| TOPICS

METHODS OF COUNSELLING

INTRODUCTION

There are two ways in which counseling may be conducted:

i) Individual counseling

9) Group counseling

Whatever the method the counselor chooses to use should be the best in the given situation and

that it will help the counselee gain insight into his/her abilities, interests, aspirations and other

personality traits.

Conditions to be satisfied before any method is chosen

1) The guidance and counselor must be acknowledgeable, counselor must be

knowledgeable, conscious and secure, while the clients are not.

11) There should be two or more persons in the counseling situation.

111) The clients must come on his/her own, be invited or referred by someone.

IV) The client should enter into a conducive climate where acceptance respect (regard)

goal setting, learning and alternatives are possible.

A) INDIVIDUAL COUNSELING

e [tis an ideal method of counseling and involves one client and one counselor.

e It requires more time (45 minutes — | hour) the client has a chance to sometimes

choose a counselor.

e It is more confidential and private which helps the client to open up more and

express the self without fear because they are only two people.

e It requires more trust by client in the counselor. .There is close interaction

between the counselor and the client i.e. better understanding.

e The client can trust one person to keep the information in confidence.

e Counselor can concentrate better when dealing with one case. |

B) GROUP CONSELLING

e This could be one counselor to a group of clients or more than one counselor to a

group of clients.

ce e It requires that the clients have a similar issue or problem.

- e For a group of counselors, their training skills should be the same and also their

interests and experiences.

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e The method could be informative e.g. giving general information to students on:

q education, vocation, health, social and ethical issues, sex and sexuality relationships,

3 HIV/Aids etc.

e The clients must all be (easily) reached at the time and venue required.

: e Care must be taken to avoid hurting some people with regards to very

confidential/personal matters at the expense of others.

e Members of the group and the counselors must agree on the issues to be addressed as

a group.( not private).

e It focuses on thoughts; values purpose attitudes, behaviour and goals of an individual

and the total group.

e It is necessary and potentially a significant part of all comprehensive guidance and

counseling programmes.

GOALS OF GROUP COUNSELLING

I. To help each member of the group to know and understand himself and others.

2. To enable individuals develop increased self-acceptance and a feeling of personal worth.

3. To develop social skills and interpersonal abilities which enable one to cope with

developmental tasks in personal and social areas.

4. To develop increased self direction

- Problem solving ability

- Self dignity and decision making skills and finally transfer these skills to use in

real life situations.

5. To develop sensitivity to the needs of others; which results in increased

recognition of responsibility for one’s behaviour (thus by treasuring how to

identify with feelings of others).

6. To learn to be an active listener who hears not only what is said but also the

feeling that accompany what has been said.

C) WHY GROUP COUNSELLING IS USED IN SCHOOLS

e It gives a sense of belonging, acceptance and understanding of the self and others.

¢ Groups are a way of life in schools i.e. positive and negative groups.

e Groups counseling promotes optimum human growth and interpersonal

| relationships children can express their hopes, and fears verbally and non-verbally

and gain a growing awareness at how they affect others.

¢ Students/pupils are able fo try out new behaviours which they may be able to test

in more structured situations.

e They are able to learn various skills such as control of emotions delayed

gratification etc

¢ Pupils/students feel less isolated and lonely that they are not alone in their

fears/concern.

ADVANTAGES OF GROUP COUNSELLING

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| GUIDANCE AND COUNSELLING

1.1. DEFINITION OF TERMS:

GUIDANCE:-

Guidance has been defined as “‘a process of helping an individual understand himself and

his world” (Sherzer & Stone, 1976). It is also defined as “a process concerned with

determining and providing for the developmental needs of a group and at personal level”

(MOEST Kenya, 1997).

Can you coin your own definition of Guidance?

From the definitions above, you realize that Guidance is an on going process aimed at

assisting an individual be aware of his/her identity, resources, and limitations in order to

adjust well in life. One has to be aware of his world in terms of the resources available to

be used by the individual to exploit his full potential, and lead a productive happy life. We

all need guidance through out life.

COUNSELLING

Counseling is an interactive process involving the counselee who is vulnerable and who

needs assistance and the counselor who is trained and educated to give this assistance. The

goal is to help the counselee learn to deal more effectively with himself and the quality of

his environment.

From these definitions you realize that Counseling involves a relationship between a

counselor and client. Through which the client is helped to explore his thoughts, feelings

and behavior to gain self-understanding that leads to decision making and taking relevant

action to deal with issues/problems. Thus counseling is a process of empowering a person

to solve his problems or “helping a person help himself”.

NOTE: What Counseling is not:-

e Counseling is not a conversation- it is not simply two people, exchanging

information and opinions.

e Counseling is not discussion- different points of view are not being argued.

e Counseling is not an interrogation. The client is not being morally evaluated,

pardoned or absorbed by the counselor.

e Counseling is not the giving of information — The client does not come to the

counselor only for information although information may sometimes be given.

e Counseling is not about influencing attitudes, beliefs or behaviours by counselor —

the client is not persuaded, compelled, or threatened to change his attitudes to those

of the counselor.

CHECK OUT OTHER TERMS

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r

© Psychoanalysis

© Psychotherapy

e Psychosomatic ilness

e Human needs

© Vrustration

e Anxiety

e Defence mechanisms

1.2 DICHOTOMY OF GUIDANCE AND COUNSELLING

Guidance and Counseling are like the two sides of the same coin. There are similarities between

the two process.Olu Makinde (1984) advanced the following distinctions between Guidance and

Counseling as follows:-

[ [GUIDANCE SSS~S~S~S™YSCSCCOUNSELLING

Guidance is the “body” of psychotherapy. Counseling is the “heart of

Psychotherapy.

Guidance is knowledge based. It deals with Counseling is affective: It is value-

facts; principles, methods and cognitions. oriented; deals with perception,

motivation, needs and feelings.

Guidance is less personal and less intimate. Counseling is more personal,

It is usually structured and more public. intimate and less structured. It is

interpersonal, private and

| confidential.

Guidance is informative and didactic Counseling is largely emotional,

flexible and less didactic.

Guidance is usually initiated by the Counseling is usually initiated by

counselor. the client.

13 IMPORTANCE OF GUIDANCE AND COUNSELING PROGRAMS IN

SCHOOLS

e Provides Educational Guidance to enable students select subjects/courses realistically for

future careers and for high academic performance.

e Guides students on vocational pursuits such as co-curricular activities, to occupy their

leisure time constructively.

e Assists students in their interpersonal relationships, students come from heterogeneous

backgrounds and they need assistance in order to attain proper social adjustment.

(Orientation services assist in this area).

¢ Provides counseling to help students with personal problems emanating from family,

friends, painfull memories,inferiority, low self esteem,loneliness etc.

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4 e Civiv Guidance is also provided for students to understand their rights and

; responsibilities as citizens.

1.4 RELEVANCE OF GUIDANCE AND COUNSELING TO TEACHER TRAINEE

1. The study of Guidance and Counseling helps the teacher understand sources of

frustration among student.

2. The study helps teachers to assist students with social, biological or moral issues.

3. Teachers are able to guide students to set realistic goals and attain them.

4. Helps the teachers understand the changes taking place in society i.e social, economic,

” political etc to be able to adapt and accommodate them as well as help the student adjust.

5. Teachers are equipped with skills and attitudes that enable them counsel students

individually and in groups.

1.5 GOALS OF GUIDANCE AND COUNSELING

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

1. Promote human welfare, reduce discomforts and facilitate all round development of an

individual.

2. Bring about and maintain mental and physical well being thereby releasing energy for

creative living.

3. Increase persons sense of worth (self- esteem) or self regard so that one prizes himself |

and accepts oneself. The handicapped are accorded special concern to create a sense of

dignity and self-worth.

4. Develop personal responsibility enabling the individual accept full responsibilities of

his/her own behaviour.

5. Develop a democratic personality structure with the ability to respect the views and

opinions of others.

6. Establish a sense of trustworthiness based upon ethical living having honesty, integrity

etc.

7. Concern for preventive measures in moulding. individuals through sex education, drug

abuse information etc.

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i TOPIC: 2

FOUNDATIONS OF GUIDANCE AND COUNSELLING

developen i dev lepine to ocus on now ermal yuidance and Counseling evolved in the

' countries. € shall also compare the formal Guid

Counseling with the traditional one. ° mee vueanes and

HISTORICAL DEVELOPMENT IN DEVELOPED COUNTRIES

The formal Guidance and Counseling was first concepturealized in the U.S in the 17" century. It

was Started in response to vanous problems such as poor working conditions, economic and

political problems, immigration, child labour, and increased crime. Several stages in evolution

of Guidance and Counseling came up to address these problems. These included:

(1) The vocational Guidance movement

This emphasized the need for vocational information, planning and guidance to help people

prepare for the world of work. In vocational planning students need to be assisted in :-

a) Taking a critical individual analysis of their aptitudes, interest and

personality traits.

b) Getting adequate information of the world of work such as structure of the

world of work, how workers function, how traits contribute to workers

function etc.

(ii) | The mental hygienic movement

e Focused on mental health

e Conditions in mental health hospitals

e Establishment of mental health institutions:

(iii) The child Guidance movement

This was started by Dr. William Heally (1909) to measure IQ. Healy and his

wife started a clinic in Chicago as a result of treating physical illness of

children from broken homes especially slum areas. They realized the need to

treat both physical and psychological problems of the children. Other child

guidance clinics later started.

(iv) The testing movement

It is Alfred Binnet who stimulated the need for identifying and assisting

mentally retarded children. Since this development more standardized tests

(psychological tests) have been constructed to measure intelligence, aptitude,

achievement, personality values and vocational interests.

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} WW) Dean of Girls movement

Ella F laff- Young (1913) recommended the extension of vocational Guidkinee

(vu other schools in the city of Chicago. He also recommended appuintnent

of women counselors in mixed high schools to cater for social Guidanee ut

girls as the boys went to the principal as counselor and friend. Younp alsa

recommended that woman counselor would only teach repular classes su is

to organize for social life needs of the girls. The counselor would be paid

$300 extra for this responsibility. This pioneered the Guidanee mos ene

especially determining the place of Deans in secondary schools,

GUIDANCE AND COUNSELLING MOVEMENT IN DEVELOPING

COUNTRIES

Modern Guidance and Counseling in developing countries can be traced back in 1YS8Y in

Nigeria, The Catholic sisters at St. Theresa’s college Ibadan started to organize formal career

guidance service for the upper class students a few months before the school certitleate

examinations began. Its focus was on vocational guidance.

Since 1971 most universities in Nigeria started Guidance and Counseling departments tu

train potential counselors for high schools and colleges. According to Makinde, puidatve

and Counseling in the Educational system in Nigeria was a matter of concern, Many

Educationists thought Guidance and Counseling can be handled by any teacher even with tw

(raining in this area. The career masters were just appointed with no training having tw

insight of the function of a Guidance Counselor. This is similar to the Kenya situation as we

are going to note.

In Kenya formal Guidance and Counseling are concepts of the 70’s. The Guidanve atl

Counseling unit was started in 1971 in the Ministry of Education after a conference in 1907

on careers. Teachers, Educators and employers met to determine the criteria for selecting

school leavers for public and private jobs.

The need was felt due to industrialization, urbanization and high enrolment in schuols tn

1970s. Guidance and Counselling was handled by any teacher, with no special training.

There were career masters. The emphasis was on upper examination classes focusing oti:

® Vocational information

e Awareness of the world of work

e Reduction of examination anxiety

e Guest speakers from various government departments and others were invited to pive

lectures and seminars to students about the world of work.

The unit was charged with 3 responsibilities

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(i) To offer educational guidance and Counseling to help in

| planning suitable programs to prepare youth for man-power needs in

‘ Kenya.

(1) To give personal/psychological counseling for those students with

Maladjustments e.g. unhappiness annoyance, anxiety, neurosis, excess frustration etc.

(111) | To give vocational guidance and counseling to assist young

a People in vocational choice based on their interests and uptitudes.

- In 1984, a circular was sent to all heads of secondary schools instructing them to start Guidance

and Counseling units/departments. The heads were to constitute guidance and counseling

committee composed of 6-8 interested members of staff for the following functions:-

a) To assist in the evaluation of Guidance programme

s b) Make recommendations to the administration concerning development of guidance and

counseling.

c) Keep staff members and parents informed about the progress of guidance and counseling.

d) Participate in planning and conducting special guidance projects such as surveys of students

: problems, occupational surveys etc.

e) Recommend specialists and consultants as guest speakers whenever possible.

Discuss Guidance and Counselling in Kenyan schools today

Just like in Nigeria implementation of the Guidance programme in Kenyan schools has taken a

slow pace. Some of the constraints that have hindered effective implementation of Guidance and

Counseling program are:

. e Lack of finances for training and resources like reference materials.

e Lack of trained personnel in Guidance and Counseling.

e Ignorance of role of guidance and counseling among staff and students.

; e Peer pressure discouraging others to go for counseling.

e Conflict in role of discipline and that of Guidance and Counseling.

e Lack of clear policy from the government on guidance and counseling.

e Time limitation for teacher counselor and for students.

e Negative effect of the print and electronic media advertising drug casual sex which give

discourages.

e Cultural beliefs and practices.

Q .Can you cite more constraints? .

2.3 TRADITIONAL GUIDANCE AND COUNSELING

The concepts of Guidance and Counseling have been in existence as long as humanity has lived.

Through the ages people have sought to understand themselves, offer counsel/advice assist in

developing potentialities and getting aware of the opportunities in life. Elders and chiefs were

sought by the youth for Guidance although they did not elaborate on career guidance since there

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were limited occupational opportunitics. The youth assumed roles based on age and gender.

Skills were handed down through on job training (apprenticeship) e.g. potters, medicine men,

blacksmith, Preventive approach was mainly used in traditional Guidance and Counseling

peared towards avoiding suicide, irresponsible behaviour etc. .

It was done in a casual way as people went on with usual routines like cooking, cultivating,

grazing etc. During festivals and ceremonies, in initiation rites, marmiage/weddings, funerals etc

guidance was given. Some of the goals of traditional Guidance and Counseling were;

e educating children on acceptable behaviour,

e about their religion,

e toteach youth to be honest

e being involved in economic social cultural activities,

e relating with others especially members of opposite sex,

e preparing for initiation, marriage and adult life.

© Youth were also trained to control their emotions and exercise self-control.

The agents of traditional Guidance and Counseling were: parents and members of extended

family, elders, peer group members, those in authority like elders, chiefs, traditional doctors,

palmists, soothsayers/fortune tellers and astrologers were also sought for advice. The methods

used in the traditional guidance and counseling included oral explanation like story telling,

proverbs/riddles, songs and dances during festivals or rituals and also visits to srand parents,

uncles, aunts, medicine men etc.

Compare traditional Guidance and Counseling and the formal Guidance and Counseling

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

and Counseling:

1. Invitation- The traditional practitioners knew when to invite people for guidance and

counseling while modern counselors wait for clients in the office.

2. Knowledge. Traditional counselors knew the culture; people’s background- had an idea of

prevailing issues- modern live in a complex society.

3. Use of local language:- This helps to release tension and makes communication better.

Modern counselors use foreign language mostly, hindering clear communication.

4. Non-verbal communication:- The traditional counselors understand these well as they come

from same cultural background with client. Modern counselors may not understand non-

verbal communication from all clients.

5. Interaction:- Traditional counselors were interested in the questions “why and how” to get

out of a problem, but modern counselors are interested in what happened e.g. psychoanalysis

that focuses on past experiences.

6. Social skills:- Traditional counselors were familiar with the customary behaviour in the

community they belonged to makling it easier to establish ropport with client. Modem

counselors might be ignorant of the social skills of different ethnic groups.

Note that the traditional Guidance and Counseling was offered to all at no charge(except

medicine men who would charge affordable fee inform of goods). Modern counselors are not

accessible by all people who need help and they charge for their services since it is a profession

for them.

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TOPIC 3

THEORIES OF COUNSELLING

Theories are reasoned suppositions put forward to explain facts or events. They are explanations

| of the general principles of art or science. Theories help us understand a phenomenon or

behaviour. Theories of counseling are derived from theories of psychology. These theories help

us to be able to predict behaviour understands the emotional problem a client might have and

also how the client’s behaviour can change.

A counselor has to choose a counseling theory that will guide his practice in order to deliver

counseling services effectively. There are many counseling theories but we shall only focus on

three, namely:

e Psychoanalytic theory

e Behavioral theory

e Humanistic theory

PSYCHONALYTIC THEORY

This theory was advanced by Sigmund Freud (1856-1939). It is considered the first force/thrust

in attempting to understand the human mind and behaviour. Psychoanalysis involves analysis of

the unconscious motivations that influence behaviour.

KEY CONCEPTS

a) Human behaviour is deterministic. Our behaviour is determined by irrational forces,

unconscious motivations, biological and instinctual drives.

b) Behaviour is influenced by conflicts in the personality structure consisting of ID, Ego and

superego. The Id operates with the “pleasure Principle” I.e. desire to satisfy instinctual needs

and avoid pain. The Id is largely unconscious, does not think only wishes. It is irrational.

The Ego is in touch with reality. It is the executive that governs controls and regulates

personality. It meditates between the instincts and the surrounding environment. It is the

seat of intelligence and rationality. It operates on the “Reality Principle “ as it does realistic

and logical thinking. The superego is the person’s moral code being concerned with whether

an action is good or bad, right or wrong. It is the judicial arm of personality. It represents

the ideal, the values or ideals of society as handled down from parents to children. It strives

for perfection. Superego operates with the “moral code principle”

c) Behaviour is influenced by experiences or conflicts in the first six years of life. According to

Freud, an individual goes through the five psychosexual Stages namely:- oral, anal, phallic,

latency and genital stage. If one does not negotiate these stages successfully, fixation results

and this affects later behaviour.

d) Anxiety, (a state of tension) develops due to conflict between id, Ego and superego trying to

control the available psychic energy. Anxiety motivates behaviour. To cope with anxiety

and avoid being overwhelmed, the ego employs defence mechanisms. These ego defenses

are normal behaviours and have adaptive value but should not be overused or become a

lifestyle to avoid reality. Some defence mechanisms include projection, repression, denial,

reaction formation, compensation etc.

GOALS OF THERAPY

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1. To bring the unconsciousness

2. To strengthen the Ego |

3. To help client gain insight into the origin of his problems.

TECHNIQUES OF COUNSELLING

1. Free association

The client is allowed to talk freely anything that comes to mind however illogical, painful or

irrelevant it might seem. Freud called this, talking cure or catharsis.

2. Analysis of dreams :

Freud viewed dreams as the royal road to the unconscious. The client narrates the creams

he/she has had and the therapist assists in analyzing them though there is no univers

interpretation of dreams.

3. Analysis of transference

A client might attach feelings he has for another person to counselor. The counselor's role is

to facilitate that transference as it helps the client ventilate some emotions like anger, making

the client feel better. Note that a counselor might also attach some feelings for another

person to a client. This is called counter-transference. The counselor has to be aware of this

feeling, otherwise it can affect the therapy.

4. Analysis of Resistance

The client might have experienced some painful events in the past which are repressed in the

unconscious. There may be resistance when trying to get in touch with those painful

experiences. The counselor has a role to break that resistance.

5. The Freudian slip

Freud said that there is no slip of the tongue. What comes out as a slip of the tongue is infact,

the unconscious getting access to the conscious.

BEHAVIORAL THERAPY

These were advanced by BF. Skinner, John B. Watson, Albert, and Bandura Ivan Pavlov

among others. The behavioral approach is regarded as the 2" force/thrust in psychotherapy.

There are four behavioural theories namely:- classical conditioning, operant conditioning, social

learning and cognitive behaviour theory. We are going to focus on the first three theories.

KEY CONCEPTS:-

1. Behavour is learned

2. Behaviour can be unlearned

3. Behaviour can be relearned

4. Behaviour is the problem not the symptom.

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

GOALS OF COUNSELLING

1. To eliminate maladaptive behaviour.

2. To help clients to relearn more effective behaviour pattens,

3. To help clients to change their problematic behaviour.

1. Classical Conditioning

This was developed by Ivan Pavlov. He experimented with dogs in modification of

behaviour. He conditioned the dog to salivate on hearing a bell because the dog was trained

to associate the bell with food. This implies that people who are subjected to some severe

conditions and react in certain ways will always react in similar way when exposed to similar

conditions. This means that behaviour can be learnt and can be sustained by reinforcement.

Behaviour can also be unlearnt by, refusing to reward it.

2. Operant(instrumental) Conditioning

Operant means that all organisms works in a given environment, resulting to some consequences.

It is instrumental because there is sorely responsible for generating rewards for its behaviour.

B.F. Skinner advanced this theory after experimenting with rats. A rat in a box stepped on a bar

of a food delivering system accidentally, causing food pellets to come out. The rat continued this

action to get more food. Similarly human beings have to learn to operate in their environment

(home, school, work, town) in order to receive positive consequences. For instance a husband

may show love to the wife to create a satisfying relationship. Thus behavioral counselors will

teach clients techniques that will help them operate on the environment to get what they want.

3. Social Learning Theory

Albert Baudura developed this theory. Social learning refers to observational or imitation

learning. An individual learns in his environment as he/she interacts and observes others. Social

learning guides ones behaviour to comply with societal norms values and beliefs. This helps a

person adjust well in society. Bandura experimented with dolls. Children treated a doll the way

they saw adults treat it. They learnt by observing similarly clients can learn by observing the

counselors. So counselors have a challenge to encourage this modeling process by making every

effort to be desirable models.

Techniques of Counseling

1. Use of systematic desensitization — This introduces the client to a feared object slowly until

he/she unlearns the fear.

2. Use of flooding. The client is exposed to the feared object in abundance to unlearn the fear.

3. Use of self-management techniques

4. Use of aversive therapy/stimulation. Behaviour is associated with painful stimulation

causing the client to unlearn it.

HUMANISTIC APPROACH

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PERSON CENTERED THEORY

Carl Rogers (1902-1987) developed the Person centered theory. Note that there are other

humanistic theories like Getstalt theory, but we shall only focus on person centered theory. This

theory is considered humanistic because of the positive view of human being that it holds. It

emphasizes the respect and uniqueness of a person.

Key Concepts

1. Acclient is viewd as trustworthy

2. Clients have potential and are capable of self-direction

3. Clients can make constructive Changes. They are the experts of their problems

4. Clients are able to live effective and productive lives.

5. Psychological disturbance results when a persons ideal self and real self are in conflict.

COUNSELLING TECHNIQUES

There are not techniques per se but Carl Rogers proposed three core conditions that help in a

therapeutic relationship. These are:-

) Empathy

11) Unconditional positive regard

111) Genuineness

Empathy- refers to counselor’s ability to tune in to the wave length of the client. It is to enter

into the client’s world to try and understand how they are experiencing their world. Accurate

emphatic understanding is very important as it helps the client to feel understood.

Unconditional- positive regard means communicating a respecting, caring attitude to the client.

It is being non-judgmental and accepting the client’s feelings, thoughts and behaviour without

judging.

Genuineness- means being real or congruent during therapy. The counselor has to be himself, no

facade to be able to model genuineness to the client. These core-conditions help the client to be

Open to experience and realize his potential in dealing with his/her issues,

TOPIC 4

GUIDANCE AND COUNSELLING SERVICES IN SCHOOLS

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

(1) Educational Guidance

This is the help given to students on choice of subjects/courses based on their interests and

abilities. Students are also assisted on academic problems such as under achieving, poor reading

techniques etc.

(il) Vocational guidance

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& COUNSELLING SERVICE

This service is the heart of the work of Guidance and Counselors. Counseling is

concemed with feelings, attitudes and emotional disposition of an individual about

himself and the situation he is facing. Counselor attempts to help a student better

understand himself in relating to his present and future decisions or problems. Rogers

(1961) referred to counseling as a series of direct contacts with the individual which aims

to offer assistance in changing attitudes and behaviour. Students with psychological

problems or maladjusted behaviour can be assisted through Counseling.

TOPIC: 5

APPROACHES TO GUIDANCE AND COUNSELLING

Kottman (1977) came up with the following approaches that can be used in offering

Guidance and Counselling services.

1. CRISIS APPROACH

This involves taking action when a problem or incident has already occurred. The

counselor is expected to use crisis intervention techniques to fix the problem for example

after death of a loved one, car, plan, or train crash/accident, rape etc. As aresult of these

problems trauma results which need to be addressed through debriefing. Debriefing isa

form of counseling that helps the affected person(s) to express emotions, thoughts and

experiences caused by the traumatic incident. This helps to process the painful feelings

of fear, anger, bitterness etc and the person gets emotionally relieved. Trauma is

psychological scar. If unaddressed, it may lead to Post Traumatic Stress Dissorder (PTSD)

2. REMEDIAL/REHABILITATIVE APPROACH

This focuses on measurable weaknesses and tries to remediate them. E.g students in

quarrels, fights, poor marks etc. The purpose is to avoid possible crisis in that particular

area. It involves teaching personal study skills and social skills that students do not have,

negotiation skills can be taught to assist in solving interpersonal problems.

3. PREVENTIVE APPROACH

In this approach, the counselor tries to identify problems and prevent them from happening.

These problems can potentially affect large numbers of students. Prevention is mainly

done through dissemination of relevant information. Issues such as drug and substance

eating disorders dropping out of school, teenage pregnancies HIV/Aids etc can be

addressed through the preventive approach.

4. DEVELOPMENTAL APPROACH

The counselor identifies some specific skills and experiences that the students need to

make them successful in school life. It is based on student outcome, some of the skills

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

the identity of the client should be sought or the —\_identity of the client should be disguised.

IV JUSTICE

This refers to counselor’s responsibility to treat all clients equally regardless of

their age, gender, race, ethnicity, cultural background, socioeconomic status,

disability, life style orientation and religion. Every person should be accorded

access to counseling services and be treated fairly. Counselors should not

exhibit prejudice or discrimination.

V. FIDELITY

This means being royal or faithful to the client. It refers to promise keeping.

The counselor has to maintain confidentiality as promised, and keep the

appointments with clients.

FUNCTIONS OF COUNSELLING TEACHERS

- Helps to plan and develop a guidance program in relation to students needs.

- Helps each student understand himself/herself in relation to the social.

- Assume role of a leader and consultant in the schools pupils appraisal program by :

a) Coordinating accumulation of meaniful data about students.

b) Interpreting the information to the students, their parents and teachers.

c) Helping to identify students with special needs or abilities.

- Collect and disseminate to students and parents. Information concerning

subjects/courses in the schools:-

1. Opportunities for further education

2. Careers and career training opportunities

- Co-ordinate the use of services beyond those he can provide by for:

(a). Making students and their parents aware of the available

Services.

- Liasing and maintaining co-operative working relationships with

students, specialists, and agencies in the community where special

services are available.

- Encourage the development and /or extension of community agencies for

meeting students needs that are not already adequately met,

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| TOPIC 7

COUNSELLING PROCESS AND SKILLS

Counselling is a dynamic Process involving relation building and Progressing in stages. Many

Practicing counselors see counseling process as consisting of three stages. These are:-

° Exploration

e Understanding and

e Action

Self exploration is aimed at helping the counselee identify the real problem. After the presenting

the problem to the counselor, the counselor may use his expertise. i.e. skills and attitudes to find

Out whether the presented problem is the real problem. The counselor takes time to explore. The

two questions assist the counselor in the exploration stage.

1) What is the presenting problem?

li) What is the real problem?

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

root cause of the problem.

Action refers to counseling plan on how to deal with the new insight gained from exploration and

self-understanding. Example:- James realized that he is losing temper too often and he wants to

control it. In exploration he asks what makes me get angry so many times? This helps him

understand where he is in his world with respect to where he wants to be i.e devices the steps to

take in order to control his anger 1.e action.

When a counselee comes for help with a personal problem he wants to Change something in

himself to solve it’s attitude:- perception of self of others, haits of general change of behaviour.

There is no permanent solution to a problem without some Change in the counselee. (Fuster

1998) to change one has to go through the learning processes involving:- exploration.

EXPLORATION

Exploration means helping the clients articulates their concerns. It involves searching oneself or

looking within oneself to search for hidden motives, thoughts or feelings that clients may not be

aware of.

To explore the client has to be helped to talk about themselves and their concerns in a specific

and focused way. The main questions in this stage are:-

°¢ What is the presenting problem

e¢ What is the underlying/real problem the client is encouraged to focus on self and not others.

¢ The counselor puts aside his/her own curiosity, interest and interpresentation to allow the

Client to explore. i

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4 The aims of exploration stage are:-

7 e To establish a working relationship

e To clarify and define problems

e To make an assessment

e To negotiate a contract

The stage involves application of the foundations skills:-

e Attending a working relationship

e To clarify and define problems

e To make an assessment

e To negotiate a contract.

The stage involves application of the foundations skills:-

e Attending skills.

e Core conditions (sympathy)

e Unconditional positive regard and genuineness.

UNDERSTANDING

The understanding stage involves helping the clients develop insight into their issues. Clients are

helped to free themselves and their concerns in a near and more empowering light. Client is

challenged to review and question their current frame of reference and embrace a more liberating

perspective. Challenging helps client face aspects of themselves and their concerns which they

may be avoiding or overlooking. This stage involves journeying deeper into oneself to clarify

the impact of feelings, values and beliefs on the current behaviour.

The question here is:-

What 1s the root cause of the real problems?

The aims of understanding stage are to:-

e Reassess(helping client see other perspectives in their problems)

e Maintain the working relationship (relationship should be free for the client to engage in

deeper exploration).

e To pursue the work of the contract (counseling is a contractual relationship and clients

should be helped to fulfill their contract goals.

ACTION

The action stage involves helping the client to plan the course action, implementing it and if

necessary reefing it. After self-exploration and understanding the client is more clear about

his/her concerns. The client is then ready to plan and take effective action.

The on Planning involves a careful evaluation of alternative goals/strategies to reach the goal set.

© action, pian 1s initiated in the counseling session, but more of the implementation is done

(A

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

are to be achieved.

The question here is:-

e What does the client plan to do as the result of this new insight?

e The aims of the appropnate change

e To decide on the appropnate change

e To implement the change

e To tanster leaning

e Toend the counseling relationship(termination)

BASIC COUNSELLING SKILLS

Skills refer to the ability to do something well.i.e the expertise to perform an activity well (NB.

Techniques are more intellectual than skills. Therefore one has to be taught how to do or use the

techniques.

ATTENDANCE

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

a) Social Skills such as :-

b) Greeting skills:- Use customary ways at greeting people nicely as you do mutual self

introduction e.g. Good morning: My name Is ............-.+++0+ |

c) Politeness skills:- Is an expression of one’s sensitivity to the feelings, gratitude to others

e.g. use expressions of courtesy like “excuse me please”, “thank you” “how kind are you”

d) Kindness skills:- Expresses ones good wishes for others and readiness to do something

for others.

These social skills facilitate interpersonal interaction and provide a chance for counselee and

counselor explore each other. They communicate interest, guidelines and trust. Appreciate and

practice them daily.

b) Skill of Attending Physically and Psychologically |

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

with body language.

“80% of your interpersonal communication is through our body language and 20% with

words”. To attend physically- welcome counselee warmly, show interest and place of the

meeting, ensure the room is clean, well ventilated, |

e Be relaxed, sit facing the counselee, keep eye-contact lean forward.

e Avoid distracting behaviour like yarning, fidgeting etc

e Consider cultural practices/norms.

c) Observing Skills of Responding

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d Responding is the first essential step in effectively helping a client. It is

regarded as the first stage in counseling process. Responding helps the

counselor to enter into the clients frame of reference in order to accurately

understand how she experiences the world. It is giving feedback to what client

said.

The accurate response becomes a mirror-image of the clients experience and

leads to more self exploration. It shows the client that counselor is full in tune

with the client experience and has understood where the client is and the

psychological need one has. After collecting the nonverbal data through the

eyes and the verbal data through the ears, capture the feeling experience and

the reason for the feeling and communicate this to the client thus:

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

You feel.............+++---- because oo ceesaeseseeeee” for example a client says: I cant

concentrate on my studies all the time the thoughts of that girl come into my mind and

cant get “rid of them”

Counselor responds

“You feel frustrated with yourself because you cannot succeed in brushing aside those

thoughts and study well as you would like to”

ii) Respond with a summary (summarizing or paraphrasing summarize what

the client has expressed through feelings an words to stimulate him to

more self-exploration. Let the client approve the summary or modify it

for any omissions.

d) Questioning

The counselor may respond using questions to assist in deeper self

exploration. The counselor may ask”how, when, where, who but avoid

“why” as it has a judgemental connotation or it may put the client on the

defensife. Ask open-ended question that is relevant to the client e.g. how

does that make you feel? What plans do you have?

e) Unconditional Position Regard (UPR)

This is an attitude of positive regard, its an attitude of “no strings attached”.

You cant set conditions for the relationship. (You don’t say, I will only

help if ....). This means that you respect the client as he is, respect implies

that the counselor recognizes the clients freedom and his right to determine

and make his own decisions. Respect also means acceptance of the client

as he 1s and appreciate at him as a person of worth. If counselor is able to

communicate respect, then the client won’t feel isolated, will create a

situation of confidence and trust in. You give some warmth to the client

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P but it has to be non-possessive warmth

J f) Genuineness

Genuineness means being congruent. As a counselor, you need the

characteristics of being genuine as you have to be 3 levels.

e Level of experience a girl feeling jealous of another girl. | ) ,

e Level of awareness of experience she is aware of feelings of jealousy by

speaking ill of the other girl.

In counseling one has to be honest or transparent. Your non-verbal and verbal communication s

in accord. Genuineness is being at one self. It means having no fagade mask, having n

defenses, you are an integrated person. It involves being spontaneous.

You proceed from your natural feelings, dispositions or particular mood without constraints.

You can share personal experiences with clients though it is very confidential. You come ;

| model for someone to imitate but disclosure for a counselor should be done carefully only if 1

will help client.

g) Empathy

Its good as a counselor to have empathy for some one going through problems.

Its sharing the problem with the other person and you feel with them but you are

not doing anything to correct the situation so as to help the client feel his load has

been lifted. It can be referred to as “walking a mile in a client’s experience in an

intellectual way.

Roger says empathy is sensing the client’s private world as if it were your own

Without ever losing the “as if” “quality”. You ask client what he is feeling so that

you can feel with them and understand how they are feeling. Ask the client

whether what you are seeing is the person is feeling. A counselor tries to enter

clien’s frame of reference.

h) Self-Disclosure

This is an attitude that consists in the counselor’s willingness to reveal to the

cdnstlee his own personal feelings, attitudes, opinions and experiences for the

benefit of the counselee. This helps the client to open up as the counselor is

authentic and the client feels his case is not isolated since the counselor had a

similar experience.

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that can be used are teachine sharing inf ; . |

wrerlite.. the chile can Qs ming information role playing coaching, tutoring, and

sou . ng. The skills taught may encompass all areas of student interest i.e. academic

wre re : wre . ‘ teNN . : . . ’

Su " spiritual, personal and vocational/career domains. For example a student who is

Wow mn sect aspect may be given training in assertiveness, to avoid being manipulated

Ov others or to withstand peer pressure.

VOPIC 6. THE GUIDANCE COUNSELOR

QUALITIES OF AN EFFECTIVE COUNSELOR

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

COUNSELLING ETHICS

Counselling, like any other profession has ethical standards to guide those involved in it. Ethical

standards are a framework from which to work. They consist of values such as confidentiality,

competence and responsibility. The purposes of a code of ethics are:-

e Promote unity and pride of the profession

e To give professional standards in situations of conflict.

e Helps to clarify to the counselee the counselors responsibilities.

e Protects clients from malpractice by unqualified counselors

e Provides uniformity in the profession.

e Protects the counselors in cases of legal suits.

e Enhances individual development by promoting high standards of professional conduct.

We are going to focus on five broad principles of counseling ethics namely:-

Autonomy, beneficence, non-maleficience, justice and fidelity.

1. AUTONOMY

The counselor has to allow the client to be independent and free to make their

choices .The client has a right as he/she wish even if others disagree. The counselor

does not decide what is best for the client neither docs he impose his values on the

client. This | means respecting the client’s decisions or choices.

Il. BENEFICENCE

This refers to the counsclor’s responsibility to promote the welfare of the client. Whatever is

done in counseling should be for the benefit of the client. For example, a counselor will

operate within his level of competence, and if he is not able to help a client he will refer the

client.

Il NON-MALEFICENCE

A counselor should avoid any harm on a client. He/She has responsibility to ensure \_ the client

does not worsen through negligence or recklessness. A counselor is expected to practice

Within the limits of his competence. A counselor has to observe confidentiality. If client’s

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i Many clients can be dealt with all at the same time, saves time.

ii Issues that many fear to raise individually are discussed in general.

iii Counselors can get various opinions and suggestions or problems ina

group within a short time.

iv) A lot of information can be passed on to a group within a short time.

v) It is easier due to assistance from each other i.e. counselor and clients.

Note:

The objective of group counseling is to produce more competent individuals

and not to produce better groups. Text book by: Muro 2 Kotman Library

Reserve section

TOPIC 9: REFERAL SERVICES

MEANING AND REASONS FOR REFERAL

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

: specialized help.

In a school situation a counselor may be faced with cases he does not have the competence to

handle effectively. Other cases require specialist in particular areas e.g. psychiatrist, lawyer.

There are other cases that are referred to agencies that offer financial assistance which a

counselor cannot offer. Sometimes a client may request to be referred if a counselor has

relocated, or the client is not making any progress or the client may not be comfortable with the

counselor’s way of working. If a friend, or relative seeks counseling. Also if a counselor gets

attracted to the client or vice-versa, the counselor should refer the client.

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

e Students abusing drugs

¢ Sexual or physical assault- rape

¢ Mental retardation and mental disturbance |

e Employment needs or placement :

For effective referral the counselor requires

¢ Good judgment in assessing the need and service needed

° Knowledge of the available specialists and services. ,

¢ Skills in assisting the client and their families to make use of referral services. |

The referral process involves

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i) Discussing with the client on the use of referral and letting the client decide

whether to accept or reject. For teenagers and children parents have to be

involved.

ii) Informing the clients/parents of the available referral services location, length

of sessions, charges and counseling approach.

iii) | The counselor can help in making arrangements for the referral, then the client

can take action to go. a

iv) The counselor may follow-up to keep reassuring the client in order to avoid

feelings of rejection after referral.

AVAILABLE REFERRAL SERVICES AND CENTRES IN KENYA

Some of the referral services available are:-

P “ Mental health services offered by psychologists or psychiatrist in Kenyatta National Hospital,

Mathare hospital and other private clinics. a

“» Employment or placement agencies for those looking for full time or part-time jobs.

, “+ Available career directories and employment bureaus in the cities and main towns. \_

“¢ Rehabilitation centres for drug abusers such as Chiromo Lane, Red Hill place, Asumbi etc. |

| “\* NGO’s, private and government organizations that offer bursaries, scholarships or financial

| aid e.g. HELB. . ae

“» Family and marriage counseling services offered by private practioners and training institutes

such as Amani counseling centre, Kenya association of professional counselor (KAPC) and

Kenya institute of professional counseling(KIPC) etc

‘+ Pastoral or spiritual Guidance and counseling offered by religious leaders on issues of faith,

‘ marriage, bereavement etc.

“\* Religious leaders and social workers offer services such as conflict resolution, pre- marital

and marital counseling etc.

TOPIC 10: ROLES OF THE SCHOOL ADMINISTRATION IN GUIDANCE AND

) COUNSELLING

: e Organize for orientation of all new students for familiarization.

e Organize a guidance committee at school by appointing appropriate mature and stable

. personal to merit.

; e Provide an office for the counselors

. e Introduce and provide a detailed questionnaire getting information on each student for

| appraisal

° Provide specific academic guidance for all students in the schools taking into account the

gifted, average, slow learners and those with disability.

e Give orientation to new teachers.

| ° Carefully counsel teachers in the school who deviate from the norms.

| e ere ae cases of maladjustment in behaviour to parents and experts.

: e Counsel students to participate in co-curricula and social services 1}

hunger, walk etc. S like blood donation,

¢ Counsel students on social and economic issues especial ithi

economic means. pecially on how to live within ones

FUNCTIONS

OF THE SCHOOL GUIDANCE AND COUNSELLING COMMITTEE

According to a circular from the MOEST ; th ;

Counselling Committee, the “Committee should coms cate’ © April, 1984 the Guidance and

uid comprise of volunteers members of staff with

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the Head as the Chairman and the teacher counselor as the Secretary” 6-8 volunteers staff

"members depending on size of the school complete the committee however, other teachers can

also actively participate in the Guidance program by giving recommendations, acting as resource

persons or assisting in other aspects. However, from the situation of the ground, the heads have

many responsibilities so normally the Guidance teacher acts as Chairman of the Guidance

Committee.

| The functions of the Guidance Committee are:-

i) Assist in the organization/planning and appraisal of the guidance program

1) Help solve present and anticipated problems and make recommendations to the

administration concerning further development of Guidance services.

iii) Keep the staff members parents, BOG and other members informed about the needs

and progress of the guidance programme.

iv) Direct and participate in planning and conducting special Guidance projects such as

surveys etc.

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