

University: Chuka University
Faculty: Education and Resources Development
Department: Education
Degree: Bachelor of Education
Course Code: EPSC 321
Course Name: Principles of Guidance and Counselling
Streams: B.ED (Arts) and B.ED (Science)

COURSE OUTLINE

Course purpose: The purpose of this course is to enlighten students about the main principles of guidance and counselling

Course Description: Principles of guidance and counselling prepare students for the task of providing counselling services to clients. The course outlines the significance of Guidance and Counseling. Resources, skills, approaches and techniques of guidance and counseling including the use of Psychological tests are described. Career awareness and occupational development of students is explained. This is followed by a discussion of factors underlying psychological and social problems of adjustment of individual students. There is also an evaluation of the role of counsellor, teacher, parent, and significant others in guidance and counseling. The scope, purposes and methods of developing, organizing and administering school guidance and counseling services are explored.

Course Objectives: By the end of the course, the learner should be able to:

1. Explain the significance of guidance and counselling.
2. Describe resources necessary for effective guidance and counselling.
3. Discuss the skills, approaches and techniques of guidance and counselling.
4. Explain the use of various psychological tests.
5. Discuss career awareness and occupational development of students
6. Discuss factors underlying psychological and social problems of adjustment of individual students.
7. Evaluate the role of counsellor, teacher, parent, and significant others in guidance and counseling.
8. The scope, purposes and methods of developing, organizing and administering school guidance and counseling services are explored.

Course content: The following topics will be covered

1. Introduction
 - i. Meaning of Guidance
 - ii. Meaning of Counselling
 - iii. Principles of Guidance
 - iv. Principles of Counselling
2. Significance of guidance and counselling.

3. Resources necessary for effective guidance and counselling.
4. Skills, approaches and techniques of guidance and counselling.
5. Psychological tests.
6. Career awareness and occupational development of students
7. Factors underlying psychological and social problems of adjustment of individual students.
8. Role of counsellor, teacher, parent, and significant others in guidance and counseling.
9. The scope, purposes and methods of developing, organizing and administering school guidance and counseling services.

Course Delivery Strategies: The methods of content delivery will include Lecture and Discussions.

Course Evaluation Methods:

Countinous Assessment Tests: 30% (Sit in and Assignment)

Examination: 70%

References

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- Ministry of Education (2006). *National Early Childhood Development Policy Framework*. Nairobi: Kenya Institute of Education.
- Nelson, J.R. (1994). *Practical Counseling and Helping Skills*. Bombay: Better Yourself and Books
- Santrock, J. W. (2001). *Educational Psychology*. New York: McGraw Hill Companies.
- Walklin, L. (1992). *Instructional techniques and Practice*. Wellington: Stanley Thornes Publishers Ltd.

EPSC 321: PRINCIPLES OF GUIDANCE AND COUNSELLING (2.0 CF)

INTRODUCTION

Meaning of Guidance

Guidance is the process in which the counsellor/therapist sees the counsellee/client in a problem and perceives the need to help/direct/advice/educate or assist the individual out of the situation. Guidance is aimed at leading the individual to achievement of desired goals by equipping the person with knowledge and techniques to enable them to solve the problems.

Meaning of Counselling

Counselling is a process in which the counsellee/client having identified an emotional problem is helped by the counsellor/therapist to see their problem clearly until the counsellee (client) is able to give themselves advice considering the available options, abilities and limitations in solving the problem.

Counselling also refers to a personal face to face relationship between the counsellee/client and the counsellor/therapist in which the counsellor/therapist by means of this relationship and special competencies provides a learning situation in which the counsellee/client is able to understand themselves and the present as well as possible future situations so that they can make informed choices.

Counselling is a process which eventually helps disturbed individuals to deal with frustrations and obstacles that interfere with their daily lives.

Principles of Guidance

A principle is a truth or belief that is accepted as a base for reasoning or action. Therefore, the principles that govern guidance include:

- i. The process is started by the counsellor/therapist who perceives the need to help a counsellee/client in a problem.
- ii. Guidance is cognitive (it deals with the mind in terms of knowledge, facts and concepts)
- iii. Guidance is not necessarily private or confidential
- iv. Guidance is structured (it is organized, planned or arranged for example, societal rules)
- v. Guidance is instructive or directive
- vi. Advice is given by the counsellor/therapist
- vii. Guidance is general or formal accepted rules

Principles of Counselling

The principles or rules that govern counselling include:

- i. The process is started by the counsellee/client having identified a problem that needs to be solved.
- ii. Counselling is attitudinal as well as affective and therefore deals with feelings, needs, values and worth.
- iii. Counselling is private, personal and confidential.
- iv. Counselling is unstructured (it is not organized, planned or arranged)
- v. Counselling is not instructive or directive.
- vi. Counselling is a process as well as a relationship between the counsellor/therapist and the counsellee/client

- vii. The counsellee gives themselves advice
 - viii. Counselling is a helping process.
- (Note that both guidance and counselling aim to promote the advancement of individuals)

SIGNIFICANCE OF GUIDANCE AND COUNSELLING

- i. Guidance and counselling improves the mental health of an individual hence promote personal growth.
- ii. Individuals are able to realize their potentials for self fulfilment. For example talents and careers.
- iii. Individuals acquire relevant or positive attitudes to various issues facing them.
- iv. It helps people to live in harmony when they are helped to deal with conflicts.
- v. It promotes the overall health of people when they are guided on proper methods of feeding and reproductive health.
- vi. Individuals are able to cope with traumatic experiences and harsh realities such as HIV/AIDS and bereavement.
- vii. It improves the socioeconomic system since people are able to co-exist. Similarly, mental healing through guidance and counselling promotes economic growth.
- viii. Family and national development is realized.
- ix. Guidance and counselling creates hope to the despaired such as the terminally ill.
- x. Guidance and counselling offers employment opportunities to therapists.

RESOURCES NECESSARY FOR EFFECTIVE GUIDANCE AND COUNSELLING

- i. **Human resources:** This refers to all personnel working in the guidance and counselling department. They include counsellors, peer counsellors, counselling committee members, resource persons and support staff.
- ii. **Economic resources:** This refers to finances necessary in facilitating the guidance and counselling programme. The finances are spent on bills (water, electricity, telephone etc.), salaries, stationary, equipment, furniture and other miscellaneous expenses.
- iii. **Physical resources:** These are tangible facilities such as guidance and counselling room, furniture, audio-visual system, computer, power point presentation equipment, counselling literature, serviettes etc.
- iv. **Time resource:** Time is a scarce resource that is essential during counselling. Both the counsellor/therapist and the counsellee/client must manage the counselling session time well by being punctual for appointments and completing the counselling sessions on time.
- v. **Education and training:** The counsellor/therapist require counselling skills and competencies which are acquired through continuous education and training. The counsellor/therapist should read widely, attend conferences, workshops and seminars in counselling as well as further their studies in the field.

SKILLS, APPROACHES AND TECHNIQUES OF GUIDANCE AND COUNSELLING

COUNSELLING SKILLS

Counselling skills refers to what the counsellor uses or does to facilitate the counselling process. A counsellor requires to learn, acquire and practice them until one gets aquatinted with them.

Counselling skills are categorized into two:

- a. Non- verbal skills
- b. Verbal skills

NONVERBAL SKILLS

1. Connecting

These skills are applied at the initial time a counsellor meets a client for the first time.

They are required in order to make the client comfortable in the presence of the counsellor.

This includes the welcoming attitude and behavior.

The counsellor greets the client in a manner that the client is comfortable with.

The client is shown where to sit and the counsellor talks to the client in a friendly manner.

The counsellor should not judge the appearance of the client.

At this stage, the client knows whether one has been accepted by the counsellor.

2. Sitting position

The manner of sitting with client may make them, comfortable or not.

Some counselorS prefer to sit facing the client squarely while others prefer to sit side by side at a 45 degree angle.

Both counsellor and the client can decide what is preferable.

The therapist doesn't sit behind writing desk during the counselling process because this creates a barrier between the two. This barrier symbolizes authority.

3. Open posture

The counsellor should not cross one arm across the chest while talking to the client

The counsellor arms to be held at ease.

4. Lean towards

The counsellor leans towards the client because this denotes openness

Show interest when a client says something interesting by leaning towards them.

The client learns that the counsellor is paying attention and is interested in what is being shared.

5. Maintain eye contact

This is not staring, the counsellor keeps the eyes focused on the client as they speak so that some messages can be picked up through body language e.g. when the client looks away, sheds tears etc.

6. Use appropriate non-verbal language e.g. gestures, facial expressions

7. Maintain self- control if a client says something shocking especially the voice and facial expressions in order not to communicate how shocked the counsellor is.

8. Sit in a relaxed manner- counsellor to keep the feet on the ground and maintain a position of ease.

9. Be careful when dealing with members of the opposite sex, religious group other than your own

10. Handle clients understandably

Clients who have infections and communicable diseases like skin rashes, boils, full blown AIDS.

Client whose body or mouth is emitting strong bad odor or breath.

VERBAL SKILLS

Active listening

Also referred to as **reflective listening**.

Counsellor listens for the content/what client is actually saying.

It is key to improving the level of understanding as well as expressing compassion and unconditional acceptance. This is essential in establishing rapport.

The skill serves as a mirror to reflect what has been said without the counsellor adding ones perception or responses.

This skill focuses on the content or factual information by the client

There are two types of active listening.

i. Restatement

This is rephrasing what the client has said almost word for word, changing only the pronoun and the verb tense when necessary.

Example:

Client: I think am losing my mind.

Counsellor: You think you might be losing your mind.

ii. Rephrasing/paraphrasing.

This is summarizing what the client has said in one's own words.

This is especially helpful if the client has given a lot of information, is upset or is incoherent.

The counsellor can help clarify what has been said by paraphrasing the most important parts of what the client has said.

Example:

Client: *I guess I'll have to tell everybody. I have to tell Linda, I mean she is my roommate. Then I'll tell my parents. I can't believe I have to tell them. Then there is Lonna. She is my best friend. I just have to tell her. She's the only one who will really understand.*

Counsellor: *you want to tell your roommate, your parents and your best friend about your suspension from school.*

N/B: use minimal prompts during listening e.g. mmmh

Advantages of active listening.

- a. Allows clients an opportunity to hear what they have just said. This gives a client a moment to rethink and evaluate their statement.
- b. Helps the counsellor to stay with the client to check and clarify the perceptions of what the client is saying.
- c. Reassures the client that the counsellor is listening.
- d. Encourage a client to elaborate on what they have said.
- e. Provide a chance to formulate a good response when caught off-guard. Client occasionally change the subject so drastically that the counsellor does not know how to respond. The counsellor is able to change accordingly as the client elaborates on the statement.

Interpretive listening

Listening for feelings.

The counsellor carefully listens to the clients words including voice and inflection (voice going up and down).

The counsellor also observes body posture and gestures to gather clues that answer the question.

This skill therefore involves identifying what the counsellor perceive to be going on below the surface of the conversation.

The considered response

Counsellor uses this skill to share the feeling that have been identified through listening for feelings in a non-threatening manner.

The response is considered response because a compassionate thought comes before it.

For example:

- It sounds like you are feeling.....
- What I hear you saying is.....
- I think you are trying to say that.....

Benefits of interpretive listening

1. Puts feelings of a client into words
2. Identifies and clarify the client emotions, giving their insight and perceptive.
3. Gives a counsellor a chance to check out ones perceptions of a client and either confirm or modify one interpretation.
4. Build trust and rapport, lets the client know that the counsellor is trying to understand and accept their feelings.
5. Gives the client freedom to express their feelings and deal with them, only then can a client experience healing.
6. Moves the level of communication beyond the surface to the root of the problem

Good questions

This skill provide an opportunity for a client to learn how to solve problems on their words.

Good questions provide a therapist with important information about the client and their situation.

Good question can either be:

- i. Probing questions (asking questions to gather more details)*
- ii. Open ended questions*

Opened ended questions encourage the client to talk about themselves.

These questions are based on something the client has said and are used to explore a situation is greater depth.

These questions are based on something the client has said and are used to explore a situation in greater depth.

They include: how? Which? E.g. how do you feel about failing your exams?

Question to avoid

Yes/no question- close-ended questions

Why questions- judges a client/accuses.

Rapid fire questions- several question combined into one question such questions confuse the client and a poor communication technique.

Questions to manipulate a client into a preferred response you wouldn't really quarrel your friend, would you.

Importance of good questions

- Give client opportunities to explore their thoughts and feelings
- Provide chance for new insights
- To let the counselee receives new information that leads to a greater understanding of the client

Constructive feedback

This skill is used when the therapist has either positive or negative feelings that should be shared with the client.

The counsellor shares negative feelings in a non-threatening manner and positive feeling in a way that is helpful to a client

This skill helps maintain an open and honest relationship.

Constructive feedback statements take the form of 'I' statement rather than you.

The counsellor takes responsibility of one's feeling rather than blaming another.

The constructive feedback response takes the form of a specific feeling a specific behavior and a specific reason. E.g. I fee (specific feeling) when you (specific behavior) because..... (Specific reason).

I feel annoyed when you don't follow through on your promises because I want to trust you.

Verbal challenging/confrontation.

The counsellor draws to the attention of the client discrepancies and contradictory aspects of the client verbal or non-verbal behavior. Eg stated thought and feelings, contradiction between feeling and behavior etc.

Although the counsellor expands the client awareness of dissimilarities, discrepancies the client must assume responsibility for change. Counselors must be very careful about how they

confront clients, since they may feel negatively judged and put down. That is worse than they felt before they came in. this of course is not the goal of counseling.

A good confrontation is gentle, supportive and accurately reflects what the client has shared with you. The idea is to help the client explore their own conflict more deeply, with the goal being the formulation of new idea or plan that will benefit the client.

The confrontation is based on the client statements and behavior.

Confrontation is often applied in crises situations in which a client's behavior is threatening to their welfare or the welfare of others.

Example of discrepancies

- Contradictory statement and behavior
- Refused to change behavior by blaming others, forgetting or simply apologizing.
- Setting unrealistic goals

When to confront

- After the counsellor has established a good helping relationship with the client.
- When a client behavior is a threat to their lives or/and the welfare of others.
- When there is dissimilarity between the client's words and actions.
- When the client portrays defense strategies like silence looking away.
- When the client sets unrealistic goals.

How to confront

- State the discrepant elements in the client message and encourage them to explore these dissimilarities
E.g. being tentative (not firm)
- Explore feelings of the client
- Avoid to use confrontation as a means of punishment or revenge.
- Avoid accusations, judgements or solution to problems.
- Comments to be made in form of suggestions.

BASIC COUNSELING ETHICS

1. CONFIDENTIALITY

- Means not communicating thoughts and feelings shared by a client with anybody without the permission of a client.
- Counselor treats with confidence personal information about clients
- However, there are situations when a counselor may break confidentiality e.g. if a counselor believes a client could cause danger to themselves or others. In this case,

the counselor informs the client they will break confidentiality and take appropriate action to contact appropriate individuals or professionals. Such situations include:

- Suicidal threat
- Terminal illness
- A report or planned murder
- Arson etc.

2. Informed Consent

Counselors have an obligation to determine that client have been informed regarding the limits of therapy

3. Dual relationship

Refers to a situation where the supervisor and supervisee have more relationship apart from dual relationship. Counselor has a responsibility to openly acknowledge and discuss the management of the multiple relationships that may exist between the counselor and the client. A professional relationship with the client can be impaired because of combining relationships

Examples of relationships

. 1 A client who is friend to the counsellor.

2. A client who is a student to the counselor

4. REFERRAL

Referrals means handing over or directing a client to an expert for specialized

Who to refer.

- *Those who can be helped more efficiently by another helper.*
- *Those who do not begin to use help in four to five session*
- *Those who need is beyond the counselors training*
- *Those need medical care or institutionalization e.g. Approved school, rehabilitation centers.*
- *Sensitive of dual relationship.*

Types of counselling

1. Individual counselling

Takes place when a counselor is working with one client at any given session

2. Group counselling

Working with more than two people at one given session. These are usually people facing a similar challenge. Sharing by encouragement and support of each other helps in the healing process

There are some topics that are best dealt with in group counselling e. g self-esteem, drug abuse, and premarital relationships.

3. Family counselling

This counselling involves working with more than one member of a family.e.g

- A couple
- Parent/children
- Children/children

4. Marital/marriage counselling

The counsellor works with married or potentially married couple (pre-marital counselling).

Should be done by a counsellor trained in this area of counselling.

The counsellor becomes a client. Both partners must be present for it to qualify as marital counselling.

Challenges during the counseling process

- i. Reluctant client
- ii. Language barriers
- iii. Impatient clients
- iv. Gender differences
- v. Age differences
- vi. Minor incompetence
- vii. Counsellor burnout
- viii. Distracting environment due to wrong position of counselling room.
- ix. Problems beyond the counsellors ability

Approaches of guidance and counseling

Psychoanalytic theory/approach (Sigmund Freud)

This theory refers to regression into a person's past to achieve the therapeutic goal of personality reconstruction, which is characterized by social awareness and the ability to be creatively involved in lose. The key concepts of psychoanalysis theory are:

1. Influence of the past

Experience during the first 6 years of life are seen as the roots of one's conflicts in the present

2. The unconscious

This is the state of mind that we are unaware. The unconscious mind is said to be the storage space of our thoughts, feeling, motives, impulses and events and memories which are outside our conscious awareness. The contents of the unconscious are mostly made up of the unacceptable and unpleasant, such as feelings of pain, anxiety or conflict. Freud's unique contribution was to discover how the concept could be used to understand and inform the treatment of psychological problems.

Anxiety

A feeling of fear or impending doom that result from repressed feelings, memories, desire and experience ,coming to the surface of the awareness.

3. Ego defenses mechanism

The ways of coping with anxiety.

These mechanisms protect the ego from threatening thoughts and feelings, which operate outside the conscious. Example of these mechanisms repression, denial, regression, protection, displacement, reaction formation and rationalization.

Resistance

Individual's reluctance to bring into conscious material that has been previously repressed or denial.

4. Transference

Unconscious shifting to the therapist of feelings attitude and fantasies that stem from reaction of significant person from the clients past.

5. Counter transference

Counsellor unconscious emotional response to a client resulting to distorted perception of the client behaviour.

Humanistic theory (Abraham Maslow)

This theory stresses the need for human being to achieve their full potential.

Abraham Maslow hierarchy of needs emphasizes the importance of self-actualization.

People are motivated to reach their highest potential.

Maslow believed that anyone is capable of having a peak



The major impact of humanistic approach is the emphasis on capacity for full functioning as human beings.

Dissatisfaction arise when human being fails to reach their potential.

If the needs are blocked for any reason, personal growth is affected. This affects the self-esteem.

Therapy aims at promoting personal growth towards a socially constructive and personal fulfillment of one's life.

Cognitive approach /theory

This focuses on how thoughts and information processing can become distorted and lead to maladaptive emotions and behaviour.

Therapy is based on the principle of changing behaviour through changing the manner in how people think about themselves and others.

A good example of cognitive approach is rational-emotive theory in which the counsellor emphasizes to the client on the need to change the pattern of thinking and hence behaviour.

The goals of cognitive theory are:

- Assist client in the process of achieving unconditional self-acceptance.
- Assist client accept others after accepting themselves

- Teach client how to change their irrational emotions and behaviour into healthy ones and to cope with misfortunes.
- Create self-interest, social interest, and self-direction
- Cognitive theory holds that man is basically rational as well as irrational.
- When man is rational, one is happy, effective and competent

However, occasionally emotional disturbances/neurotic behaviour is the result of illogical or irrational thinking.

Biological theory/ approach

This theory views bodily disturbances as a cause of abnormality.

These disturbances may be due to:

- Genetic defects
- Chromosomal anomalies
- Faulty genes
- Hormonal imbalances
- Physiological malfunction
- Environmental conditions operating before or after birth may result to physical defects. For example
 - Nutrition
 - Exposure to radiation
 - Drugs
 - Delayed delivery (hypoxia)
 - Excessive maternal use of alcohol syndrome
- The counsellor explains to the client that the problem has a biological cause and may at times refer the client when necessary

Transactional analysis approach

This is a theory of both personality and an organized system of interactional therapy.

It is based on the argument that people make current decisions based on their early experiences

The client are helped to rethink the early decision in light of present circumstances

This theory emphasizes on cognitive and behavioural aspects of the therapeutic process.

The primary goal of this theory is creation and development of a meaningful relationship within which change can occur.

Individuals learn how their current behaviour is being affected by the rules and regulations they received and incorporated as children and how they received and incorporated as children

and how they can identify the lifestyle they decided upon which is determined by their actions.

As a result the individual can decode and initiate a new direction in life changing what is not working while retaining what serves them well.

Behavioral theory/ approach.

This theory refers to the function of the interaction of heredity and environment.

Behaviour can be modified / changed by manipulation and creation of learning conditions.

This change is necessary in order to help clients change their behaviour in order to solve their problems.

Most human behaviour is learned and can therefore be changed.

Social learning principles like reinforcement and social modelling can be used to develop a counselling process.

Counsellor help clients to define goals in behavioral terms provide resources and encouragement to move towards goals.

Maladaptive behaviour is as a result of failure to learn necessary adaptive behaviour.

Existential theory/ approach

Emphasizes that:

- Man is a dynamic person who always is always changing
- One is totally free and responsible for actions done.
- Is searching, thinking, feeling, growing and choosing goals.

The theory attempts to understand the individual as one who is to know ones reality, see ones world as it is.

The counsellor task is to enter the client world as it is.

The counsellor attempts to foster freedom within the client. The counsellor presence provides an experience for the client so that clients' existence becomes real to them.

Existentialism aims at enabling an individual to accept responsibility for oneself.

This theory explore the client experience of being in the world alone and facing the anxiety of this isolation.

Effort is made to help clients examine how they have answered existential questions of lose and challenge them to revise their answer and begin to live as themselves.

The client to stop deceiving themselves regarding their lack of responsibility for what is happening to them and their excessive demands of life.

Clients learn how to accept life in all its complexities/ challenges by facing the inevitable problems arises and disappointed that are part of living.

The kind of choices client make determine the kinds of people they become.

Person centered therapy

Disagrees the assumption that the counsellor is the expert and the client has a perceive role.

Discourages the counsellor from giving suggestions, advise, teaching, diagnosing and interpretation.

This theory is non-directive.

Counselor's realness and empathy are emphasized.

The therapeutic relationship rather than the therapist techniques is the central factor in facilitating change.

Places importance on the immediate situation rather on the client past history .

People tend to move toward wholeness and self-actualization and they can find their own direction with minimal degree of direction from the counselor.

9 Gestalt Therapy\Approach

The word Gestalt means whole that is response should be the whole situation. The whole is more than sum of its part.

Deny that behavior consist of different parts.

The goal of this theory is to help client increase their awareness of what they are experiencing and the quality of the contact they are making with others.

Emphasizes how each person view the world, how people contribute to creating their experiences and how people organize their world and themselves.

Experiencing by the client is more meaningful than the counselor's interpretations.

The counselor encourages the client to discover the meaning of their experiences.

People cannot be separated from their environment because they are viewed as a whole.

Clients can self –regulate when they are fully aware of what is happening in and around them.

This theory also emphasizes the need to accept who and what one is instead of striving to become what they are not and would not.

The client is helped to learn to provide self- support instead of looking to others for this support.

10. Solution –Focused Therapy /Approach

This therapy is future focused and goal oriented; it shifts the focus from problem solving to a complete focus on solutions.

Is based on the assumption that people are resourceful and competent to construct solution that can change their lives.

The role of the counselor is to help clients recognize the resources they already possess

Solution focused therapist engage in conversations with their client about what is going well, future possibilities and what will likely lead to a sense of accomplishment.

By encouraging clients to create a picture of what their world will look like when they are functioning successfully, the counselor send a clear message to client about their abilities to overcome pressing problems and adversities

Psychological Tests

Definition: is an objective and standardized measure of a sample of behavior. Sample behavior refers to an individual's performance on tasks that have usually been prescribed beforehand. The samples of behaviour that make up a paper – and –pencil test, the most common type of test, are a series of items. Performance on these items produces a test score. A score on a well constructed test is believed to reflect a psychological construct such as achievement in a school subject, cognitive ability, aptitude, emotional functioning, and personality etc. differences in test scores are thought to reflect individual differences in the construct the test is supposed to measure. The technical term for the science behind psychological testing is psychometrics.

Psychological tests are used to assess many areas which may include

- Traits such as introversion (nervousness) and extroversion (sociability)
- Certain conditions such as depression and anxiety
- Intelligence, aptitude and achievement such as verbal intelligence and reading achievement
- Attitudes and feelings such as how individuals feel about treatment that they received from their therapists.
- Interests such as the careers and activities that a person is interested in.
- Specific abilities, knowledge or skills such as cognitive ability, memory and problem-solving skills

It is important to note that not everyone can administer a psychological test. Each test has its own requirements that qualified professional must meet in order for a person to purchase and administer the test to someone else.

Psychological tests provide a way to formally and accurately measure different factors that can contribute to people's problem. Before a psychological test is administered, the individual being tested is usually interviewed.

Types and Examples of Psychological Tests

Intelligence tests are used to measure intelligence, or your ability to understand your environment, interact with it and learn from it. Intelligence tests include:

- Wechsler adult intelligence scale (WAIS)
- Wechsler intelligence scale for children (WISC)
- Stanford-Binet intelligence scale (SB)

Personality tests are used to measure personality type and traits. Personality tests are commonly used in research or to assist with clinical diagnoses. Examples are:

- Minnesota multiphasic personality inventory (MMPI)
- Thematic Apperception Test (TAT)
- Rorschach, also known as the inkblot test

Attitude tests, such as the Likert Scale or the Thurstone Scale, used to measure how an individual feels about a particular event, place, person or object.

Achievement tests are used to measure how well you understand a particular topic (i.e., mathematics achievement tests).

Aptitude tests are used to measure your abilities in a specific area (i.e., clerical skills

- Bloomberg Aptitude Test (BAT)

Neuropsychological tests are used to detect impairments in your cognitive functioning that are thought to be as a result of brain damage. For example, if you were to have a stroke, you might have a neurological test to see if there is any resulting cognitive damage. (i.e., decreased ability to think due to damage in a brain pathway). Example:

- Halstead-Reitan Neurological Test Battery

Uses of psychological testing

1. Detection of specific behavior

Psychological test is used to measure and detect the abilities of a person

2. Individual differences

Psychological test is used to measure the individual difference, that is difference between abilities of different persons and the performance of the same person at different time.

3. To diagnose by the psychological test

The psychological tests are usually used in clinical psychology. In clinical psychology a test's function is to diagnose mental disorders. So tests are used in mental hospitals and coaching and guidance centre's for the assessment and diagnose of mental disorders. E.g Minnesota multiphasic personality inventory (MMPI)

4. Legal classification

A psychological test helps in classifying a number of people into different categories for example normal and abnormal, criminal and innocent, intellectual and mental retard. Able and disable etc.

5. Promoting self understanding

A psychological test provide standardized information about abilities, capabilities, aptitudes, potential competencies interest, trait and states of a person which helps in understanding one's personality and planning future prospective.

6. Program evaluation

An effectiveness of a particular program is assessed by the applications about the mental level and personality of the subject.

CAREER AWARENESS AND OCCUPATIONAL DEVELOPMENT OF STUDENTS

- Career awareness means gaining knowledge of career paths and job opportunities, and the skills and qualifications necessary to be successful in different positions.
- The goal of career awareness is to introduce students to the world of work, to develop programs that involve students in adult work place

situations and with the social interactions they will encounter after graduation.

Career awareness can be achieved through the following ways:

1. Field trips

This may involve moving to various community business and organizations for one to three hours.

2. Career speakers

This is achieved through inviting speakers from the community to talk about their jobs. This opportunity is used to reinforce basic work related to social and life skills by having the guest speakers answer questions related to the school to work curriculum. Students can ask questions like:

- What do you like about your job?
- How long have you had your job?
- What are some of your duties?
- Is there anything you don't like about your job?

3. Job shadow- job shadows and industry visits can further connect the school to future employment.

The student has one to one job experience with an employee. The student spends time observing daily activities, asking questions and learning about the job. When and if appropriate the students can do hands-on tasks at the work place.

Benefits

- The students can begin to identify career interest
- Observe the daily routine of adult workers
- Gain awareness of academic, technical and personal skills required by particular jobs.
- Develop and apply communication skills by interacting with and interviewing workers.
- Realize that different jobs are characterized by different work cultures and working environments.
- Begin to understand the connection between school, work and achieving goals.

4. Vocational classes

- Home economics- food preparation, nutrition, cake decorating, child care, sewing skills etc
- Horticulture- plant care, landscaping, flower arranging, gardening, seasonal projects.
- Technology education/building trades computer assisted design, woodworking projects and skills and general computer skills.
- Office occupations- word processing, desktop publishing, general computer skills, office skills, and filing, organizing information design projects.

5. Volunteer experiences

- American Red Cross
- Public library
- Tutoring young children
- Community
- Fund raisers for various organizations but not for profit and school needs etc

6. Community based work sites

- Bakery
- Restaurants
- Day care centre
- Car dealer ship
- Recreation department
- Nursing home
- Hospital

PSYCHOLOGICAL AND SOCIAL PROBLEMS OF ADJUSTMENT OF INDIVIDUAL STUDENTS

Psychological and social problems of adjustment are those which bring changes in a person's behavior, thoughts and interactions. They include:

1. Anxiety disorders

The occurrence of anxiety without an obvious external cause, affecting daily functioning. There are four types of anxiety disorders:

- a. Phobic fears of specific objects or situations. E.g
 - Aerophobia- fear of height
 - Agoraphobia-entering public places

- Astraphobia-lightening
- Electro phobia-electricity
- Thanatophobia-death
- Trichophobia-hair
- Xhenophobia-strangers
- Hydrophobia-water
- Annaxophobia-vehicles

This can be avoided if people are conditioned classically to what they fear or avoid what triggers it.

- b. Panic disorders- anxiety disorder that takes forms of panic attacks lasting from two seconds to several hours. They may cause shortness of breath, sweating, fainting, dizziness urge to urinate, gastric acid sensations etc. (Silva, 2004).
 - c. Generalized Anxiety Disorder-the experience of long term persistent anxiety and worry. This is from unidentifiable issues such as family, money, work and health.
 - d. Obsessive-compulsive disorder-people are filled with thoughts, called obsessions or feel they must carry out actions (compulsions) against their will. An obsession is a persistent, unwanted thought or idea that keeps on recurring e.g troubling images or bizarre (lee, et al, 2005). The compulsive behavior may be cleaning oneself, putting of lights etc. compulsion is irresistible urge to repeatedly carry out some act that are strange and unreasonable.
2. Somatoform disorders- psychological difficulties that take on a physical (somatic) form but no medical cause. E.g.
 - a. Hypochondriacs- a disorder where people have a constant fear of illness and preoccupation with their health. They believe aches and pains of dread diseases.
 - b. Conversion disorders- involve actual physical disturbances such as the inability to use a sensory organ or the inability to move leg or arm.
3. Dissociative disorders- are mental disorders that involve experiencing a disconnection and lack of continuity between thoughts, memories, surroundings, actions and identity.people with dissaciative disorders escape reality in ways that are involuntary and cause problems with

functioning in every day life. E.g loss of memory or amnesia. A person with multiple personality displays characteristics of two or more distinct personalities, identities or personality fragments e.g Sybil had 16 personalities. It can be:

- a. Dissociative amnesia-a disorder in which a significant, selective memory loss occurs. The forgotten thing is usually in mind but forgotten (repressed memories)
 - b. Dissociative fugue- a form of amnesia in which individuals leaves home and sometimes assumes a new identity e.g after months or years they realize they are in a new place after trip.
4. Mood disorders- These are emotional disorders/disturbances that are strong enough to intrude on everyday living people experiencing mood swings such as happy, euphoric, upset, saddened or depressed.
- a. Major depression- is a severe form of depression that interferes with concentration, decision making and sociability. Such people feel worthless, useless lonely and desperation. They may cry continuously, have sleep disturbances and at risk of suicide.
 - b. Mania and bipolar disorder- mania leads to heightened emotions. It is an extended state of intense, wild elation. People feel intense happiness, power, invulnerability and energy e.g leaving job, getting loan and entering into show off business, overindulgence in drinking.
 - c. Bipolar disorder- is where a person alternates periods of euphoria feelings of mania and periods of depression.

5. Schizophrenia

A class of disorders in which severe distortions of reality occurs. Thinking, perception and emotions may deteriorate and the person withdraws from social interactions.

TYPES OF SCHIZOPHRENIA

- i. Disorganized schizophrenia
In appropriate laughter and giggling, incoherent speech, infantile behavior, strange and sometimes obscene behaviour.
- ii. Paranoid schizophrenia- delusions and hallucinations of persecution or of greatness, loss of judgment, erratic and unpredictable behavior.

- iii. Catatonic schizophrenia-major disturbance in movement in some phases, loss of all motion, with motion frozen in one position and sometimes violent.
- iv. Undifferentiated schizophrenia-variable mixture of major symptoms of schizophrenia classification used for patients who cannot be typed in any category.
- v. Residual schizophrenia- minor signs of schizophrenia after a more serious episode.

SIGNS OF SCHIZOPHRENIA

- i. Delusions- are firmly held unshakable beliefs with no basis in reality e.g belief that someone controls them, broadcasting their thoughts.
- ii. Hallucinations and perceptual disorders- they usually have distorted perceptions. Hallucinations is experience of perceiving things that do not exist e.g may see, hear, smell things differently from others.
- iii. Emotional disturbances- they show blank lack of emotion in which the most dramatic events produce little or no emotional response or inappropriate response e.g laughing during burials/court.
- iv. Withdrawal- people with schizophrenia tend to withdraw from others and avoid socializing or conversation with others. They do not acknowledge presence of others. It starts in early adulthood.

6. PERSONALITY DISORDER

A disorder characterized by a set of inflexible, maladaptive behavior patterns that keep a person from functioning appropriately in the society. They include:

- i. Antisocial personality disorder
A disorder in which individual shows no regard for the moral and ethical rules of society or rights of others. It is referred as sociopathic personality. These tend to be manipulative and deceptive and lack guilt for their behavior.
- ii. Borderline personality disorder

It is a disorder in which individuals have difficulty in developing a secure sense of who they are. As a consequence they tend to rely on relationships with others to define their identity. They distrust others and have problem controlling their anger. They get annoyed when they form one side relationships and demand to receive the same affection e.g love cases.

iii. Narcissistic personality disorder

It is a personality disorder/disturbance characterized by an exaggerated sense of self importance. They expect special treatment from others while at the same time disregard others feelings (not empathetic). Other are criminals, obnoxious people etc.

Role of the counselors and significant others

The success of a counseling session is dependent on these factors:

- i. Quality of the counselor
- ii. Type of client in search of counseling
- iii. Manner in which counseling is being conducted

QUALITIES OF A COUNSELOR

- Patient; a counselor goes to the next explanation only when the client has clearly understood the content of the information given. Avoid rushing the client.
- Good listener; listen carefully. Do not interrupt the client and give inputs only when the client has finished talking.
- Observant; observe carefully to interpret nonverbal communication. Find out the cause of the message communicated non- verbally.
- Warm; provide non – possessive warmth in a counseling environment. Smile and show concern and acceptance of the client.
- Knowledgeable; have a good knowledge on the topic/problem of the client.
- Empathetic; understand the feelings the client is going through. Put yourself in the shoes of the client. Be empathetic and not sympathetic
- Confidential; keep whatever shared information secretive. Client would feel greatly offended if the counselor discloses any information about them to other people.
- Maintain a therapeutic relationship with a client. Give the counselee an opportunity to make their decisions.
- Personal integrity; the counselor's behavior to be in line with the expected forms of behavior so that the clients can trust and respect them.
- Embrace effective counseling skills

THE ROLE OF A SCHOOL COUNSELOR

- Understanding the client's problems, diagnosing them and helping to bring about solutions to them.
- Maintaining client's counselling records. This helps in determining cases that require follow ups and those that may require referral.
- Refer to the right professional if specialized services are required
- Encourage, support and foster positive personal and social development
- Conduct both group and individual counseling
- Being accessible and available for clients
- Maintaining professional integrity, confidentiality, respect and sensitivity in advising
- Organizing and coordinating guidance and counseling programs
- Providing guidelines to subject and class teachers on how to carry out guidance and counseling.
- Ensuring the school has a bulletin board, to be used to communicate issues on guidance and counseling
- Identification of guest speakers to give specialized services to the students body
- Holding regular consultative meetings with the head of the institution, guidance and counseling committee, teachers and students
- Displaying the term's program on the notice board so that students know what to expect and when.
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ROLES OF A TEACHER

- i. The teacher is a counselor- the teacher engages in a helping relationship with students.
- ii. The teacher is a guide/director- guides students on career choice
- iii. The teacher is a disciplinarian-punishes wrong doers
- iv. The teacher is a role model (mentor)- the teacher act as a good example
- v. The teacher is a trainer- trains students on educational and non-educational matters
- vi. The teacher is a classroom supervisor- help other teachers with new ideas
- vii. The teacher is a catalyst for change- they are visionaries who are never content with status quo, but rather always looking for better way.

Roles of parents

- i. Parents act as first teachers to the children
- ii. Parents are disciplinarians
- iii. Parents are counselors

- iv. Parents develop positive working relationships with their children, teachers and school staff.
- v. Parents are reinforcers/motivators

SCOPE AND PURPOSE OF GUIDANCE AND COUNSELLING

Scope- the extent to which guidance and counseling operates and is applied and the branches, topics and subject matter it deals with.

Guidance is divided into:

- i. Career/vocation guidance and counseling
This occurs in a professional relationship when individuals or groups are helped to explore decisions about career choice in schools and establishment in schools ,communities or in work place.
- ii. Counseling psychology- this is where psychologists do counseling services. These could be:
 - Guidance counselor focuses on normal problems e.g careers, ability and relationships.
 - Industrial psychologists are concerned with labour management
 - Personnel psychologist-experts in job placement
 - Management psychologists-human factor involved in executive decisions
 - Educational psychologists-teaching methods and administration processes
 - Forensic psychologists-legal systems
- iii. Family counseling- it involves interaction between a professional consellor and a family in which family members are helped to improve their communication and relationships to increase growth of each family member and achieve healthy interactions among family members.

- iv. Marital counseling- this is counselling married couples or potential marriage couples are helped to solve their marital conflicts.
- v. Teenage/adolescence counselling- this is where the counselor helps the teenagers in solving their problems as they grow and develop.

Purposes/dimensions of guidance and counselling

1. Healing- assist persons to move towards wholeness especially in the light of brokenness brought about by crisis e.g divorce, grief, losses, rape, sexual harassment cases, miscarriage, booting/ditching, depression, burnout, HIV/AIDS, suicide etc.
2. Reconciliation-assist persons to move towards restoring wholeness in broken relationships with those who constitute social environment e.g breakdown of communication, family and domestic troubles, abortion, unfaithfulness, divorce, broken relationships etc.
3. Sustaining- supporting persons by standing by them and bearing burdens with them while responding to the cries e.g bereavement/grief, loss due to retrenchment, disco, ditching, terminal illness, rape, financial, depression.
4. Guiding-assisting persons to make decisions by drawing from within them what was potentially available in their decision making e.g self esteem issues, peer pressure and related problems such as drugs abuse, sexual promiscuity and STIs
5. Life skills training-this is the ability to teach clients ways of coping with life challenges. These includes
 - i. Ability to tune into and explore feelings
 - ii. Ability to express feelings
 - iii. Decision making skills
 - iv. Managing problem skills

- v. Managing conflict
 - vi. Creativity
 - vii. Information gathering skills
 - viii. Social skills
 - ix. Communication skills
 - x. Stress management skills
6. Confronting/growth nurturing
- This is the process of moving against the thoughts, feelings, assumptions or behavioral patterns of persons in response to a crisis:
- i. Those sustaining self defeating behaviors e.g drinking, mismanaging finances.
 - ii. Anxieties
 - iii. Phobias
 - iv. Dealing with illegal trade e.g brewing and selling changaa, bhang
 - v. Domestic abuse
 - vi. Vandalism- anti social behavior
 - vii. Harassment/assault

METHODS OF DEVELOPING AND ADMINISTERING GUIDANCE AND COUNSELLING

1. Individual assessment

This is a method that seeks to identify the characteristics and potential of every client. It is the primary method of the professional counselor because it provides a database for more readily understanding the person in a counseling setting. Today standardized tests results are the most frequently used objective data in individual analysis. Other methods are observation, observation reports and self-reporting methods.

2. Individual counseling

Conselling is one-to-one helping relationship that focuses on a persons growth and adjustment and problem solving and decision making needs. It is a client centred process that demand confidentiality. The counselor must be genuine, have respect for the client, empathetic and understanding to have an effective counseling session.

3. Group counseling

Groups have become increasingly popular means of providing organized and planned assistance to individuals. In schools students have been organized into groups. Group counseling is the routine adjustment or developmental experiences provided in a group in assisting counselors to cope with their day to day adjustment and development concerns e.g behavior modification. Group counseling is an activity deseigned to provide individuals with information or experience that promote their career or educational understanding and personal social growth and adjustment e.g career days, university days and orientation.

4. Group guidance- refers to group activities that focus on providing information or experiences through a planned or organized group activity, e.g classroom guidance, career exploration groups, and university visitation days. Group guidance is also organized to prevent development of problems and the content could include educational, vocational, personal or social information to help clients make more appropriate plans and life decisions. E.g career guide.

5. Placement and follow-up- These have more traditionally been a service of school counseling programs with emphasis on educational placement in courses and programs. Many school counselors had a responsibility for students scheduling, a time consuming task. It also deals with college or school admissions

and employment placement in an institution. Youth unemployment in 1990 resulted in increasing attention to this aspect of placement in schools. Job placement in school counseling programmes strives to match students seeking part time or regular employment with available jobs. It involves referral in which the individual is directed to a particular job setting.

Follow-up activities allow counselors to assess the effectiveness of programmes placement activities. Employment and rehabilitation counselors are very active in referral, placement and follow-up of their clients. All counselors should use follow-up procedures for assessing counseling outcomes.

6. Referral- is the practice of helping clients find needed expert assistance that the referring counselor cannot provide. It directs client to another counselor with a higher level of training or special expertise related to clients needs. Counselors in all settings should establish a network of qualified helping professionals for referral purposes.
7. Consultation- is the process of helping a client through a third party or helping a system improve its service to its clientele. The one with third party is called triadic consultation and is popular with parents with troubled children or teachers with problem pupils. The one of helping a system improve is called process consultation since it focuses on the process that an agency/institution may be using to carry out its mission. Thus consultation is a form of outreach in which counselors function as team members to assist individual clients or systems that serve clients.
8. Research- research is necessary method to the advancement of the profession of counseling. It can provide empirical based data that is relevant to the ultimate goal of implementing effective

counseling. It is a means of providing additional knowledge in the field and seeking answers to questions and issues of professional concern. Research results and process are important to programme managers and other counselors who get factual data to reinforce or guide their professional judgment.

9. Evaluation and accountability- evaluation is a means or process of assessing the effectiveness of counselors activities. It is fundamental means or process to the verification and improvement of professional and programme performance. Accountability- is evidence of accomplishment provided by counseling institutions and agencies or individuals in return for tax investments. According to their purpose it establishes the basis for relevance, effectiveness and efficiency.

Assignment

1. Discuss the significance of guidance and counseling in Kenyan schools (15 marks)
2. Discuss the steps involved in counseling process identifying the role of the counselor and counselee at each step. (15 marks)