ABSTRACT

For counselors to be successful in current and future practice they must be proficient reflective thinkers and be able to use reflective judgment skills to manage the daily complex problems presented by complex clients. Reflective thinking and reflective judgment are not elements of counseling curricula unless faculty explicitly design learning activities to develop these skills.

This study examined the relationship between reflective judgment and problem-based learning (PBL) by comparing pretest and posttest scores on the Reasoning about Current Issues test. Data was collected from a convenience sample of graduate level Counselor Education Ed.S students at the University of South Carolina and the Counseling and Development students at Winthrop University. One-way repeated measures ANOVA were used to analyze results from the RCI test as well as descriptive statistics were used to describe the participants. The results of this study will help