

Elective Course 3 (EC 3) GUIDANCE AND COUNSELING

Unit-4 (a) : Meaning of Counseling-

Counseling is the central aspect of the whole guidance programme. Counseling is a part of guidance. Guidance includes counseling as one of its services. All the activities and Services of the guidance programme leads to and help in the Counseling process. Counseling is the service offered to the individual who is undergoing a problem and needs professional help to overcome it. Counseling is aimed at helping the individual in solving problems in future and also enhancing personal, social, emotional, educational and vocational development.

Counseling has Remedial, Preventive and Developmental value.

We all encounter problems such as relationship difficulties, financial obligations, unemployment, divorce or a variety of other pressures. Inability to respond positively to life's ever changing situations can tax the resources of the individual and reduce the overhead wellbeing and quality of one's life, resulting quite often in stress, anxiety, depression or complete immobilization. We have a constitutional belief or behaviour that we can tough this situation out and land on our feet, However, some conditions that life presents are all just too overwhelming and feeling of despair, just too difficult to endwell. The nature of counseling is to assist individuals through a helping relationship to alleviate current negative responses and face challenging situations. Therefore, counseling helps to explore this decisive moment together and secure a way through confidentiality & creating a safe environment.

Counseling constitutes the three activities like:

- **Informing:** Here the role of the counselor is to give appropriate and correct information to the clients. For example you are a student and you need counseling to select your course for the future. Here the role of the counselor is to give you information about the availability of different courses & its future prospects.
- **Advising:** In this stage the counselor suggests appropriate courses of action. Here the counselor will offer you several options and recommends one according to your aim or interest. For example if your aim is to be an engineer, the counselor will suggest you a course related to applied mathematics.
- **Counseling:** In this stage the counselor helps the students to clarify his needs, feeling or motivations so that he can make the appropriate decision for himself.

Definition of Counselling:

According to the Webster's Dictionary:

"Counselling means consultation, mutual interchange of opinion, deliberating together."

According to (Willey & Andrew): It is a mutual process which involves two individuals one seeking help & the other professionally trained person who helps the first to orient & direct

himself towards a goal which leads to his maximum development & growth in his environment. Counseling is a dynamic & purposeful relationship between two people who approach a mutually defined problem, with mutual consideration of each other to the end that the younger or less mature of the two is aided to a self-determined resolution to his problem. (Wren)

According to Arbuckle- “Counseling is helping a person to come to see who he really is, what he has and does not have, what he can do easily, what he can do with difficulty and what he cannot do at all. It is a close sharing of a human relationship with one who has for him a high regard; one who can offer him unconditional acceptance, but one who has no guarantees, no answers.”

Merle M. Ohlsen- “Counseling is an accepting, trusting and safe relationship in which clients learn to discuss openly what worries and upsets them, to define precise behaviour goals, to acquire the essential social skills and to develop the courage and self confidence to implement desired new behavior”

Edwin Lewis-“Counseling is a process by which a troubled person (client) is helped to tell and behave in a more personally satisfying manner through interaction with an uninvolved person (counselor) who provides information and reactions which stimulate the client to develop behavior which enable him to deal more effectively with himself and his environment.”

Characteristics of Counseling:

- 1. Counseling is a personal or individual process.** It is always personal. It cannot be performed with a group.
- 2. It involves two individuals-** It has very intense conversation between the two persons –they are the counselor and counsellee.
- 3. It is interviewing- it's a two way dialogue** and not one way sermonizing or advising.
- 4. It is a professional task & must be performed by professionally trained people-** The purpose of counseling is to make counsellee cheerful, to gain confidence for social responsibility and thus requires appropriate training to deal professionally.
- 5. It brings changes in attitude and behavior-**Counseling is a series of direct contacts with the individual who aims to offer him assistance in changing his attitudes and behavior. Its objective is to assist an individual to gain self-understanding & to solve problems independently. Emotional rather than purely intellectual attitudes are the raw material of the counseling process. It helps an individual to know himself better, gives him confidence, encourages his self-directedness and provides him with new vision to grow.
- 6. It helps an individual to become happier & better adjusted-**Counseling deals with the problems of abnormal behavior and emotional problems. Counselling releases him

from the feeling of inferiority and compulsion.

7. **It is more than advice giving-** The progress comes through the thinking that a person with a problem does for himself rather than through solutions offered by the counselor.

For extra reading refer to:

http://archive.mu.ac.in/myweb_test/SYBA%20Study%20Material/edugudcou-III.pdf

unit 4 b

Types of Counselling

Counseling is a scientific process of assistance extended by an expert in an individual situation to a needy person. Counseling involves relationship between two persons in which one of them (counselor) attempts to assist the other (counselee or client) in so organizing himself as to attain a particular form of happiness, adjusting to a life situation, or in short, self-actualization.

Shostrom: counseling as a self-adjustive process, which helps the client become more self-directive and self-responsible.

DIRECTIVE COUNSELING:

This approach is also known as counselor-centered. Williamson was a great proponent of this kind of approach. He stated that this approach is good to address the problems relating to educational and vocational adjustment.

Under this process the counselor plans the counseling process, his work is to analyze the problem, identify the triggers, identify the exact nature of the problem and provide various options.

Williamson has given six steps Directive counseling:

1) Analysis: It includes collection of information about the individual which can be collected through structured interviews, psychological case history methods, Interaction with family members, friends, etc.

2) Synthesis: After collection of a lot of data the information is organized in a logical manner to analyze the individual in terms of his qualifications, assets, potentials, liability adjustment, cultural background, habits etc.

3) Diagnosis: The diagnosis consists of the interpretation of the data in relation to the nature and problem, the causes of problems.

4) Prognosis: Under this step a prediction is made about the future development of the problem.

5) Counseling: The counseling here is to bring about adjustment and re-adjustment to the individual in relation to his problem. Attitudes and interest of the individual are considered during the counseling. It emphasizes the individual to develop life cycle where an effort in the positive direction could lead to success and success in turn could lead to further efforts and motivations.

6)Follow -up :The sixth step in directive counseling is follow up which is extremely important. An individual may be able to solve immediate problems through counseling but new problems may occur or the original problem may re-occur. Follow-up with the client is extremely necessary. The role of counselor is important as he has to make the individual understand and accept his strength and also his weakness and faults.

MERITS OF DIRECTIVE COUNSELING:

1. This technique is considered as a most economic approach and important for student counseling because it is less time consuming and student who lack experience are easily influenced by the counselor's experience and specialized knowledge.
2. The counselor can consult the client directly. He tries to lit good relations by offering friendship and assistance.
3. The counselor is active and he expresses his ideas and attitudes independently.
4. Directive counseling focuses more on the intellectual aspects of the person than emotional aspect of the personality.
5. In this process, the counselor becomes readily available to help which makes the client very happy.

DEMERITS OF DIRECTIVE COUNSELING:

- 1)In this process the client is more dependent. He is also less able to solve new problems of adjustment.
- 2) As the client is never independent of the counselor, it is not an efficient best guidance.
- 3) Unless and until a person does not develop some attitude through experiences, he cannot make any decision himself.
- 4) The counselor fails in serving the client to commit the mistakes in future

NON-DIRECTIVE COUNSELING:

- CARL R. ROGER is the chief exponent in this viewpoint. This school of thought is just reverse to that of directive counseling. It is a **client-centred** process.
- In this, the counselee is the pivot of the whole counselling process.
- The main function of the counsellor is to create an atmosphere in which the client can work out his problem.

It is also known as ***permissive counselling***. In this type of counselling, emotional elements rather than intellectual element are stressed.

Steps in Client Centred Counselling

Carl Rogers has given the following steps of this non-directive counselling:

1. **Defining the Problematic Situation :** First of all the counsellor should define the problematic situation.
2. **Free Expression of Feelings :** After the first step, the client is made aware of the fact that he can express his feelings freely and the counselor approves this.
3. **Development of Insight:** The counsellor goes on thinking regarding the client's new feelings along with the development of client's insight and he goes on classifying all those new feelings.
4. **Classification of Positive and Negative Feelings:** After the free expression of feelings by the client, the counsellor identifies his negative and positive feelings and he classifies them.
5. **Termination of Counselling Situation:** The counsellor looks for a point where he can terminate the counselling situation after all the above steps. According to this school of thought, either the client or the counsellor can suggest for such termination of counselling situation.

Merits:

- It helps the counselee to become independent and self-reliant and to attain the ability for self-direction.
- It helps the client to attain emotional integrity; and helps to reach his full growth.
- It helps to attain more sustainable adjustment to his situation.
- This type of counselling leaves its impressions for a longer period.

Demerits:

- It is usually more time-consuming.
- It is not suitable for a less matured and less intelligent counselee.
- The counsellor's passive attitude might irritate the counselee so much that he might hesitate to express his feelings.
- It is not possible in schools because the counsellor has to attend many pupils.

ECLECTIC COUNSELING:

- In eclectic counseling the counselor first takes into consideration the personality and need of the counselee.
- He selects the directive or non-directive technique that seems to serve the purpose best.
- The counselor may start with the directive technique. When the situation demands, he may switch over to the non-directive counseling and vice-versa.
- An attempt is made to adjust the technique to the requirements of the situation and the individual.

STEPS IN ECLECTIC COUNSELING:

The leading exponent of the Eclectic counseling Thorne, suggested the following in the process;

- 1) Diagnosis of the cause.
- 2) Analysis of the problem.
- 3) Preparation of a tentative plan for modifying factors.
- 4) Securing effective conditions for counseling.
- 5) Interviewing and stimulating the client to develop his own resources and to assume its responsibility for trying new modes of adjustment.
- 6) Proper handling of any related problems which may contribute to adjustment.

Merits:

- It represents a middle status between the two extremes represented by the 'non-directive' technique on one hand and the 'directive' technique on the other.
- Objective and coordinating methods like reassurance, giving information, case history, testing etc. are used. Until simple methods fail, complicated methods are not attempted
- In the beginning client-active methods are used and counselor remains passive which helps to permit emotional release.
- The needs of a person and his personality are studied by the counselor and importance is given to job efficiency and treatment.
- This method follows the principle of low expenditure.
- Provide opportunity to the client to find solutions to his problems himself

Demerits:

- 1) It is vague, opportunistic and superficial.
- 2) It is difficult to mix directive and non-directive counselling.
- 3) It is difficult to decide how much freedom should be given to the client.
- 4) Professional efficiency and skill of counselors are a must. Lack of skill of counselor can do more harm than good.

PROCESS OF COUNSELING

Unit 4c

Stage 1: Initial Disclosure – Relationship Building

- Relationship building is the first important step in the counseling process. The counselor establishes rapport with the counselee based on trust, respect and mutual purpose.

One central task of the counselor in the first stage is to allay the client's fears and encourage self disclosure.

Effective counseling procedure in the initial disclosure stage leads to sustained self-disclosure by the client for the following purposes:

- To let the counselor know what has been occurring in the client's life and how the client thinks and feels about those events
- To encourage the client to gain some feeling of relief through the process of talking about her or his problems
- To encourage the client to develop a clearer definition of his or her concerns and greater understanding about exactly what is disturbing
- To help the client begin to connect components of his or her story that may lead to new insight.

Ways to invite communication & build the counseling relationship:

- **Attending:** can begin through the Counselor's nonverbal messages like- Sit straight, Open & relaxed posture, Leaning forward with eye contact. Egan (1998) defines attending as "the way helpers can be with their client both physically and psychologically" that demands "a certain intensity of presence." Therefore it reduces the need for the counselor to talk, placing the content of the session more in the client's control.
- **Encouraging communication** usually begins with the counselor offering an open invitation to communicate • Most voluntary clients will respond to such invitations with the expression of a concern along with an implied need for help.

- **Interaction:**

Example-

Counselee: It's just two weeks until graduation and I don't have any idea what I'm going to do next.

Counselor: It sounds like you're feeling some pressure about this. Help me understand what you have been thinking about doing up till now.

The Counselor's Verbal Encouragement to Disclose can be like:

"Tell me more about..."

"Help me understand more fully..."

"Tell me what happened when..."

"Help me understand what you are thinking about..."

To encourage self-disclosure, the counselor must set conditions that promote trust in the counselee.

Rogers (1951) described the **trust promoting conditions as the characteristics of the helping relationship:**

- Empathy
- Genuineness
- Positive Regard
- Concreteness

However certain behaviors impede communication like:

- Counselor Predisposition
- Premature Advice Giving
- Lecturing
- Excessive Questioning
- Storytelling

STAGE-2: In-Depth Exploration and Problem Assessment

For in-depth exploration of themes and issues related to the clients concerns the counselor's task becomes that of helping the client develop new awareness and perspective that can lead to growth for more effective coping and clarification of goals.

As the client continues to disclose his or her intimate thoughts and feelings, the **counselee and the counselor become more aware of the following:**

- Significant events that have shaped the counselee's present personality and circumstances
- Deficiencies in the counselee's ability to cope with life circumstances
- Strengths that the counselee has available but may not be applying to resolve his or her problems.
- Interpersonal relationships with significant other's in the client's life
- Feelings about self and others
- Goals that have been implicit in the clients unsuccessful efforts to resolve his or her problem(s)
- and that now can be made explicit in preparation for action planning.

Goals and Methods of In-Depth Exploration:

To gain insight into his or her strengths, deficiencies, interpersonal functioning , "baggage" from the past, feelings, desires and needs

To begin formulating goals regarding those changes that she or he has the power to make that will lead to more complete satisfaction of desires and needs

The counselor in this stage gives feedback keeping in mind the-

Principles Governing the Use of Feedback

- feedback is hard to receive
- feedback that does not fit a person's self-image will be harder to receive than feedback that is consistent with self-image
- feedback is never fully internalized at the time it is received
- feedback is easier to receive if it comes from a trusted source
- feedback is easier to receive when the giver offers it with a calm presence
- feedback is more effective when it is communicated clearly and specifically
- feedback can only be observed in small doses
- feedback is presented for client orientation, not as indisputable truth
- feedback helps people grow and learn about themselves and their environment
- As counselee's learn more about their present behavior, they become clearer about their goals for change

Modes of providing feedback during this stage:

1. Advanced Empathy

It includes the counselor sensing what the counselee has implied but perhaps not directly stated in his or her disclosures. Cormier (1998) points out that the purpose of advanced empathy is to add to the client's frame of reference or to draw out implications of the issue.

2. Immediacy: It is a communication that provides feedback to the counselee about the counselor's inner experience of the relationship at a given moment.

Egan (1998) discusses **three kinds of immediacy responses**.

- Those that review the overall relationship with the counselee.
 - Those that explore changes in the counselee's behavior as different issues arise in the counseling.
 - Those that are self – involving statements reflecting the counselor's affective responses to the counselee in the present moment.
- ### **3. Confrontation:** Confrontation as used in counseling is defined as a counseling intervention that describes a client's discrepancies, contradictions, and omissions. Confrontation is done for and with the counselee, not to and against the counselee.

Possible discrepancies, contradictions and mixed messages that may be confronted:

- Discrepancies between the Counselee's perception and accurate Information
- Discrepancies between Counselee expectations and likely possibilities
- Discrepancies between Behavior and Stated Goals
- contradiction between Statements and Actions

4. **Interpretation** is also a form of additive responding the purpose of which is “to explain rather than merely describe a client’s behavior and to change a client’s frame of reference in a therapeutic direction”
5. **Role Playing:** This can be especially useful in solving interpersonal relationship difficulties. The principal value of role playing is that it can bring into the present, events that have happened in the past or events that are anticipated by the client as possible future encounters.

The counselor has several tasks:

- To pay close attention to the client’s behavior.
- To pay close attention to his or her own inner experiencing.

STAGE 3: Commitment to Action /Goal Setting

The counselor highlights the task of defining specific outcome goals for counseling and then using those goals to design action plans to achieve them.

Goal Setting: The first task of the third stage of the counseling process is goal setting. The process of specifying goals ensures that both client and counselor know exactly where they are headed in the third stage.

Selective Reflection: A counselor chooses to respond more fully to the part of a client’s statement that shows yearning for change by using selective reflection. The counselor reflects back to the affective content of the client, but the counselor’s statement is centered on that portion of the feeling which is associated with readiness to change. Selective reflection is used effectively when the client has progressed to the point of insight into him- or herself.

In this stage the **Ability-Potential Response** is used. It is one which the counselor suggests to the counselee that he or she has the ability or potential to engage in a specified form of activity.

Design and Implementation of Action Plans:

- Once goals are agreed on and the client has expressed a commitment to them, the next step in the counseling process is to decide on a set of action plans that will help achieve them.
- An action plan is a specification of actions the client will take (with the counselor’s help) to reach a goal.
- A counselor has responsibility to present all the available interventions to a client.
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Evaluate Outcomes:

The quality of action plan depends on the satisfaction that its implementation brings to the client.

A counselor often has the opportunity to help a client evaluate choices by reviewing events that occur between counseling sessions as the client implements his or her decisions.

Repeat Process:After evaluating the outcomes of a choice or course of action, a counselee still experiences stress or dissatisfaction, the whole process must be repeated.

Termination:

It is the final task of the third stage of the counselling process.

Termination occurs by mutual agreement when the goals set out by the counselee are achieved to the satisfaction of counselor and client.

Readiness for Termination is seen:

- When the counselee has achieved what she wants
- Positive and identifiable changes in the counselee's behavior, positive and pervasive changes in the clients mood
- Consistent reports of improved ability to cope with stress
- Clear expressions of commitment to verbalized plans for the future.
