

TOPIC 8

METHODS OF COUNSELLING

INTRODUCTION

There are two ways in which counseling may be conducted:

- i) Individual counseling
- ii) Group counseling

Whatever the method the counselor chooses to use should be the best in the given situation and that it will help the counselee gain insight into his/her abilities, interests, aspirations and other personality traits.

Conditions to be satisfied before any method is chosen

- i) The guidance and counselor must be knowledgeable, counselor must be knowledgeable, conscious and secure, while the clients are not.
- ii) There should be two or more persons in the counseling situation.
- iii) The clients must come on his/her own, be invited or referred by someone.
- iv) The client should enter into a conducive climate where acceptance respect (regard) goal setting, learning and alternatives are possible.

A) INDIVIDUAL COUNSELING

- It is an ideal method of counseling and involves one client and one counselor.
- It requires more time (45 minutes – 1 hour) the client has a chance to sometimes choose a counselor.
- It is more confidential and private which helps the client to open up more and express the self without fear because they are only two people.
- It requires more trust by client in the counselor. There is close interaction between the counselor and the client i.e. better understanding.
- The client can trust one person to keep the information in confidence.
- Counselor can concentrate better when dealing with one case.

B) GROUP COUNSELLING

- This could be one counselor to a group of clients or more than one counselor to a group of clients.
- It requires that the clients have a similar issue or problem.
- For a group of counselors, their training skills should be the same and also their interests and experiences.

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- The method could be informative e.g. giving general information to students on: education, vocation, health, social and ethical issues, sex and sexuality relationships, HIV/Aids etc.
- The clients must all be (easily) reached at the time and venue required.
- Care must be taken to avoid hurting some people with regards to very confidential/personal matters at the expense of others.
- Members of the group and the counselors must agree on the issues to be addressed as a group.(not private).
- It focuses on thoughts; values purpose attitudes, behaviour and goals of an individual and the total group.
- It is necessary and potentially a significant part of all comprehensive guidance and counseling programmes.

GOALS OF GROUP COUNSELLING

1. To help each member of the group to know and understand himself and others.
2. To enable individuals develop increased self-acceptance and a feeling of personal worth.
3. To develop social skills and interpersonal abilities which enable one to cope with developmental tasks in personal and social areas.
4. To develop increased self direction
 - Problem solving ability
 - Self dignity and decision making skills and finally transfer these skills to use in real life situations.
5. To develop sensitivity to the needs of others; which results in increased recognition of responsibility for one's behaviour (thus by treasuring how to identify with feelings of others).
6. To learn to be an active listener who hears not only what is said but also the feeling that accompany what has been said.

C) WHY GROUP COUNSELLING IS USED IN SCHOOLS

- It gives a sense of belonging, acceptance and understanding of the self and others.
- Groups are a way of life in schools i.e. positive and negative groups.
- Groups counseling promotes optimum human growth and interpersonal relationships children can express their hopes, and fears verbally and non-verbally and gain a growing awareness at how they affect others.
- Students/pupils are able to try out new behaviours which they may be able to test in more structured situations.
- They are able to learn various skills such as control of emotions delayed gratification etc
- Pupils/students feel less isolated and lonely that they are not alone in their fears/concern.

ADVANTAGES OF GROUP COUNSELLING

GUIDANCE AND COUNSELLING

1.1. DEFINITION OF TERMS:

GUIDANCE:-

Guidance has been defined as “a process of helping an individual understand himself and his world” (Sherzer & Stone, 1976). It is also defined as “a process concerned with determining and providing for the developmental needs of a group and at personal level” (MOEST Kenya, 1997).

Can you coin your own definition of Guidance?

From the definitions above, you realize that Guidance is an on going process aimed at assisting an individual be aware of his/her identity, resources, and limitations in order to adjust well in life. One has to be aware of his world in terms of the resources available to be used by the individual to exploit his full potential, and lead a productive happy life. We all need guidance through out life.

COUNSELLING

Counseling is an interactive process involving the counselee who is vulnerable and who needs assistance and the counselor who is trained and educated to give this assistance. The goal is to help the counselee learn to deal more effectively with himself and the quality of his environment.

From these definitions you realize that Counseling involves a relationship between a counselor and client. Through which the client is helped to explore his thoughts, feelings and behavior to gain self-understanding that leads to decision making and taking relevant action to deal with issues/problems. Thus counseling is a process of empowering a person to solve his problems or “helping a person help himself”.

NOTE: What Counseling is not:-

- Counseling is not a conversation- it is not simply two people, exchanging information and opinions.
- Counseling is not discussion- different points of view are not being argued.
- Counseling is not an interrogation. The client is not being morally evaluated, pardoned or absorbed by the counselor.
- Counseling is not the giving of information – The client does not come to the counselor only for information although information may sometimes be given.
- Counseling is not about influencing attitudes, beliefs or behaviours by counselor – the client is not persuaded, compelled, or threatened to change his attitudes to those of the counselor.

CHECK OUT OTHER TERMS

- Psychoanalysis
- Psychotherapy
- Psychosomatic illness
- Human needs
- Frustration
- Anxiety
- Defence mechanisms

1.2 DICHOTOMY OF GUIDANCE AND COUNSELLING

Guidance and Counseling are like the two sides of the same coin. There are similarities between the two process. Olu Makinde (1984) advanced the following distinctions between Guidance and Counseling as follows:-

	GUIDANCE		COUNSELLING
1.	Guidance is the “body” of psychotherapy.	1.	Counseling is the “heart of Psychotherapy.
2.	Guidance is knowledge based. It deals with facts; principles, methods and cognitions.	2.	Counseling is affective: It is value-oriented; deals with perception, motivation, needs and feelings.
3.	Guidance is less personal and less intimate. It is usually structured and more public.	3.	Counseling is more personal, intimate and less structured. It is interpersonal, private and confidential.
4.	Guidance is informative and didactic	4.	Counseling is largely emotional, flexible and less didactic.
5.	Guidance is usually initiated by the counselor.	5.	Counseling is usually initiated by the client.

1.3 IMPORTANCE OF GUIDANCE AND COUNSELING PROGRAMS IN SCHOOLS

- Provides Educational Guidance to enable students select subjects/courses realistically for future careers and for high academic performance.
- Guides students on vocational pursuits such as co-curricular activities, to occupy their leisure time constructively.
- Assists students in their interpersonal relationships, students come from heterogeneous backgrounds and they need assistance in order to attain proper social adjustment. (Orientation services assist in this area).
- Provides counseling to help students with personal problems emanating from family, friends, painful memories, inferiority, low self esteem, loneliness etc.

- Civiv Guidance is also provided for students to understand their rights and responsibilities as citizens.

1.4 RELEVANCE OF GUIDANCE AND COUNSELING TO TEACHER TRAINEE

1. The study of Guidance and Counseling helps the teacher understand sources of frustration among student.
2. The study helps teachers to assist students with social, biological or moral issues.
3. Teachers are able to guide students to set realistic goals and attain them.
4. Helps the teachers understand the changes taking place in society i.e social, economic, political etc to be able to adapt and accommodate them as well as help the student adjust.
5. Teachers are equipped with skills and attitudes that enable them counsel students individually and in groups.

1.5 GOALS OF GUIDANCE AND COUNSELING

The following are some of the goals that guidance and counseling aims to achieve:-

1. Promote human welfare, reduce discomforts and facilitate all round development of an individual.
2. Bring about and maintain mental and physical well being thereby releasing energy for creative living.
3. Increase persons sense of worth (self- esteem) or self regard so that one prizes himself and accepts oneself. The handicapped are accorded special concern to create a sense of dignity and self-worth.
4. Develop personal responsibility enabling the individual accept full responsibilities of his/her own behaviour.
5. Develop a democratic personality structure with the ability to respect the views and opinions of others.
6. Establish a sense of trustworthiness based upon ethical living having honesty, integrity etc.
7. Concern for preventive measures in moulding. individuals through sex education, drug abuse information etc.

TOPIC: 2

FOUNDATIONS OF GUIDANCE AND COUNSELLING

In this topic, we are going to focus on how formal Guidance and Counseling evolved in the developed and developing countries. We shall also compare the formal Guidance and Counseling with the traditional one.

HISTORICAL DEVELOPMENT IN DEVELOPED COUNTRIES

The formal Guidance and Counseling was first conceptualized in the U.S in the 17th century. It was started in response to various problems such as poor working conditions, economic and political problems, immigration, child labour, and increased crime. Several stages in evolution of Guidance and Counseling came up to address these problems. These included:

(i) The vocational Guidance movement

This emphasized the need for vocational information, planning and guidance to help people prepare for the world of work. In vocational planning students need to be assisted in :-

- a) Taking a critical individual analysis of their aptitudes, interest and personality traits.
- b) Getting adequate information of the world of work such as structure of the world of work, how workers function, how traits contribute to workers function etc.

(ii) The mental hygienic movement

- Focused on mental health
- Conditions in mental health hospitals
- Establishment of mental health institutions:

(iii) The child Guidance movement

This was started by Dr. William Healy (1909) to measure IQ. Healy and his wife started a clinic in Chicago as a result of treating physical illness of children from broken homes especially slum areas. They realized the need to treat both physical and psychological problems of the children. Other child guidance clinics later started.

(iv) The testing movement

It is Alfred Binnet who stimulated the need for identifying and assisting mentally retarded children. Since this development more standardized tests (psychological tests) have been constructed to measure intelligence, aptitude, achievement, personality values and vocational interests.

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(v) Dean of Girls movement

Ella Flaff-Young (1913) recommended the extension of vocational Guidance to other schools in the city of Chicago. He also recommended appointment of women counselors in mixed high schools to cater for social Guidance of girls as the boys went to the principal as counselor and friend. Young also recommended that woman counselor would only teach regular classes so as to organize for social life needs of the girls. The counselor would be paid \$300 extra for this responsibility. This pioneered the Guidance movement especially determining the place of Deans in secondary schools.

GUIDANCE AND COUNSELLING MOVEMENT IN DEVELOPING COUNTRIES

Modern Guidance and Counseling in developing countries can be traced back in 1959 in Nigeria. The Catholic sisters at St. Theresa's college Ibadan started to organize formal career guidance service for the upper class students a few months before the school certificate examinations began. Its focus was on vocational guidance.

Since 1971 most universities in Nigeria started Guidance and Counseling departments to train potential counselors for high schools and colleges. According to Makinde, guidance and Counseling in the Educational system in Nigeria was a matter of concern. Many Educationists thought Guidance and Counseling can be handled by any teacher even with no training in this area. The career masters were just appointed with no training having no insight of the function of a Guidance Counselor. This is similar to the Kenya situation as we are going to note.

In Kenya formal Guidance and Counseling are concepts of the 70's. The Guidance and Counseling unit was started in 1971 in the Ministry of Education after a conference in 1967 on careers. Teachers, Educators and employers met to determine the criteria for selecting school leavers for public and private jobs.

The need was felt due to industrialization, urbanization and high enrolment in schools in 1970s. Guidance and Counselling was handled by any teacher, with no special training. There were career masters. The emphasis was on upper examination classes focusing on:

- Vocational information
- Awareness of the world of work
- Reduction of examination anxiety
- Guest speakers from various government departments and others were invited to give lectures and seminars to students about the world of work.

The unit was charged with 3 responsibilities



- (i) To offer educational guidance and Counseling to help in planning suitable programs to prepare youth for man-power needs in Kenya.
- (ii) To give personal/psychological counseling for those students with Maladjustments e.g. unhappiness annoyance, anxiety, neurosis, excess frustration etc.
- (iii) To give vocational guidance and counseling to assist young People in vocational choice based on their interests and upititudes.

In 1984, a circular was sent to all heads of secondary schools instructing them to start Guidance and Counseling units/departments. The heads were to constitute guidance and counseling committee composed of 6-8 interested members of staff for the following functions:-

- a) To assist in the evaluation of Guidance programme
- b) Make recommendations to the administration concerning development of guidance and counseling.
- c) Keep staff members and parents informed about the progress of guidance and counseling.
- d) Participate in planning and conducting special guidance projects such as surveys of students problems, occupational surveys etc.
- e) Recommend specialists and consultants as guest speakers whenever possible.

Discuss Guidance and Counselling in Kenyan schools today

Just like in Nigeria implementation of the Guidance programme in Kenyan schools has taken a slow pace. Some of the constraints that have hindered effective implementation of Guidance and Counseling program are:

- Lack of finances for training and resources like reference materials.
- Lack of trained personnel in Guidance and Counseling.
- Ignorance of role of guidance and counseling among staff and students.
- Peer pressure discouraging others to go for counseling.
- Conflict in role of discipline and that of Guidance and Counseling.
- Lack of clear policy from the government on guidance and counseling.
- Time limitation for teacher counselor and for students.
- Negative effect of the print and electronic media advertising drug casual sex which give discourages.
- Cultural beliefs and practices.

Q .Can you cite more constraints?

2.3 TRADITIONAL GUIDANCE AND COUNSELING

The concepts of Guidance and Counseling have been in existence as long as humanity has lived. Through the ages people have sought to understand themselves, offer counsel/advice assist in developing potentialities and getting aware of the opportunities in life. Elders and chiefs were sought by the youth for Guidance although they did not elaborate on career guidance since there

were limited occupational opportunities. The youth assumed roles based on age and gender. Skills were handed down through on job training (apprenticeship) e.g. potters, medicine men, blacksmith. Preventive approach was mainly used in traditional Guidance and Counseling geared towards avoiding suicide, irresponsible behaviour etc.

It was done in a casual way as people went on with usual routines like cooking, cultivating, grazing etc. During festivals and ceremonies, in initiation rites, marriage/weddings, funerals etc guidance was given. Some of the goals of traditional Guidance and Counseling were;

- educating children on acceptable behaviour,
- about their religion,
- to teach youth to be honest
- being involved in economic social cultural activities,
- relating with others especially members of opposite sex,
- preparing for initiation, marriage and adult life.
- Youth were also trained to control their emotions and exercise self-control.

The agents of traditional Guidance and Counseling were: parents and members of extended family, elders, peer group members, those in authority like elders, chiefs, traditional doctors, palmists, soothsayers/fortune tellers and astrologers were also sought for advice. The methods used in the traditional guidance and counseling included oral explanation like story telling, proverbs/riddles, songs and dances during festivals or rituals and also visits to grand parents, uncles, aunts, medicine men etc.

Compare traditional Guidance and Counseling and the formal Guidance and Counseling

The following are some skills used by traditional practioners as compared to modern Guidance and Counseling:

1. Invitation- The traditional practitioners knew when to invite people for guidance and counseling while modern counselors wait for clients in the office.
2. Knowledge. Traditional counselors knew the culture; people's background- had an idea of prevailing issues- modern live in a complex society.
3. Use of local language:- This helps to release tension and makes communication better. Modern counselors use foreign language mostly, hindering clear communication.
4. Non-verbal communication:- The traditional counselors understand these well as they come from same cultural background with client. Modern counselors may not understand non-verbal communication from all clients.
5. Interaction:- Traditional counselors were interested in the questions "why and how" to get out of a problem, but modern counselors are interested in what happened e.g. psychoanalysis that focuses on past experiences.
6. Social skills:- Traditional counselors were familiar with the customary behaviour in the community they belonged to making it easier to establish rapport with client. Modern counselors might be ignorant of the social skills of different ethnic groups.

Note that the traditional Guidance and Counseling was offered to all at no charge(except medicine men who would charge affordable fee in form of goods). Modern counselors are not accessible by all people who need help and they charge for their services since it is a profession for them.

TOPIC 3

THEORIES OF COUNSELLING

Theories are reasoned suppositions put forward to explain facts or events. They are explanations of the general principles of art or science. Theories help us understand a phenomenon or behaviour. Theories of counseling are derived from theories of psychology. These theories help us to be able to predict behaviour understands the emotional problem a client might have and also how the client's behaviour can change.

A counselor has to choose a counseling theory that will guide his practice in order to deliver counseling services effectively. There are many counseling theories but we shall only focus on three, namely:

- Psychoanalytic theory
- Behavioral theory
- Humanistic theory

PSYCHONALYTIC THEORY

This theory was advanced by Sigmund Freud (1856-1939). It is considered the first force/thrust in attempting to understand the human mind and behaviour. Psychoanalysis involves analysis of the unconscious motivations that influence behaviour.

KEY CONCEPTS

- a) Human behaviour is deterministic. Our behaviour is determined by irrational forces, unconscious motivations, biological and instinctual drives.
- b) Behaviour is influenced by conflicts in the personality structure consisting of ID, Ego and superego. The Id operates with the "pleasure Principle" I.e. desire to satisfy instinctual needs and avoid pain. The Id is largely unconscious, does not think only wishes. It is irrational. The Ego is in touch with reality. It is the executive that governs controls and regulates personality. It meditates between the instincts and the surrounding environment. It is the seat of intelligence and rationality. It operates on the "Reality Principle " as it does realistic and logical thinking. The superego is the person's moral code being concerned with whether an action is good or bad, right or wrong. It is the judicial arm of personality. It represents the ideal, the values or ideals of society as handed down from parents to children. It strives for perfection. Superego operates with the "moral code principle"
- c) Behaviour is influenced by experiences or conflicts in the first six years of life. According to Freud, an individual goes through the five psychosexual stages namely:- oral, anal, phallic, latency and genital stage. If one does not negotiate these stages successfully, fixation results and this affects later behaviour.
- d) Anxiety, (a state of tension) develops due to conflict between id, Ego and superego trying to control the available psychic energy. Anxiety motivates behaviour. To cope with anxiety and avoid being overwhelmed, the ego employs defence mechanisms. These ego defenses are normal behaviours and have adaptive value but should not be overused or become a lifestyle to avoid reality. Some defence mechanisms include projection, repression, denial, reaction formation, compensation etc.

GOALS OF THERAPY

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1. To bring the unconsciousness
2. To strengthen the Ego
3. To help client gain insight into the origin of his problems.

TECHNIQUES OF COUNSELLING

1. Free association

The client is allowed to talk freely anything that comes to mind however illogical, painful or irrelevant it might seem. Freud called this, talking cure or catharsis.

2. Analysis of dreams

Freud viewed dreams as the royal road to the unconscious. The client narrates the dreams he/she has had and the therapist assists in analyzing them though there is no universal interpretation of dreams.

3. Analysis of transference

A client might attach feelings he has for another person to counselor. The counselor's role is to facilitate that transference as it helps the client ventilate some emotions like anger, making the client feel better. Note that a counselor might also attach some feelings for another person to a client. This is called counter-transference. The counselor has to be aware of this feeling, otherwise it can affect the therapy.

4. Analysis of Resistance

The client might have experienced some painful events in the past which are repressed in the unconscious. There may be resistance when trying to get in touch with those painful experiences. The counselor has a role to break that resistance.

5. The Freudian slip

Freud said that there is no slip of the tongue. What comes out as a slip of the tongue is in fact, the unconscious getting access to the conscious.

BEHAVIORAL THERAPY

These were advanced by B.F. Skinner, John B. Watson, Albert, and Bandura Ivan Pavlov among others. The behavioral approach is regarded as the 2nd force/thrust in psychotherapy. There are four behavioural theories namely:- classical conditioning, operant conditioning, social learning and cognitive behaviour theory. We are going to focus on the first three theories.

KEY CONCEPTS:-

1. Behaviour is learned
2. Behaviour can be unlearned
3. Behaviour can be relearned
4. Behaviour is the problem not the symptom.

5. Human beings are both products and producers of the environment.

GOALS OF COUNSELLING

1. To eliminate maladaptive behaviour.
2. To help clients to relearn more effective behaviour patterns,
3. To help clients to change their problematic behaviour.

1. Classical Conditioning

This was developed by Ivan Pavlov. He experimented with dogs in modification of behaviour. He conditioned the dog to salivate on hearing a bell because the dog was trained to associate the bell with food. This implies that people who are subjected to some severe conditions and react in certain ways will always react in similar way when exposed to similar conditions. This means that behaviour can be learnt and can be sustained by reinforcement. Behaviour can also be unlearned by, refusing to reward it.

2. Operant(instrumental) Conditioning

Operant means that all organisms work in a given environment, resulting to some consequences. It is instrumental because there is someone responsible for generating rewards for its behaviour. B.F. Skinner advanced this theory after experimenting with rats. A rat in a box stepped on a bar of a food delivering system accidentally, causing food pellets to come out. The rat continued this action to get more food. Similarly human beings have to learn to operate in their environment (home, school, work, town) in order to receive positive consequences. For instance a husband may show love to the wife to create a satisfying relationship. Thus behavioral counselors will teach clients techniques that will help them operate on the environment to get what they want.

3. Social Learning Theory

Albert Bandura developed this theory. Social learning refers to observational or imitation learning. An individual learns in his environment as he/she interacts and observes others. Social learning guides one's behaviour to comply with societal norms, values and beliefs. This helps a person adjust well in society. Bandura experimented with dolls. Children treated a doll the way they saw adults treat it. They learnt by observing similarly clients can learn by observing the counselors. So counselors have a challenge to encourage this modeling process by making every effort to be desirable models.

Techniques of Counseling

1. Use of systematic desensitization – This introduces the client to a feared object slowly until he/she unlearns the fear.
2. Use of flooding. The client is exposed to the feared object in abundance to unlearn the fear.
3. Use of self-management techniques
4. Use of aversive therapy/stimulation. Behaviour is associated with painful stimulation causing the client to unlearn it.

HUMANISTIC APPROACH

PERSON CENTERED THEORY

Carl Rogers (1902-1987) developed the person centered theory. Note that there are other humanistic theories like Gestalt theory, but we shall only focus on person centered theory. This theory is considered humanistic because of the positive view of human being that it holds. It emphasizes the respect and uniqueness of a person.

Key Concepts

1. A client is viewed as trustworthy
2. Clients have potential and are capable of self-direction
3. Clients can make constructive changes. They are the experts of their problems
4. Clients are able to live effective and productive lives.
5. Psychological disturbance results when a person's ideal self and real self are in conflict.

COUNSELLING TECHNIQUES

There are not techniques per se but Carl Rogers proposed three core conditions that help in a therapeutic relationship. These are:-

- i) Empathy
- ii) Unconditional positive regard
- iii) Genuineness

Empathy- refers to counselor's ability to tune in to the wave length of the client. It is to enter into the client's world to try and understand how they are experiencing their world. Accurate empathic understanding is very important as it helps the client to feel understood.

Unconditional- positive regard means communicating a respecting, caring attitude to the client. It is being non-judgmental and accepting the client's feelings, thoughts and behaviour without judging.

Genuineness- means being real or congruent during therapy. The counselor has to be himself, no façade to be able to model genuineness to the client. These core-conditions help the client to be open to experience and realize his potential in dealing with his/her issues.

TOPIC 4

GUIDANCE AND COUNSELLING SERVICES IN SCHOOLS

Any guidance and Counseling program should encompass the major components. These are:-

- (i) Educational Guidance

This is the help given to students on choice of subjects/courses based on their interests and abilities. Students are also assisted on academic problems such as under achieving, poor reading techniques etc.

- (ii) Vocational guidance

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This enables the individuals to comprehend the world of work students are assisted in choosing careers in line with their talents, interests and training and job opportunities available. Each individual has to be prepared to participate in occupations of economic and social value. All must be helped to appreciate the dignity of labour so as to co-operate in the task of nation building.

(iii) Personal/Psychological Counseling

This is the assistance given to individuals showing personality maladjustment such as anxiety, excessive frustration, unhappiness, extreme anger, mobility of aspirations achieved, partial or total failure etc.

Those with adjustment problems like loneliness (home-sickness) in ability to socialize also need counseling. These personal problems are detrimental to academic achievement; hence they should be addressed to by the counselor in the institution or suitable referral be made. These three components of Guidance and Counseling are covered in the program by offering the following services:-

1. ORIENTATION OR ADAPTIVE SERVICES

These help students to adjust better in any new environment. As students are admitted in new institutions many get lost socially and psychologically. Thus orientation services help the students to adjust to the new physical environment, rules and regulations governing students conduct facilities in the institutions, teaching staff and the Guidance and Counseling program in the school.

2. APPRAISAL/INVENTORY SERVICES

This involves collection of personal data of a student through interview, observation, testing, history etc on each student. The information helps one know his strengths and weaknesses so as to make reasonable choices. The analysis of this objective data also helps in understanding the client in order to give realistic help in problem-solving or decision-making.

3. INFORMATION OR DISTRIBUTIVE SERVICES

These services are aimed at providing students with better knowledge of educational, vocational and social opportunities so as to make informed choices and decisions. Sufficient, reliable up-to-date information assists one to make realistic decisions.

4. PLANNING AND PLACEMENT SERVICES

This aids individuals to get admission into a school, college, job or secure admission in hospital for treatment. The students are helped in making necessary applications.

5. FOLLOW-UP- RESEARCH AND EVALUATION SERVICES

These are not direct services to the students/clients but they help the institution's officials appraise the program. Follow-up studies of past students are carried out and those still in school help evaluate the effectiveness of the program. Research provides information on whether the students are being prepared for life in the institution and outside.

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5. COUNSELLING SERVICE

This service is the heart of the work of Guidance and Counselors. Counseling is concerned with feelings, attitudes and emotional disposition of an individual about himself and the situation he is facing. Counselor attempts to help a student better understand himself in relating to his present and future decisions or problems. Rogers (1961) referred to counseling as a series of direct contacts with the individual which aims to offer assistance in changing attitudes and behaviour. Students with psychological problems or maladjusted behaviour can be assisted through Counseling.

TOPIC: 5

APPROACHES TO GUIDANCE AND COUNSELLING

Kottman (1977) came up with the following approaches that can be used in offering Guidance and Counselling services.

1. CRISIS APPROACH

This involves taking action when a problem or incident has already occurred. The counselor is expected to use crisis intervention techniques to fix the problem for example after death of a loved one, car, plane, or train crash/accident, rape etc. As a result of these problems trauma results which need to be addressed through debriefing. Debriefing is a form of counseling that helps the affected person(s) to express emotions, thoughts and experiences caused by the traumatic incident. This helps to process the painful feelings of fear, anger, bitterness etc and the person gets emotionally relieved. Trauma is psychological scar. If unaddressed, it may lead to Post Traumatic Stress Disorder (PTSD)

2. REMEDIAL/REHABILITATIVE APPROACH

This focuses on measurable weaknesses and tries to remediate them. E.g students in quarrels, fights, poor marks etc. The purpose is to avoid possible crisis in that particular area. It involves teaching personal study skills and social skills that students do not have, negotiation skills can be taught to assist in solving interpersonal problems.

3. PREVENTIVE APPROACH

In this approach, the counselor tries to identify problems and prevent them from happening. These problems can potentially affect large numbers of students. Prevention is mainly done through dissemination of relevant information. Issues such as drug and substance eating disorders dropping out of school, teenage pregnancies HIV/Aids etc can be addressed through the preventive approach.

4. DEVELOPMENTAL APPROACH

The counselor identifies some specific skills and experiences that the students need to make them successful in school life. It is based on student outcome, some of the skills

information has to be used in research or training consent of the client should be sought or the identity of the client should be sought or the identity of the client should be disguised.

IV JUSTICE

This refers to counselor's responsibility to treat all clients equally regardless of their age, gender, race, ethnicity, cultural background, socioeconomic status, disability, life style orientation and religion. Every person should be accorded access to counseling services and be treated fairly. Counselors should not exhibit prejudice or discrimination.

V. FIDELITY

This means being loyal or faithful to the client. It refers to promise keeping. The counselor has to maintain confidentiality as promised, and keep the appointments with clients.

FUNCTIONS OF COUNSELLING TEACHERS

- Helps to plan and develop a guidance program in relation to students needs.
- Helps each student understand himself/herself in relation to the social.
- Assume role of a leader and consultant in the schools pupils appraisal program by :
 - a) Coordinating accumulation of meaningful data about students.
 - b) Interpreting the information to the students, their parents and teachers.
 - c) Helping to identify students with special needs or abilities.
- Collect and disseminate to students and parents. Information concerning subjects/courses in the schools:-
 1. Opportunities for further education
 2. Careers and career training opportunities
- Co-ordinate the use of services beyond those he can provide by for:
 - (a). Making students and their parents aware of the available Services.
- Liasing and maintaining co-operative working relationships with students, specialists, and agencies in the community where special services are available.
- Encourage the development and /or extension of community agencies for meeting students needs that are not already adequately met.

TOPIC 7

COUNSELLING PROCESS AND SKILLS

Counselling is a dynamic process involving relation building and progressing in stages. Many practicing counselors see counseling process as consisting of three stages. These are:-

- Exploration
- Understanding and
- Action

Self exploration is aimed at helping the counselee identify the real problem. After the presenting the problem to the counselor, the counselor may use his expertise. i.e. skills and attitudes to find out whether the presented problem is the real problem. The counselor takes time to explore. The two questions assist the counselor in the exploration stage.

- i) What is the presenting problem?
- ii) What is the real problem?

Self understanding helps one get insight on the nature of the problem. Once one understands the root cause of the problem.

Action refers to counseling plan on how to deal with the new insight gained from exploration and self-understanding. Example:- James realized that he is losing temper too often and he wants to control it. In exploration he asks what makes me get angry so many times? This helps him understand where he is in his world with respect to where he wants to be i.e devices the steps to take in order to control his anger i.e action.

When a counselee comes for help with a personal problem he wants to change something in himself to solve it's attitude:- perception of self of others, habits of general change of behaviour.

There is no permanent solution to a problem without some change in the counselee. (Fuster 1998) to change one has to go through the learning processes involving:- exploration.

EXPLORATION

Exploration means helping the clients articulates their concerns. It involves searching oneself or looking within oneself to search for hidden motives, thoughts or feelings that clients may not be aware of.

To explore the client has to be helped to talk about themselves and their concerns in a specific and focused way. The main questions in this stage are:-

- What is the presenting problem
- What is the underlying/real problem the client is encouraged to focus on self and not others.
- The counselor puts aside his/her own curiosity, interest and interpretation to allow the client to explore.

The aims of exploration stage are:-

- To establish a working relationship
- To clarify and define problems
- To make an assessment
- To negotiate a contract

The stage involves application of the foundations skills:-

- Attending a working relationship
- To clarify and define problems
- To make an assessment
- To negotiate a contract.

The stage involves application of the foundations skills:-

- Attending skills.
- Core conditions (sympathy)
- Unconditional positive regard and genuineness.

UNDERSTANDING

The understanding stage involves helping the clients develop insight into their issues. Clients are helped to free themselves and their concerns in a near and more empowering light. Client is challenged to review and question their current frame of reference and embrace a more liberating perspective. Challenging helps client face aspects of themselves and their concerns which they may be avoiding or overlooking. This stage involves journeying deeper into oneself to clarify the impact of feelings, values and beliefs on the current behaviour.

The question here is:-

What is the root cause of the real problems?

The aims of understanding stage are to:-

- Reassess(helping client see other perspectives in their problems)
- Maintain the working relationship (relationship should be free for the client to engage in deeper exploration).
- To pursue the work of the contract (counseling is a contractual relationship and clients should be helped to fulfill their contract goals.

ACTION

The action stage involves helping the client to plan the course action, implementing it and if necessary reeving it. After self-exploration and understanding the client is more clear about his/her concerns. The client is then ready to plan and take effective action.

Action planning involves a careful evaluation of alternative goals/strategies to reach the goal set. The action, plan is initiated in the counseling session, but more of the implementation is done

outside the session. The transfer of learning to other settings is critical if the counseling goals are to be achieved.

The question here is:-

- What does the client plan to do as the result of this new insight?
- The aims of the appropriate change
- To decide on the appropriate change
- To implement the change
- To transfer learning
- To end the counseling relationship(termination)

BASIC COUNSELLING SKILLS

Skills refer to the ability to do something well.i.e the expertise to perform an activity well (NB. Techniques are more intellectual than skills. Therefore one has to be taught how to do or use the techniques.

ATTENDANCE

Attending is paying attention to another person. It includes:-

- a) Social Skills such as :-
- b) Greeting skills:- Use customary ways at greeting people nicely as you do mutual self introduction e.g. Good morning: My name is
- c) Politeness skills:- Is an expression of one's sensitivity to the feelings, gratitude to others e.g. use expressions of courtesy like "excuse me please", "thank you" "how kind are you"
- d) Kindness skills:- Expresses ones good wishes for others and readiness to do something for others.

These social skills facilitate interpersonal interaction and provide a chance for counselee and counselor explore each other. They communicate interest, guidelines and trust. Appreciate and practice them daily.

b) Skill of Attending Physically and Psychologically

The counselor must be aware of the body language. We communicate more non-verbally i.e with body language.

"80% of your interpersonal communication is through our body language and 20% with words". To attend physically- welcome counselee warmly, show interest and place of the meeting, ensure the room is clean, well ventilated,

- Be relaxed, sit facing the counselee, keep eye-contact lean forward.
- Avoid distracting behaviour like yawning, fidgeting etc
- Consider cultural practices/norms.

c) Observing Skills of Responding

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Responding is the first essential step in effectively helping a client. It is regarded as the first stage in counseling process. Responding helps the counselor to enter into the clients frame of reference in order to accurately understand how she experiences the world. It is giving feedback to what client said.

The accurate response becomes a mirror-image of the clients experience and leads to more self exploration. It shows the client that counselor is full in tune with the client experience and has understood where the client is and the psychological need one has. After collecting the nonverbal data through the eyes and the verbal data through the ears, capture the feeling experience and the reason for the feeling and communicate this to the client thus:

i) Respond to feeling and content use the format:-

You feel.....because” for example a client says: I cant concentrate on my studies all the time the thoughts of that girl come into my mind and cant get “rid of them”

Counselor responds

“You feel frustrated with yourself because you cannot succeed in brushing aside those thoughts and study well as you would like to”

ii) Respond with a summary (summarizing or paraphrasing summarize what the client has expressed through feelings and words to stimulate him to more self-exploration. Let the client approve the summary or modify it for any omissions.

d) **Questioning**

The counselor may respond using questions to assist in deeper self exploration. The counselor may ask”how, when, where, who but avoid “why” as it has a judgemental connotation or it may put the client on the defensive. Ask open-ended question that is relevant to the client e.g. how does that make you feel? What plans do you have?

e) **Unconditional Position Regard (UPR)**

This is an attitude of positive regard, its an attitude of “no strings attached”. You cant set conditions for the relationship. (You don’t say, I will only help if). This means that you respect the client as he is, respect implies that the counselor recognizes the clients freedom and his right to determine and make his own decisions. Respect also means acceptance of the client as he is and appreciate at him as a person of worth. If counselor is able to communicate respect, then the client won’t feel isolated, will create a situation of confidence and trust in. You give some warmth to the client

but it has to be non-possessive warmth

f) **Genuineness**

Genuineness means being congruent. As a counselor, you need the characteristics of being genuine as you have to be 3 levels.

- Level of experience a girl feeling jealous of another girl.
- Level of awareness of experience she is aware of feelings of jealousy by speaking ill of the other girl.

In counseling one has to be honest or transparent. Your non-verbal and verbal communication is in accord. Genuineness is being at one self. It means having no façade mask, having no defenses, you are an integrated person. It involves being spontaneous.

You proceed from your natural feelings, dispositions or particular mood without constraints. You can share personal experiences with clients though it is very confidential. You become a model for someone to imitate but disclosure for a counselor should be done carefully only if it will help client.

g) **Empathy**

Its good as a counselor to have empathy for some one going through problems. Its sharing the problem with the other person and you feel with them but you are not doing anything to correct the situation so as to help the client feel his load has been lifted. It can be referred to as "walking a mile in a client's experience in an intellectual way.

Roger says empathy is sensing the client's private world as if it were your own Without ever losing the "as if" "quality". You ask client what he is feeling so that you can feel with them and understand how they are feeling. Ask the client whether what you are seeing is the person is feeling. A counselor tries to enter clien's frame of reference.

h) **Self-Disclosure**

This is an attitude that consists in the counselor's willingness to reveal to the counslee his own personal feelings, attitudes, opinions and experiences for the benefit of the counslee. This helps the client to open up as the counselor is authentic and the client feels his case is not isolated since the counselor had a similar experience.

that can be used are teaching sharing information role playing coaching, tutoring, and counseling. The skills taught may encompass all areas of student interest i.e. academic, social, spiritual, personal and vocational/career domains. For example a student who is weak in social aspect may be given training in assertiveness, to avoid being manipulated by others or to withstand peer pressure.

TOPIC 6. THE GUIDANCE COUNSELOR

QUALITIES OF AN EFFECTIVE COUNSELOR

What kind of a person would you recommend to help students with their issues/problems?

COUNSELLING ETHICS

Counselling, like any other profession has ethical standards to guide those involved in it. Ethical standards are a framework from which to work. They consist of values such as confidentiality, competence and responsibility. The purposes of a code of ethics are:-

- Promote unity and pride of the profession
- To give professional standards in situations of conflict.
- Helps to clarify to the counselee the counselors responsibilities.
- Protects clients from malpractice by unqualified counselors
- Provides uniformity in the profession.
- Protects the counselors in cases of legal suits.
- Enhances individual development by promoting high standards of professional conduct.

We are going to focus on five broad principles of counseling ethics namely:-
Autonomy, beneficence, non-maleficence, justice and fidelity.

I. AUTONOMY

The counselor has to allow the client to be independent and free to make their choices. The client has a right as he/she wish even if others disagree. The counselor does not decide what is best for the client neither does he impose his values on the client. This means respecting the client's decisions or choices.

II. BENEFICENCE

This refers to the counselor's responsibility to promote the welfare of the client. Whatever is done in counseling should be for the benefit of the client. For example, a counselor will operate within his level of competence, and if he is not able to help a client he will refer the client.

III NON-MALEFICENCE

A counselor should avoid any harm on a client. He/She has responsibility to ensure the client does not worsen through negligence or recklessness. A counselor is expected to practice within the limits of his competence. A counselor has to observe confidentiality. If client's

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- i Many clients can be dealt with all at the same time, saves time.
- ii Issues that many fear to raise individually are discussed in general.
- iii Counselors can get various opinions and suggestions or problems in a group within a short time.
- iv) A lot of information can be passed on to a group within a short time.
- v) It is easier due to assistance from each other i.e. counselor and clients.

Note:

The objective of group counseling is to produce more competent individuals and not to produce better groups. Text book by: Muro 2 Kotman Library Reserve section

TOPIC 9: REFERRAL SERVICES

MEANING AND REASONS FOR REFERRAL

Referral means transferring a client to another counselor or agency for further assistance or specialized help.

In a school situation a counselor may be faced with cases he does not have the competence to handle effectively. Other cases require specialist in particular areas e.g. psychiatrist, lawyer. There are other cases that are referred to agencies that offer financial assistance which a counselor cannot offer. Sometimes a client may request to be referred if a counselor has relocated, or the client is not making any progress or the client may not be comfortable with the counselor's way of working. If a friend, or relative seeks counseling. Also if a counselor gets attracted to the client or vice-versa, the counselor should refer the client.

There are other cases in a learning institution that requires referral such as:

- Students abusing drugs
- Sexual or physical assault- rape
- Mental retardation and mental disturbance
- Employment needs or placement

For effective referral the counselor requires

- Good judgment in assessing the need and service needed
- Knowledge of the available specialists and services.
- Skills in assisting the client and their families to make use of referral services.

The referral process involves

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- i) Discussing with the client on the use of referral and letting the client decide whether to accept or reject. For teenagers and children parents have to be involved.
- ii) Informing the clients/parents of the available referral services location, length of sessions, charges and counseling approach.
- iii) The counselor can help in making arrangements for the referral, then the client can take action to go.
- iv) The counselor may follow-up to keep reassuring the client in order to avoid feelings of rejection after referral.

AVAILABLE REFERRAL SERVICES AND CENTRES IN KENYA

Some of the referral services available are:-

- ❖ Mental health services offered by psychologists or psychiatrist in Kenyatta National Hospital, Mathare hospital and other private clinics.
- ❖ Employment or placement agencies for those looking for full time or part-time jobs.
- ❖ Available career directories and employment bureaus in the cities and main towns.
- ❖ Rehabilitation centres for drug abusers such as Chiromo Lane, Red Hill place, Asumbi etc.
- ❖ NGO's, private and government organizations that offer bursaries, scholarships or financial aid e.g. HELB.
- ❖ Family and marriage counseling services offered by private practitioners and training institutes such as Amani counseling centre, Kenya association of professional counselor (KAPC) and Kenya institute of professional counseling (KIPC) etc
- ❖ Pastoral or spiritual Guidance and counseling offered by religious leaders on issues of faith, marriage, bereavement etc.
- ❖ Religious leaders and social workers offer services such as conflict resolution, pre- marital and marital counseling etc.

TOPIC 10: ROLES OF THE SCHOOL ADMINISTRATION IN GUIDANCE AND COUNSELLING

- Organize for orientation of all new students for familiarization.
- Organize a guidance committee at school by appointing appropriate mature and stable personal to merit.
- Provide an office for the counselors
- Introduce and provide a detailed questionnaire getting information on each student for appraisal
- Provide specific academic guidance for all students in the schools taking into account the gifted, average, slow learners and those with disability.
- Give orientation to new teachers.
- Carefully counsel teachers in the school who deviate from the norms.
- Refer difficult cases of maladjustment in behaviour to parents and experts.
- Counsel students to participate in co-curricula and social services like blood donation, hunger, walk etc.
- Counsel students on social and economic issues especially on how to live within ones economic means.

FUNCTIONS OF THE SCHOOL GUIDANCE AND COUNSELLING COMMITTEE

According to a circular from the MOEST inspectorate dated 6th April, 1984 the Guidance and Counselling Committee, the "Committee should comprise of volunteers members of staff with

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the Head as the Chairman and the teacher counselor as the Secretary” 6-8 volunteers staff members depending on size of the school complete the committee however, other teachers can also actively participate in the Guidance program by giving recommendations, acting as resource persons or assisting in other aspects. However, from the situation of the ground, the heads have many responsibilities so normally the Guidance teacher acts as Chairman of the Guidance Committee.

The functions of the Guidance Committee are:-

- i) Assist in the organization/planning and appraisal of the guidance program
- ii) Help solve present and anticipated problems and make recommendations to the administration concerning further development of Guidance services.
- iii) Keep the staff members parents, BOG and other members informed about the needs and progress of the guidance programme.
- iv) Direct and participate in planning and conducting special Guidance projects such as surveys etc.