Missouri St. Louis. Colette T. Dollarhide is now at the Department of Counselor Education, Rehabilitation Services, and School Psychology, The Ohio State University. Correspondence concerning this article should be addressed to Colette T. Dollarhide, Department of Counselor Education, Rehabilitation Services, and School Psychology, The Ohio State University, 305 W. 17th Street, PAES Building, Room A446, Columbus, OH 43210-1124 (e-mail: dollarhide.1@osu.edu).

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of topics] as an organizational pattern to more sophisticated [thematic] ways of thinking about clients" (p. 513) and to explicitly model case conceptualization as a way to "help novice counselors establish more complex and elaborate schemas" (p. 513).

Counseling schemas, the conceptual structures that help counselors make sense of clients and the issues with which they present, are often difficult to learn because of their abstract nature. In examining how students learn abstract concepts, Bransford, Brown, and Cocking (1999) observed that some students are not able to convert abstract concepts into application; what often occurs is either rote memorization of concepts with little-to-no meaning structure, or more disconcerting, the development of misconceptions. As counseling students progress through training, core curricular areas (e.g., counseling theories) form the foundation of their schemas; effective pedagogy in a theories class would help them construct meaningful schemas for eventual counseling practice.

Effective pedagogy in a counseling theories course that facilitates students' construction of meaningful structures would improve learning, thereby enhancing students' cognitive processing and clinical practice. Synthesizing recommendations in the literature relative to teaching counseling theories, Nelson and Neufeldt (1998) stated that instructors should place students in problem-focused situations and then have them work as groups to find solutions in a process that fosters social construction of applied concepts. There are three basic strategies for exposing students to these problem-focused situations: lecture, case studies, and demonstration. An examination of each strategy and corollary implications for pedagogy highlights the challenges for instructors.

First, the challenge of lecture alone is that students may have no sense of what practice looks like when a particular theory is used. Second, although the use of case studies helps with conceptualization, it does not always provide the session-by-session concrete image of "what to do." With respect to the third strategy—demonstration—several options exist that merit detailed examination.

If a classroom demonstration involves an actual client, video and audio might be used, such as the "Gloria" series in which a patient called Gloria is counseled by Rogers, Perls, and Ellis (Shostrom, 1965). The challenge of this method is that students can remain passive and removed as they watch or listen. Alternately, an *in vivo* counseling demonstration might be used, but if sensitive material is disclosed and the situation becomes too "public," processing the interactions can be difficult, and students might again assume a passive role. If the demonstration involves individuals who are not actual clients, role plays can be used, either with students or the instructor portraying the client. If an outside person (e.g., a licensed counselor; Grant, 2006) or a student portrays the client, the situation can seem quite artificial. Alternatively, the instructor might role play a client and ask students to present their questions as if they were the counselor. It would be difficult, however, for the instructor to fully discuss reasons for not choosing a question posed by students. Although students are involved, it might be hard for the instructor to move back and forth

between the roles of client and instructor. This jeopardizes her or his ability to provide the clinical rationale for the demonstration (Grant, 2006). In addition, students may be overwhelmed by the pressure to "get it right" with the instructor as client, which can impede their learning (Grant, 2006).

What is needed, therefore, is a realistic clinical demonstration with active student involvement and access to the thinking of the counselor. This pedagogical strategy could help students learn theories better, in turn enhancing their clinical and cognitive progress by providing a better understanding of assessment, conceptualization, intervention, and evaluation.

In this article, we examine a new pedagogical strategy termed *transparent counseling pedagogy (TCP)*, which is designed to provide a realistic clinical demonstration in the classroom, promote student involvement for socially constructed learning, and make transparent the counselor's thinking. We describe TCP, the course in which it was used, and the students' perceptions and evaluations of the three teaching methods (i.e., TCP, viewing tapes of counseling sessions, and watching a nontransparent role play). The examination of TCP was conducted in a 5-week counseling theories course that was taught in the summer and met for 20 class sessions. The course was offered in a program accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP) at a research university in the southern portion of the United States. The first two authors were coinstructors of this course.

TCP

TCP is a demonstration strategy used in a counseling theories course in which a "counselor" and a "client" interact with students in the class to make the counseling process as transparent as possible. Coinstructors role play the counselor and the client roles (with outside counselors invited in, when needed, for additional client portrayals). What makes the process transparent is the counselor's use of dialogue and monologue. First, students are placed in stable three- to four-person groups to enhance the social construction process. In each TCP role play, the counselor and the client demonstrate a counseling interaction. The counselor then pauses the interaction by raising a finger to the client and asks the observing students, "What would you say next? Discuss in your groups." After a few minutes, each student group is asked for their ideas and clinical rationale; this allows students to think convergently (as a class) and divergently as they hear and consider a wide range of clinical possibilities. The counselor gathers that input and then discusses each topic or question proposed in terms of timing, consistency with the theory being taught, appropriateness for the client, and appropriateness for the presenting issue. Options are explored aloud; the counselor then selects one of the clinical directions or interventions offered, giving the clinical rationale for the choice. If the counselor says something without class input, the counselor pauses the interaction with the client by once again raising a finger and thinks aloud in a monologue to highlight the clinical thinking involved. For

example, the counselor would follow a clinical statement to the client with the following statement to the class: "The client seems hesitant, and she just looked at her watch. One possible explanation is that she might be worried about disclosing too quickly. I will check this out to see if this might involve more trust building."

Postsession processing allows for multiple discussions. First, the client provides her or his reactions to the session, highlighting thoughts about both the students' and the counselor's conceptualization, questions, and the direction of counseling in the enacted session. The counselor then provides theory-congruent conceptualization hypotheses, on the basis of what has been learned about the client. The instructor prompts students to evaluate the theory: "On the basis of what you saw and heard today, would you use this theory? Why or why not? What would you have done differently?" These responses are processed and compared with other theories that have been presented in the course, and the individual style of the counselor is discussed as it relates to the demonstration of theory.

Classroom Demonstration Strategies

To explore the extent to which pedagogy affects learning, we decided that a comparison of various demonstration strategies seemed to be warranted. To accomplish this, we designed a counseling theories course to expose students to three demonstration strategies. Each demonstration method was treated in the same way in the classroom context. The three strategies included demonstrating TCP, showing the Gloria tapes (Shostrom, 1965), and conducting nontransparent role plays without the transparent elements of dialogue and monologue. To emphasize each demonstration strategy equally, the coinstructors were careful to process each demonstration in similar ways, using all clients as examples during lectures and discussions throughout the course.

The three-credit graduate counseling theories course was the students' first exposure to counseling theories in this CACREP-accredited program. The course in which this demonstration took place met 4 days a week for 5 weeks; each class lasted 2 hours and 15 minutes. Each class was conducted in three stages regardless of the demonstration strategy used: (a) for the first hour, the day's theory was presented and discussed (Corey, 2005); (b) for the next 45 minutes, the theory was demonstrated with TCP, the Gloria tapes (Shostrom, 1965), or the nontransparent role play; and (c) for the final half hour, the demonstration was discussed.

TCP was used to demonstrate psychodynamic, transactional analysis, and Adlerian counseling theories. The Gloria tapes (Shostrom, 1965) were presented in consecutive class sessions for person-centered, gestalt, and rational emotive behavior therapy; then TCP was used again to demonstrate existential therapy, image psychology, and feminist therapy. Finally, nontransparent role plays were used for multicultural counseling, structural family counseling, and strategic family counseling. For these nontransparent role plays, two outside counselors were invited to participate as clients in the multicultural and family counseling demonstrations.

In total, 12 theories were demonstrated: 6 using TCP, 3 using videotape presentation, and 3 using nontransparent role plays. TCP was used to present two clients; Gloria (Shostrom, 1965) was presented using videotape; and two clients were presented in the nontransparent role plays (both the client for the multicultural theory and the husband in the family role plays were portrayed by an outside counselor). To more closely approximate clinical reality, we did not ask students to participate as clients in any of the demonstrations, and no advance information about the client was given to the class or the counselor. Assignments in the class included three papers in which students compared and contrasted theories in terms of efficacy with various clients and with various issues, and a final paper in which students used the theory of their choice as a basis for writing a client conceptualization and eight-session treatment plan for a predesigned case study.

Predemonstration Presentation

Research into how students learn suggests that knowledge transfer is dependent on the accuracy and usefulness of the students' existing knowledge structures (Bransford et al., 1999). Experiential learning appears to be contingent on a thorough understanding of the concepts that undergird the experience, in this case, individual counseling theories. To accomplish this understanding and to provide cognitive structure for classroom demonstrations, course instructors provided a brief review of the foundation, assumptions, and strategies of each theory for the 1st hour of each class. These didactic presentations provided students with the content information necessary to synthesize preexisting ideas and new insights relative to the presented counseling theory and to facilitate the transition into procedural strategies of the next learning phase.

TCP Demonstration

An advanced doctoral student serving as course coinstructor alternated with the course instructor in the TCP role plays as either client or counselor. Each client portrayal, for which identifying information had been altered, was based on former clients of the coinstructors. Each client was portrayed in three class sessions by only one person, allowing students to see one client consistently presented for multiple counseling sessions. It was also beneficial for students to see several clients with various issues. Because of time constraints and the number of theories to be demonstrated, a new theory was demonstrated in each class, meaning that each client was counseled using three different theories. This exposed students to the application of different theories to the same client and issue and facilitated students' reflection on and evaluation of the theories. In addition, this allowed students to see more than the one-session counseling relationship that is typical of most role plays. Dialogue was used to elicit the student groups' suggestions, and monologue was used to share clinical thinking with the class.

Postdemonstration Processing

After each classroom demonstration (TCP, the Gloria tapes, or nontransparent role play), students were asked to reflect on what they saw and to discuss their reactions with the class. Prompts were offered to explore students' reactions to the session: What did you notice in terms of the effectiveness of the theory? What did you notice about the personal style of the counselor? What did you notice regarding the unique qualities of this client? How effective would this theory be with this client? What theories might be more effective? What did you notice relative to the presenting issue(s), and what hypotheses might you generate about deeper or underlying issue(s)? What would be the "starting point" to address these deeper issues, given this theory and given other theories? Students were then asked to reflect on how these new insights would translate into their course assignments in which they compared various theories on the basis of applicability to different clients and to diverse issues.

Student Evaluations

Twenty-eight students were enrolled in the counseling theories course. Each student provided voluntary informed consent, as defined by the university's Institutional Review Board, indicating their willingness to participate in the study and acknowledging that nonparticipation would not incur penalty. Responses were collected from 26 of these students; 2 students submitted their evaluations too late to be included in analyses. In the class, 27 of the 28 students were women. Thirteen of the students were second-career adults, including an anesthesiologist, 2 attorneys, and 4 K-12th-grade teachers. The other 15 students were traditional-age students in their mid- to late 20s. Two students were African American; the remainder were Caucasian. Ten of the students were enrolled in the Marriage and Family Therapy track, and 18 were enrolled in the School Counseling track.

To evaluate the three classroom demonstration methods, we asked students to respond to a written survey that was distributed during the second-to-last class and collected anonymously before the final class. In the survey, they were asked to think about the best session (as they defined it) of TCP, the Gloria tapes, and the nontransparent role plays, and to respond to eight questions about each on separate sections of the survey. As they reflected on the best session for each demonstration strategy, they were then asked to indicate, on a 4-point Likert-type scale (3 = *a lot*, 2 = *some*, 1 = *little*, 0 = *none*), (a) "How much will you remember from that session?" (b) "How confident are you that you could use the theory in a time-efficient manner?" (c) "How much did you learn about the theory from that session?" (d) "How much did you learn about the client from that session?" (e) "How much did you learn about the issue from that session?" (f) "How comfortable are you that you could use this approach if you chose to?" (g) "How involved were you in that session?" and (h) "How much did you enjoy that session?" Students were then asked to respond to two open-ended questions: "Of the three demonstration strategies, which one was the most effective in helping you understand the material, and

why?" and "Please add any comments you would like to make about any of the demonstration strategies used in this class."

Results

Descriptive statistics were determined to identify any patterns in students' responses. As shown in Table 1, mean values were lowest for the Gloria tapes and highest for the TCP demonstrations, indicating that students reported gaining the most understanding of demonstrated theories from the TCP sessions. One exception to this pattern is seen in responses to the amount of information retained from the demonstration; for this question, mean scores were the same for live role plays and TCP.

Responses to the open-ended questions were grouped by all three authors independently and then in consultation to arrive at congruence. Regarding the question of which demonstration strategy was the most effective in helping them learn the material, 2 students identified the Gloria tapes (Shostrom, 1965), 2 reported the nontransparent role plays, 2 indicated both live demonstrations (TCP and the nontransparent role plays), and 3 said that they learned equally from all three demonstration strategies. The remaining 17 of the 26 students reported that TCP was the most effective strategy for helping them understand the course material. Reasons given clustered around four themes. The first theme, active student involvement, included statements such as the following:

Allowing us to figure out what we would do next was very helpful in keeping us involved in the process. I found the [nontransparent] role plays to be slightly less effective only because you didn't stop and explain thought processes or periodically ask for student input.

Another student wrote, "I was involved so I had to apply my knowledge." A third student wrote, "Transparent Counseling [Pedagogy] was most useful in that it kept us actively involved."

TABLE 1
Student Evaluations (N = 26) of Three Classroom Demonstrations

Survey Item	Gloria Tapes (Shostrom, 1965)		Role Play Without Transparent Elements		Transparent Counseling Pedagogy	
	M	SD	M	SD	M	SD
Amount retained	2.57	0.50	2.61	0.63	2.61	0.50
Confidence in time-efficient use	1.73	0.66	2.11	0.71	2.19	0.75
Learning about theory	2.46	0.76	2.54	0.51	2.77	0.42
Learning about client	2.34	0.69	2.61	0.57	2.77	0.42
Learning about issue	2.15	0.46	2.53	0.58	2.77	0.42
Could use theoretical approach, if chosen	1.92	0.69	2.11	0.65	2.15	0.73
Involvement	2.50	0.71	2.77	0.51	2.88	0.32
Enjoyment	2.50	0.76	2.84	0.46	2.92	0.27

Note. Respondents were asked to think about the best session of each demonstration strategy and then to rate that session on eight survey questions about their experiences of the theory demonstrated. Ratings were made with a 4-point Likert scale: 3 = a lot, 2 = some, 1 = a little, and 0 = none.

The second theme was the value of peer interaction, which highlighted the value of the social construction of knowing. For this theme, representative comments included, "Not only did we benefit from the instructor's strategies, but we (I) benefited from hearing other students' perspectives," and "The interaction of the class and their feedback added to my understanding the theory better." In addition, one student wrote, "It was very helpful to hear what others were thinking."

Students' comments on the third theme—the value of hearing the clinical thinking of the counselor in TCP—included the following: "We had to conceptualize and were given feedback." "Transparent Counseling [Pedagogy was the most effective]—seeing the theory in action and hearing the rationale/plan of the counselor." "When you talked about your thinking process."

Some of the comments elicited by the fourth theme—general comments on TCP—were,

Basic lecture learning is OK, observation of counseling is better, but personal input, seeing applications, and team discussion is best (for me!).

When I became stuck and didn't know what to do, I could ask, but it was still real enough to be able to picture myself in the counselor's seat.

The transparent counseling was so helpful in bringing the theories to life. It gave me a much better understanding of how to actually apply each theory. I feel like I learned so much more from watching you and [the doctoral student coinstructor] than I ever could from reading a book or even listening to a conventional lecture.

Finally, two students' comments that highlighted the value of the other demonstration strategies were,

It was very helpful to see the [nontransparent role play] demonstrations move through various stages of the counseling process with one theory; allow the theory to continue beyond one class session.

Gloria tapes [were the best for me], because the actual theorists were right there doing the work and using their own theory. Gloria was the same client throughout 3 different theory demonstrations; it was easier to see the differences in the theories.

The primary instructor's (the first author) anecdotal experience of the class is worth noting. In the TCP sessions, students appeared to be more active, more involved, and to take more risks in their questions and suggestions than had been observed in 12 prior years of teaching this course. The assignments and final exam case study challenged students to examine and evaluate each theory as applied to unique clients and unique issues; as a result, we saw greater levels of clinical insight in all assignments.

Discussion

There were several limitations connected to the delivery of the three classroom demonstrations and method used for obtaining student evaluations. First, the order of the demonstrations and learning

maturation may have influenced the students' perceptions of the demonstration strategies. Second, there were more TCP demonstrations than there were Gloria videotape presentations and nontransparent role plays; we do not know how this might have affected the results. Third, some students reported that they had seen the Gloria tapes in the past; the effects of these experiences on the results of our study are unknown. Fourth, in spite of attempts to remain consistent with all demonstrations, the potential bias of the coinstructors in favor of TCP could have influenced student feedback. Finally, evaluations of the three demonstrations were confined to one counseling theories course with 28 students, at one institution, during one summer course, thereby limiting generalizability.

In spite of these limitations, TCP, as used in the aforementioned counseling theories course, is a demonstration pedagogy that may help students learn theories more effectively. On the basis of student evaluations and the primary author's (i.e., the first author) observations, it appears that the majority of students had a more meaningful learning experience when they were exposed to TCP demonstrations than when they were exposed to either the Gloria videotapes or to nontransparent role plays without dialogue or monologue. Students indicated that they were able to remember equally well from TCP demonstrations and the nontransparent role-play demonstrations. When asked how confident they were that they could use the demonstrated theory in a time-efficient manner, they indicated the greatest confidence in their identified TCP-presented format. Students also reported that they learned the most about counseling theories from the TCP demonstrations, and more students reported that they felt that they were able to use the theories demonstrated by TCP.

When students were asked how much they learned about the client and the presenting issue, they again responded with the highest ratings for the TCP demonstration. In addition, students' assignments demonstrated high levels of insight, illustrating that they were able to assess the efficacy of each theory as applied with various clients and various issues. Support for this finding was shown in such student comments as "It was still real enough to be able to picture myself in the counselor's seat," and "Transparent counseling really helped to bring the theories to life." Anecdotally, students reported to us that they could imagine themselves using the approaches demonstrated with TCP.

Finally, students were asked how involved they were and how much they enjoyed each demonstration. Again, the highest levels of involvement and enjoyment were reported for TCP demonstrations. One student wrote, "I loved the chance to participate, interact, and see it in action."

Implications for Counselor Education

TCP appears to hold some promise for preparing students to conduct case conceptualizations. Instead of just hearing about or seeing a demonstration of a theory, students are given an opportunity in TCP to reflect on, and react to, the application of a given theory immediately after its demonstration. This allows students to practice conceptual skills before their actual practicum experience begins and to do so with feedback from

peers and guidance from the instructor. In this manner, TCP introduces students to the process of collaborating with others and hearing different points of view in order to determine the most appropriate approach for counseling a particular client with a particular issue.

It appears that TCP may promote intentionality (Ivey & Ivey, 2003) or purposeful counseling practice. In TCP, clinical intentionality is modeled; clinical thinking related to the use of theory is highlighted. Students are encouraged to think strategically and systematically about ways that theory informs clinical decision making, instead of solely relying on instinct. TCP introduces students to different theoretical approaches while granting them the freedom to begin thinking about the most effective ways to use them.

McAuliffe and Lovell (2006) provided several examples of "development-stimulating instruction" for promoting epistemological change in dualistic learners. Such change, which allows all-or-nothing, right-and-wrong thinking to develop toward greater tolerance for epistemological ambiguity, also allows students to make progress toward tolerance of *clinical* ambiguity, which is so necessary for counselors. TCP parallels McAuliffe and Lovell's recommendations, providing a means by which students can begin the transition from dualistic thinking into more relativistic thinking. Insights offered by McAuliffe and Lovell that appear to be descriptive of TCP include (a) providing concrete examples and "rules" for the use of skills; (b) providing clear instructions for when to apply certain skills; (c) presenting students with dilemmas for which they must consider diverse thinking and values; (d) helping students discover and articulate their clinical intuition in the student discussion groups during TCP; (e) demonstrating unique situations in which to apply interventions; (f) demonstrating extended assessment before goal setting; (g) demonstrating the development of a wide range of clinical hypotheses; and (h) requiring students to demonstrate their own clinical thinking. TCP, therefore, may promote students' transition from dualist to relativist thinkers and, therefore, assist them in their development as effective counselors (McAuliffe & Lovell, 2006).

Although it was gratifying to have several students approach both instructors each day to share how much they had learned from the TCP demonstration, there were challenges in conducting this particular demonstration in terms of portraying the counselor, portraying the client, and the physical layout of the class. Portraying the counselor and then processing the counseling session with students requires a very high level of concentration. The counselor must not only demonstrate effective counseling skills, she or he must also (a) attend to the client in an impromptu role play (e.g., attending to nonverbal and vocal affective cues); (b) be aware of demonstrating a theory (e.g., thinking ahead to the demonstration of theory-congruent assessment and intervention strategies); (c) attend to self-talk and sharing that with the class (e.g., sharing conflicting directions or topics for further exploration); and (d) attempt to time the request for students' input in a way that maximizes their learning (e.g., at the end of a meaningful client disclosure). In addition, we wanted to demonstrate the effect of personal style when using any theory and to emphasize that one

person's use of person-centered counseling, for example, would not necessarily be an imitation of Carl Rogers but rather would be unique to that clinician. Finally, instructors will need to prepare for student questions and challenges in their role as counselor. The illusion of instructor infallibility does not last long in this setting. In the long run, the honest sharing of human fallibility may empower students to take risks themselves. The balance of theory, personal style, learning/teaching moments, and clinical risk taking is delicate.

Portraying the client as realistic and believable was also a challenge. We learned that it is important to resist the temptation to overplay the client by being too resistant or too compliant. If the portrayed client is too demanding or uncooperative, the students may become demoralized and frustrated. If the client is too compliant, students may be preconditioned to fail when future clients do not demonstrate positive change in a short amount of time.

Logistical challenges included preparation and planning. For future implementations, there is a need for a coinstructor as well as for nonstudent volunteers for additional role plays (e.g., family members for family systems demonstrations). Second, the class meeting time would need to be long enough for a presentation of the material, the TCP demonstration, and sufficient time to process the experience. Third, the room will need to be large enough so that the TCP takes place in the center of the room, allowing all students to see and hear and to have access to a front-row seat. A final point worth noting is that instructors will expend more energy portraying counselors and clients in addition to presenting the material. Just as the students are encouraged to be more than passive learners, the instructors are also challenged to move from "behind the desk" into the students' space.

Recommendations for Future Research

Future research could explore the value of TCP in a variety of ways. First, as an adjunct to the McAuliffe and Lovell (2006) study, information about epistemological development might be collected early in the course to determine if dualistic thinkers move toward relativistic thinking as a result of exposure to TCP. In addition, counselor educators could learn whether and in what ways epistemological development of learners affects their perception and evaluation of TCP learning. Would relativistic thinkers and dualistic thinkers perceive similar or different learning benefits? In other studies, measures of cognitive complexity could be used to determine the ways various demonstration strategies improve clinical thinking, with a focus on TCP. For example, would videotapes of counseling, interspersed with the transparent elements of dialogue and monologue, prove as meaningful as live TCP? What elements of TCP are the most meaningful aspects of the pedagogy in terms of learning? Expanding the research demographically and designing the study to allow for between-group comparisons would enhance generalizability.

TCP is a teaching strategy that uses all of the roles suggested by McKeachie and Svincki (2006) for university professors: Instructors

maintain an emphasis on students' discoveries from each other and the process; they serve as consultants to and collaborators with students to construct knowledge; and they model clinical thinking, exploration, self-supervision, and professionalism to help students develop a viable clinical professional identity. Problem-solving and student-to-student collaboration were visible in each class session, and the value of social construction of knowledge (Nelson & Neufeldt, 1998) was evident in the students' performance on assignments. With this demonstration strategy, the class became what Palmer (1998) termed a *subject-centered classroom*, in which "the great thing"—counseling—is given the "capacity to speak its truth quite apart from the teacher's voice in terms that students can hear and understand" (p. 118). TCP may allow for the creation of "a genuine learning community, a community that does not collapse into the egos of students or teacher but knows itself accountable to the subject at its core" (Palmer, 1998, p. 118).

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