

# Counseling Psychology



- Emergence and Growth of Counseling
  - Counseling: Nature, Related fields, and Scope
  - Counseling Expectations, Goals, Issues, Ethics and Legalities
  - Training of Professional Counselors
  - Key Concepts in Counseling
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# Key Aspects

- Counseling deals with wellness, personal growth, career, education, and empowerment concerns.
- Counseling is conducted with persons individually, in groups, and in families
- Counseling is diverse and multicultural. discrimination or prejudice.
- Counseling is a dynamic process.
- It is the process of assisting and guiding clients especially by a trained person on a professional basis, to resolve especially personal, social or psychological issues.
- Therapeutic climate is created based on genuineness, unconditional positive regard and an inherent trust.
- The counseling process has been described as both an art and a science, helping to bring about changes in thought, emotion, and behavior in the client

## Definitions

“Counselling is a process of helping an individual to accept and to use information and advice so that he/she can either solve his/her present problem or cope with it successfully.”

-Biswalo (1996)

“Counselling is the psychotherapeutic relationship in which an individual receives direct help from an adviser or finds an opportunity to release negative feelings and thus clear the way for positive growth in personality.”

-Harriman

“Counselling is a talking therapy that allows people to discuss their problems with trained professionals in a peaceful and safe ambiance.”

-Bhattarjee (2021)

“Counselling is a face to face relationship in which growth takes place in the counsellor as well as the counsellee.”

-Ruth Strang

“Counselling is an interaction process which facilitates meaningful understanding of self and environment and results in the establishment and or clarification of goals and values for future behaviours”.

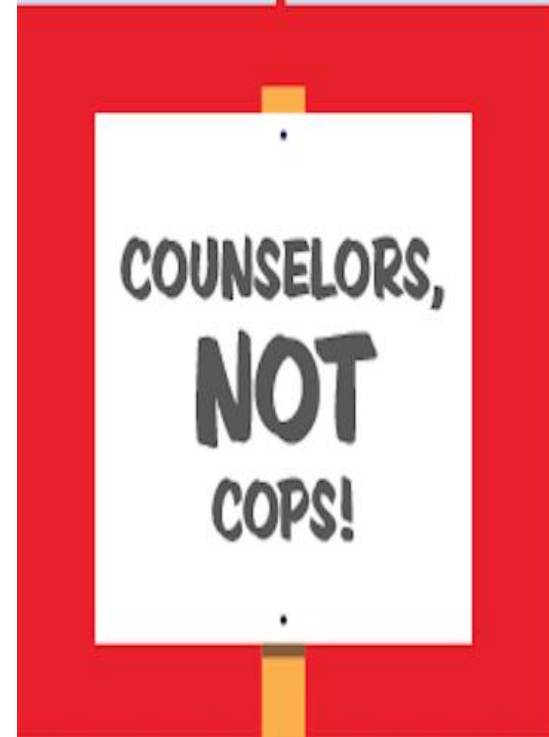
-Shertzer and Stone

“Counseling is that interaction which occurs between two individuals called counselor and client, it takes place in a professional setting, and is initiated and maintained to facilitate changes in the behavior of a client”.

-Pepinsky and Pepinsky

# What is not counseling?

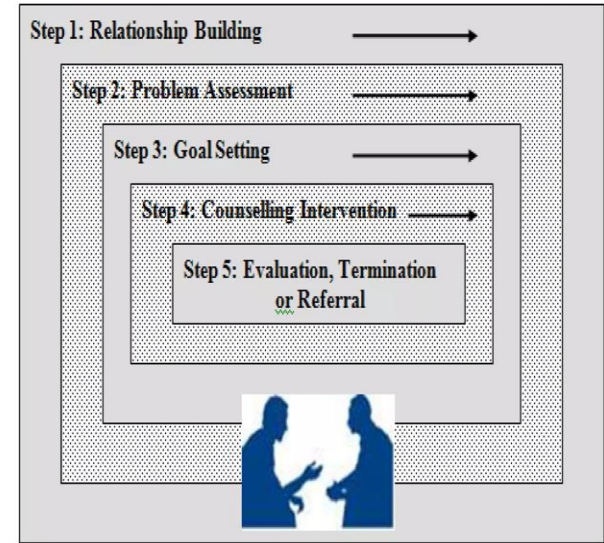
- Providing advice.
- Being judgmental.
- Pushing the counselor's values.
- Encouraging the client to behave as the counselor would in their own life.
- Thinking for the client, rather it is thinking with the client.
- Emotional attachment between the counselor and client.



# Process of Counseling

- Counselling process is a planned, structured dialogue between a counsellor and a client.
- It is a cooperative process in which a trained professional helps a person called the client to identify sources of difficulties or concerns that he or she is experiencing.
- Together they develop ways to deal with and overcome these problems so that person has new skills and increased understanding of themselves and others.

## COUNSELLING PROCESS



**Figure 4.1 Steps in the Counselling Process**

[source: H. Hackney and S. Cormier (2005). *The Professional Counselor*. Boston: Pearson. p. 25]

# Stages of Counseling

- **Relationship building:** The first step involves building a relationship and focuses on engaging clients to explore issue that directly affect them. The first interview is important because the client is reading the verbal and nonverbal messages and make inferences about the counselor and the counseling situation.
- **Problem assessment:** While the counselor and the client are in the process of establishing a relationship, a second process is taking place, i.e. problem assessment. This step involves the collection and clasification of information about the client's life situation and reasons for seeking counseling.
- **Goal setting:** Counseling must have a focus. Goals are the results or outcomes that client wants to achieve at the end of counselling. Sometimes, both counselor and client complain that the counseling session is going nowhere. This is where goals play an important role in giving direction.
- **Counseling intervention:** There are different points of view concerning what a good counselor should do with clients depending on the theoretical positions that the counselor subscribes to.
- **Evaluation, termination, or referral:** For the beginning counselor, it is difficult to think of terminating the counseling process, as they are more concerned with beginning the counseling process. Terminating the counseling process will have to be conducted with sensitivity with the client knowing that it will have to end. Counselor always mindful of avoiding fostering dependency and is aware of own needs. Preparation for termination begins long before. Termination considered not just at end of successful relationship, but also is considered when it seems counseling is not being helpful. Think of this as a means of empowering client.

# Counseling and related fields

Counseling and  
Psychotherapy

Counseling and Guidance

Counseling and Advising

Counseling and Clinical  
Psychology



# Counseling and Psychotherapy

	Counselling	Psychotherapy
<b>Focus</b>	Developmental – fosters coping skills to facilitate development and prevent problems.	Remedial – aimed at helping clients overcome existing problems such as anxiety and depression.
<b>Clients' Problems</b>	Clients tend to have “problems of living” such as relationship difficulties, or need assistance with specific problems such as career choice.	Client’s problems are more complex and may involve using formal diagnostic procedures to determine if there is a mental disorder.
<b>Goals</b>	The focus is more on short-term goals (resolution of immediate concerns)	The focus is on short- and long-term goals. Long-term goals involve processes such as helping the client overcome a particular mental disorder.
<b>Treatment Approaches</b>	The treatment program can include preventative approaches and various counselling strategies to assist with the client’s concerns.	Psychotherapeutic approaches are complex. They utilize strategies that relate to conscious and unconscious processes.
<b>Setting</b>	Counselling services can be provided in a variety of settings such as schools, churches and mental health clinics.	Psychotherapy is typically offered in settings such as private practice, mental health centres, and hospitals.

# Counseling and Guidance

	Guidance	Counseling
Meaning	Guidance involves providing advice, information, and direction to help individuals make decisions and solve problems, particularly related to education, career, and personal development.	Counseling is a more in-depth process that involves helping individuals understand and resolve personal, emotional, and psychological issues through dialogue and therapeutic techniques.
Purpose	Assist individuals in understanding their potential, making informed decisions, and planning for the future. Guidance is generally related to educational, curriculum and vocational related problems.	Facilitate personal growth, enhance coping skills, and address emotional and psychological challenges. It is mostly for personal, social issues and usually help in solving the problem of mental health and emotions
Scope	Broad and general, often focused on educational, career, and developmental issues.	More specialized and focused, addressing deeper emotional, psychological, and interpersonal issues.
Focus	Emphasizes providing information, resources, and advice to help individuals make specific decisions and plans.	Involves exploring feelings, thoughts, and behaviors to help individuals understand and manage their problems and achieve personal growth.
Examples	Academic advising, career planning, college application assistance, and skill development.	Relationship problems, stress management, anxiety, depression, grief, and personal development.
Techniques	It uses tools like aptitude tests, career assessments, and informational sessions.	Techniques involve active listening, empathy, reflective questioning, and therapeutic interventions.
Duration	Usually short-term, involving one or a few sessions focused on specific issues or decisions.	Can be short-term or long-term, depending on the complexity of the issues being addressed.
Areas	Often provided in educational institutions, career centers, and community organizations. Guidance is need in all part of education and assist it in fulfilling its aims	Offered in private practices, mental health clinics, hospitals, and various therapeutic settings. Counseling is needed in all the fields.

Aspect	Counseling	Clinical Psychology	Psychotherapy	Guidance	Advising
Meaning	A process focused on enhancing personal and interpersonal functioning across the lifespan.	A branch of psychology that focuses on diagnosing and treating mental, emotional, and behavioral disorders.	A therapeutic treatment process that helps individuals deal with psychological issues and improve mental health.	Providing direction or advice to help someone with a specific problem or to make decisions.	Offering recommendations or suggestions based on expertise in a specific area.
Focus	Personal, educational, and career issues	Mental health disorders and psychopathology	Emotional and psychological issues	Educational and career planning	Providing specific information and recommendations
Scope	Broad, can include life skills and decision making	Broad, with emphasis on diagnosing and treating mental illnesses	Deep, addressing underlying psychological issues	Narrower, often related to academics or careers	Narrow, often situational or problem-specific
Approach	Client-centered, developmental, preventive	Diagnostic, therapeutic, often research-based	Therapeutic, often involving specific techniques like CBT, psychoanalysis	Developmental, preventive, educational	Informative, directive
Typical Settings	Schools, private practice, community centers	Hospitals, clinics, private practice	Private practice, hospitals, clinics	Schools, colleges, career centers	Schools, universities, workplaces
Duration	Short to medium-term.	Medium to long-term.	Varies from short-term to long-term.	Short to medium-term.	Typically short-term or situational.
Examples of Issues Addressed	Stress management, relationship issues, career decisions	Depression, anxiety disorders, schizophrenia	Trauma, phobias, relationship issues	Academic choices, career paths, educational goals	Course selection, career advice, workplace issues

## Characteristics of Effective Counselor

- Curiosity and inquisitiveness—a natural interest in people
- Ability to listen—the ability to find listening stimulating
- Comfort with conversation—enjoyment of verbal exchanges
- Ability to laugh
- Realistic perspective and enjoy life
- Cultural-sensitivity
- Introspection—the ability to see or feel from within
- Tolerance of intimacy—the ability to sustain emotional closeness
- Empathy and understanding—the ability to put oneself in another's place, even if that person is totally different from you
- Emotional insightfulness—comfort dealing with a wide range of feelings, from anger to joy
- openness and courage to adapt to various situations.
- Capacity for self-denial—the ability to set aside personal needs to listen and take care of others' needs first
- Comfort with power—the acceptance of power with a certain degree of detachment
- Intellectual competence—the desire and ability to learn as well as think fast and creatively



- Energy—the ability to be active in sessions and sustain that activity even when one sees a number of clients in a row
- Flexibility—the ability to adapt what one does to meet clients' needs
- Support—the capacity to encourage clients in making their own decisions while helping to engender hope
- Goodwill—the desire to work on behalf of clients in a constructive way that ethically promotes independence
- Self-awareness—a knowledge of self, including attitudes, values, and feelings and the ability to recognize how and what factors affect oneself
- genuine, sincere, and honest
- live in the present moment
- able to balance their personal and professional life
- care, concern for the welfare of others

**Dysfunctional motivators for becoming a counselor include the following:**

- Emotional distress—individuals who have unresolved personal traumas
- Vicarious coping—persons who live their lives through others rather than have meaningful lives of their own
- Loneliness and isolation—individuals who do not have friends and seek them through counseling experiences
- A desire for power—people who feel frightened and impotent in their lives and seek to control others
- A need for love—individuals who are narcissistic and grandiose and believe that all problems are resolved through the expression of love and tenderness
- Vicarious rebellion

## Techniques to apply to deal with fatigue and burnout are seen commonly among the counselors

- Being in contact with healthy people
- Identifying the stressors and relaxers for self
- Engaging in personal therapy
- Be clear about counselling roles and expectations
- Balancing commitment to personal and professional life
- Setting aside some 'me-time'
- Believing in optimism and hope Cultivating an attitude of detached concern

# Goals of Counseling

## ❖ Immediate goals

It aims at addressing and resolving the immediate concerns and sufferings of the client.

## ❖ Long-term goals

It refers to the goals going beyond the immediate problems and anxieties of the client. It focuses on how the client needs to be ultimately, that is, utilizing all the potentials, being independent and capable.

- Self actualization
- Self realization
- Fully functioning
- Good mental health

## ❖ Process goals

It refers to achieving a conducive Counselling environment or therapeutic climate that will facilitate obtaining the immediate and long-term goals. It talks about dealing with clients' anxiety, inhibition, resistance during sessions.

# Goals

- Improved self esteem
- Self resistance and autonomy
- Genuiness
- Resolution of Problems
- Spontaneity
- Improving Personal Effectiveness
- Self awareness and being
- Trust in own decision making
- Self and social responsibility
- Achieving mature, healthy personality with positive mental health
- To encourage people to be motivated by educational objectives.
- Assists in resolving issues (anxiety, fear, attitude etc)
- Enhancing one's own effectiveness to achieve the goals and objectives
- To promote the development of healthier attitudes, behaviours, strategies, etc
- To acquire abilities for greater behavioural adjustments for efficient learning.
- To focus on feelings, experiences or behavior, with a goal of facilitating positive change.
- To develop insight, self awareness, and self acceptance.

The goals include restructuring the personality, uncovering the unconscious, creating social interest, finding meaning in life, curing an emotional disturbance, examining old decisions and making new ones, developing trust in oneself, becoming more self-actualizing, reducing anxiety, reducing maladaptive behavior and learning adaptive patterns, becoming grounded in the present moment, managing intense emotions, gaining more effective control of one's life, and reauthoring the story of one's life.



# Scope of Counseling

- **Work Areas:** The scope for counselors/ counseling psychologists are in schools, work places, mediating family problems, stress management, mental health units. The scopes for clinical psychologists are in private practice and hospitals. There is always the added scope of research and/or teaching in some college/university.
- **People of all sectors:** Counseling Psychologists serve persons of all ages and cultural backgrounds in individual, group (including couples and families), workplace, organizational, institutional, and community settings.
- They work with groups and communities to assist them in addressing or preventing problems, as well as to improve the personal and interpersonal functioning of individual members.
- **Behavior Modification:** The most important area of counseling is thought and behaviour modification. To identify and correct the behavior problem, with basic behavioral concepts such as conditioning, reinforcement, de-conditioning, de-sensitization, and transfer of learning.
- **Specific problem focus:** The scope of counseling in the child counseling, pre-marital counseling, marriage counseling, family counseling, Interpersonal relationship, adjustment problems, age related problems, group counseling, client–centered counseling, crisis intervention counseling.
- **Life span developmental focus:** the counselor can work for helping the developmental problems including psychological , emotional , cognitive and social..
- **Education Carrer counseling:** It is the area of counseling where it ensures helping and act as a guidance for students who face conflicts and confusions in these areas.
- **Life-Challenges counseling:** It mainly focused on differently-abled and their families, alcoholism, substance abuse, suicide-prone person, sexual harassment, and terminally-ill persons.

# Emergence and growth of counseling

Counselling history can be traced back to tribal times where people would come together in a group and share their experiences and sometimes their dreams.

As civilisation developed, religion offered a type of counselling, usually by priests who would listen and advise parishioners on their problems.

Elders were only too ready to take up the role of counselors and youngsters sought counseling with prompt compliance. Many such incidents could be explained away as mere acts of 'giving advice'.

## Frank Parsons

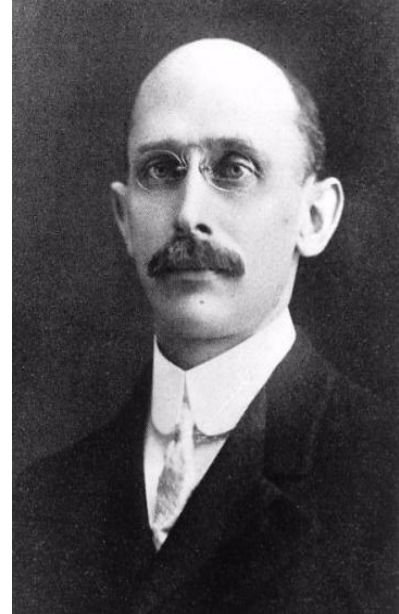
- Frank Parsons, often called the founder of guidance, focused his work on growth and prevention. Being a lawyer, an engineer, a college teacher, and a social worker before ultimately becoming a social reformer and working with youth.
- He has been characterized as a broad scholar, a persuasive writer, a tireless activist, and a great intellect (Davis, 1988).
- Founded Boston's Vocational Bureau in 1908
- He theorized that choosing a vocation was a matter of relating three factors: a knowledge of work, a knowledge of self, and a matching of the two through "true reasoning."
- Important writings: Choosing a Vocation (1909)

- Furnished the idea for the Vocation Bureau and began its execution;
- Paved the way for vocational guidance in schools and colleges by advocating their role in it and offering methods they could use;
- Began the training of counselors;
- Used all of the scientific tools available to him at the time;
- Developed “steps” to be followed in the vocational progress of the individual;
- Organized the work of the Vocation Bureau in a way that laid the groundwork for groups to model in schools, colleges, and other agencies;.
- Recognized the importance of his work and secured for it the appropriate publicity, financial support, and endorsements from influential educators, employers, and other public figures; and.
- Laid the groundwork leading to the continuance and expansion of the vocational guidance movement, by involving friends and associates in it and preparing the manuscript for Choosing a Vocation.



## Jesse B. Davis

- He was the first person to set up a systematized guidance program in the public schools. Jesse B. Davis is considered the first school counselor in the United States
- He suggested in 1907 that classroom teachers of English composition teach their students a lesson in guidance once a week, to accomplish the goal of building character and preventing problems.
- He was focused on vocational and moral guidance.
- He was also one of the founders of the National Vocational Guidance Association (now National Career Development Association) and National Association of Secondary School Principals.



# Clifford Beers

Clifford Beers, a former Yale student, was hospitalized for depression several times during his life (Kiselica & Robinson, 2001). He found conditions in mental institutions deplorable and exposed them in his book, "A Mind That Found Itself."

He is the forerunner of mental health counselling. He exposed the deplorable conditions of mental health hospital through his book, A mind that found itself, in 1908, which became a best seller.

The founder of the mental hygiene movement, His work was also a forerunner of mental health counseling.

His work had an especially powerful influence on the fields of psychiatry and psychology.



During World War I, psychologists employed testing and placement practices for military personnel.

The Great Depression significantly brought the development of counseling strategies to work with people experiencing unemployment.

During World War II, psychologists continued to be involved in training and selecting specialists for both military and industry.

Counseling psychology was formally established as a field in 1946, on the heels of World War II.

Counseling expanded rapidly in the later half of the twentieth century, in terms of the formation of counselling professional bodies, their objectives, scope being drafted and there was ease of public access to counselling.

Theorists such as E. G. Williamson, Carl Rogers, Gilbert Wrenn, Donald Super, Leona Tyler, and Thomas J. Sweeney have contributed tremendously to shape the contours and broaden the horizon of counselling. The emergence of American Counselling Association (ACA) which was rooted in the National Vocational Guidance Association (NVGA) was a major leap in the growth of this profession.

# Important periods in development of Counseling

## 1850-1900

- the founding of the first psychological laboratory at Leipzig by Wilhelm Wundt in 1879.
- Stanley Hall (1844-1924) started the first psychological laboratory in the USA in 1883.
- In 1895 George Merrill established the first systematic vocational programme in San Francisco.
- Lightner Witmer heralded the beginning of the counselling movement by founding the first psychological clinic in 1896.
- Davis set up the Educational Career Counselling Centre in Detroit in 1898 in USA.
- J.B. Miner established and directed the free clinic in mental development at the University of Minnesota in 1909.
- It was Jesse B. Davis who first used the term 'counselling'. He set up the educational career counselling centre in Detroit in 1898. The guidance movement assumed, by the turn of the century, such importance that the President of Chicago University, William Rainey Harper, stressed the importance of guidance in his annual address in 1899.

## 1900-1930

- The first convention of the International Congress of Psychoanalysis was held at Salzburg.
- Stanley Hall invited Carl Gustav Jung to lecture at the Clark University.
- Clifford Beers launched the 'Mental Hygiene Movement' with his epoch-making book The Mind that Found Itself.
- The use of psychological principles was advocated in pastoral counselling by Rev. Elwood Worcester.
- The Vocational Guidance Movement was started on a modest scale by Samuel Frank Parsons and Eli Weaver in Boston and Brooklyn respectively.
- Guidance was introduced by Wheatly and Boyden in Westport and Jessie Davis in Detroit.
- Binet-Simon tests of intelligence were adapted to American conditions about this time.
- The Progressive Education Movement was initiated by John Dewey with his epoch-making book How We Think.
- The School of Social Work started by Mrs. Adolf Myer between case work and psychiatry.
- Eli Weaver published Choosing a Career in 1906. Frank Parsons started the vocational bureau of Boston in 1908 and published
- considered important for school his book, Choosing a Vocation, in 1909.
- The National Vocational Guidance Association (NVGA) was founded in Grand Rapids in the following year.
- With the outbreak of World War I (1914-1918) and the entry of USA on the side of the Allies, psychology in
- Thorndike and Yerkes received tremendous impetus.
- As a part of the war effort, E.L. Thorndike (1874-1949) and Robert Yerkes (1876-1956) helped develop the Army Alpha and Army Beta tests in 1917 for screening the defence personnel.
- James Burt Miner developed the first ever known questionnaire in 1908. It was closely followed by R.S. Woodworth and Fil. Wells association tests and psychometric inventory in 1911, which was developed as a screening device for the army recruits. This was published later as Personal Data Sheet (1920).



### **1930-1940**

Donald Paterson (1930) of Minnesota remarked that when Parsons launched his vocational bureau he found his psychological cupboard bare, that is, there were no psychological tests he could have readily used in guidance work. This was owing to the obvious fact that the influence of psychometry was not yet appreciably felt.

There were very few psychological tests available and few persons were trained to use them at that time. Consequently, Parsons had to be content with providing only the occupational information basic to proper vocational choice.

Thus, in the first few decades, the guidance movement was aimed at providing educational and vocational guidance.

The post-war situation remarkably changed the character of the guidance movement. The period, 1918-1939, from the end of World War I to the outbreak of World War II, saw the publication of books and important psychological tests, such as Harry Kitson's *Psychology of Vocational Adjustment* (1925), L. L. Thurstone's *Aptitude Testing* (1927) and E.K. Strong Jr.'s *Strong Vocational Interest Blank* (SVIB) (1943). The National Vocational Guidance Association (NVGA), founded in 1913.

The guidance movement made tremendous progress in the hands of Donald Paterson and E.G. Williamson during 1930-1940 at the University of Minnesota. Their work was largely concerned with the objective assessment of the individual's abilities, to help provide him with adequate self-knowledge to be able to make meaningful choices.

## **Second World War and After**

But the major breakthrough in counselling which finally established itself as a science in its own right was achieved through Carl Rogers' book *Counselling and Psychotherapy* (1942).

In 1944, by an act of Congress, the "Army Separation and Classification and Counselling Program was initiated and the United States Employment Services (USES) published the General Aptitude Test Battery (GATB) in 1945.

The Veterans' Administration Authority had become more concerned with the provision of counselling as part of the rehabilitation programme.

Surveying the field of counselling, Yamamoto (1963) concluded that counselling had developed into a specialized field in psychology with its unique role and functions. But writers like Bray field (1961, 1963, had their misgivings and were uncertain about the future of counselling psychology as a specialized field. However, counselling has not only stood the test of time but also obtained recognition by the American Psychological Association (APA).

Owing to the efforts of Professors C.G. Wrenn, D.E. Super, P. Robinson, E.S. Bordin and other psychologists, a meeting was convened at the North Western University, Evanston, in 1951 prior to the Annual Convention of the American Psychological Association of September 1951. At this conference, 60 leading psychologists currently involved in guidance and counselling, were invited to participate. They recommended, among other things, the starting of an independent division for counselling. The report of the conference was published in the *American Psychologist* in June 1952. The American Psychological Association accepted the recommendations of the meeting and designated counselling psychology as its seventeenth division.

In course of time, the need for improving the efficiency of training led to scientific selection procedures. To exercise healthy supervision, a Scheme of certification or licensing was introduced as in other professional fields like medicine, law, accountancy, etc.

Over the past five decades counsellors have gained overwhelming acceptance from society; consequently, a large number of sub-specialities have developed to serve in settings such as schools, mental health clinics, rehabilitation centres, community agencies, college personnel services, etc. They incorporate the important findings of the personality theory, social psychology, counselling psychology and therapeutic techniques.

# History of Counseling in India

- The most widely acknowledged counseling situation in the epics is that of the dialogue between Krishna and Arjuna in the battlefield of Kurukshetra. FnCounseling has existed in India since long back in the form of Bhagwad Gita, where Sri Krishna, considered as the greatest counsellor, has counseled Arjuna when the latter was in conflict over fighting with his own breathrens in war. Sri Krishna provided Counselling to him and facilitated self realization in Arjuna which helped him to take proper decisions and helped resolve his conflicts.
- The first counselor was Lord Krishna himself and the Bhagawad Gita embodies the finest principles of counseling for all lands, all ages and all times. The Gita or the song celestial explains how Arjuna, whose mind was in great conflict, was helped to overcome this conflict through an insight into him. Arjuna's conflict was one of "mine and thine", that is between Sva and Para. The conflict was solved through self-understanding or through self realisation. One has to act in accordance with his Swadharma. Man should act in accordance with the demands of his situation and his duties in life. Self realisation understood in the context of Gita is not the same as what we understand by Rogerian or Existential sense. Man has to realise his inner nature, that is, his spirituality which reveals oneness with the ultimate. This helps to overcome the illusory difference between the Atma and the Parmatma. In the pursuit of the higher spirit, man is concerned with freedom, freedom to obtain self realisation. In modern times the word freedom is used in a different sense. Its connotation is limited to action, speech, religious faith as well as freedom to find its fullest expression of one's potential. In this sense of the term, we are immediately concerned with material existence and the physical world.
- Counseling was recognised as an important service in India as early as 1938 when Acharya Narendra Dev committee underlined the importance of counseling and guidance in education. The guidance and counseling were considered to be new and emerging forces that were vitally important to the education system.
- It was voluntary private agencies which were engaged in providing guidance.
- In Calcutta the guidance movement became associated with David Hare training college. In Bombay, Batliboy and Mukherjee started, in 1941, a private agency known as Batliboy Vocational Guidance Bureau. The Batliboy bureau ran for 6 years, after which it stopped functioning. However during this period it rendered valuable service to the community. Later on Vocational Guidance Bureau by the Parsi Panchayat, a voluntary organization was established in Bombay, and other such agencies.
- Bureau of Psychology in Allahabad was set up by the Government of Uttar Pradesh which aimed at providing educational and vocational guidance to school students.
- The Central Bureau of Educational and Vocational Guidance in New Delhi was established in 1954 by the Government of India to provide financial assistance to set up or expand guidance bureaus at various States.
- Gradually, guidance and Counselling service started to be offered by departments of psychology of various universities, the forerunners being St. Xaviers College in Bombay and Maharaja Sayajirao University in Baroda.
- There is also a one year diploma course in guidance and Counselling by the National Council of Educational Research and Training (NCERT).

# Expectations of Counseling

- Counsellors must have firm **faith in human potential for self-growth** in every counsellee. During counselling process counsellor himself try to discover and enhance this inner potential for self-growth in every counsellee.
- Every individual has basic usage for forward growth and move up toward **self-actualization**.
- Counsellees must be given '**freedom of choice**' for their own action plans for self growth.
- The 'freedom for own choice' also puts the ones for responsibility for outcome action on the counsellee, thus the counsellee learns to indulge in 'responsible actions'. Gradually, he becomes '**socially responsible**' person also. Every individual in this world is capable of taking responsibilities for themselves.
- Counsellor must have faith in possibility of '**behaviour modification**',
  - (a) in most rigid and/or resistant persons also,
  - (b) as well as in most rigid and long duration problems and habits also.
- Every person has the potential to learn a true sense of '**Existence as his Being**'.
- Every person has the capacity to grow more and more mature and have heal personality with good mental health, to '**Become a 'Fully Functioning Person**'.
- Every individual has a right to choose their own path, based on the principles of democracy.
- Objectivity & co-ordination between counsellor & the client during the counselling experience.
- The client is active & the counsellor remains passive in the beginning.
- The counsellor makes use of all the tools & methods in his armour.

## Group counselling is based on certain assumptions

- Individuals possess the necessary talent capacity to **trust and to be trusted** by other group members. They should exhibit a basic concern for others in the group. This encourages group cohesion and provides an atmosphere of support and security for each members of the group to experience and share individual problems.
- Each individual has the potential to take **responsibility for self change**. On the other hand the individual feels that his life is controlled by others, he will not be left with any alternatives but take recourse to disruptive behaviour.
- Group members can learn and understand from the **objectives and methodology of group process**. The objective is to reform the members and not to make them conform.

# Ethical issues in Counseling

- Ethics are a philosophical discipline that is concerned with human conduct and moral decision making. (Van Hoose & Kottler, 1985, p.2)
- Ethics are normative in nature.
- Ethics focus on principles and standards that govern relationships between individuals.
- The law dictates what is legal and not what is ethical.
- Sometimes what is legal is considered as immoral by the society.

- The American Counselling Association provides Code of Ethics in the following areas of professional practice,
  - The counselling relationship
  - Confidentiality and privacy
  - Professional responsibility
  - Relationships with other professionals
  - Evaluation, assessment and interpretation
  - Supervision, training and teaching
  - Research and publication
  - Distance counselling, technology and social media
  - Resolving ethical issues

The most common ethical issues pertaining to counselling include,

### ● **DUAL/MULTIPLE RELATIONSHIPS**

Counsellor, while being professionally associated with the client, participating in a nonprofessional relationship with a client or with someone close to the client is referred to as dual or multiple relationship. For example,

- When a business relationship also exists between the counselor and client
- When the counselor serves multiple roles in the client's life as supervisor, colleague or instructor
- When clients are seen outside the office
- When the counselor becomes friends with a client
- When there is non-erotic physical contact like hugs, stroking etc., that may be misinterpreted
- When there is romantic or sexual interaction between counselor and client

Multiple relationships have been considered unethical boundary violations especially when such relationships endangered the client's well-being

American Psychological Association states that multiple relationships should be avoided if they are exploitative of the client or impair the counselor's objectivity and judgement.

### ● **CLINICAL MISJUDGEMENTS AND FAILURES**

Mistakes are inevitable in counseling. Errors may happen in understanding symptoms, conclusions drawn about a case or in **the way chosen for working with the client.**

The important part of such ethical conflicts is,

- First, learning from mistakes to prevent repeating the same errors
- Second, minimizing or reversing any negative effects on the client, possibly by seeking counsel from a peer or supervisor or perhaps by admitting to the client the problem and solutions

An important distinction should be made between mistakes and small failures and professional negligence or malpractice that represent a serious failure of competent practice and puts clients at risk

A mistake that rises to the level of negligence is one in which the counselor did not meet the standard of care, defined as an adequate quality of professional treatment that would be expected of other competent counselors.

## ● DECEPTION AND INFORMED CONSENT

Counsellors stand for truth, honesty, sincerity and genuineness. But influence is also an important skill. However, this does not justify manipulation

The principle of '*informed consent*' is based on the notion that clients have a right to freely enter counseling, without any form of coercion or manipulation.

They have a right to be provided with clear, accurate and comprehensible information on such things as the limits of confidentiality, free policies, limitations and dangers of treatment approaches, alternative treatment models, access to records, counselor qualification and training, and the right to refuse treatment.

By describing clients, in writing, the relevant information they need to know before commencing counseling, the clinician ensures clients are making a fully informed choice when they consent to proceed.

Informed consent also does not stop once the counselling begins; if counsellors make adjustments in a treatment plan, or change the theoretical model being utilized, clients need to know, and terminate if they so desire

- **No Exploitation**

Counsellor's exploitation of physical/sexual abuse or emotional abuse is unpardonable. Seeing the counsellor during counselling process at some stage or another may become emotional dependent attached/entangled with process at some point), he/she may be in a vulnerable position, the counsellor must still maintain emotional detachment within and not abuse/misuse counsellor's vulnerability.

- **Equality Relationship**

The counsellor's human dignity must be respected and equality-relationship during counselling If counselor feels superior to counsellor by virtue of expertise, the counsellor may become dominating. If counsellor feels lesser than counsellor (due to status, power or health), the counsellor may lose confidence to counsel.

- **Legal Issue**

Sharing information, incidents and actions by counsellor during counselling is legally "privileged communication", and none of it, in full or in part should be ethically or legally shared, disclosed or made public. Such a revelation will be not only a personal-moral offence but also legal offence.

- **Credentiality and Licensure**

No one without proper education, training and credentiality must take on the most noble profession of being a 'Mental-Health Practitioner/counsellor or else it will mean deception of The counsellor must refer 'difficult' innocent, suffering people as counsellors. Licensing is cases to another expert, and not compulsory in some countries, but not in all countries. So pose as a 'know all' person. without licensing, it is a counsellor's own professionalism to be honest about his/her specialization, credentials and expertise. Despite credentiality and expertise, the counsellor must 'Refer' a counsellor, if counsellor feels inadequate experience for a specific problem.

- **Justice**

The principle of justice requires being just and fair to all clients and respecting their human rights and dignity. Justice does not mean treating all individuals the same. It directs attention to considering conscientiously any legal requirements and obligations, and remaining alert to potential conflicts between legal and ethical obligations. Practitioners have a duty to strive to ensure a fair provision of counselling and psychotherapy services, accessible and appropriate to the needs of potential clients. If an individual is to be treated differently, the counselor needs to be able to offer a rationale that explains the necessity and appropriateness of treating this individual differently.



- **Being trustworthy (fidelity)**

Being trustworthy is regarded as fundamental to understanding and resolving ethical issues. Practitioners who adopt this principle: act in accordance with the trust placed in them; strive to ensure that clients' expectations are ones that have reasonable prospects of being met; honor their agreements and promises; regard confidentiality as an obligation arising from the client's trust; restrict any disclosure of confidential information about clients to furthering the purposes for which it was originally disclosed.

- **Autonomy**

It emphasises the importance of developing a client's ability to be self-directing within therapy and all aspects of life. It addresses the responsibility of the counselor to encourage clients, when appropriate, to make their own decisions and to act on their own values. There are two important considerations in encouraging clients to be autonomous. First, helping the client to understand how their decisions and their values may or may not be received within the context of the society in which they live, and how they may impinge on the rights of others. The second consideration is related to the client's ability to make sound and rational decisions. The principle of autonomy opposes the manipulation of clients against their will, even for beneficial social ends.

- **Beneficence**

The principle of beneficence means acting in the best interests of the client based on professional assessment. Beneficence reflects the counselor's responsibility to contribute to the welfare of the client. It directs attention to working strictly within one's limits of competence and providing services on the basis of adequate training or experience. There is an obligation to use regular and on-going supervision to enhance the quality of the services provided and to commit to updating practice by continuing professional development. An obligation to act in the best interests of a client may become paramount when working with clients whose capacity for autonomy is diminished.

- **Non maleficence**

It is the concept of not causing harm to others. Often explained as "above all do no harm", this principle is considered by some to be the most critical of all the principles, even though theoretically they are all of equal weight. This principle reflects both the idea of not inflicting intentional harm, and not engaging in actions that risk harming others. Non-maleficence involves avoiding sexual, financial, and emotional or any other form of client exploitation; avoiding incompetence or malpractice; not providing services when unfit to do so due to illness, personal circumstances or intoxication. The practitioner has an ethical responsibility to strive to mitigate any harm caused to a client even when the harm is unavoidable or unintended.

# Challenges faced by Counsellors

## **Low salary**

Clients are reluctant to pay for sessions as they think that counselling involves only listening and talking. Many people don't think about investing in mental health as a priority.

## **Building Patience**

Developing patience and tolerance gives rise to confidence for both clients and counsellors. This is a great skill for counsellors to master as they are also humans and have added frustrations of their own lives which they need to forget about while dealing with their clients.

## **Understand the body language and gestures of the client:**

It's very challenging for the counsellor to understand the body language of the client and catch up the feeling of anxiety and fear. To look after the gestures of the clients to help them in their problems. Sometimes it's a bit challenging for the counsellor to understand all at once and give them instant solutions and treatments.

## **Boundaries**

Counsellors have an uphill task of setting boundaries with their clients. The task may appear difficult as the counsellor may have the solution for the client's problems but cannot say them directly due to the code of conduct in their profession.

## **Inadequate Facilities**

To ensure the proper functioning and efficiency of guidance and counselling services, proper facilities are needed. Facilities such as a guidance and counselling room, proper furniture, bookshelves, and the like are necessary.

# Training of Professional Counselors

- **A professional counselor must attain and pursue professional academics and training**
- **Academic Preparation**

Counselor education refers to the academic training and broad-based knowledge and understanding concerning the nature of human development, motivation, learning, personality and the like. It also includes a thorough understanding and appreciation Of the philosophy and the principles of Counseling and other useful and essential information.

Counseling, like other scientific disciplines, comprises a body of tested knowledge, theories, postulates and assumptions.

- **Counselor Preparations and Professional issues**

- **Practical Skills**

Individuals who are engaged in professional activities have to face three basic issues concerning

- (1) the procedures of selection and the training of prospective entrants,
- (2) academic preparation to reach a level of professional standing with regard to the necessary knowledge and the understanding of the principles and dynamics of human growth, motivation, adjustment and coping mechanisms and
- (3) methods of analysis and synthesis and the appropriate application of the acquired skills.

The first and foremost of the professional considerations are, therefore, equipping prospective Counsellors with the necessary skills and adequate knowledge. With the progressive growth of knowledge and an increasing understanding of natural phenomena, what is known and acclaimed as the latest is likely to become obsolescent as soon as new knowledge and techniques are known. Professional training and skills by their very nature are in need of constant revision and updating. This brings home the related issue.

- **Ethical Standards**
- **Professional/ Counselor Responsibilities:**
  - Toward client
  - Toward society
  - Toward humanity as a whole
  - Toward welfare of community
  - Toward his profession
  - Toward himself

# Legal issues

- The most common situations where the counsellor faces legal issues include, when
  - There is a charge of sexual misconduct
  - There is a breach of confidentiality
  - A client has committed suicide
  - There is a violation of civil rights
  - There are accusation of libel or slander
  - There has been a failure to diagnose properly
  - There is a breach of contract
  - Client abandonment is alleged
  - The counsellor has exerted undue influence
  - There has been an accident on the premises

- Apart from these issues that may arise during counselling, the counsellors in their career are also likely to have a brush with law when they
  - 1) Are served a subpoena to show up in court
  - 2) Are summoned to show records
  - 3) Function as a witness on behalf of or against an injured party
  - 4) Are threatened with legal action for some perceived injustice
  
- Thus it is very important that practicing counsellors are expected to familiarize themselves with three kinds of law that affect their work
  - 1) **Civil law** related to malpractice suits and disputes between parties
  - 2) **Criminal law** in which you may be expected to serve as an expert witness
  - 3) **Mental health law** which governs the way that various client groups must be treated

- Consult frequently with medical personnel and make appropriate referral when there is a possibility of some underlying organic problems
- Take steps to improve the level of competence by pursuing continuing education and advanced training
- Alert to signs of fatigue and burnout that may lead to miss important information and make needless mistakes
- Avoid high-risk situation that are most likely to result in litigation such as
  - Failure to treat a needy client
  - Sexual involvement with a client
  - Breach of confidentiality
  - Failure to warn someone of potential harm
  - Negligence leading to suicide
  - Inadequate record keeping
  - Collecting unpaid fees
  - Failure to diagnose or treat properly

The best way for counselors to avoid potential legal and/or ethical issues is to take proper heed to avoid these potential issues, by:

- **Study the ethical codes**, state laws and standards of care for your profession very carefully. Review some of the available case files that help to reason through professional decision making.
- **Carry a liability insurance** to protect oneself from malpractice claims
- **Do not attempt any treatments** without adequate supervision by qualified experts at the beginning of your career
- **being properly credentialed**, considering the work being performed as a counselor.
- **maintaining confidentiality**, aside from certain instances where it must be broken.
- **observing the duty to warn** if a client is suspected to consider causing bodily harm to another individual.
- **keeping privileged communication**, which is a legal term that protects client information.
- **knowing when to report child abuse.**
- **keeping and maintaining well-detailed client records.**

# Links to Read

[https://www.researchgate.net/profile/Maxim-Pereira/publication/318562652\\_Pereira\\_M\\_Rekha\\_S\\_2017\\_Problems\\_difficulties\\_and\\_challenges\\_faced\\_by\\_counsellors\\_International\\_Journal\\_of\\_Indian\\_Psychology\\_43\\_65-72\\_DIP180112720170403\\_DOI10252150403127/links/5991854745851507c781733f/Pereira-M-Rekha-S-2017-Problems-difficulties-and-challenges-faced-by-counsellors-International-Journal-of-Indian-Psychology-43-65-72-DIP1801127-20170403-DOI1025215-0403127.pdf](https://www.researchgate.net/profile/Maxim-Pereira/publication/318562652_Pereira_M_Rekha_S_2017_Problems_difficulties_and_challenges_faced_by_counsellors_International_Journal_of_Indian_Psychology_43_65-72_DIP180112720170403_DOI10252150403127/links/5991854745851507c781733f/Pereira-M-Rekha-S-2017-Problems-difficulties-and-challenges-faced-by-counsellors-International-Journal-of-Indian-Psychology-43-65-72-DIP1801127-20170403-DOI1025215-0403127.pdf)

<https://www.div17.org/what-is-counseling-psychology->

[https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.pearsonhighered.com/assets/samplechapter/0/1/3/2/013265797X.pdf&ved=2ahUKEwjcn\\_6M3LiAAxWii2MGHRWzD0QQFnoECYQAAQ&usg=AOvVaw0SI6LXwunhsF-s3V1W-HkM](https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.pearsonhighered.com/assets/samplechapter/0/1/3/2/013265797X.pdf&ved=2ahUKEwjcn_6M3LiAAxWii2MGHRWzD0QQFnoECYQAAQ&usg=AOvVaw0SI6LXwunhsF-s3V1W-HkM)

<https://medcraveonline.com/JPCPY/the-effect-of-psychological-counseling-on-mental-health.html>