UNIT 1  COUNSELLING THEORIES AND PRACTICE

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1.0  INTRODUCTION

We start with the nature and definition of counselling followed by listing out the goals of counselling. A discussion ensues regarding the reasons for clients seeking counselling and how various professionals use counselling as part of their skills. This is followed by a discussion on the qualities required of an effective counsellor. Three theories of counselling are presented which includes the psychodynamic theory, behaviour theory and humanistic theories of counselling. These theories are discussed in terms of their contribution to counselling practice. Then we discuss the various types of counselling available and in this we include also the HIV/AIDS counselling, grief counselling etc. This is followed by a discussion on counselling skills which includes establishing rapport, and the basic skills that are needed in three different stages and at the termination of counselling. Application of counselling skills to different set ups are taken up and presented.
1.1 OBJECTIVES

After completing this unit, you will be able to:

- Define counselling;
- Explain the nature of counselling;
- Elucidate the goals of counselling;
- Delineate the Characteristics of an effective counsellor;
- Describe the Counselling structure; and
- Analyse the various Counselling skills needed for applying in different settings.

1.2 NATURE AND DEFINITION OF COUNSELLING

The terms ‘helping’ and ‘counselling’ are interchangeably used in the present society to denote any kind of assistance offered to other people in enabling them manage their adverse situations. These situations could be financial crisis, ill-health, lack of social support, disturbed relationships to name a few. But, there is a wide difference between helping and professional counselling. Let us understand these differences.

- Helping relationships involve giving advice while counselling does not.
- There may be a conflict of interests in some helping relationships.
- Helper might be judgemental but counsellor cannot be.
- Helpers may offer sympathy rather than empathy.
- Counsellors do not impose conditions or expectations upon clients while other helpers may expect their clients to behave in certain ways.
- Counselling is a relationship and it is a special form of communication.
- It involves listening
- One person helps another person or a group.
- It is based on the principle of empowerment.
- It is an activity carried out by trained people.
- It is guided by theories about the causes of problems and the methods needed to help.
- It recognises that each person is unique with unique experiences.

Counselling is an interactive process characterised by a unique relationship between counsellor and client that leads to change in the client in one or more of the following areas.

**Behaviour**: Overt changes in the ways clients act, their coping skills, decision-making skills and relationship skills.

**Beliefs**: Ways of thinking about one’s self, others and the world.

**Emotions**: Uncomfortable feelings and over and under reactivity to stimuli.
Counselling is defined as a process which takes place when a counsellor sees a client in a private and confidential setting to explore a difficulty the client is having, distress they may be experiencing or their dissatisfaction with life or loss of a sense of direction or purpose. This can be seen in the figure given below which provides the key aspects of counselling.

Counselling is also defined as a process which takes place in a one to one relationship between an individual troubled by problems with which he cannot cope alone and a professional worker whose training and experience have qualified him to help others reach solutions to various types of personal difficulties.

These definitions indicate that counselling is not an advice giving activity but its primary aim is to help each individual who asks for help to resolve or reorganise his difficulties with a maximal degree of self sufficiency and self control.

The counsellor is not directly concerned with making plans and decisions for his clients.

His major mission is to organise learning situations in such a manner that the client will change his behaviour from what it was to something more personally satisfying and socially acceptable after gaining new perception and insight into his problem.

1.3 GOALS OF COUNSELLING

Counsellors may have different goals with different clients. Some of them are:

- Assisting them to heal past emotional deprivations;
- Manage current problems;
- Handle transitions;
- Help to make decisions;
- Manage crises;
- Develop specific life skills.
Theories of Counselling

Counselling goals emphasise increasing client’s personal responsibility for creating and making their lives better. The goal of counselling is to help the clients to make choices that enable them to feel, think and act effectively.

Counselling process helps the clients to acquire the capacity to experience and express feelings, think rationally and take effective actions to achieve their goals.

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1.4 REASONS FOR SEEKING COUNSELLING

People seek counselling for a variety of problems:

Sometimes problems may have become unmanageable or enhance the feelings of dissatisfaction or unhappiness with life. People may find themselves in self destructive relationships or fail to anticipate the consequences of their action. Though they express a desire to change, they feel it difficult. This could be because of lack of self awareness and insight into their problems. Sometimes, when physical symptoms fail to respond to medical investigation, people seek counselling. For example, this can be seen in the case of psychosomatic symptoms like skin problems, tension headaches, sleep disorders, tiredness, stomach problems and other symptoms.

Sometimes, when people lack motivation or direction they are propelled towards counselling. Academic under achievement, difficulties at work, lack of
assertiveness and low self-esteem are also reasons why people seek help through counselling.

Addictions and phobias are problematic for many people while others are troubled with anxiety, feelings of worthlessness and the belief that they would break down if help is not obtained.

Figure below outlines some of the reasons which may prompt people to seek counselling.

Apart from these, other reasons for seeking counselling include:

- Social problems
- Chronic illness
- Gambling
- Job loss and problems related to retirement
- Developmental crises
- Problems associated with sexual orientation or sexual identity
- Violence, rape and assault
- Bullying at school or at work.

### 1.5 USE OF COUNSELLING SKILLS AS PART OF MANY PROFESSIONS

Many people, including doctors, nurses and teachers require some counselling skills as part of their work. For example, doctors listen to their patients and they try to understand the complex messages which people in distress wish to convey. But doctors and others cannot devote necessary time to individual patients. Moreover, doctors tell their patients what to do, but their focus is more towards factual aspects than on the emotional aspects of the problems presented. So, the need is felt to impart counselling skills training to many professionals to enable them to discharge their duties more effectively.
Despite the limitations, many professionals use counselling skills as part of their work.

Some of these professionals are:

- Psychologists
- Welfare workers
- Career Counsellors
- Teachers
- Nurses
- Occupational therapists and Speech therapists
- Social workers
- Physiotherapists
- Voluntary and youth workers.

1.6 CHARACTERISTICS OF AN EFFECTIVE COUNSELLOR

It is necessary to possess some traits to become an effective counsellor. They are:

- A counsellor should be first committed to his own growth that is, physical, intellectual, social, emotional, in order to help others achieve.
- He should have adequate basic intelligence.
- He should be good at social and emotional intelligence.
- He should possess empathetic skills to understand the clients problem.
- He should respect the client and express his respect by being available to him, working with him and not judging him.
- He should genuinely care for the person who has come for help. It means he should be non-defensive, spontaneous and willing to say what he thinks and feels in the best interests of his client.
- A good counsellor is at home with people. He can handle crises, mobilise his own energies and those of others in order to act forcefully and decisively.
- An effective counsellor focuses on action to enable the client bring a constructive behaviour change.
- He should be able to use humour to ease the clients from distressing feelings.

Self Assessment Questions

1) What are the reasons for people to seek counselling?

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2) Which are the various professions that use counselling skills and why?
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3) What are the characteristics required of an effective counsellor?
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1.7 COUNSELLING THEORY (APPROACH)

Counselling theory deals with assumptions and hypotheses about the process of human development. The problems and difficulties which arise at various stages throughout our life span as a result of environmental or other influences are considered under counselling theory.

The ways in which different forms of therapy and counselling approach these problems, and their individual methods of helping clients have evolved theories about human development and the acquisition of helpful and unhelpful behaviours.

1.7.1 Three Approaches to Counselling

Psychoanalytical and psychodynamic therapies

These are based on an individual’s unconscious thoughts and perceptions that have developed throughout their childhood, and how these affect their current behaviour and thoughts. Psychoanalytic and psychodynamic are examples of this approach.

Due to the complexity of counselling there are many different approaches to supporting a client through the counselling process. This can depend on the style of additional support used or the individual exercises and teachings a counsellor demonstrates during the one to one counselling sessions. A psychodynamic approach provides a broad range of therapeutic approaches.

Psychodynamic therapy helps in counselling clients understand the root cause of their problems and issues. It also helps equip them with knowledge and suggestions to enable them to cope with further difficulties. With a strong emphasis on the trust between a client and counsellor or psychotherapist, psychodynamic therapy provides the tools required to make progress.
This form of counselling has roots in the theories of Sigmund Freud, and was initially developed in the 1940s. His studies focused on the belief that our emotions, thoughts and behaviour stem from the unacceptable thoughts from one’s childhood that are allowed to influence the current thinking. These repressed thoughts and feelings eventually manifest as depression, fears and conflicts. The therapy is relationship centered and is powered by one’s interactions with close friends and family.

Psychodynamic therapy helps by understanding and acknowledging that most emotional problems originate in a client’s childhood, and that all experiences will have some kind of subsequent subconscious effect on the individual. Identification of subconscious thoughts and understanding how these thoughts affect behaviour are accomplished by reflecting and looking inward at the feelings, thoughts and reactions a client expresses.

Problems like depression etc. can be successfully treated and improved using some form of psychodynamic approach. This form of counseling relies on the interpersonal exchange between a counselor and client in order to establish and develop positive strategies that a client can use to create changes. Counsellors use non directive counseling in which they encourage the client to express feelings and emotions while they listen and watch out for clues to the root cause of a problem or issue.

Psychodynamic approaches take many forms and the key principles include:

i) Early experiences of a client in childhood is important

ii) All internal experiences relate to relationships with other people

iii) Free association and other techniques provide more information in exploring the problem

iv) Insight is essential in order to achieve positive progress and success in counseling.

**Behavioural Therapy**

This therapy focuses on an individual’s learnt, or conditioned, behaviour and how this can be changed. The approach assumes that if behaviour can be learnt, then it can be unlearnt (or reconditioned). So it is useful for dealing with issues such as phobias or addictions. Examples of this therapy are behaviour therapy and cognitive behaviour therapy.

The behavioural approach to counselling makes the basic assumption that most problems are problems in learning and as such the behavioural counsellor tries to help the individual to learn new and more adaptable behaviours and to unlearn the old non adaptable behaviours. The behavioural counsellor focuses attention on the individual’s ongoing behaviours and their consequences in his own environment of school and home. He tries to restructure the environment so that more adaptable patterns of behaviour can be learned and nonadaptable patterns of behaviour can be unlearned.

**Humanistic Therapies**

These focus on self-development, growth and responsibilities. They seek to help individuals recognise their strengths, creativity and choice in the ‘here and now’. Person-centered, Gestalt and existential therapies come under this category. For
over fifty years a humanistic approach has been used in the field of therapeutic counselling. Although behavioural and psychoanalytic forms of counselling are also available, the humanistic approach is an extremely successful option.

Counselling clients with a humanistic approach provides them with an opportunity to explore creativity, personal growth and self-development, as well as acknowledging a variety of choices. The foundations of the humanistic approach provide the client with a deeper understanding of who they are, what they feel and the opportunity to explore the possibility of creating personal choices. It encourages self-awareness and self-realisation.

A humanistic approach provides a distinct method of counselling and focuses predominately on an individual’s unique, personal potential to explore creativity, growth, love and psychological understanding.

Counsellors specialising in providing clients with humanistic counselling are skilled in offering a non-judgmental, supportive and understanding service, in a safe and confidential environment.

There are many different types of humanistic counselling, all of which involve a close counselling relationship between the counsellor/therapist and the client. These include Gestalt Counselling, Transactional Analysis, Transpersonal Psychology, Depth Therapy and Humanistic Psychotherapy, to name but a few.

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**Self Assessment Questions**

1) Discuss the psychodynamic theory of counselling.

2) Describe how behaviour theory contributes to counselling.

3) What are humanistic theories? How are they influential in counselling skills? Discuss

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1.8 TYPES OF COUNSELLING

The method a counselor chooses may be either direct approach (counselor-centered) or indirect approach (counselee-centered)—although a combination of both is often appropriate.

i) **Direct Approach:** When the counselor assumes the initiative and carries a major part of the responsibility for problem identification and resolution he or she is using the direct approach. This approach is called as “I talk, you listen”. This direct approach to counseling might also be called the problem solving approach. It has both advantages and disadvantages that are given below.

Advantages of Direct Approach:

* Quickest method.
* Good for people who need clear, concise direction.
* Allows counselors to actively use their experience.

Disadvantages of Direct Approach:

* Doesn’t encourage clients to be part of the solution.
* Tends to treat symptoms, not problems.
* Tends to discourage clients from talking freely.
* Solution is the counsellor’s, not the client’s.

ii) **Indirect Approach:** The indirect approach was developed primarily by the renowned psychologist Dr. Carl B. Rogers. In this method, the counsellor’s participation is minimal, and the techniques of reflection and acceptance are used to encourage the counselee to freely express himself. The counsellor pays particular attention to the emotion and attitudes associated with the problem. The counselee is encouraged to choose the goals, make the decisions, and take responsibility for those decisions.

* Encourages maturity.
* Encourages open communication.
* Develops personal responsibility.
* Disadvantages:
  * More time-consuming
  * Requires greatest counsellor skill.
  * Combined counselling
  * Depending on the nature of the client, intensity of the problem and the available resources, combination of directive and nondirective approaches are used.

Advantages of Indirect approach:

* Moderately quick.
* Encourages maturity.
* Encourages open communication.
- Allows counsellors to actively use their experience.

Disadvantages of Indirect approach:
- May take too much time for some situations.

Counseling” is a very broad category that encompasses many opportunities in any number of types of counseling subfields.

Counselors do work in schools, hospitals, rehabilitation facilities, among other locations, or they can maintain a private practice, and there are many ways in which to specialise during their counseling career.

Here are some of the most common types of counselling:
- Marriage and family counselling
- Guidance and career counselling
- Rehabilitation counselling
- Mental health counselling
- Substance abuse counselling
- Educational Counselling

Other types of counselling used in other settings such as army etc., include the following:
- event-oriented counselling
- counselling for specific instances
- reception and integration counselling
- crisis counselling
- referral counselling
- promotion counselling
- adverse separation counselling
- performance counselling
- rofessional growth counselling

Guidance and career counseling are more geared toward those who are looking for career opportunities. Many have a difficult time deciding what career choice would be best for them. When it comes to considering talents, abilities, likes and opportunities, a career counselor is one that would most likely be best to help with these issues.

Rehabilitation counseling is relatively straightforward. It basically helps anyone who needs rehabilitation for any issue they have dealt with. This is somewhat similar to mental health counseling. Those who have suffered with mental issues of all kinds are those who should look into mental health counseling.

Substance abuse counseling is a therapy more in demand as there is a growing need for substance abuse victims in recent years. Substance abuse could include drugs, alcohol or anything else one becomes dependent upon. Indeed, there are several different types of specialised counseling available to fit the needs of any individual who would like to seek therapy for his or her problems.
In addition to the main specialties listed above, counselors can also assist their clients using techniques in areas such as these:

- Debt counseling
- Child development counseling
- Eating disorder therapy
- Grief counseling
- Art therapy
- Musical therapy

There is a huge body of empirical evidence supporting the effectiveness of counselling and psychotherapy for addressing many different kinds of psychological distress.

Self Assessment Questions

1) What are the various types of counselling?

2) Discuss guidance and counselling and bring out the differences.

3) Delineate the characteristic features of rehabilitation counselling and HIV AIDS counselling.

1.9 COU NSELLING PRACTISE (SKILLS)

Counseling involves a process, the aim of which is to help others to help themselves by making better choices and becoming better choosers of options. The counselor’s repertoire of skills includes those of forming an understanding
relationship, as well as interventions, focused on helping clients change specific aspects of their feeling, thinking and acting.

In a counseling relationship, the counselor and client work together to explore every aspect of the client’s circumstances, enabling the individual to re-evaluate his or her experiences, capabilities and potential.

Counselors facilitate full and confidential expression of the client’s feelings, without diverting any attention to their own feelings.

The responsibility for change is placed with the client. This means that when changes are made, they are self-motivated, and therefore more likely to last and to be effective. Self-reliance is a central tenet of counseling.

The counselor is perhaps the first person that the individual has met for a long time who truly listens without prejudice and whom he or she can trust utterly.

1) **Judgement**: A good counselor is someone who can learn not to make judgments on behalf of the person being helped. Although counsellors have their own values, these should not be imposed on the client and the counsellor must retain the ability to listen to and accept the views of clients with other standards.

2) **Experience Patience and Acceptance**: A counselor rarely needs to use his or her self-control in dealing with people, even those people who are not likeable.

3) **Experience**: Learning to grow into a more complete person from the experience of life’s hard knocks can be a valuable quality in a counselor.

4) **Education**: Formal degrees in psychology do not necessarily make good counsellors, but a common sense approach is not sufficient. Good counsellors are willing and able to learn about themselves and other people too.

5) **Social Skills**: It is not enough to be considered a good listener. Counselors learn through training how to perceive all aspects of verbal and non-verbal communication, and deliberately improve their listening skills by using appropriate techniques during counselling.

6) **Genuineness and Warmth**: Effective counsellors have a genuine interest in other people. This is often referred to as respect or unconditional positive regard for the person being helped. People who do not need others in their lives may find this sort of warmth to unknown people as being problematic.

7) **Discretion**: Counselors must show complete discretion, never revealing what others say or do within the counselling context. Confidentiality is paramount in counseling relationships.

8) **Practice**: Counseling requires a lot of training, followed by much practice. A current job that will allow the possibility of a helping role could be very useful.

Learning to grow into a more complete person from the experience of life’s hard knocks can be a valuable quality in a counselor.

The word ‘skills’ thus refer to the interpersonal tools which counsellors need to possess or acquire in order to communicate effectively with clients. These essential skills include those of:
Theories of Counselling

- Listening and attending
- Paraphrasing
- Summarising
- Asking questions
- Encouraging clients to be specific
- Reflecting their feelings
- Helping them to clarify their thoughts
- Encouraging them to focus on key issues
- Offering forms of challenge and confrontation when needed.

1.9.1 Structure of Counselling

Counselling is a process which requires a coherent framework or structure. This structure acts as a guide for both counsellor and client. Egan devised a structural model of counselling which divides the process into three main components. They are:

Stage One: Review of the present situation
Stage Two: Development of a new or preferred scenario
Stage Three: Moving into action

i) Stage One of the models refers to the initial phase of counselling, where clients are encouraged to explore their problems so that they may develop a deeper understanding of them.

ii) Stage Two refers to the process of helping clients identify what they want and need in order to deal more effectively with problems.

iii) Stage Three is the phase of action, during which clients devise ways of actually dealing with problems.

Most clients experience a beginning phase where they seek to make a sense of their problems, a middle phase during which they consider what to do, and a later stage where they start to act.

All clients experiences are not identical in counselling. Most clients experience a beginning phase where they seek to make sense of their problems, a middle phase during which they consider what to do and a later stage where they start to act.

On the other hand, some clients come to counselling for a brief period and leave once they have been given the opportunity to explore their problems in the presence of someone who really listens. Such clients identify ways of coping with problems very early and feel able to formulate and implement courses of action quickly.

1.9.2 Establishing Rapport

Many clients find it difficult to get started unless they are asked one opening question. Some examples are:

Please sit down. How would you like to start?
Is there anything in particular that you would like to begin with?
Can you tell me about the issues which concern you at the moment?
How do you see your situation at present?

Once contact has been established and the client starts to talk, the counsellor can use a range of continuation skills to encourage further exploration. For example:

Yes, I see……
After that……
Please go on…..
Tell me more about……
So you feel……

1.9.3 Basic Skills- Stage I

There are certain basic skills which are to be executed by all counsellors irrespective of the approach or theory they adopt in the counselling process. These skills are essentially used in the first stage and also throughout the counselling process. Some of these skills are:

**Attending and Listening:** Active listening is an important skill in counselling. It refers to observation of client’s non-verbal behaviour and as well as understanding of verbal content and meaning. The way something is said is as important as the actual words spoken. Since many clients have difficulty in using the words that express their feelings, observing non-verbal cues is important.

Attending and listening skills always go together in counselling. This is because it is not always possible to give full attention to the clients without actively listening to them. The counsellor also communicates to the client verbally and non-verbally.

**Non-Verbal communication:** Egan emphasised on the acronym SOLER to understand the aspects of non-verbal behaviour which encourage active listening.

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<th>Sit facing the client squarely as it assures the client that he has your attention.</th>
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<td>Be Open in your posture.</td>
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<td>Lean slightly towards the client as it shows attitude of interest.</td>
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<td>Establish Eye contact with the client.</td>
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<td>Relax</td>
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**Gestures and Touch:** Excessive use of gestures creates uneasiness between client and counsellor. So counsellors need to minimise these. Sometimes clients themselves may be anxious and restless initially, but when counsellors model attitudes of calm and stillness, clients become relaxed.

The issue of touch is problematic in relation to therapeutic counselling and in most instances touch is considered inappropriate for a variety of reasons. For example, clients who have experienced physical or sexual abuse in the past are fearful of this contact. Nurses may use touch in their interaction with patients but this may be impersonal. However, counsellors may use tactile expressions but considering cultural differences with regard to touch.
Silence: To listen effectively to the client, it is necessary to be silent. Counsellor need to show through his demeanour that he is ‘with’ the client in everything he says. Sometimes, clients require periods of silence in order to collect their thoughts or as a way of experiencing a strong feeling or emotion. If counsellors are tempted to fill in the spaces either through asking questions or finishing the client’s sentences, clients regard this as intrusive and insensitive.

Verbal Communication

Reflection: It refers to the skill of communicating back to the client that her words and feelings have been heard. It indicates that the counsellor is listening carefully to her and especially on the emotional content of what the client has expressed.

Paraphrasing: It refers to the rewording of the content of what clients say. But it should not be the verbatim of client’s narration. This skill can be developed by concentrating first on content and then focusing on emotional content.

Summarising: This skill is used when a helper wishes to respond to a series of statements or to a whole session. This skill requires active listening, empathy, the ability to stay with client’s frame of reference and the ability to connect all random threads into a coherent framework.

Asking Questions: Sometimes counsellors ask variety of questions depending on the nature of problems inorder to get the facts from the clients. Some of them are —

Open questions: These are used to encourage clients to explore their problems in greater depth.

Multiple questions: Several questions are asked at once and the client doesn’t know which to reply.

Leading questions: These questions lead the client in a certain direction, usually in the counsellor’s viewpoint.

Probing skills: These are meant to encourage clients to expand on their initial response.

Focusing questions: These questions encourage clients to look more closely at specific aspects of a problem and to define issues more clearly.

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1.9.4 Challenging Skills - Stage II

Along with basic skills, stage –II of counselling requires the use of challenging skills which will help clients to develop new perspectives about themselves and the problems they experience. The word challenge refers to the skill of encouraging clients to confront their own behaviour, attitudes or beliefs. The skills used in this phase are –

**Immediacy:** This skill is used to describe the process of discussing what is actually taking place right now in the counselling situation.

**Self-disclosure:** Counsellor discloses his experience or information related to him to the client when he feels the need of it. But this disclosure has to be appropriate and properly timed. This is especially used in contexts like counselling for substance abuse or addiction.

**Giving information to clients:** Information giving can also prove challenging for clients, especially when their expectations are unrealistic in some way.

**Identifying patterns and themes:** Sometimes there are recurrent themes which are discernible in the problems which clients recount. Once a relationship of trust has been established between counsellor and client, it is possible to identify these patterns so that clients are challenged to consider them seriously.

1.9.5 The Action Phase - Stage III

In the third stage of the counselling process, clients are encouraged to act, helped by the new understanding and knowledge which they have acquired in the previous two stages. Along with the counsellor, the client explores a variety of ways and means to achieve goals. A plan of action is discussed and formulated, and throughout this process the counsellor supports the client and helps him monitor and evaluate any changes proposed.
All the skills of stage I & II are used here along with new set of skills which include the following —

**Goal setting and Choosing Programmes**

Many clients may have unsatisfactory work, relationship or other problem situations over long periods of time. So setting realistic goals is one way of helping clients to plan the changes they need to make by providing them the needed support and encouragement. Realistic goals are dependent on the internal and external resources and when there is a discrepancy between goals and resources, adjustments need to be made. The following questions can be asked in relation to any goals which are formulated:

- Are they clear?
- Are they specific?
- How realistic are they?
- Are they measurable?

Clients can be encouraged to write down their goals in clear and specific terms. For instance, the client can be asked to explore —

- What is it I want?
- How can I achieve this?
- Why should I do this?

**Creative thinking**

When clients are emotionally upset or under great stress, creative thinking may be difficult for clients. However, when clients are ready to act, there are certain strategies for encouraging creative thinking which help them to look at new ways of tackling their problems. These are idea storming, visualisation and imagery.

**Giving encouragement**

It is important to encourage clients throughout the counselling process. It expresses trust and confidence in the client’s ability, judgement and capacity for self-development. When clients are confronted with barriers, they easily give up at which time, the counsellors need to direct the attention of the clients to their personal resources and achievements.

**Evaluation**

It is necessary if clients have to achieve their goals. The appropriateness of any goal or action should be monitored and reviewed and when this is done clients tend to feel more confident about their progress.

**1.9.6 Ending Sessions**

The counsellors need to develop the skill of ending individual sessions especially when clients talk at great length. One way of dealing this is to mention the time boundaries at the begin of counselling. Another idea is to state the time ten minutes before the session is due to end.
Counselling Theories and Practice

1.10 APPLICATION OF COUNSELLING THEORY AND PRACTICE (SKILLS)

There is a wide range of specific contexts in which counselling and therapy are used. Counselling practitioners can work alone, work together within an agency or organisation or as specialists work in multidisciplinary teams. The diverse modes and settings in which counselling is provided are –

- Couples counselling
- Family therapy
- Group counselling
- Telephone counselling
- Schools, colleges and university
- Voluntary work
- Health centre
- Hospitals and
- Work place

1.11 LET US SUM UP

The terms ‘helping’ and ‘counselling’ are interchangeably used in the present society to denote any kind of assistance offered to other people in enabling them manage their adverse situations. These situations could be financial crisis, ill – health, lack of social support, disturbed relationships to name a few. But, there is a wide difference between helping and professional counselling.

Counselling is defined as a process which takes place in a one to one relationship between an individual troubled by problems with which he cannot cope alone and a professional worker whose training and experience have qualified him to help others reach solutions to various types of personal difficulties.

Counselling goals emphasise increasing client’s personal responsibility for creating and making their lives better. The goal of counselling is to help the clients to make choices that enable them to feel, think and act effectively.

The word ‘skills’ refer to the interpersonal tools which counsellors need to possess or acquire in order to communicate effectively with clients. The basic skills include – listening and attending, paraphrasing, summarising, asking questions and encouraging clients to be specific and reflecting their feelings. Stage-II skills include – self-disclosure, immediacy and identifying patterns and themes. Stage –III skills include – goal setting, creative thinking and encouragement.

Counselling theory and skills can be used in couples counselling, family therapy, group counselling, telephone counselling, schools, colleges and university, voluntary work, hospitals and work place.

1.12 UNIT END QUESTIONS

1) Discuss the difference between helping and counselling process.
2) Explain the goals of counselling.
3) How would you develop a rapport with the client?

4) Explain the importance of verbal and non-verbal communication in counselling.

5) Discuss the challenging skills that are required at stage-II.

6) Explain the skills required in action phase.

7) How is a counselling session terminated?

1.13 GLOSSARY

Paraphrasing: It refers to the rewording of the content of what clients say. But it should not be the verbatim of client’s narration.

Summarising: This skill is used when a helper wishes to respond to a series of statements or to a whole session.

Immediacy: This skill is used to describe the process of discussing what is actually taking place right now in the counselling situation.

Self-disclosure: Counsellor discloses his experience or information related to him to the client when he feels the need of it.

1.14 SUGGESTED READINGS
