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Abstract

Transitioning from knowledge and understanding to practical application can be a challenging step for counseling students (Authors, 2016). Although the professional field accepts integration as a working model, the ability to effectively integrate theories is a more advanced skill. Research strongly advocates the importance of graduate students connecting with a specific counseling model or theory as a foundation into the profession (Halbur & Halbur, 2015). Beginning counselors may see this as overwhelming as they do not fully understand each theory well enough to integrate. Firsthand experience, such as seeing a theory in action, not only provides a sense of connection for new counselors to a theoretical orientation, but also facilitates proficiency within it (Sharf, 2012). Thus, a role-play demonstration can transition a new student or supervisor from understanding to practical application of theory. This article offers guidance on how to navigate a live demonstration of counseling theories and how to structure the demonstration while providing a brief overview of theory. The article will also explore reflections of both the counselor and the client in the given demonstration scenario and tips, considerations, and ideas for future teaching techniques will be provided.

Transitioning from knowledge and understanding to practical application can be a challenging step for counseling students (Authors, 2016). Specific counseling skills, techniques or theoretical constructs are best conveyed when educators implement a variety of explanations to ensure each method of learning is addressed (Levitt & Jacques, 2005). A demonstration of counseling skills is an effective strategy for visual learners. When the demonstration is executed in vivo, it further stimulates

discussion and processing to enhance growth. This can be especially important for assisting students in selecting a theoretical orientation or model.

While research on the relative equal efficacy of counseling models is abundant (Duncan, Miller, Wampold, & Hubble, 2010; Hunsley, John & Di Giulio, 2002; Wampold, 2001), research more specific to the focus of training new counselors strongly advocates the importance of

graduate students connecting with a specific counseling model. Halbur and Halbur (2015) state, "beginning counselors may be best served by developing a single theoretical orientation that works best for them and learning to be as effective as possible within that paradigm" (p.7). Although the professional field accepts integration as a working model, the ability to smoothly integrate approaches is a more advanced skill in which beginning counselors may see as overwhelming to thoroughly understand each theory well enough to integrate. Beginning counselors can tackle this feat by embracing one theory as a base or theoretical home and later integrate other theories as their knowledge grows. Spruill and Benschhoff (2000) echo similar opinions suggesting that counseling students should mature into a single theoretical model to initially form their practice. Firsthand experience in seeing a theory in action provides additional support to connecting with a theoretical orientation and developing proficiency within it (Sharf, 2012). Thus, a role-play demonstration furthers these important principles of counselor education.

This article offers guidance on how to effectively navigate a live demonstration of counseling skills with applied theory and provides suggestions for how to structure the demonstration while providing a brief overview of theory. The article will also explore reflections of both the counselor and the client in the given demonstration scenario. Last, this article will present tips, considerations and ideas for future teaching techniques.

Demonstration Structure

At a clinical training event, several faculty members joined together to offer a unique learning opportunity for mental

health counseling students. Three faculty instructors executed a variation of the famous "Three Approaches to Psychotherapy," often referred to as the "Gloria Tapes" (Rogers, Perls, Ellis, & Shostrom, 1965). The current demonstration varied from the original theories by opting to showcase Adlerian, Gestalt, and Existential theory. Besides the obvious theoretical differences from the original "Gloria Tapes," this role-play demonstration also varied in structure. Instead of starting with a new client session for each session, this demonstration had each counselor step into the counseling role as one continuous session (i.e., the same story line along with what the client had shared). Each counselor demonstrated his or her model for 15 to 20 minutes. Essentially, the session was paused in order for the next "counselor" to demonstrate the new theory as if he or she had been sitting with the client from the beginning.

A doctoral intern volunteered to be the client and role-play a real life issue from her past. She was given instructions to exaggerate an aspect of her life while, at the same time, carefully ensuring that whatever she selected was not a topic that would not elicit a strong response. The intern was informed she would submit reflections regarding her experiences throughout the role-play without reference to her name or identity. The student was also informed each counselor would document and reflect on the session without using her name or identifying information. The student understood and consented to continue with the role-play.

While this group is not the first to demonstrate counseling models in succession with a single client for learning purposes (Rogers, Perls, Ellis, & Shostrom

1965; American Psychological Association, 2012), they did harness a unique and important learning opportunity through spontaneous collaboration with colleagues. The demonstration hinged on the premise that this was a second session, making the assumption that each counselor previously conducted an intake interview and was familiar with the presenting problem. This allowed for each counselor to clearly illustrate intervention strategies within the given period of time. Each counselor worked with the same presenting issue from the client, which centered on an experience when she was 10-years-old. At this young age, she was left with the responsibility of taking her younger brother to the swimming pool. However, he left the pool area for the playground without notifying her. This created a frightening situation for both the parents and the client, which has impacted their relationship to this day. This will be explored further as the sessions unfold in the following sections.

Interestingly, the three theories selected represented the past (Adlerian Theory), present (Perls' Gestalt Theory), and future (Frankl's Existential Theory) of a person's functioning. These are crude categories as each of these three theories includes all the time dimensions of a person's life; however, for purpose of the demonstration, this was the approach used. Through the Adlerian role-play, the early childhood recollection brought the client to a point of inner conflict. Once the early recollection shifted into a present state of conflict, the Adlerian counselor paused and allowed the Gestalt counselor to start. The shift happened for the Existential counselor in order to help the client resolve the conflict in the future. This segmentation of the counseling session, approximately 15 to 20 minutes per theory in succession with the

same client, proved to be a helpful experience for the students. Students were able to see how counseling approaches can lead a client in very different directions, while still being effective.

Students were cautioned that such a short demonstration segment is not a fair representation of a theory, as they had already completed a counseling theories course prior to the clinical training experience. However, the addition of a live client working on a "real" problem provided educational benefit. After the demonstration, each counselor reviewed key points within the theory and highlighted areas of application to the case. Students were allowed to query the intern about the experience and also discussed different aspects of the theory. This type of training experience is consistent with Adler's idea of learning as a social practice (Bluvshstein, Belangee & Haugen, 2015) and students moving with "others who are pursuing the same aim" (Saran & Neisser, 2004, p. 4). It is important to note that the client did not read any of the authors' work for this paper before constructing her own reflections of her experience.

Individual Psychology: The Adlerian Session

Adlerian theory is applicable to all phases of life, noting that transitions can cause developmental crises during which counseling is helpful. Adlerian theory is foundational to many counseling theories/approaches/taxonomies. Horney's neo-psychoanalytic approach, Erickson's ego-analytic approach, Object Relations theory, Rational Emotive Behavior Therapy, Cognitive Behavior Therapy, Maslow's Hierarchy of Needs, Carl Rogers' Theory, Kellian and constructivist theories, and

contemporary constructivist approaches are just a sampling of Adler's influence (Oberst & Stewart, 2003).

Some of the uniqueness of Adlerian theory lies in the concepts of inferiority (inferiority complex and superiority complex), private logic, early recollections, family constellation, and "gemeinschaftsgefühl" which roughly translated is "social interest" (Adler, 1929). Each person decides how they think, value and feel about themselves and fashions a unique way of moving through life as all behavior is purposeful. Further, Adlerians believe that everyone is confronted with five major life tasks: work, friendship, love, spirituality, & coping with self (Sweeney, 2009).

Though there are many ways of understanding this unique way of moving through life, a lifestyle analysis is one of the main ways of helping the counselor as well as the client perceive their own form of misery, dysfunction and "stuckness" so that they can move forward with a more satisfying way of progressing through life (Oberst & Stewart, 2003). There are several ways of analyzing a client's lifestyle with early childhood recollections being a major pathway to insight.

Adlerian Counselor Reflections

During the counseling demonstration, the client was taken through a simple early recollection using what the author (Wayman) created as being "Adler's postcard." This technique involves a vivid retelling of the early recollection by the client, recalling it as a movie and then narrowing down the most poignant scene from the "movie" to be placed on an imaginary postcard and mailed to an

individual. The technique was adapted from Adlerian theory and the writing of Leman and Carlson (1989). Leman and Carlson's work references how childhood memories hold secrets for how one approaches life as an adult, "pursuing goals and actualization" (Lemberger, 2017, p. 131). Adler's postcard is a procedure that allows the client to access an early childhood memory. Typically, the early memories recalled are significant to the point where they impact how one processes the world as a child and are often carried over into adult life, resulting in a lifestyle (Oberst and Stewart, 2003). This lifestyle is a way of navigating these childhood conclusions derived from the early childhood recollections. A lifestyle brings private logic into focus, which the counselor can then explore to make sense of the early childhood recollection (Sperry, 2017).

The postcard technique has proven to be very beneficial in helping clients understand how their private logic as a child (derived from the early experience) may still be a guiding factor as they travel through life as an adult.

Client Reflections: Adlerian Session

The Adlerian counselor began the role-play by asking about a conversation previously held about a childhood memory and requested to explore that memory. The memory was from an experience when I was 10-years-old. I was left responsible for taking my younger brother to the swimming pool. Unbeknownst to me, he left the pool area and went to the playground, which caused me to panic and my parents to do the same. This event changed and challenged the relationship with my parents ever since.

In the counseling session, the counselor's exploration of this memory led to the most salient part of the session, an illustration of the postcard technique. Though challenging, the use of the postcard technique highlighted for me how deep my shame was rooted despite former efforts to work through those feelings. It allowed me to see, feel, and express this reality today, so many years after the incident. I realized how this experience as a child has influenced many parts of my life.

When I named the movie of my childhood memory, I remember feeling sadness in the pit of my stomach. A movie about a 10-year-old child should not be "Way to Screw it Up", but this was the most fitting title. This childhood memory brought about many emotions and fear of failing others, which drives my motivation to succeed. When asked to describe what the promotional movie post would look like, I stated that it would depict a sad little girl crying. A sense of failure came over me in that moment of sharing. I was asked who I would want to see that movie poster. I replied, "My parents." There was a part of me that felt afraid to admit this because I could not risk them finding out how I really felt and risk being vulnerable and failing them again. In that moment, I realized that I continue to experience feelings of shame and insecurity, which affect my thoughts and relationships to this day. I was asked to take a step further and to imagine that I wrote a postcard to my parents describing my reflection on this childhood experience. I described it as simply saying, "Dear Mom and Dad... Your words have power." Saying these words brought about a shift in emotion in me. The Adlerian counselor brought about a sense of relief coupled with some anxiousness. Relief came from knowing that this memory is still influencing my life

today and anxiousness from realizing the same.

The Gestalt Therapy Session

Gestalt is a phenomenological field theory operating through dialog created in the present moment with hopes of achieving the primary goal of awareness. Diverse forms of Gestalt have formed throughout various countries but the purist practice of this theory remains focused on Perls, Hefferline and Goodman (1951) as basis for philosophical roots.

Gestalt is infused with holistic principles and existential growth, which deviate from a pathology driven stance (Mann, 2010). Individuals cannot exist without contact to the environment and their response. Therefore, the relationship between the counselor and client yields an entity that grows into a working platform referred to as the "I-Thou contact/withdrawal process" (Yontef, 1993). The relationship evolves and lends itself to inspection as a viable member of the therapeutic alliance. Mann (2010) further describes the dialogue as what is created between the client and counselor, but this "between" becomes observed as fertile soil where interaction and awareness flourish. This allows the client to identify restrictions on their ability to authentically relate to their field (i.e., their environment or situation), which stems from unfinished business manifested through introjects, retroflection and projection (Mann, 2010). This type of exploration occurred in the role-play demonstration when the client shared a desire to "measure up" to her parent's expectations through academic and professional achievement. By achieving, she ensured their happiness and escaped her own fear of experiencing their disappointment or

disapproval. These expectations have been swallowed (introjected) and manifest into her expectations of herself. At no point did the counselor refute her perspective or experience, as the importance is not truth, but what is true to her.

Gestalt therapy aims to assist the client to attain greater awareness, and with it, greater choice (Corey, 2017). According to Corey (2017), increased and enriched awareness, by itself, is curative. With increased awareness, "clients have the capacity to face, accept, and integrate denied parts as well as to fully experience their subjectivity" (Corey, 2017, p. 206). In Gestalt therapy, an "experiment" is a therapeutic intervention and active technique that facilitates collaborative exploration of a client's experience (Yontef & Schultz, 2013). Experiments are spontaneously created as the client explores thoughts, feelings, and perceptions that are present and become known through the therapeutic process (Corey, 2017). Gestalt experiments can be useful tools to assist the client gain fuller awareness, experience internal conflicts, and resolve inconsistencies that may prevent completion of unfinished business (Conyne, 2015). The empty chair technique, originated by Jacob Moreno and incorporated into Gestalt therapy by Perls, is a therapeutic intervention that utilizes role reversal to bring into consciousness the possibilities of what the "other" might be thinking or feeling (Corey, 2017). Traditionally, two chairs are used and the client plays all parts of the role-play in order to experience all aspects of the situation, perception, or belief (Corey, 2017). Introjects may surface which can enable the client to experience the conflict more fully. The conflict can be resolved by the client's acceptance and integration of both sides (Corey, 2017).

Therapeutic sessions hinge on the present moment, the *here-and-now*, which explores the *what* and *how* of the client's world. Perls (1947) recognized that, "there is no other reality than the present" (p. 208). The here-and-now is one of the primary tools for the Gestalt therapist.

Gestalt Counselor Reflections

Throughout the demonstration, a continued sense of immediacy was applied to increase the here-and-now experience. For example, the client shared, "I don't want to let them down." To deepen the connection with these emotions, the counselor asked her to repeat this statement followed by silence (allowing reflection). The last example of here-and-now work was the counselor's disclosure of observation. When the feeling emerged into the *now*, the client immediately pulled back from it. This was noted with a simple observation, "I feel like you pulled back just then." This faithfulness to the *now* relies on the connectedness between the client and counselor.

During this counseling demonstration, the empty chair did not place a person in the chair, but rather the parts of self that were identified during the exploration of the client's introject (i.e., the angry self, and the exhausted/sad self). By separating these parts, greater understanding was gained of how they impact the whole and if unfinished business existed. This intervention gave voice to all aspects of her experience. It's important to note that neither part of self should be labeled good or bad, as each part exploration.

The client moved into the first chair to explore the angry-self. This part felt angry that she continued to live by the standard and expectations of others; anger at the

inability to live authentically. The client reported anger but displayed minimal visible emotion. The counselor confronted this disconnection between the anger and her actual experience of anger. Staying present and intensifying the emotion attacked the resistance. Before moving into the next chair, the counselor respected the client's field by ensuring all points were explored by offering, "What else does she [the whole] need to know?"

The client then moved into the part of self that felt "exhaustion" from a continued persistence of introjection. This part reported sadness, disappointment, and fear of not living up to her parent's expectations. In order to stay in contact with this aspect of self, the counselor asked her to identify the area in her body where these feelings live. Larger amounts of therapeutic silence were integrated into this exploration as the client struggled with experiencing these emotions by cutting herself off from this part. She explained that she feels emotionless with this part of self, as if a "wall" had been constructed to where this part exists. Once the client brought a metaphor into the session, focus shifted to understanding this "wall" and the means of protection it yielded to the whole. She admitted that holding up these walls are "tiring" and it is exhausting to experience fear all of the time. It is essential to identify if this wall contributed to any retroreflection, which can be a protective boundary from perceived rejection.

After exploring each part via separate chairs, the client then moved back into the chair representing the whole self and reflected on how these parts interact in relation to the whole self. This final exploration brought forth awareness about her introject-related behavior and evoked

more personal responsibility. In fact, at the end of this session, the client stated that she wants to bring the walls down to see "what the walls are really about."

Client Reflections: Gestalt Session

The Gestalt counselor continued with the memory work from the Adlerian session but picked up on the theme of, "wanting to measure up". The approach felt different as the counselor kept me in present moment awareness while reflecting back on the memory. She pulled from my memory the immense experience of sadness; sadness that the true emotion was fear of talking badly about my parents, though the memory was decades old. My desire to work through these deeper emotions in a way that would respect my parents created a clear block for me. I then felt stuck and paralyzed even trying to "breathe into the feelings of sadness", as the counselor requested. It demonstrated to me further unfinished business based on this childhood memory and the years of striving to do enough, to hold it together and to do as I was told.

The counselor conducted further exploration and then asked me to speak to my "whole self", imagining her sitting in a chair across from me and to describe to that self what I felt about the continued struggles. My mind drew a blank. I had no words to describe that moment. Though challenging, the use of the empty chair technique highlighted for me how deeply I was hurt by the experience as a child and how that hurt influences my choices. It also allowed me to express my authentic feelings out loud. It was upon the closing of this work that presented one of the most resonant moments in the Gestalt session. I remember feeling strong affirmation when the

counselor stated, “you just wanted to be validated for the work you were doing.”

Existentialism

Victor Frankl, the renowned developer of Logotherapy, an existential method for psychotherapy, found through personal and professional experience that finding meaning in suffering could bring about a newfound optimism and intrapersonal strength (Frankl, 1984). Frankl (1984) indicated that struggles could rob an individual of their values and that if a person could “struggle against (it) in a last effort to save his self-respect” he/she could lose the feeling of being “an individual being with a mind, with inner freedom and personal value” (p. 60). Part of this effort was to find meaning in life’s challenges and suffering as it could bring about a chance of achievement, and that life affords individuals suffering to learn from and to develop character, purpose and values. Furthermore, having a purpose to live for can help an individual hope for something better in the future, and to realize for oneself “...that it did not really matter what we expected from life, but rather what life expected from us” (Frankl, 1984, p. 85).

Frankl (1984) indicated that Logotherapy differs heavily from psychoanalysis as it focuses more on the future and the client’s individual meaning of the future rather than the past. Additionally, a person’s meaning on the future can affect their present as they get caught in neurotic loops. It focuses on a person’s ideals and values and how they affect their meaning in experiences. Neuroses (i.e. disorders) can result when a person experiences existential frustrations or crises. In other words, their meaning and purpose in life comes into question. Furthermore, Frankl (1984) posits

that not all existential struggles or crises are neurotic (diagnosable).

The goal of counseling from an existential or Logotherapy perspective is to help the client analyze and bring to awareness internal meanings of events or struggles and find a future meaning. This may result in hearing things that are difficult to hear, but that can aid them in moving forward and developing. This requires having an awareness of meaning in life as it can change from day-to-day and hour-to-hour. In order to find meaning, the individual must be willing to answer the question “what is my purpose” as if he/she is being asked by it (life), thus being held responsible and accountable for their life’s choices (Frankl, 1984).

Another goal of counseling is helping the client understand and be aware of their personal meaning of life’s finiteness, love, and suffering (Frankl, 1984). All three of these are explored in a similar fashion as psychoanalysis. The counselor leads and encourages the client to explore and become aware of his or her own meanings and determine where the client feels their responsibility lies. Furthermore, helping a client come to a resolution of life’s difficulties (i.e. finding meaning in suffering) can help them free themselves from neuroses (Frankl, 1984).

Therefore, in the case of existentialism, the counselor takes the position as an expert on life’s meaning. However, he/she only knows life’s meaning from his/her own perspective as one cannot know the meaning of life for another. It is a more philosophical stance on life and counseling rather than a step-by-step process that one might find with Cognitive Therapy or another more structured treatment. In

order to use an existential perspective, the counselor must work from the perspective and value system of the client, which requires an open-mindedness and acceptance of the client, their experiences, their interpretations of life, and their culture.

Existential Counselor Reflections

The clinical training experience afforded a great opportunity to demonstrate for training and educational purposes the differences between past, present, and future-oriented counseling methodologies. Frankl's existentialism was chosen as a future-oriented approach as its purpose is to find current and future meaning in struggles, and to develop the capacity to continue making future choices and realize that one has the continuous freedom to find meaning.

The client's situation provided a few opportunistic subjects such as the meaning of her 10-year-old experience which continued to influence her pursuit of minimizing discomfort through seeking for excellence in academia, personal life, and spirituality. She indicated that much of her efforts were to maximize a feeling of being "enough" while decreasing the existential anxieties of not being "enough." At one point in the experience she indicated that she was not entirely certain what it would feel like to be enough or how she might recognize it. This one area is a great processing example that many of us (not just clients) experience. We seek for a higher plain of existence, yet are not certain how it might appear. Continued exploration might have brought more aspects of being "enough" to her awareness. One existential technique is using paradoxical intention. In psychotherapy, paradoxical intention is the deliberate practice of a neurotic habit or thought in order to identify and remove it

(Frankl, 1984). The purpose of paradoxical intention is to encourage the client to look at ineffective behaviors and then to encourage new choices to move towards actualization (Frankl, 1984). For example, it could have been suggested to the client that she practice not being enough in the session and in her personal life. The counselor would encourage her to quit trying with certain aspects of her life. In order to do this, the client and counselor would require a stronger trusting relationship than had been established at the point of the recording. Then, continued collaboration on the results of her efforts at not being enough might bring to light some of the underlying existential beliefs that keep her from attaining a higher state of actualization.

Client Reflections: Existential Session

The pace of the Existential session was the most immediate difference that I sensed. The counselor took his time early in the session and used good attending skills, allowing me to feel a rapport that eased the transition. This conversational approach evolved into a discussion about my perception of what it means to "do enough" and to "fully arrive". While I was unable to immediately define these terms, the counselor's gentle nature and inviting approach allowed me to discover the internal peace I would achieve in both doing enough and fully arriving. Further along in the conversation, I was challenged to answer how I would know that I had achieved internal peace. Not knowing this felt scary to me. I felt my mind racing. Hearing the counselor say, "What would it be like to be at that place?" helped bring me to a vision of letting my arms go. I felt a calmness come over me when I actually let my arms fall to my side. Though challenging, exploring my ideas of "doing enough" and "finally

arriving” was beneficial. It allowed me to express my thoughts and to understand how they are influencing decisions I make.

Client’s Concluding Thoughts

As a current Counselor Education and Supervision (CES) doctoral student, I believe that counseling students would benefit from this demonstration by seeing the varied techniques employed by each approach. Additionally, the style of each counselor would provide an advantage for students to see how each one brought about a reaction or response from the client, demonstrating effectiveness of each approach. For me, each theory brought about different emotions, each one taking me a step further into progressing with this significant childhood memory.

Although the venue was difficult for doing deep work, the steps that were taken in these role-plays revealed the need for further personal work around this memory. The strength of the Gestalt approach was in the empty chair technique and the way the counselor had me speak to the two different parts of myself. I also remember feeling a strong affirmation when the counselor stated, “you just wanted to be validated for the work you were doing.” Conversely, I wanted to explore feeling stuck further; however, I was aware of the audience watching the "session" and I did not feel it was a safe environment to go deeper. Since that time, reflecting back I suspect that I may have been protective so as to not expose myself in the vulnerable position.

The strength of the Adlerian approach was the use of the movie clip technique. I will remember the powerful postcard strategy with the name of the movie and note on it. Similar to Gestalt, I

was aware of my emotional process and had a desire to keep my emotions "in check". Again, the context prevented a deeper level of counseling from occurring but still provided many opportunities for adequate illustration of the models. When I think of the Existential session, I will recall the calmness I felt by the pace and tempo of the approach as well as the insight it provided. While the future focus felt safer in front of an audience, it still provided relevant and significant insights. I strongly recall the vision of letting my arms go and the calmness come over me when I actually let my arms fall to my side.

As a CES student, I find it embarrassing to see the conflicted inner process of managing my life when I do well at appearing structured and disciplined. However, seeing this through the lens of each of the theories is helpful. I’m reassured that life is messy and chaotic by nature and offering one’s self to the process of counseling affords me the hope of resiliency and growth.

Student Experiences and Reflections

The engagement of the audience of over 45 students was palpable during these demonstrations. During the conclusion of each demonstration, there was active participation in the form of questions, student-to-student discussion, and note taking by many. At more than one debrief group discussion with 12+ students participants shared the value gained from viewing multiple approaches to the same client. Comments were made regarding how each counselor translated and utilized each counseling model and technique according to proper theoretical foundations, but each with a unique twist according to the

therapist's personally developed style of counseling.

When asked of the value of this activity, students stated that the demonstrations added value to their development as counselors. It was agreed that the experience was worthwhile and highlighted the value of developing a personal style of counseling, developing proficiency with one or two counseling models as a beginning counselor, and learning to value the clients experience and roll in therapy.

Considerations for Implementing Demonstration

A crucial learning point emerged from this role-play and will serve as a caution for future use with this method of demonstration. A doctoral intern volunteered to be the client for this role-play with permission to quit at any time. The use of a doctoral intern for this type of role-play was thoughtfully discussed among the instructors/counselors regarding benefits and possible concerns. The doctoral intern was asked to use an authentic past experience; not an active personal situation where there was emotional sensitivity. The selected topic to explore needed to be worked through with either deep self-reflection, supervision, journaling or personal counseling. These instructions centered on the desire to avoid an inadvertent emotional reaction for the intern. The decision to use a doctoral intern was agreed upon with the understanding that the intern's emotional well-being would take precedence over the role-play exercise.

Despite the hope to avoid emotional reactivity, the role-play did elicit some emotional reaction that unintentionally triggered the client to exert emotional

regulation that would not typically occur in a connected, trusting therapeutic relationship. This hindered the true nature of the client-counselor relationship. For example, during the Gestalt application, the counselor would have likely shifted the focus more to the client's protective factors; addressing the emerging resistance between the client-counselor in the here-and-now. In Gestalt Therapy, resistance is seen as the manifestation of energy to protect oneself (Perls, 1947). It is valuable to explore this retreating on the continuum of contact and withdrawal. Unfortunately, it was clear during the role-play that the volunteer client experienced thoughts and feelings she believed to be resolved and was not comfortable sharing this with the gallery of observers or her supervising instructors. The Gestalt counselor identified this in the role-play and chose to avoid the *here-and-now* in order to care for the volunteer client. This maintained appropriate boundaries with the client while simultaneously maintaining the boundary between the client and the audience. As an unintended result, this highlighted the pitfall of dual relationships, which contributed further to discussion with students.

After the demonstration, the doctoral intern was privately debriefed and allowed to process her experience with each counselor from the role-play. Since this clinical event served as internship hours for counselor education and supervision, she was able to evaluate the demonstration based on her training and how to convey counseling skills. She received supervision from her faculty supervisor as well as her fieldwork site supervisor. She was encouraged to continue reflecting on the role-play for personal growth and engage in self-evaluation, such as journaling, reflective thoughts, expressive artwork or seeking

personal therapy. The intern was also allowed the opportunity to reach out to each faculty member from the demonstration if she wanted to discuss aspects of the demonstration or had follow-up ideas about how to improve future role-plays.

It is impossible to predict how deeply a student will engage in the role-play activity when instructed to role-play a previous real life situation with exaggeration. An ethical concern would be the student chooses a real life situation that has not been worked through and experiences unresolved feelings and issues. Ultimately, it is the responsibility of the instructor to anticipate if the chosen situation will indeed cause an unintentional emotional response. Therefore, a doctoral intern should not be selected for future role-play demonstrations. Instead, a fellow instructor should be used for a role-play exercise. Additionally, the instructor should provide a fictional scenario for role-play instead of the fellow instructor recalling a real life, personal experience. This will significantly decrease the probability of negatively affecting the person participating in the role-play exercise.

Conclusion

Three counseling theories were selected to present how orientation to time impacts a therapeutic session. Adlerian Theory (1929) represented past, Perls' Gestalt Theory (1947) focused on the present, and Frankl's (1984) Existential Theory (Logotherapy) regarded future. Arranged from past to future, the demonstration smoothly transitioned between each counselor that counseled the same client. Differing from the "Three Approaches to Psychotherapy" model, this demonstration had each counselor step into

one continuous session at three different points (Rogers, Perls, Ellis, and Shostrom 1965). At the end of the role-play, each counselor explained a concise overview of their theory, along with theoretical pillars, assumptions, beliefs, and how it applied to the client. Students were allowed time to discuss the theory and the role-play after hearing the overview of each theory.

While an educator instructs, it can be difficult for students to notice that theoretical beliefs and assumptions are not often as easily identified as techniques or interventions. However, it is the instructor who clarifies that techniques and interventions do not force the counselor into a particular theory, thus reinforcing the idea that a technique does not a counselor make. For example, students may feel they are a Gestalt therapist if they utilize the empty chair technique. Thus, educators can encourage students to see the assumptions and beliefs of the theory shining through the role-play. Counselors are purposeful and these purposes help define theoretical framework.

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