

# EDTE 332: Guidance and Counselling in Education

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# Lecture 1

- **Historical and Conceptual Issues I**

# Lesson Description

- The lesson seeks to provide students with the knowledge and understanding of the concepts and historical issues in Guidance and Counselling.
- It seeks to expose students to the meaning, purpose and objectives of Guidance and Counselling as well as the differences and similarities between them.
- The lesson aims at assisting students to understand the beginnings of Guidance and Counselling in general and also with specific reference to Ghana.
- The lesson also seeks to address misconceptions and barriers to Guidance and Counselling and with specific reference to school settings.

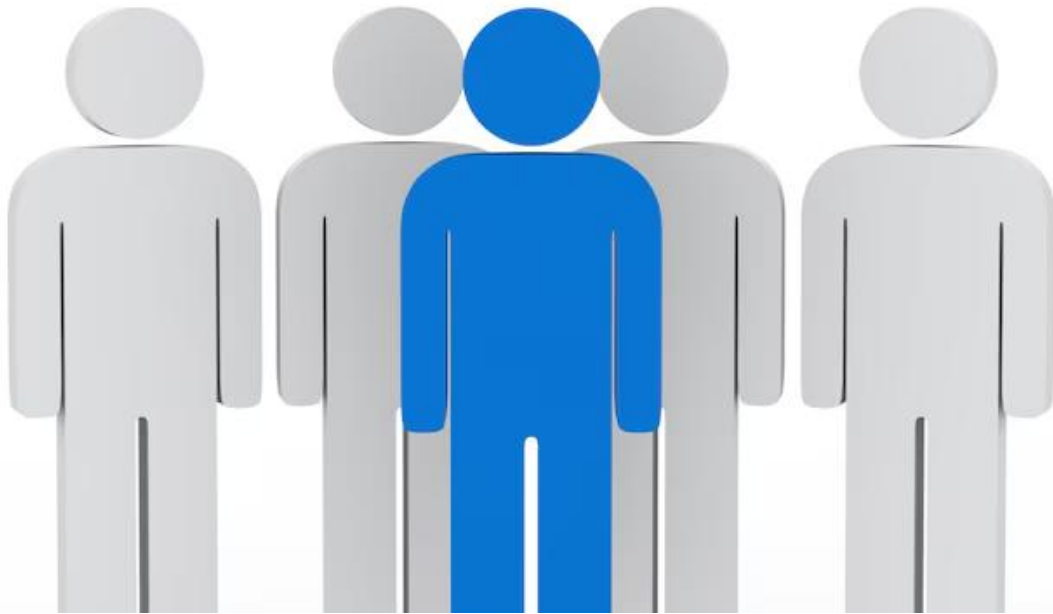


# Learning Outcomes

- By the end of the lesson, you will be able to:
  - explain the meaning, purpose and objectives of Guidance and Counselling,
  - discuss the differences and similarities between them,
  - trace the history of Guidance and Counselling, especially in the Ghanaian context,
  - identify, explain, and address the misconceptions of, and barriers to counselling in school settings.



# Task 1: Individual

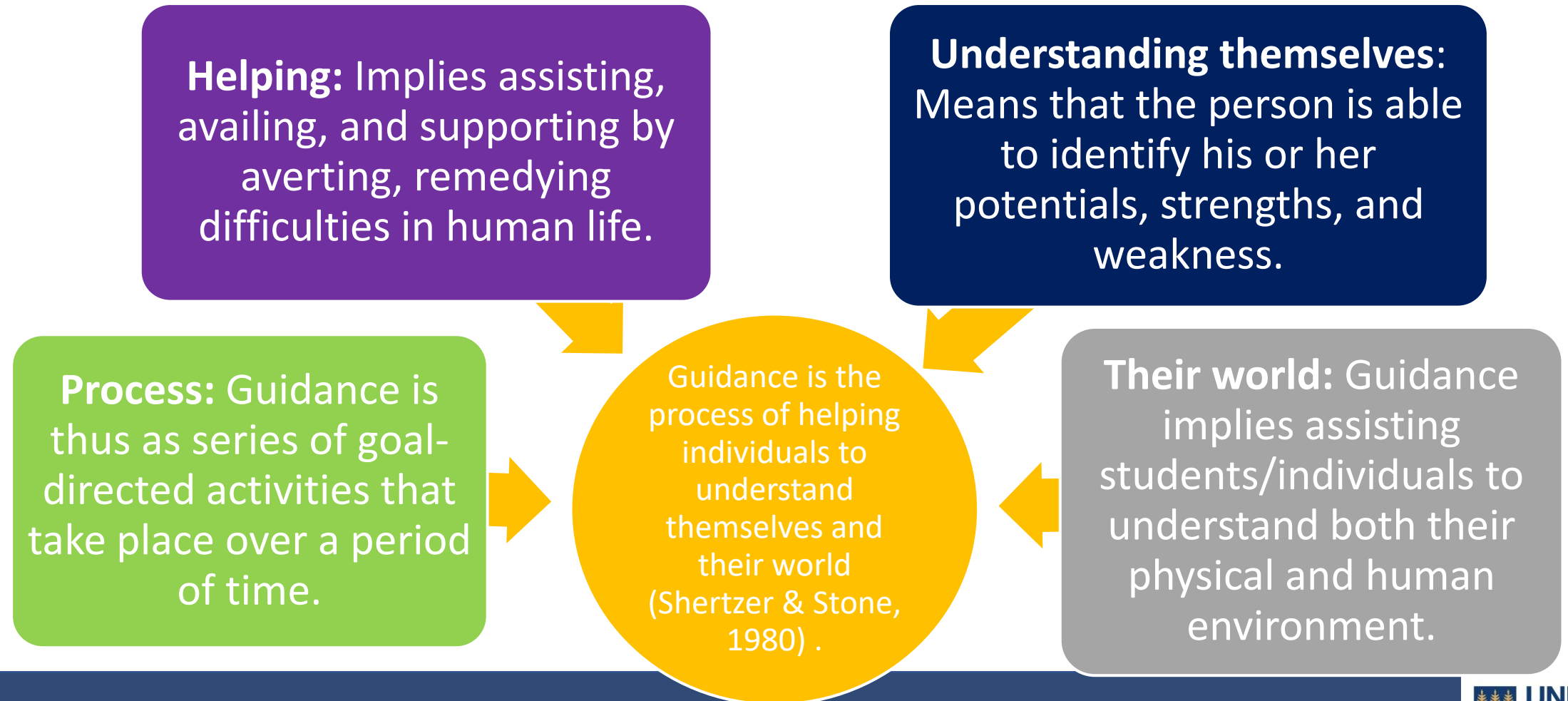


Define guidance.

Define counselling.

Are the 2 concepts the same? Explain.

# Meaning of Guidance



# Key Elements in Guidance



Service towards human development.



The involvement of two major parties in the service. These parties are **the guidance personnel**, on one hand, and the beneficiaries who may be students, parents or members of the community, on the other. The two parties enter into a relationship with the view to seeking ways and means to solving personal, social, vocational or educational problems.



Normal individuals are involved in the relationship. These individuals are normal with respect to the behavior in the environment but may need some guidance information or different orientation in order to adjust well in an environment.



# Key Elements in Guidance Cont'd.

## ELEMENTS OF GUIDANCE

- It focus our attention on the individual and not the problem.
- Guidance leads to the discovery of abilities of an individual.
- Guidance is based upon the assets and limitations of an individual.
- Guidance leads to self- development and self-directions.
- Guidance helps the individual to plan wisely for the present and the future.
- Guidance assists the individual to become adjusted to the environment.
- Guidance assists to achieve success and happiness.


The interdisciplinary service provided in the guidance activities may be influenced by the cultural environment.

Professionals are involved in the provision of service to ensure adequate guidance.


Guidance activities are concerned with feelings and actions on the part of the individuals who need help, and to some degree, on the part of the guidance officer.





# Aims of Guidance


 To increase understanding of self, the world and others.

 To encourage people to work co-operatively towards shared identified goals.

 To open people to internal and external influence for change.

 To enable people to take decisions and implement them.

 To help people to receive information, reflect on them and act accordingly.

 To help people to use problem-solving strategies rather than “scapegoating” or focusing on faults.

## Task 2: Pair Work

- In your pairs, discuss the types of guidance.
- Share your answers with the rest of the class.



# Types of Guidance



Independent Study:

a) Explain each of the types of guidance listed above.

b) What are the similarities and differences among them?

# Meaning of Counseling

Counseling is a relationship bringing together the counselee who needs help and the counselor who is professionally trained and educated to give this help (Taylor & Buku, 2006).



Counseling is not exclusively problem oriented. It can be used to assist people to make intelligent decisions or select from a number of alternatives.



# Key Issues in Counseling



Counseling is a professional service offered by a trained counselor.



It is an interaction between a client in need and a counselor who is ready to offer assistance.



It is concerned with choice or decision making.



It is concerned with solving problems or handling other issues of concern.

# Key Issues in Counseling Cont'd.



It involves behavior modification or behavior change.



It thrives on confidentiality.

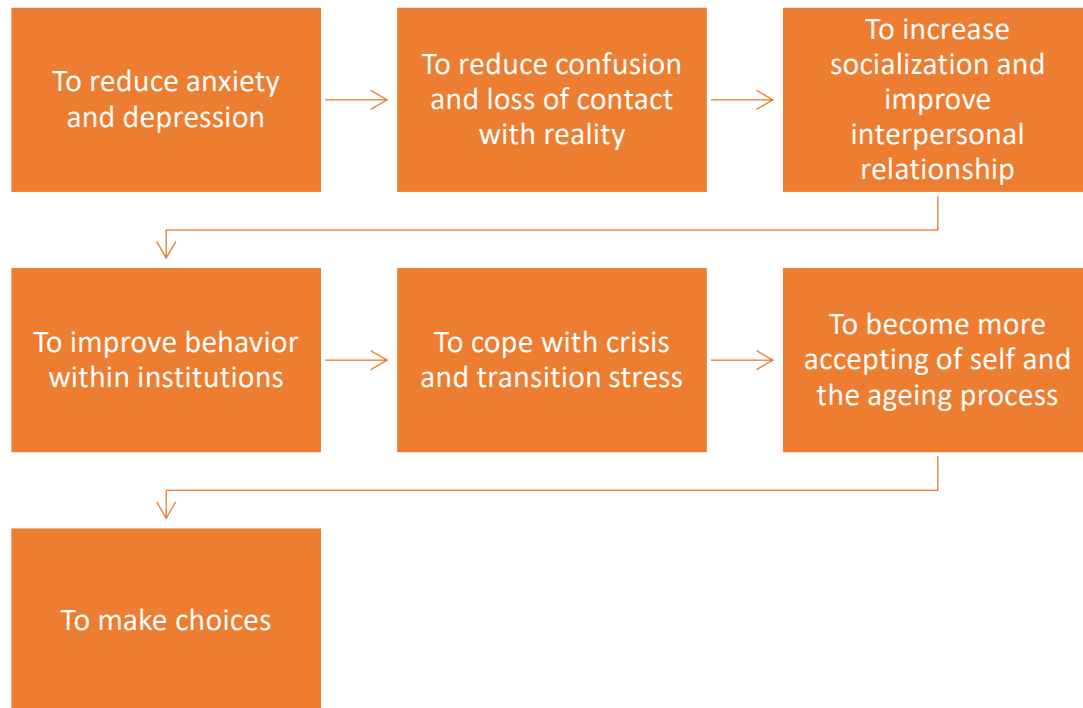


Certain conditions that are essential to success of the counseling process. These are **congruence** or genuineness, mutual respect and empathy.



Counseling service is the heart of the work of guidance.

# Aims of Counseling





# Differences and similarities between Guidance and Counselling



## Differences

Guidance is more public whilst counseling is private and confidential

Guidance is more cognitive but counseling is more affective

Guidance is less personal and less intimate whilst counseling is more personal and intimate

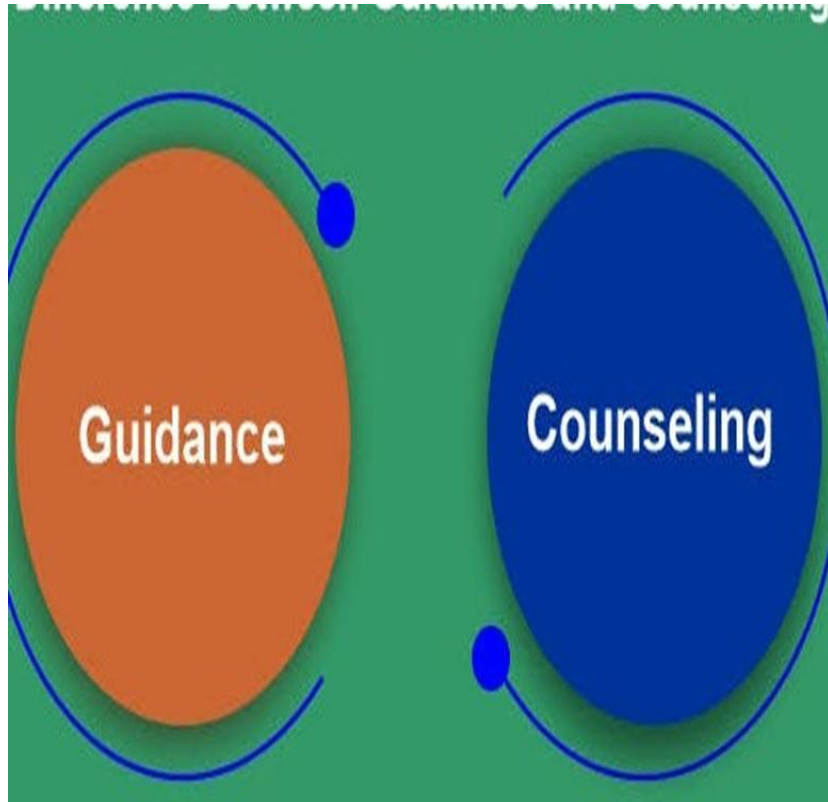
Guidance is more structured and less close-ended but counseling is less structured and more open-ended

Guidance is usually initiated by the guidance coordinator whilst counseling is initiated by the client

Guidance is more didactic whilst counseling is less didactic

Guidance embraces several services rendered in the educational system whilst counseling is one of the guidance services

# Differences and similarities between Guidance and Counselling Cont'd.



## Similarities

Both guidance and counselling are processes

Both require an experienced or a qualified person

Both are concerned with the growth and development of the client

Both guidance and counselling have goals

Both are intended to offer help to the client

# History of Guidance and Counselling in Ghana



Guidance and counselling existed informally.



Formal guidance and counseling started in 1955 when the government attempted to organize a national system of vocational guidance in the form of youth employment services for all youth under 20 years who hold the Middle School Leaving Certificate (Ackummey, 2003).



Guidance and Counseling was introduced into the education system on November 4<sup>th</sup>, 1976.

## Task 3: Whole Class Discussion



What are the misconceptions and barriers to counselling in schools?

How can such misconceptions be addressed?

# Misconceptions and Barriers to Counseling in Schools



Counseling is not advice giving.



Counseling is not interviewing clients.



Counseling is not just to assist people out of difficulties. It helps to prevent difficulties.



Counseling is not to influence the values, beliefs, interest or decisions of the client



Counseling is not just assigning individuals to specific jobs



Counseling is not information giving

# Lesson Evaluation

1

Explain the meaning of Guidance and Counselling.

2

Discuss three differences and similarities between guidance and counselling.

3

Trace the history of Guidance and Counselling in Ghana.

4

Explain 3 misconceptions about guidance counselling.

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# Warm Up/Previous Lesson

1

State three differences and 3 similarities between guidance and counselling.

2

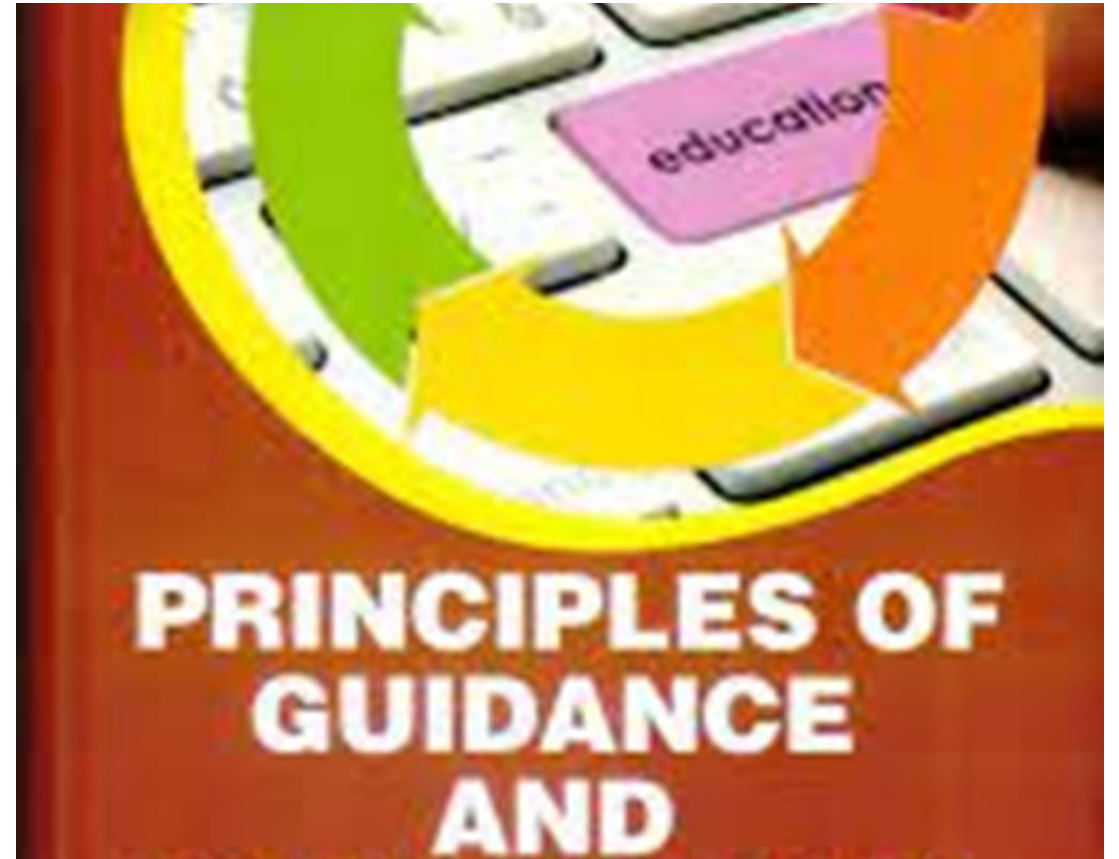
Explain 3 misconceptions about guidance counselling.



WARM  
UP

# Unit 2

## Conceptual and Historical Issues in Guidance and Counselling II



# Lesson Description



The lesson is aimed at exposing you to the principles and types of Guidance and Counselling.



It is also to introduce you to the role of teachers and parents in Guidance and Counselling.



With this knowledge, you will be able to analyze and evaluate the various Guidance and Counselling services available to learners in schools.

# Learning Outcomes

By the end of the lesson, you will be able to:

- explain at least 3 principles and types of Guidance and Counselling in schools,
- discuss at least 3 roles each of teachers and parents in offering Guidance and Counselling to learners in schools,
- role play or simulate such roles of teachers and parents in Guidance and Counselling for learners in schools.



# Group Work



In your groups, identify and discuss three principles of guidance and counselling.



Groups will present their work.

# Principles of Guidance and Counselling

- Guidance is fundamentally oriented towards the personal development of the individual.
- Guidance is for all students/individuals: Guidance should benefit all students in the school setting.
- Guidance recognizes the uniqueness of the individual.
- Guidance is a process.
- Guidance recognizes the dignity and worth of the individual.

# Principles of Guidance and Counselling Cont'd.

- Guidance is a teamwork.
- Guidance is oriented towards cooperation and not compulsion.
- Decision-making is essential in guidance.
- Guidance focuses on the assets of the individual.
- Guidance is based on the principles of personal responsibility.



# Individual Work



On your devices, look for the various types of counselling.



Explain one of the types of counselling.



Individuals will be called upon to share their findings.

# Types of Counselling

Marriage and Family Counselling

Educational/academic Counselling

Rehabilitation Counselling

Mental Health Counselling

Substance Abuse Counselling

Career/occupational Counselling

# Group Work



What roles do teachers play in Guidance and Counseling in respect to parents?



In your groups, discuss 3 of such roles.

Groups will present their work.

# Roles of Teachers in Guidance and Counseling in Respect to Parents

- Provide parents with information about the progress and other behaviors of their wards.
- Inform parents on what they need to do to ensure the participation and retention of pupils in schools.
- Provide parents with information about jobs and educational opportunities and their requirements.
- Educate parents on new jobs, new courses of study and new schools that are opened to children to choose

**Guidance & Counseling  
Role of a Teacher**



Prof. Dr. M. A. Pasha  
Chairman  
Department of Computer  
Science & Information  
Technology  
University of Sargodha

5/23/2013

Delivered at Govt. Women Degree College,  
Sargodha

1

# Roles of Teachers in Guidance and Counseling with Respect to Parents Cont'd.

- Direct parents to places and institutions from where they can seek medical and financial assistance for their wards
- Make parents aware of certain conditions and situations at home which destabilize children e.g. Rejection, denial of basic personal and school needs; as well as beatings
- Encourage parents to take keen interest in the formation and activities of Parents Teachers Association in schools.

**Guidance & Counseling  
Role of a Teacher**

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# Roles of Teachers in Guidance and Counseling with Respect to Pupils

- Expose the rules and regulations of the school to the pupils
- Explain to the pupils the structure of the school administration and its functions
- Enlighten pupils on the proper use of school structures and facilities
- Provide information about the behaviors of pupils to the school authorities
- Serve on the school guidance program team



# Roles of Teachers in Guidance and Counseling with Respect to the Community


- Teach pupils about the values, norms, traditions and the various occupations to help pupils get jobs in the future in their society.
- Organize visits and excursions to geographical, occupational and historical sites in the community.
- Educate the community on its responsibilities in the provision and maintenance of educational facilities.
- Consult and use resource-persons from the community in the teaching of certain subjects and lesson.
- Gear your teaching towards the solution of problems in society.





# Roles of Teachers in Guidance and Counseling with Respect to Guidance Coordinator

- Provide accurate and reliable appraisal scores on your pupils to the guidance coordinator
- Take active part in the guidance committee to plan and implement the guidance program in the school.
- Direct pupils with specific problems to the coordinator
- Honestly supply information about the pupils' backgrounds, health etc.
- Confer with the guidance coordinator in all matters relating to guidance.



## Role of the teacher in guidance and counseling

1. Plan guidance and counseling services
2. Organize guidance and counseling services
3. Assist other members of staff in their interaction with pupils.
4. Keep pupils' confidential records
5. Make referrals.
6. Evaluation.

# Task 3: Class discussion

- What are the roles of parents in offering guidance and counselling services to students?
- Share your views with the class.



# Lesson Evaluation



Discuss each of the following principles of guidance and counseling:

Guidance is oriented towards cooperation and not compulsion.  
Guidance recognizes the dignity and worth of the individual.  
Guidance is based on the principles of personal responsibility.



Discuss two roles of each of the following stakeholders in guidance and counseling:

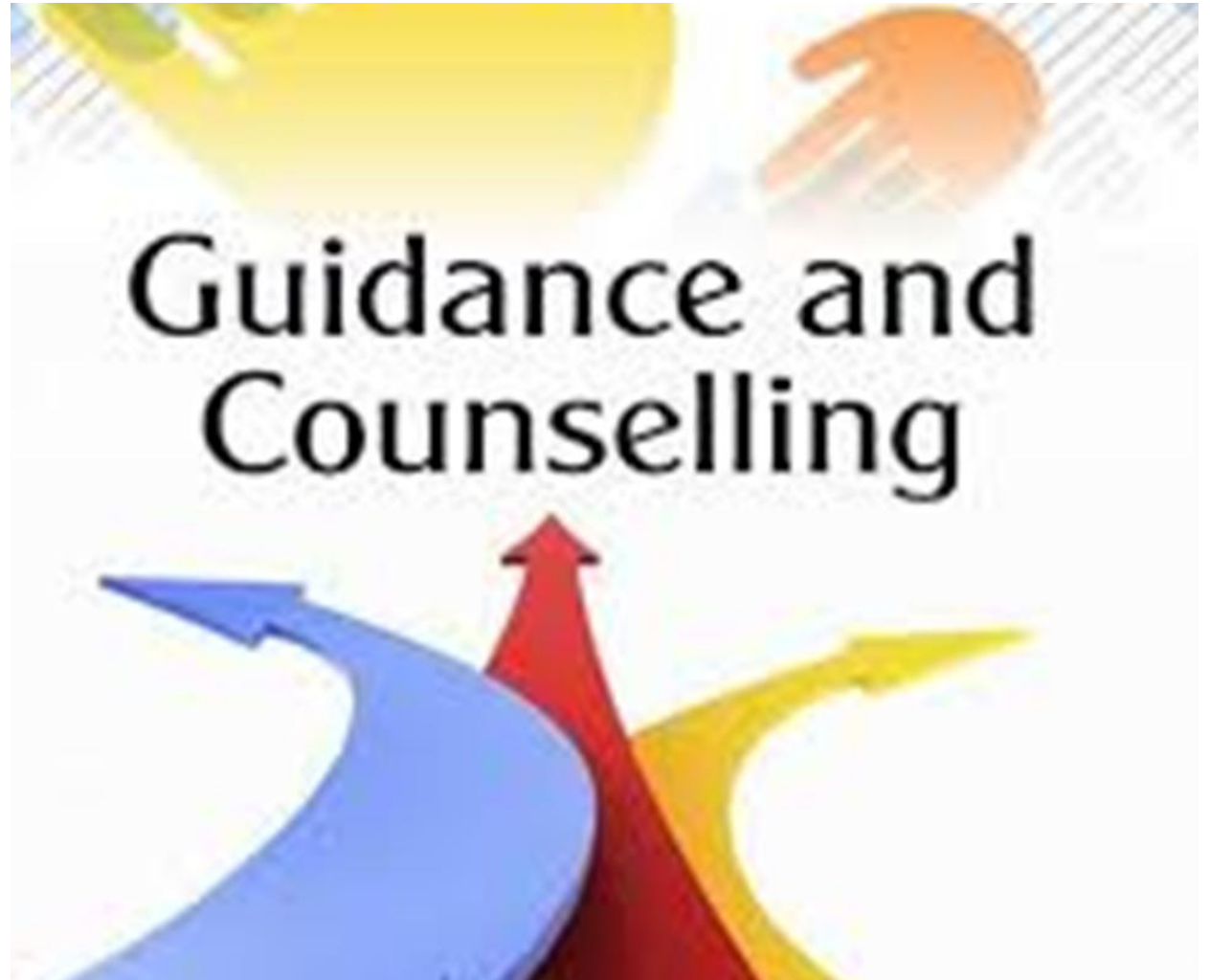
Teachers  
Parents

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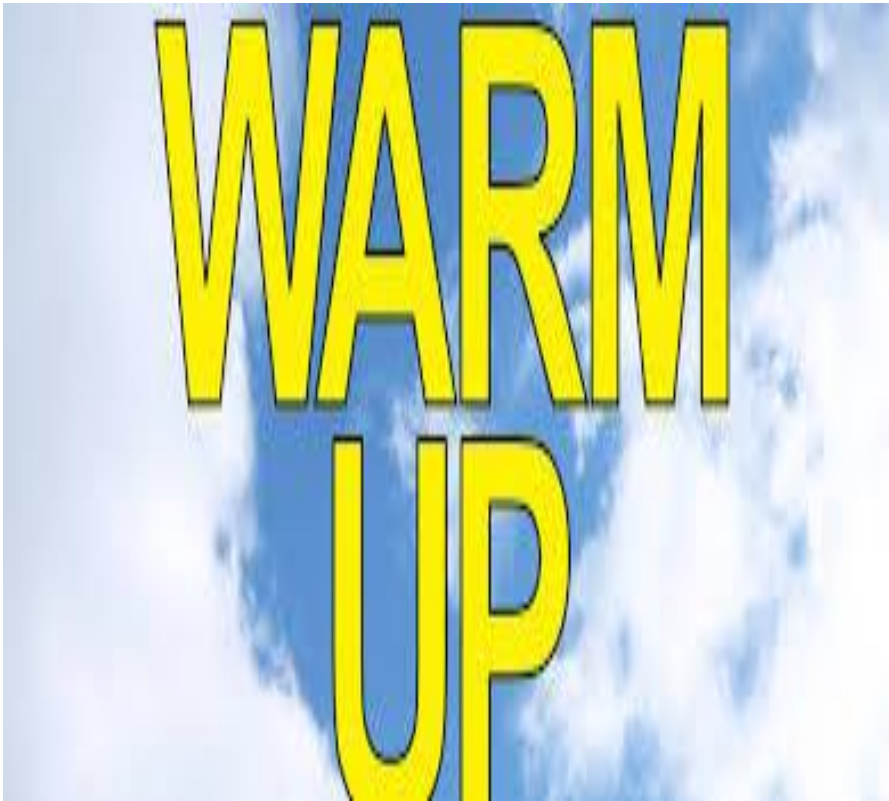


# Previous Lesson

State and explain any one principle of guidance and counselling.

Briefly explain 3 roles of each of the following stakeholders in guidance and counseling?

- Teachers
- Parents





# Unit 3

## Guidance Services



# Lesson Description

- The lesson is aimed at exposing students to the guidance services.
- With this knowledge, students will be able to analyse and evaluate the various guidance services available to learners in schools.
- The lesson will also enable students to assist in organising and implementing guidance services in schools.



# Learning Outcomes

Be	Explain	Discuss	Explain	Discuss
By the end of the lesson, you will be able to:	explain at least five guidance services,	discuss the importance of the guidance services in the educational system,	explain at least 2 reasons why it is necessary to coordinate guidance services in schools, and	discuss at least 3 guidelines for coordinating guidance services in schools.

# Activity: Individual Work



Define guidance services.

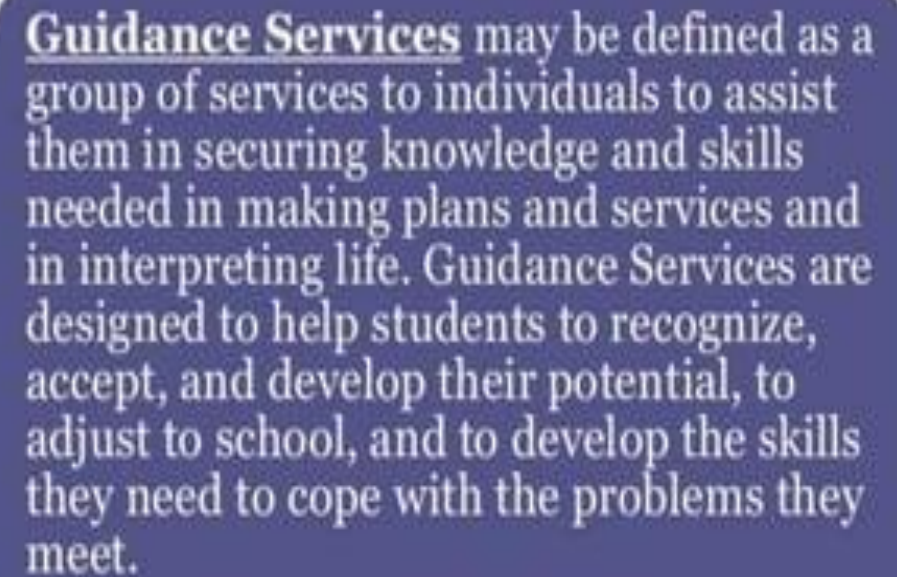
What are the school guidance services?

Which of the services have you benefitted from before?

NB: Post your answers in the Microsoft Teams chat box.

# Meaning of Guidance Services

- Guidance services are the formalised actions taken by the school to make guidance operational and available to students (Shertzer & Stone, 1980).
- Counselling and guidance services are psychological aid services that enhance the personal, social, educational and vocational development of students (The American School Counsellor Association – ASCA, 2007) .
- There are several guidance services.

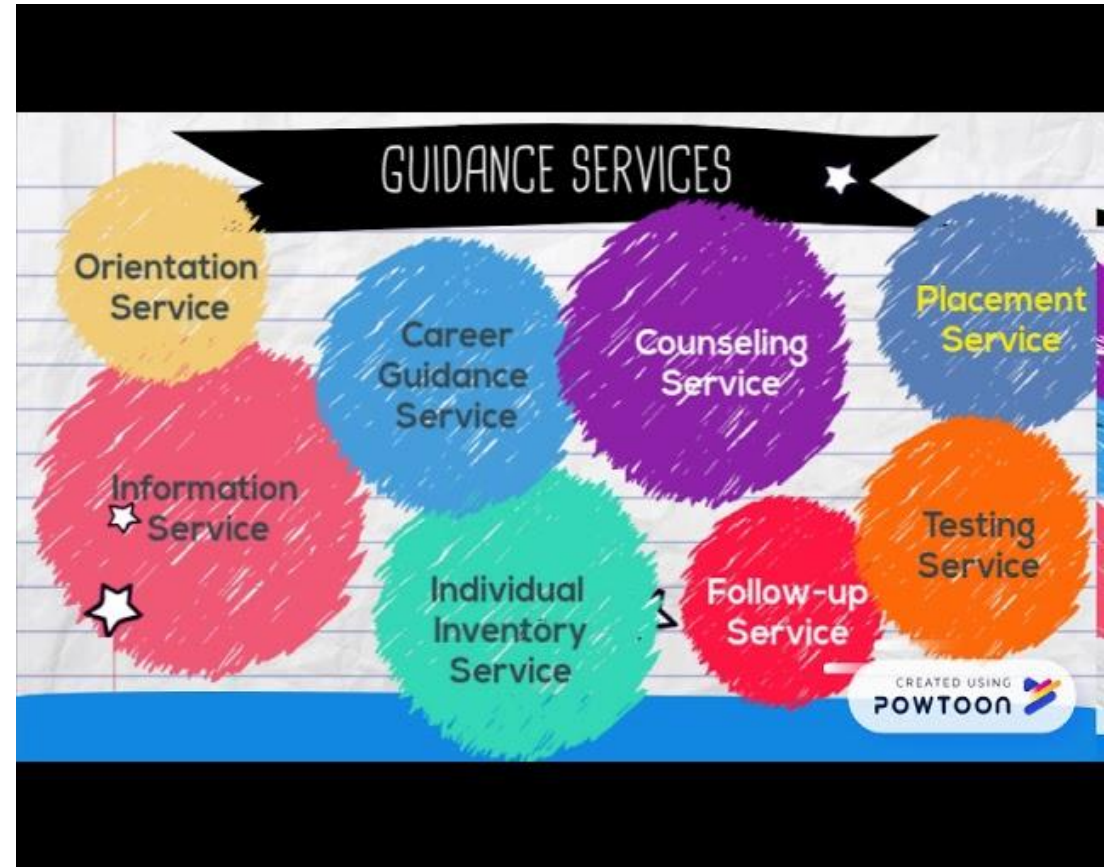


**Guidance Services** may be defined as a group of services to individuals to assist them in securing knowledge and skills needed in making plans and services and in interpreting life. Guidance Services are designed to help students to recognize, accept, and develop their potential, to adjust to school, and to develop the skills they need to cope with the problems they meet.

# The School Guidance Services

1. The Orientation Service
2. The Counselling Service
3. The Appraisal Service
4. The Consultation Service
5. The Information Service
6. The Placement Service
7. The Referral Service
8. The Follow-up Service
9. The evaluation service

(Shertzer & Stone, 1980; Makinde, 1987; Oladele, 1987; Schmidt, 1999; Sedofia, 2016).



## Activity: Group Work



In your groups, select one guidance service, discuss the meaning, aim(s), and importance in schools.

Each group presents to the whole class for comments and further discussion.



# The Orientation Service

- Focuses on providing some introductory information or training to new students who are admitted either straight from home, from a different school or from a different class.
- The aim is to provide information for a smooth transition and also to help integrate students into the new school or class environment.



# The Counselling Service

- Focuses on a person's growth and adjustment and problem-solving and decision-making needs.
- Aims at helping individual students to live more productive and self-satisfying lives.



**COUNSELLING SERVICES  
TO ALL AND SUNDRY**

**MONDAYS TO FRIDAYS  
8:00AM - 5:30PM**



# The Appraisal Service

- Focuses on collecting, recording, and utilizing information about each student; his home and family background, intellectual and social development.
- Aims at assisting each student to know himself better for self-realization, helps to highlight the uniqueness of people, shows how different or similar people are.



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## Appraisal Services

We gather data about from students that are concrete; and develop a more comprehensive picture of the student through Psychological Test and Non-Psychometric Devices.

### Cumulative Records

(That's why we need you to fill out the Guidance forms online)

### Assessment Program

(Online Psychological Tests Available)

Our objective is to help the students to understand themselves very well.



# The Consultation Service


- Focuses on helping a student/client through a third party (teachers, parents, school administrators, curriculum experts).
- Aims at assisting the counsellor to overcome certain difficulties he/she may have while performing his or her duties.



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OF GHANA**

# The Information Service

- Focuses on making data on educational opportunities, personal and career issues available to students.
- Aims at helping students to make choices and decisions that are authentic, reliable and responsible



INFORMATION SERVICE

- The function of the Information Service is to make available to pupils or students certain kind of information not ordinarily provide through the instructional program or during the regular period of instruction.
- The service is classified into:
  1. Occupational Information
  2. Educational Information
  3. Personal-Social Information

# The Placement Service

- Designed to assist students to select and make use of opportunities in and outside the school.
- Aims at helping students to be admitted into a school or subject stream of their choice or to get into a job.

## Placement Service

- means helping a person to get an appropriate place according to his **qualifications** and **abilities**, thus enabling him to get absorbed successfully in any occupation.

## Educational Placement Service

- helps student in the choice of subjects.

## Vocational Placement Service

- helps students in finding their appropriate place in the occupational field.





# The Referral Service

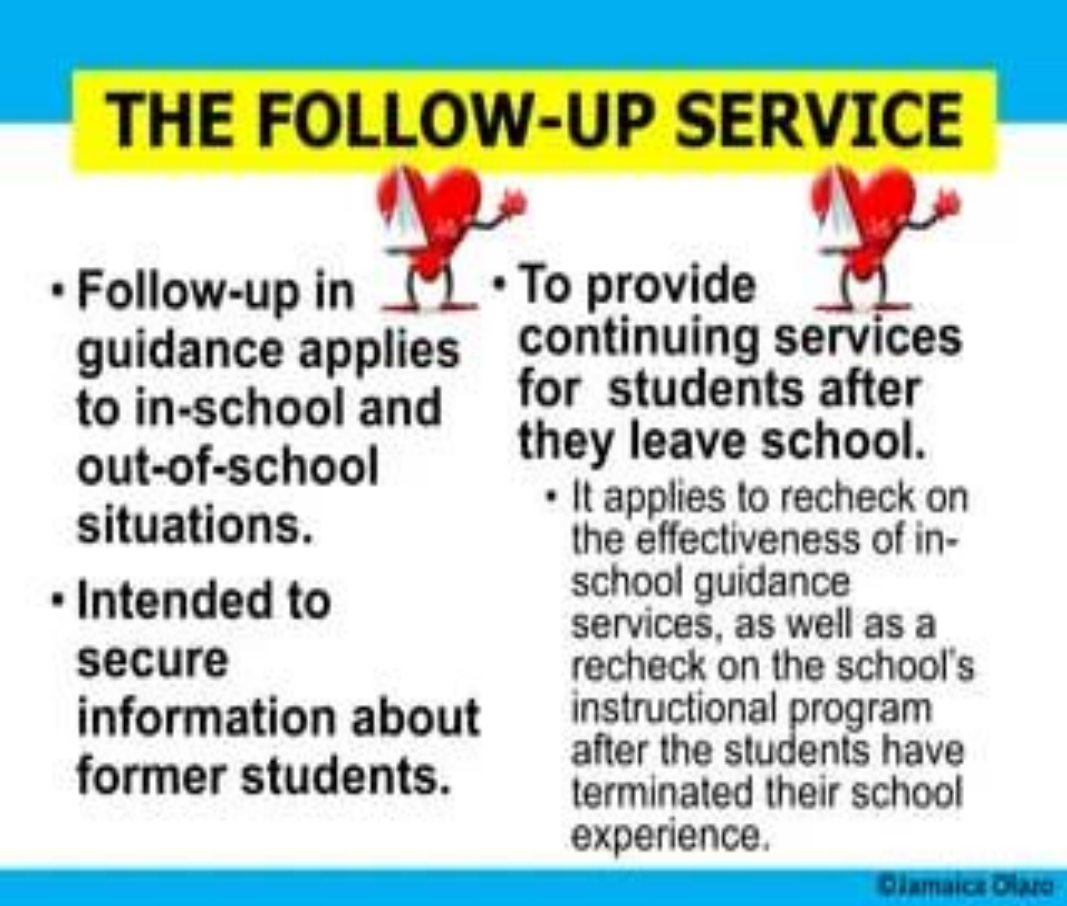
- Cases that are outside the expertise of the counsellor are referred to the appropriate professional for attention.
- Aims at ensuring that clients/students get the necessary professional help that the counsellor may not have the expertise for.

## When to Refer?

- When a student presents a problem or a request for information which is beyond your level of competency.
- When you feel that personality differences (which cannot be resolved) between you and the student will interfere with his or her effective progress.
- If the problem is personal and you know the student on other than a professional basis (friend, neighbor, etc.).

# The Follow-up Service

- In this service, counsellors follow-up on the cases that they have handled.
- Aims at ensuring that the issues are completely resolved, or any other assistance that is needed is provided.



**THE FOLLOW-UP SERVICE**

- Follow-up in guidance applies to in-school and out-of-school situations.
- Intended to secure information about former students.
- To provide continuing services for students after they leave school.
  - It applies to recheck on the effectiveness of in-school guidance services, as well as a recheck on the school's instructional program after the students have terminated their school experience.

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## Activity: Whole Class Discussion



Why in your view, should guidance services be coordinated in the school system?

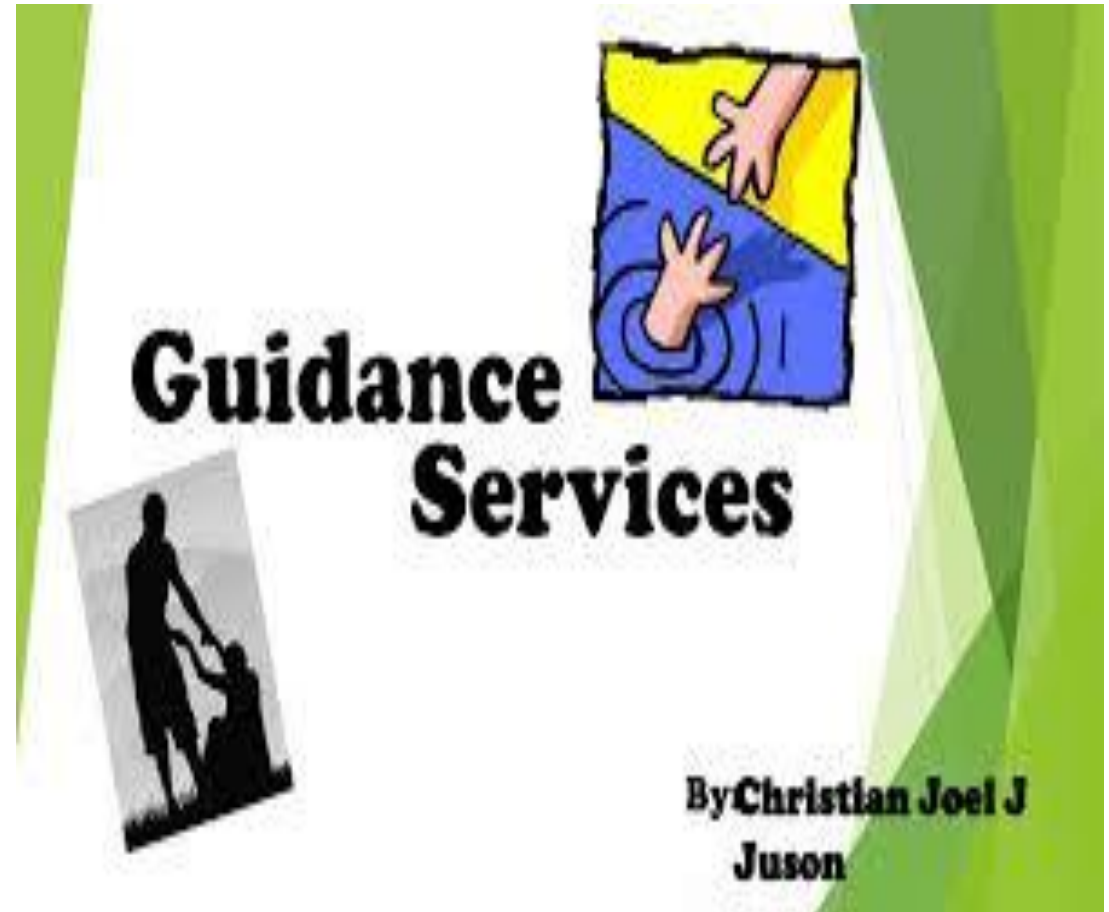
Why/why not?

Share your views with class.



# The Need to Coordinate Guidance Services in Schools

- Guidance is a collection of services all geared towards a common goal, which is the total development of the child. The guidance programme therefore requires the combined efforts of different services.
- The various guidance services depend on one another; they complement and add to the effectiveness and efficiency of one another. For example, the counseling service depends heavily on other services like the appraisal information and consultation services.
- The effectiveness of the guidance programme is measured by the effectiveness of all the services put together and not on the basis of any one individual service.



# Guidelines for Coordinating Guidance Services

- Set up a guidance committee to plan and implement the programme and also link the guidance services to one another.
- Help all persons involved in the guidance team to understand and appreciate the integrated nature of what they do.
- Integrate each guidance service into the total school programme.
- Encourage the referral of learners to other professionals when it becomes necessary.
- Evaluate the guidance programme in the school periodically.
- Consult the guidance and counseling units at the districts and regional education offices regularly.
- Consult teachers, parents and other stakeholders periodically.



# Lesson Evaluation

**Match each of the guidance services in column A to the appropriate description in column B.**

## **A: Guidance Service**

- i. Appraisal
- ii. Information
- iii. Placement
- iv. Follow-up
- v. Orientation
- vi. Referral

## **B: Description of Guidance Service**

Actions taken by the counselor to assist counselee with new or recurring problem.

Gathering, organizing and interpreting information about pupils for them to understand themselves.

Giving assistance in making plans and adjusting to school

Taking clients to specialized personnel, for instance, dentists, opticians, etc.

Helping students to be admitted into a school or subject stream of their choice.

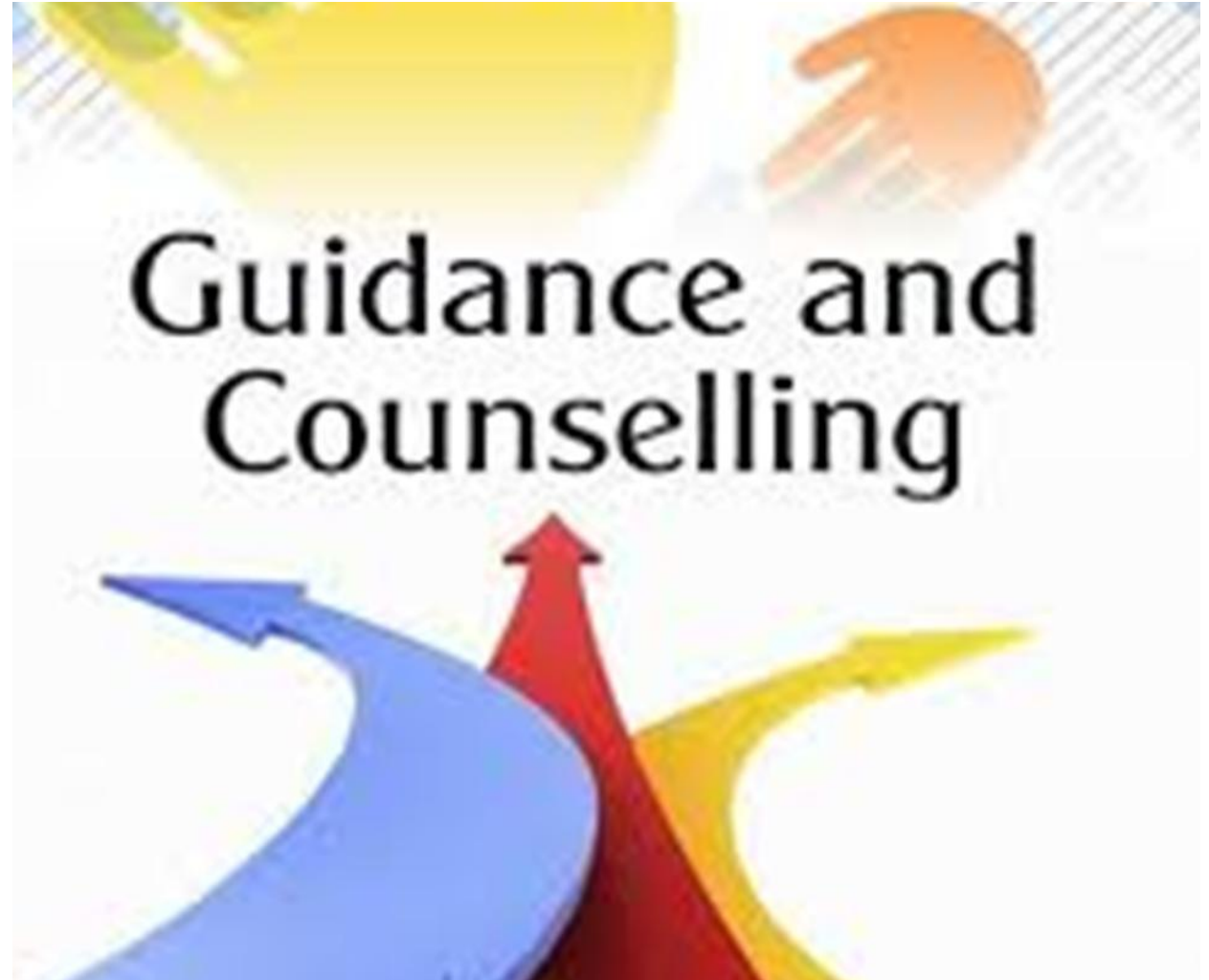
Providing students with better knowledge of educational, vocational opportunities make informed choices.

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# Warm Up/Previous Lesson

Match each of the guidance services in column A to the appropriate description in column B.

## A: Guidance Service

- i. Appraisal
- ii. Information
- iii. Placement
- iv. Follow-up
- v. Orientation
- vi. Referral
- vii. Evaluation

## B: Description of Guidance Service

- a. Actions taken by the counselor to assist counselee with new or recurring problem.
- b. Gathering, organizing and interpreting information about learners for them to understand themselves.
- c. Giving assistance in making plans and adjusting to school
- d. Taking clients to specialized personnel, for instance, dentists, opticians, etc.
- e. Helping students to be admitted into a school or subject stream of their choice.
- f. Providing learners with better knowledge of educational, vocational opportunities to make informed choices.

# Warm Up/Previous Lesson

Match each of the guidance services in column A to the appropriate description in column B.

## A: Guidance Service

- i. Appraisal
- ii. Information
- iii. Placement
- iv. Follow-up
- v. Orientation
- vi. Referral
- vii. Evaluation

## B: Description of Guidance Service

- a. Actions taken by the counselor to assist counselee with new or recurring problem.
- b. Gathering, organizing and interpreting information about learners for them to understand themselves.
- c. Giving assistance in making plans and adjusting to school
- d. Taking clients to specialized personnel, for instance, dentists, opticians, etc.
- e. Helping students to be admitted into a school or subject stream of their choice.
- f. Providing learners with better knowledge of educational, vocational opportunities to make informed choices.



# Unit 4

## Communication Skills in Counseling

Communication Skills for Effective  
Counseling



Sreenu Thalla  
Clinical Pharmacologist



# Lesson Description



The lesson intends to provide students with the knowledge and understanding of the concept of communication skills in counseling and explain the various communication skills in counseling.



With this knowledge and understanding, students will be able to communicate effectively with learners during guidance and counseling sessions and classroom interactions.

# Learning Outcomes



By the end of the lesson, you will be able to:



explain the concept of communication skills in counseling,



explain at least 4 communication skills in counseling,



discuss at least 3 factors that influence communication in counseling,



demonstrate how at least two communication skills are used in counseling sessions.

# Individual Work



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Explain communication and the process of communication in counseling.

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Share your answers with the class.

# What is Communication in Counseling?

- The process of exchanging information and building a **therapeutic relationship** between a counselor and a client.
- It involves both **verbal** and **nonverbal** communication, with the goal of **facilitating understanding, insight, and positive change** for the client.
- Effective communication in counseling is crucial for establishing **trust, exploring client issues, and developing coping strategies.**

# Forms of Communication in Counseling

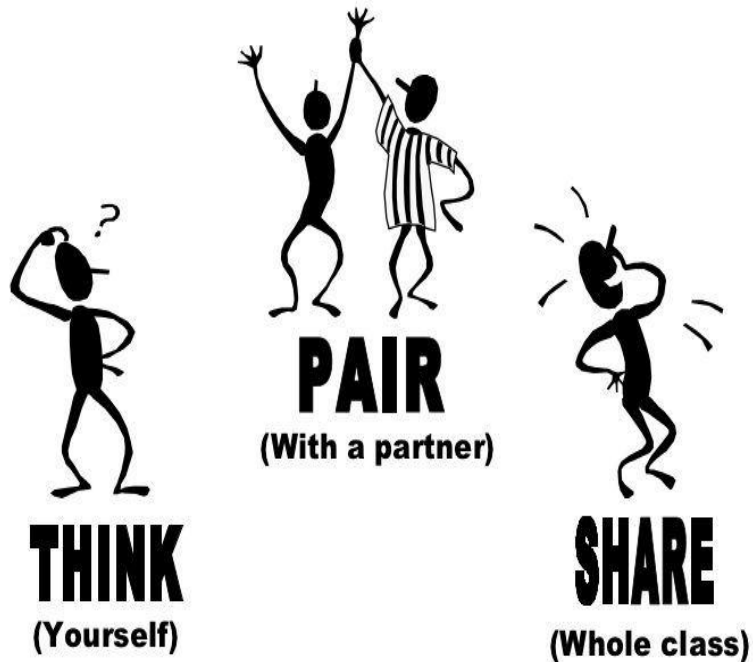
## Verbal

Exchange of ideas using **words** in the form of statements, questions, exclamations or interjections.

## Non-verbal

Communication effected by means other than words. It includes bodily appearance and personal behavior, **dressing, body movement, physical gestures, facial expressions** and general expressions of **emotion**.

# Think Pair Share



In your pairs, identify any 2 verbal or non-verbal communication skills in counselling.

Each pair shares their findings with the larger class.



# Verbal & Non-Verbal Communication Skills in Counseling

## Verbal Communication Skills

1. Listening
2. Continuation response
3. Questioning
4. Clarifying
5. Confronting
6. Paraphrasing
7. Reflection of feelings
8. Summarizing

## Non-verbal Communication

1. Gestures
2. Body contact (touching)
3. Head nods
4. Facial expression
5. Posture

# Whole Class Discussion



Explain one of the verbal and non-verbal communication skills in counseling.

You will be called to explain your answer.

# Factors that Influence Effective Communication in Counseling



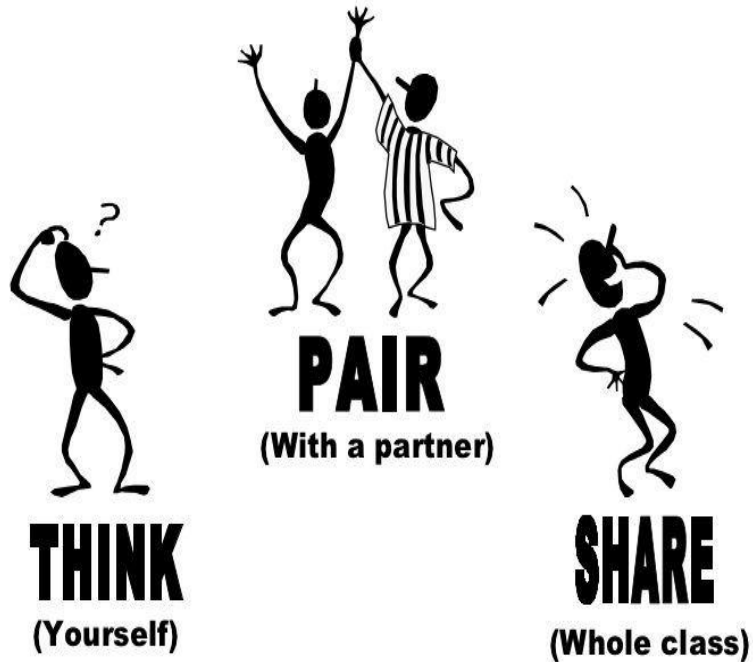
The personality of the counselor

The nature of the client

The condition under which counseling is done

The form of communication used

# Think Pair Share



- In your pairs, discuss the barriers to effective counseling communication.

# Barriers to Effective Communication in Counseling

## WHAT ARE THE BARRIERS OF THERAPEUTIC COMMUNICATION?

- Language Barriers
- Lack of Empathy
- Physical Barriers
- Psychological Barriers
- Cultural Differences

Examples.com

Lack of trust and credibility

Language

Climate

Moralizing and preaching

Content of message

# Practicum

## Practicum

In pairs, demonstrate how to use any of the verbal or non-verbal communication skills in a counselling session.

Students are to listen/watch the role play and contribute to the discussion afterwards.



# Lesson Evaluation:

## Match the meaning to the appropriate skill.

### A: Counseling Skill

- Listening
- Questioning
- Reassuring, encouraging, and supporting
- Clarifying
- Confronting
- Persuasive invitation

### B: Meaning/Use

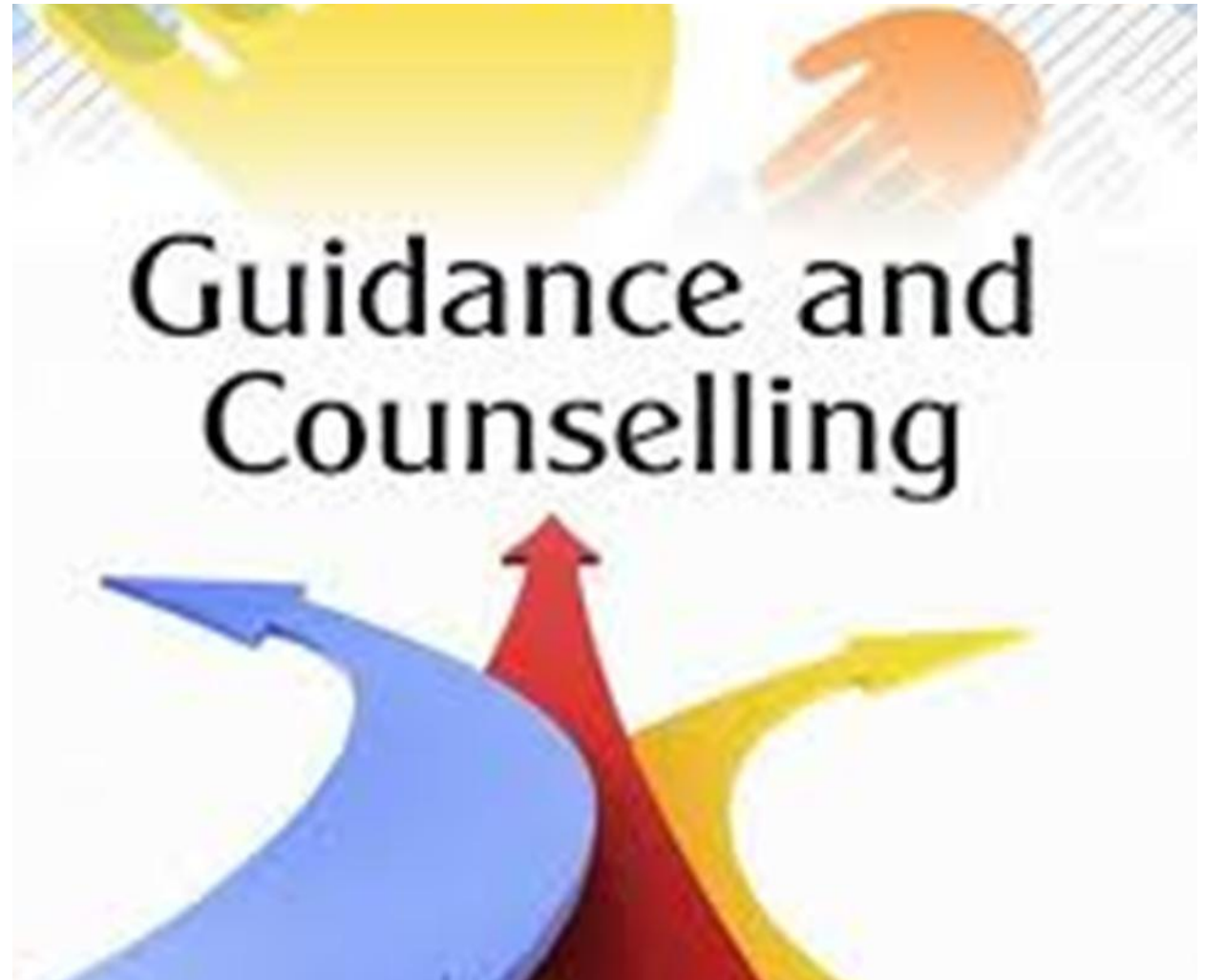
- Used to seek information from clients.
- Used to guess client's message, for the client to confirm.
- Used to help the involuntary client to avail him/herself.
- It's a deliberate attempt to help clients to examine an aspect of their behavior.

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# Warp Up/Previous Lesson:

## Match the meaning to the appropriate skill.

### A: Counseling Skill

- Listening
- Questioning
- Reassuring, encouraging, and supporting
- Clarifying
- Confronting
- Persuasive invitation

### B: Meaning/Use

- Used to seek information from clients.
- Used to guess client's message, for the client to confirm.
- Used to help the involuntary client to avail him/herself.
- It's a deliberate attempt to help clients to examine an aspect of their behavior.

# Unit 5

## Counselling Techniques for Behavior Modification in Schools

Techniques of  
behavior modification

11

# Lesson Description

- The lesson introduces students to the counseling techniques for behavior modification in schools.
- These approaches, which include cognitive restructuring, assertive training, modeling technique, and systematic desensitization seek to enable students to understand how they are applied in counselling learners in school settings.
- The lesson therefore seeks to prepare teachers and education workers to provide effective counseling for learners in schools.



# Learning Outcomes



By the end of the lesson, you will be able to:



discuss the core conditions of counselling,



discuss the stages in counselling (individual & group),



explain at least 2 of the behavior modification techniques in counselling, and



demonstrate the use of at least 2 behavior modification techniques to provide effective counselling for learners in schools.



# Individual Work

1

Identify the core conditions of counseling.

2

Explain each of the core conditions of counselling.

3

Share your findings with the class.

# CONDITIONS THAT FACILITATE COUNSELLING

Respect

Immediacy

Confrontation

Concreteness

Self-disclosure  
(CarKuff, 1971)



Empathy



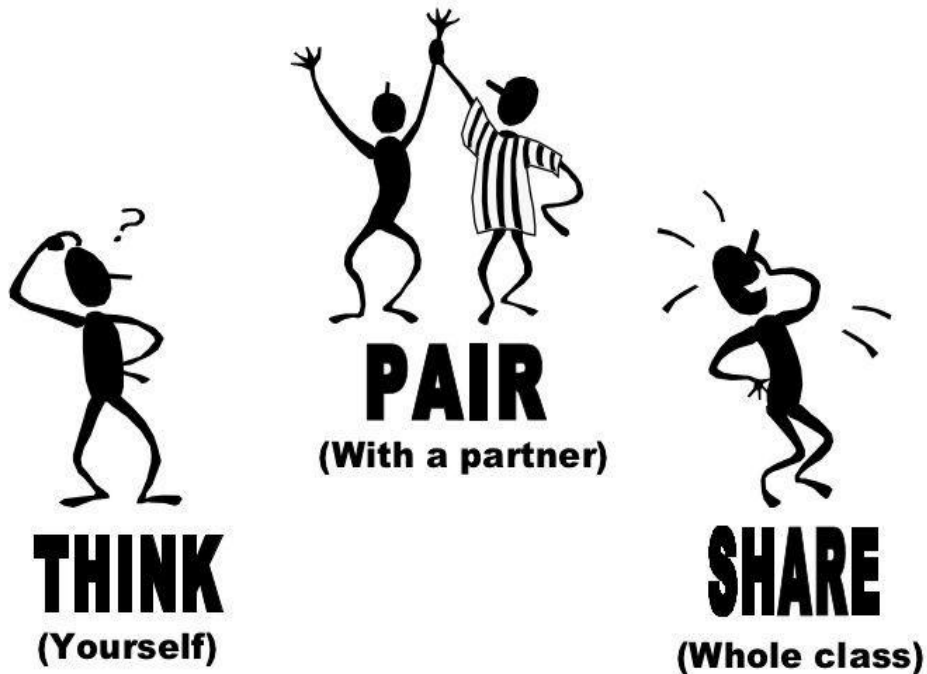
Congruence



Unconditional  
Positive Regard

(Rogers, 1957)

# Think Pair Share



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In your pairs, discuss the stages of individual and group counselling.

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Compare the stages in individual and group counselling.

---

What are your observations about the two?

# STAGES IN THE COUNSELLING PROCESS:

## Individual Counseling

1. **Relationship building:** this is the entry-stage where the client meets the counsellor for the first time counsellor.
2. **Assessment and diagnosis (problem identification):** The client reveals his/her problems to the counsellor and the counsellor takes a critical note of the problems.
3. **Goal setting:** Here, the counsellor and the counselee agree on certain things or ground rules they would like to follow in the counselling process.
4. **Initiating intervention and problem-solving:** The counsellor, having listened carefully to the problems of the counselee/client, suggest alternative solutions to his/her problem and asks the client to select one that he/she feels is best for him/ her. The counsellor should not impose any decision on the client under any circumstances.
5. **Termination and follows up:** At this stage, the counselling session comes to an end. Before termination occurs, both the counsellor and the counselee summarize all that has been discussed during the counselling session.

### STEPS IN COUNSELING PROCESS

- |        |  |
|--------|--|
| Step 1 | Establishing rapport and relationship              |
| Step 2 | Assessing or defining of the presenting problem    |
| Step 3 | Identifying and setting goals                      |
| Step 4 | Choosing and initiating interventions              |
| Step 5 | Planning and introducing termination and follow-up |

# STAGES IN THE COUNSELLING PROCESS:

## Group Counseling

1. **Forming / Dependency stage:** This is the stage where all individuals with a common problem meet for the first time and see each other face to face. It is a stage normally characterized by general fear of the unknown of the facilitator, group members, the physical environment and what will happen in the group.
2. **The storming/the conflict stage:** This is the stage normally characterized by tension, confusion, anxiety, etc. due to struggle for power. Members become uncertain about several things at this stage such as how the group will progress. At this stage, there could be problems such as lateness to a group meeting, some members dropping out of the group, and verbal exchanges among group members.
3. **Norming/ Cohesion stage:** This is the stage where group members get to know each other, get acquainted and turn to socialize with others. Strong social cohesion and networking are strongly built among group members. Members now have trusted each other and become committed to the group. Group norms set become internalized
4. **Performing stage/interdependence stage:** This is the state at which group members stand to take responsibility, individually and collectively for the group and its tasks. The group at this stage is largely self-sufficient and focuses on group goals and tasks.
5. **Adjourning and Termination stage:** It is the last stage of group counselling. It is the stage where group members prepare to bring deliberations to an end. It is the stage of group dissolution at this stage, group members could become worried due to the fact that they are about to part company.

# Group Discussion



In your groups, discuss each of the following counselling techniques:

- Cognitive restructuring
- Assertive training
- Modelling
- Systematic desensitization

What conditions can each of the counselling techniques be used to treat and how are they used?



# TECHNIQUES OF COUNSELLING:

## Cognitive Restructuring

- Therapeutic/counselling techniques that help people notice and change their negative thinking patterns. When thought patterns become destructive and self-defeating, it's a good idea to explore ways to interrupt and redirect them.
- Cognitive restructuring is an approach that can be effective at treating many mental health conditions, including **depression** and **anxiety disorders**.
- In cognitive restructuring, the client and the counsellor work together to identify faulty thought patterns that are contributing to a problem and practice techniques to help reshape negative thought patterns.
- Cognitive distortions often lead to depression, anxiety, relationship problems, and self-defeating behaviors.
- The theory states that if you can change how you look at certain events or circumstances, you may be able to change the feelings you have and the actions you take.

### COGNITIVE RESTRUCTURING

Cognitive restructuring is a method for transforming how individuals think. It can help them feel differently about negative things, ultimately influencing their behavior.

#### OVERVIEW

When the pessimistic thoughts of "I'm never going to make it" or "I am not good enough" start ruling your mind, it can take a toll on your mental health. Cognitive restructuring helps people recognize and challenge these thoughts and replace them with positive ones like, "I can succeed if I try" or "I'm capable of great things."

#### EXAMPLE

An example strategy used in the cognitive restructuring strategy is socratic questioning. This technique involves posing deep philosophical questions to challenge your thoughts. For example, ask yourself, "What evidence supports my belief?" or "How might another person view this situation differently?"

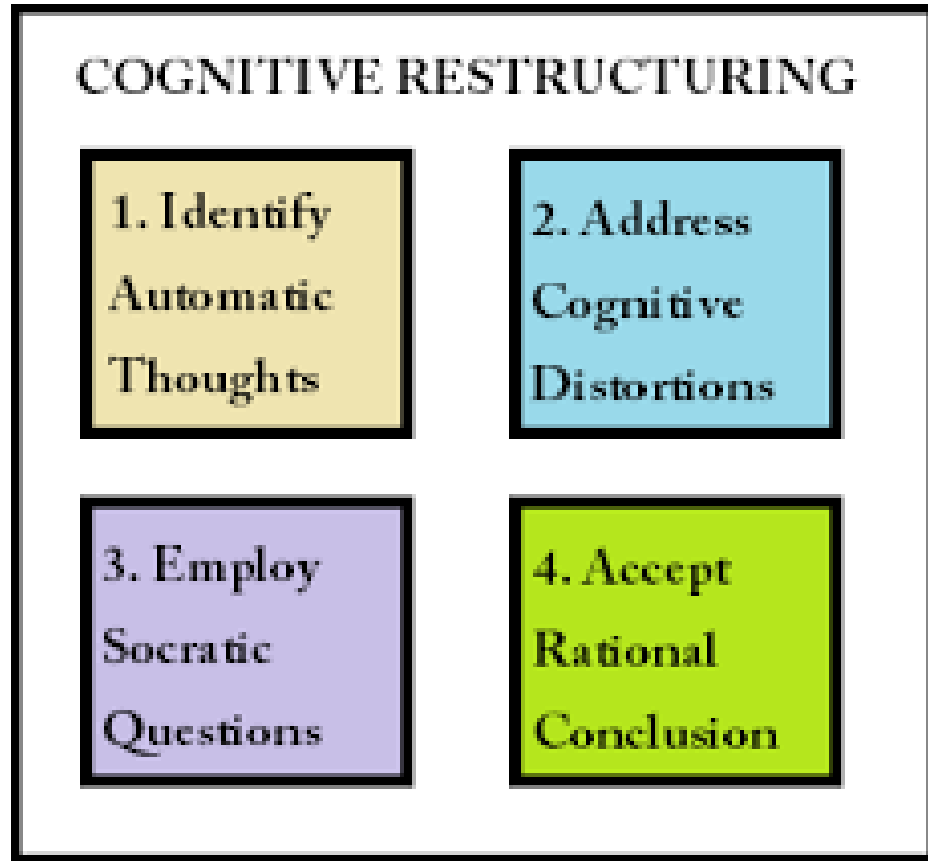
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# Types of Issues Cognitive Restructuring can be Used to Treat

- Eating disorders
- Depression
- Anxiety
- Post-traumatic stress disorder (PTSD)
- Substance use disorder
- Mental illness

- Marital problems
- Divorce, a serious illness, or the loss of a loved one.
- In any life situation where negative thought patterns develop, cognitive restructuring can help you challenge and change unhelpful thoughts.

# Cognitive Restructuring Techniques



CHOOSING *therapy*

## Cognitive Restructuring Techniques

1. **Identify automatic thoughts** – thoughts that continually occurs after difficult situations, even if you try to ignore it
2. **Identify cognitive distortions** – negative or unhealthy thoughts and beliefs
3. **Dispute thoughts** – look for objective facts, situations, or statements that dispute the belief and distortion
4. **Replace thoughts** – find a way to apply the rational or objective perspective to keep yourself from spiraling back into negative thoughts

Cognitive Restructuring: How It Works, Tips, & Effectiveness

# TECHNIQUES OF COUNSELLING:

## Assertive Training

- Assertive training is a form of behavior therapy/counselling technique designed to help people stand up for themselves—to empower themselves.
- Assertiveness is a healthy way of communicating in which one expresses him/herself in a direct and honest manner in interpersonal situations, while simultaneously respecting the rights and dignity of others.
- Assertiveness training is based on the principle that we all have a right to express our thoughts, feelings, and needs to others, as long as we do so in a respectful way.

Assertiveness Training: What it is & What it Teaches

### What's Taught In Assertive Training?

- Good body language
- Establishing personal boundaries/space
- Learning to use "I" statements
- Being direct without being rude
- How to handle difficult emotions in the moment
- How to preserve personal autonomy
- Learn how to identify manipulative communications
- Establishing self-worth
- Empathy
- Learning to be comfortable with repetition
- Being comfortable asking for more time

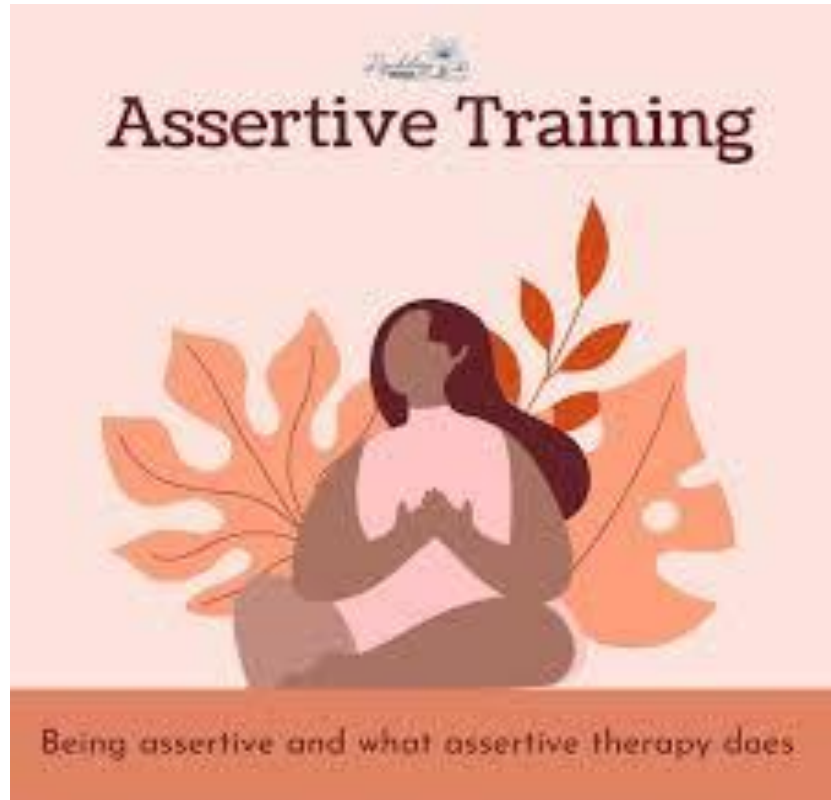


# 6 STEPS ASSERTIVENESS SKILLS TRAINING





# Types of Issues Assertive Training can be Used to Treat

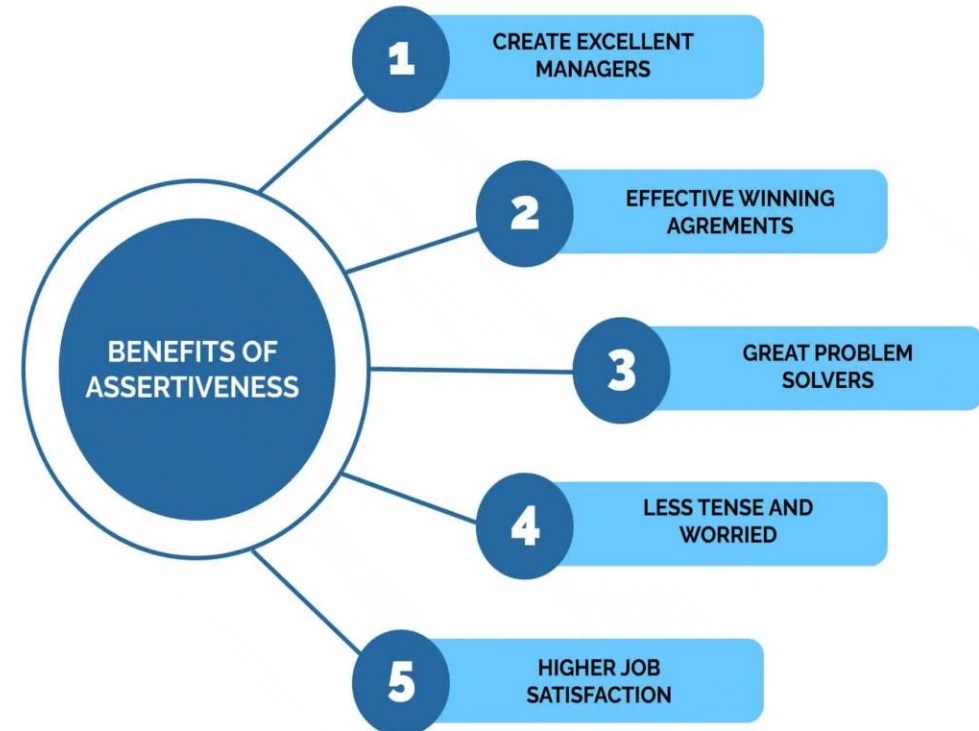


- Depression,
- Social anxiety,
- Unexpressed anger
- Interpersonal skills and sense of self-respect.



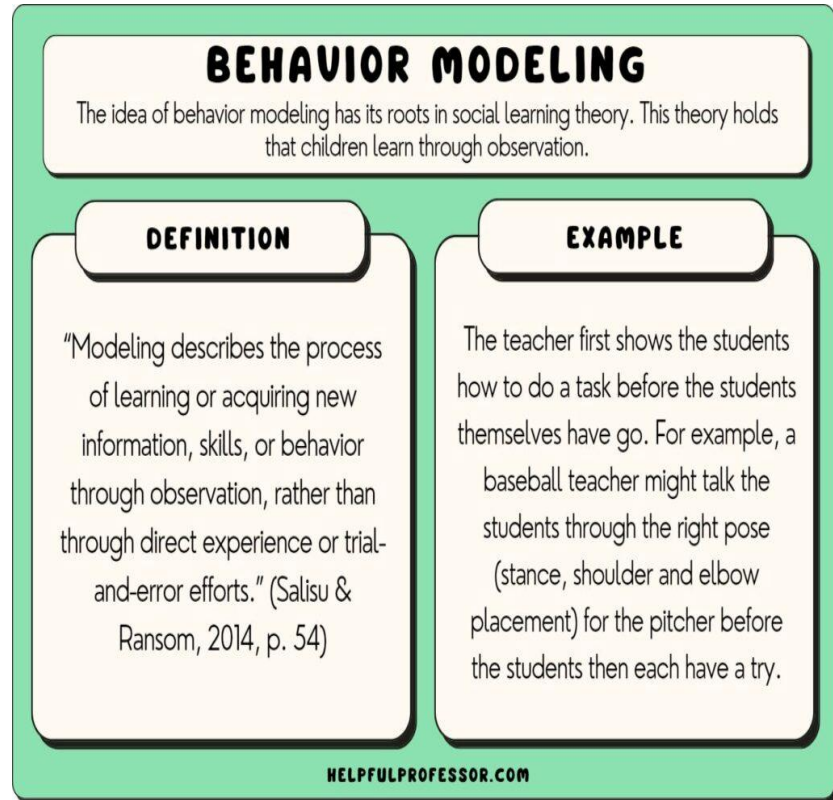
# Benefits of Being Assertive

- Behaving assertively can help you:
  - ✓ Gain self-confidence and self-esteem
  - ✓ Understand and recognize your feelings
  - ✓ Earn respect from others
  - ✓ Improve communication
  - ✓ Create win-win situations
  - ✓ Improve your decision-making skills
  - ✓ Create honest relationships
  - ✓ Gain more job satisfaction
- Learning to be more assertive can also help you effectively express your feelings when communicating with others about issues.



# TECHNIQUES OF COUNSELLING:

## Modelling Technique

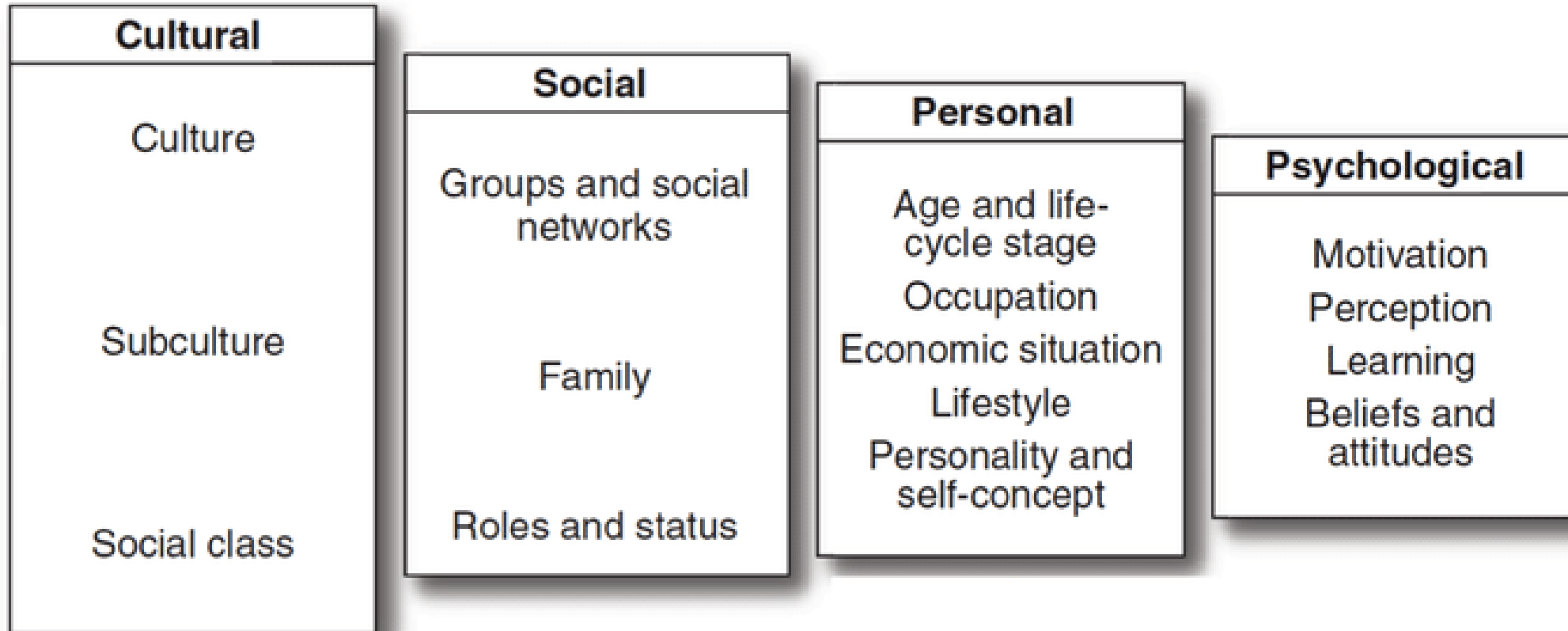


Modeling means learning by copying the behavior of someone else. Humans naturally model each other – for example, children use modeling to learn how to use utensils or tie their shoes.

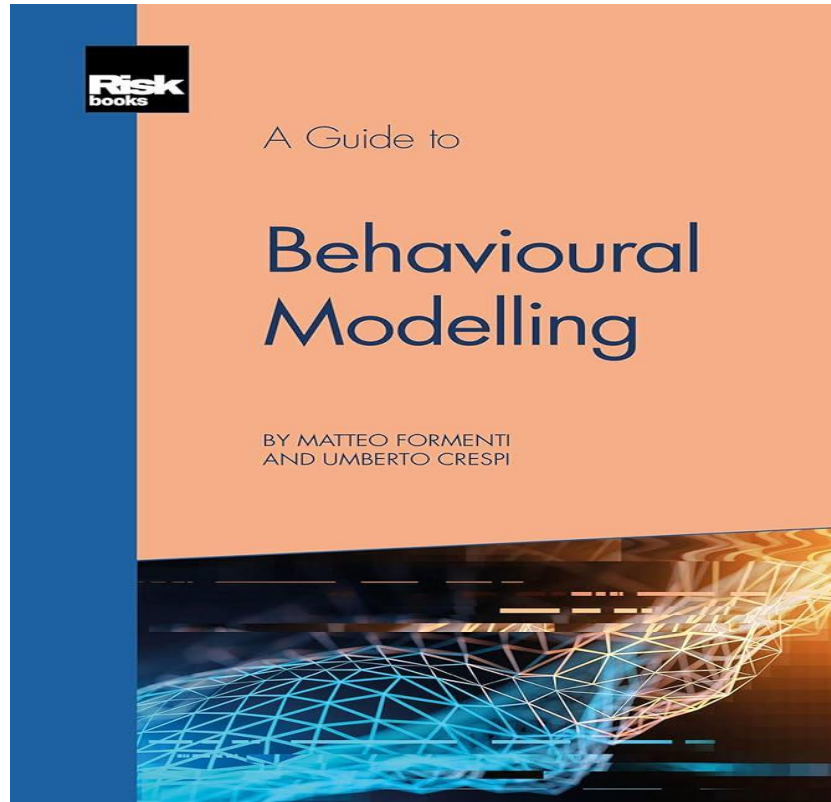
Modelling is a method used in certain cognitive-behavioral techniques of psychotherapy whereby the client learns by imitation alone, without any specific verbal direction by the therapist/counsellor

It's a general process in which persons serve as examples for others, exhibiting the behavior to be imitated by the others This process is most commonly discussed with respect to children in developmental psychology.

# Factors Influencing Behavior Modelling



# Types of Issues Behavior Modeling can be Used to Treat



BM can be used to treat the ff. mental health conditions:

- ✓ Anxiety disorders
- ✓ Post-traumatic stress disorder
- ✓ Attention deficit disorder
- ✓ Eating disorders
- ✓ Phobias
- ✓ Substance use disorders
- ✓ Anger management issues

# Techniques in Behavior Modeling

## Modeling Technique

### Live Modeling:

Watch live model (sometimes the Therapist) to perform the expected behavior  
The model repeats the behavior several times

### Symbolic Modeling:

When live model is not present  
By film/ book including read story/ story telling  
Indirect modeling

### Role Playing:

Learn to interact in different situations/ positions – sometimes the therapist  
role play the client/ someone's in client's life

### Participant Modeling:

Therapist model the client's behavior  
Therapist guide the client to behave as expected by participating – meanwhile  
get ready to give help when needed such as in mountain climbing

### Covert Modeling:

Visualizing the model, visualizing the consequences  
The therapist describes the situation, and let the client consider the impact of  
the behavior

# TECHNIQUES OF COUNSELLING:

## Systematic Desensitization and Relaxation

- **Systematic desensitization**, also known as **graduated exposure therapy** is a type of behavior therapy used in the field of psychology to help effectively overcome phobias and other anxiety disorders.
- More specifically, it is a form of counter conditioning, a type of Pavlovian therapy developed by South African psychiatrist, Joseph Wolpe.
- In the 1950s, Wolpe discovered that the cats of Wits University could overcome their fears through gradual and systematic exposure.

Systematic desensitization is an evidence-based therapy approach that combines relaxation techniques with gradual exposure to help you slowly overcome a phobia.

During systematic desensitization, also called **graduated exposure therapy**, you work your way up through levels of fear, starting with the least fearful exposure.

This approach also involves the use of relaxation techniques.

This feature makes it different from other desensitization techniques, such as flooding.



# Issues that Systematic Desensitization Can be Used to Treat



Systematic desensitization therapy can be used to treat:

anxiety disorders,  
post-traumatic stress disorder (PTSD),  
phobias  
fear of things like or snake, spiders.



The aim of this therapy is to change the way people respond to objects, people, or situations that trigger feelings of fear and anxiety.



Systematic desensitization helps people to learn coping strategies that help them stay relaxed and calm.

# Techniques in Systematic Desensitization



**Diaphragmatic breathing.** With this technique, you'll learn to regulate your breathing by breathing slowly and deeply through your nose, holding the breath for one to two seconds, then breathing out through your mouth.



**Visualization.** You'll focus on a relaxing scene, picturing it in your mind and concentrating on sensory details, such as sights or smells. This includes guided imagery, which involves someone describing a scene to you.



**Progressive muscle relaxation.** You'll learn to tense up and release muscles throughout your body. This technique can reduce muscle tension and help you recognize the difference between tense and relaxed muscles. That way, you'll be able to better recognize when your muscles start tensing up in response to anxiety or fear.



**Meditation and mindfulness techniques.** Learning meditation may help you become more aware of your thoughts and feelings as you face a fearful situation. Mindfulness helps you notice what you're experiencing in the present moment, which can reduce anxious thoughts.

# How to Carry out Systematic Desensitization

## How to Practice Exposure Therapy on Your Own

- Create a fear hierarchy (rating your fears)
- Choose a manageable number of fear situations to start working on
- Expose yourself to the lowest intense fear level for short bits of time
- Implement relaxation techniques until you feel calm



Slowly exposing yourself to fears

Once you have relaxation techniques and a hierarchy of fears, you can start gradually exposing yourself to your fears.

A typical first step is thinking about the thing you fear. Once you begin feeling afraid or anxious, use relaxation techniques to regain a sense of calm. Repeat the process until you no longer feel anxious.

When you can comfortably address a particular level of fear, move on to the next level.

You can work through your fear hierarchy in therapy, but you can also do it on your own.

# Lesson Evaluation

**LEARNING  
EVALUATION**

 QuestionPro



- Explain each of the following behavior modification techniques used in counseling:
  - Cognitive restructuring
  - Systematic desensitization