



An Introduction to Counselling

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About the Presenter

- Dr.Suresh Kumar Murugesan is a passionate Professor, researcher and Mental Health Practitioner from Madurai, Tamil Nadu, India
- At present he is Heading the department of Psychology, The American College, Madurai and Adjunct Professor of School of Behavioural Sciences and Education at TAU
- He is very keen in learning new research studies in behavioural Sciences and open to learn.
- His ultimate aim is to make impression in the field of Knowledge
- His area of specializations are Psychometry, Counselling & Psychotherapy

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Counselling

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

What is Counselling?

1. Planned intervention
 2. Assist the client
 3. Alter, improve or resolve – difficulty, discomfort & present behaviors
 4. Strengthens the ability of the client to solve problem
 5. Enabling client to make decision
 6. It is a process of mutual responsibility
 7. It should reduce the problem or disturbing conditions
 8. Talking cure
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What is not Counselling?

1. Ordering, commanding & Pressuring
2. Warning & threatening
3. Giving advice or providing solution (when this is not necessary)
4. Moralizing & labelling
5. Disagreeing, judging & criticism
6. Jargons
7. Instruction & evaluation
8. Openly showing disbelief
9. Lack of interest or not responding
10. Educating (When not appropriate)

Inappropriate (Non-counselling) activities at School

Source ASCA (2002)

- Registering and scheduling all new students
- administering cognitive, aptitude and achievement tests
- signing excuses for students who are rarely or absent
- performing disciplinary actions
- Sending home students who are not appropriately dressed
- Teaching classes when teachers are absent
- Computing grade point averages
- Maintaining student records
- Supervising study area/Class rooms
- Clerical record keeping.
- Assisting with duties in the principal's office.
- Working with one student at a time in a therapeutic, clinical mode.



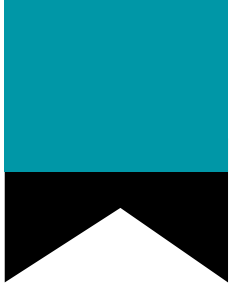
Types of Counselling



Based on the Direction

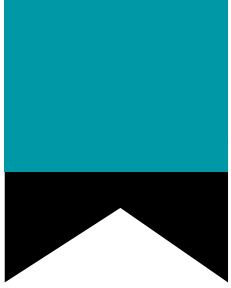
Based on the direction and nature

1. Directive
2. Non Directive and
3. Eclectic Counselling



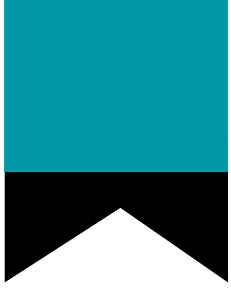
Based on Number of Person

1. Individual or one to one Counselling
2. Couple Counselling
3. Group Counselling



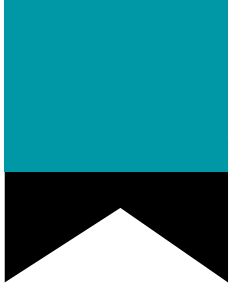
Based on the Mode

1. Face to Face Counselling
2. Online Counselling
3. Telecounseling



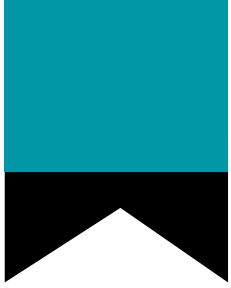
Based on Sector

1. School Counselling
2. Industrial / Organizational



Based on Lifespan

1. Child Counselling
2. Adolescent Counselling
3. Youth Counselling
4. Adult Counseling
5. Geriatric Counselling



Based on Area

- Marriage and Family Counselling
- Educational Counselling
- Rehabilitation Counselling
- Mental Health Counselling
- Substance Abuse Counselling
- Career Counseling
- Grief Counselling

Comparison of Guidance and Counselling

Comparison of Guidance and Counselling



BASIS FOR COMPARISON	GUIDANCE	COUNSELING
Meaning	Guidance refers to an advice or a relevant piece of information provided by a superior, to resolve a problem or overcome from difficulty.	Counseling refers to a professional advice given by a counselor to an individual to help him in overcoming from personal or psychological problems.
Nature	Preventive	Remedial and Curative
Approach	Comprehensive and Extroverted	In-depth and Introverted
What it does?	It assists the person in choosing the best alternative.	It tends to change the perspective, to help him get the solution by himself or herself.
Deals with	Education and career related issues.	Personal and socio-psychological issues.
Provided by	Any person superior or expert	A person who possesses high level of skill and professional training.
Privacy	Open and less private.	Confidential
Mode	One to one or one to many	One to one
Decision making	By guide.	By the client.

Characteristics of Counselors

- identifies the root cause of problem
 - Provides nonjudgmental environment
 - Talking therapy
 - Provides short- & long-term help
 - Enhances mental wellbeing
 - Bring out effective changes
 - Provides an opportunity to explore, discover
 - Interaction between helper & person & client
 - Connecting theory and principles in therapy
 - Explores different strategies
 - Provided by trained person
 - Provides support
- Sophisticated interpersonal skills
 - Sensitive cultural awareness
 - Ability to inspire trust
 - Optimism about the therapy
 - Willingness to form an alliance with the client
 - Develop an agreed treatment plan
 - Confidence about therapy
 - Flexibility to adapt the therapy
 - Self insight to avoid boundary issues
 - Evidence based practice & continued professional development

Characteristics of Counselors

According to BACP (2010)

- Empathy
- Integrity
- Resilience
- Respect
- Humility
- Competence
- Fairness
- Wisdom
- Courage

Major Forces in Counselling

Major Forces in Counselling

1. First Force – Psychodynamic
2. Second Force – Behavioral or Cognitive Behavioural
3. Third Force – Humanistic or existential – humanistic Multicultural counselling



Counselling and Psychotherapy process:

1. Client Registration
2. Risk Assessment identification
3. Selection of intervention strategies
4. Application of intervention
5. Follow-up
6. Termination
7. Initial contact referral

Scope of Counsellor

- Workplace
- Private practices
- Care Agencies- Old age and De-addiction centre
- Health care providers
- Education setting- school, college, University
- Rehabilitation Setting

Effectiveness of Counselling

- Experience in process
- Therapeutic environment
- Knowledge about theory
- Selection of proper therapy
- Family/external support
- Awareness about assessment tools
- Knowledge about common mental health problems
- Education level of book
- Understanding different techniques
- Competency of therapist
- Communication/rapport building
- Ethical practices
- Therapeutic skills

Counselling Skills

1. Active Listening:
2. -Learning forward
3. -nodding the head
4. -make 'm' sound
5. -adjusting facial expressions
6. -Listener should fully concentrate, understand, respond
7. -body Language
8. -Active usually paraphrase the speaker's words
9. Involves comprehending – retaining – responding.

Phases of Therapeutic Process

1. The Initial stage:
 - a. Transference & countertransference
 - b. Relationship
 - c. Interpretation (Client's saying, feeling, Ereating)
 - d. Resistance
 - e. Investigation of Childhood experiences
2. The Middle Stage:
 - a. Confident in relationship
 - b. Clarification
 - c. Conducive, evolving stage
 - d. Working through process
 - e. Insight
3. The final stage:
 - a. Termination

Approach Vs Therapy

Approach: It could be described as the umbrella term for all theories and concepts converging on a similar set of principles Ex: Behavioural approach, Humanistic Approach

Therapy: It is described as the practical application of an approach to support human growth and development Ex: person centred therapy & constational therapy both operate under the humanistic approach.

Egan's Skilled Helper Model:

Stage I: Current picture what's going on? (It aims to assist clients in exploring, identifying & clarifying their problems & unused opportunities.)

Story (establish, relationship/positive connection, rapport building, client has to trust the therapist)

New Perspective – It focus on identifying blind spots

Values – it searches for leverage.

Stage II: Preferred Picture what do I need or want? (It aims to assist clients in identifying their needs & desires in terms of goals)

Possibilities – Exploring possibilities for the preferred scenario.

Change agenda – Changing possibilities into viable goals.

Commitment – Establishing a commitment to change.

State III: The way forward How do I get what I need or want? (It aims assist client in developing action strategies for achieving their goals.)

Possible strategies – brainstorming action strategies

Best fit strategies - selecting set of appropriate strategies

Plan – Transforming strategy into plan of action.



Key Questions in Each Stage:

Stage I:

1. what is going on in your world?
 - a. Story – “Tell me about....”
 - b. New Perspectives
2. Is there any other way of looking at this issue?
3. how do you think a neutral observer might describe this situation?

values

4. what is the most important part of all of this for you?
5. What would you most like to focus on at this moment in time?

Key Questions in Each Stage:

Stage II – What do you want?

-What do I need?

a) Possibilities – What do you really want to happen?

-what would your world be like if this problem did not exist and everything was perfect?

b) Change agenda – Which possible future scenario would be best for you?

-Which future scenario do you think could be achieved?

c) Commitment – What will be better for you if you achieve this goal?

-What are the downsides of trying to achieve this goal?



Key Questions in Each Stage:

Stage III: - How can you get what you want?

-How can you get what you need?

a) Possible strategies:

- How could you achieve this goal?

- can you think of any wild and wacky ways of achieving this goal?

b) Best fit strategies: - Which of these ideas is most realistic?

-Which of these ideas is right for you?

c) Plan: - What will you do?

- What exactly will you do next?

Common Approaches in Counselling and therapy

Approach	Humanistic approach	Psychodynamic approach	Behavioural approach	Cognitive approach
Pure Therapies	Person centered therapy	Psychoanalytic therapy	Behaviour therapy	Cognitive therapy
	Existential therapy	Adlerian therapy	Applied Behaviour analysis (Behaviour modification)	Rational therapy
Integrated therapies	Gestalt therapy		Rational Emotive Behaviour therapy	
	Transactional Analysis		Cognitive Behaviour therapy	
Eclectic therapies	Multimodal Therapy			
	Neuro Linguistic Programming			



Qualities of a Effective Counsellor

PERSONAL QUALITIES OF EFFECTIVE COUNSELLOR (According to Foster (1996) Guy (1987))

- i. Curiously and inquisitiveness – a natural interest in people
- ii. Ability to listen – The ability to find listening stimulating
- iii. Empathy and understanding – The ability to put oneself in another's place.
- iv. Emotional insightfulness – Comfort dealing with a wide range of feelings, from anger to joy.
- v. Introspection – The ability to see or feel from within
- vi. Capacity for self denial – The ability to set aside personal needs to listen & take care of others needs first.
- vii. Tolerance of intimacy – The ability sustain emotional closeness
- viii. Comfort with power – The acceptance of power with a certain degree of detachment.
- ix. Ability to laugh – The capacity of seeing the bittersweet quality of life events and the humor in them.

Qualities of a Effective Counsellor

According to Cormier & Cormier (1998)

- Intellectual Competency – 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 not meet client's needs.
- Support – The capacity to encourage clients in making their own decisions while helping 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 factor affect oneself.

Qualities of a Effective Counsellor

Other Qualities:

- Stability
- Harmony
- Constancy
- Purposefulness
- Inter personal relationship and creativity
- Sensitive to themselves and others
- Open mindedness
- Positive adjustment
- Self analysis, self monitoring, self criticism
- Spontaneous, creative and empathetic
- Wounded healer (Rolo may)
- Successfully integrate scientific knowledge and skills

Steps & Stages in Counselling / Models of Counselling

1. Identify the problem
 2. Identify Potential issues involved
 3. Reviews Relevant ethical guidelines
 4. Obtain consultation
 5. Consider potential consequences, & determine course of action
 6. Enumerate consequences of various decisions
 7. Decide on best course of action
- (Corey, Corey and Callanan (2007))

Steps & Stages in Counselling / Models of Counselling

1. Identify the problem
2. Apply the ACA code of Ethics
3. Determine the nature of Dilemma
4. Generate potential course of action
5. Consider possible and probable course of action
6. Evaluate selected course of action
7. Implement Course of action

(Forester – Miller & Davis (1996))

Steps & Stages in Counselling / Models of Counselling

1. Describe the parameters
2. Define the potential issues
3. Consult legal & ethical guidelines
4. Evaluate the rights, responsibilities and welfare for all
5. Generate alternate decisions
6. Enumerate the consequences of each decision
7. Estimate probability for outcomes & each decisions
8. Make the decision

(Keith – Spiegel & Koocher (1985))

Steps & Stages in Counselling / Models of Counselling

1. Gather information
2. Consult legal & ethical guidelines
3. Generate possible decisions
4. Examine possible outcomes, given context
5. Implement best choice & evaluate
6. Modify practices to avoid future problems

(Rae, Fournier & Robers (2001))

Steps & Stages in Counselling / Models of Counselling

1. Identify competing principles
2. Secure additional information
3. Consult with colleagues
4. Identify hoped for outcomes
5. Brainstorm action to achieve outcomes
6. Evaluate effects of actions
7. Identify competitive nonmetal values
8. Choose a course of action
9. Test the course of action
10. Identify steps take action, evaluate
(Stadler (1986))

Steps & Stages in Counselling / Models of Counselling

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1. Identify the problem
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determine course of action
 6. Enumerate consequences of Various
decisions
 7. Decide the Best course of action

(steirman, Richardson & McEnroe(1998))

Steps & Stages in Counselling / Models of Counselling

1. Interpret Situation
2. Review problem or dilemma
3. Determine standards that apply to dilemma
4. Generate possible and probable course of action
5. Consider consequences for each course of action
6. Consult with supervisor & Peer
7. Select an action completing values given context

(Tarvydas (1998))

Steps & Stages in Counselling / Models of Counselling

1. Determine stakeholders
2. Consider all possible alternatives
3. Consider consequences for each alternative
4. Balance risk and benefits to make the decision
5. Decide on level of review
6. Implement the decisions
7. Monitor the action & Outcome

(Tymchuk(1986))

Counsellor's Skills in Counselling setting:

1. Active Listening
2. Empathy
3. Co conditional positive regard
4. Paraphrasing
5. Blocking
6. Analysis & Evaluation
7. Summarizing
8. Leadership
9. Mentoring
10. Synthesis
11. Report Building (Relationship)
12. Recording / Case filing
13. Scientific observation
14. Communication
15. Problem solving
16. Creative Thinking
17. Non-Judgmental
18. Self awareness
19. Confrontation
20. Confidentiality
21. Eye contact
22. Nonverbal communication/Gesture
23. Reflection
24. Motivation
25. Termination
26. Flexible/Adjustable/Adaptable
27. Open minded
28. Positive attitude
29. Critical Thinking
30. Team building

COUNSELLING

- 1. Directive: (E.G.Williamson, Counsellor centred) (Emphasis intellectual aspects)**
 - Analysis – Collection of data
 - Synthesis – Organizing & Summarizing data
 - Diagnosis – Nature & Causes of problem
 - Prognosis – Predicty future development of problem
 - Counselling –
 - Follow-up –
- 2. Non Directive: (Carl.R.Rogers – Client centred),(Emphasing on emotional aspects)**
 - It is also known as 'Permissive counselling'
 - Defining the problematic situation
 - Free expression of feeling
 - Development of insight
 - Classification of negative & Positive feeling
 - Termination of counselling situation
- 3. Eclectic: counsellor & Client centred (F.C.Thorne)**
 - Method of counselling may changes from time to time
 - Flexibility
 - Freedom of choice & expression
 - Experience of mutual confidence & faith

Functions & Roles of Counsellor (counsellor should)

1. Respect the norms, values, attitudes of indl. Group or a community
2. Continuously built rapport
3. Establish interest, trust, & confidentiality
4. Assist the individual & parents to find support from the society or their environment
5. Evaluate the process (eg. documentation)
6. Arrange follow-ups
7. Be a good role model to counselee

Basic Principles of Counselling

1. Trust
2. Confidentiality
3. Self determination
4. Positive approach
5. Focus on feelings
6. Giving empathy
7. The counsellor must be genuine
8. Unconditional positive regard
9. Warmth and openness
10. Conversation skills
11. Focus
12. Client's perspective
13. Documentation

Counselling Process in brief

1. Identification of problem
2. Beginning the counselling process – rapport building, introduction, explanation of counselling, asking for expectation
3. Assessment – explore & understand the problem (situation), search for positive assets, create mutual awareness & agreement to continue
4. Counselling goals – Formulate, outcomes – goals, identify future opportunities, explore, specify & priorities goals
5. Implementation of counselling goals – Stimulate solution/strategy for change, explore advantages & disadvantages, work with coping strategies, make plan of action.
6. Termination – discuss reason for termination, summarizing the entire counselling process, provide feedback & focus on positive demand, discuss transitioned phase.
7. Follow-up

Role of Counsellor's (psychology) in Schools:

1. Counselling to needy (Teachers & Students)
2. Psychological Assessment to diagnose strength & weakness
3. Counselling for Higher Education (Career Counselling)
4. Helping them to avoid peer conflict
5. To identify the ability of the students for training
6. Enable the students to solve their problems
7. Create self-awareness
8. Improving the study skills
9. Help the students to overcome their examination anxiety text
10. Provide environment to nature their behaviour
11. Improving decision making skills
12. Motivating the students when they are frustrated
13. Help the teachers to overcome stress, Depression, work life behaviour
14. Providing special training to students – creativity, memories
15. To improve the teacher's efficiency in the classroom
16. To nourish better mental health
17. To create environment for better relationship

References

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