
UNIT 1 INTRODUCTION TO ASSESSMENT: DEFINITION, DESCRIPTION AND DIFFERENTIATING BETWEEN TESTING AND ASSESSMENT

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1.0 INTRODUCTION

Assessment is the process of collecting information with regard to abilities, interest, aptitude, personality, attitude and beliefs. It is an integral part of day to day life, and is one of the important work of the counselor. Without assessment the counselor can not reach any conclusion; so it is a basic step to get information related to the client. For psychological assessment in counseling the counselor uses various assessment techniques for which the most known is the standardized tools named as psychological test to assess clients' behaviour. Formal assessment is planned and is based on certain predetermined criteria whereas some assessment techniques are non standardized such as case study, interview, observation etc. In this unit you'll know the principles, purpose and methods of assessment, the difference between psychological assessment and testing, and different types of psychological tests.

1.1 OBJECTIVES

After going through this unit, you will be able to:

- Describe the meaning of psychological assessment;
- Differentiate between psychological assessment and psychological testing;
- Describe the purposes for which psychological assessment is used;
- List out the important principles of assessment;
- Describe the different methods of assessment;
- Select a good psychological test; and
- Describe the different types of psychological tests.

1.2 MEANING OF PSYCHOLOGICAL ASSESSMENT

Let us first define the term assessment. It can be defined as “the use of standards or systematic procedure for observing our behaviour.” Assessment describes the status of a phenomenon at a particular time; it describes without value judgment a situation that prevails; it attempts no explanation of underlying reasons and makes no recommendations for action. It may deal with prevailing opinion, knowledge, practice, or conditions. The definition of assessment for our purpose can be the process of collecting information to be used as the basis for informed decision by the assessor or by those to whom results are communicated.

Psychological assessment usually involves a more comprehensive assessment of the individual. This process of assessment makes use of psychological tests or other qualitative method. Therefore, it is a process of collecting information which can be formal, informal, qualitative and quantitative.

Psychological assessment is a process that involves the integration of information from multiple sources, such as tests related to ability, intelligence, interests or attitudes, as well as information from personal interviews. Collateral information is also collected about personal, occupational, or medical history, such as from records or from interviews with parents, spouses, teachers, or previous therapists or physicians. Moreover the psychological assessment is a structured interview that gathers information from and/or tests a person to evaluate his or her mental health. It is “an extremely complex process of solving problems (answering questions) in which psychological tests are often used as one of the methods of collecting relevant data” (Anastasi, 1990).

The psychological assessment gathers information about the individual to provide him/her guidance and counseling. It is the first step in any guidance and counseling situation. The process typically starts with a key complaint or presenting problem—this is usually what prompts the person to seek help. A complete psychological assessment should include: bio psychosocial history, neurological assessment, psychological testing and physical examination.

Once it is completed, the assessment will help to establish either a tentative or definitive diagnosis. With this information, the counselor can inform to the client about the results, and psycho therapy/counseling can be given.

Thus, a psychological assessment is the attempt of a skilled professional, usually a psychologist, to use the techniques and tools of psychology to learn either general or specific facts about another person, either to inform others of how they function now, or to predict their behaviour and functioning in the future.

Maloney and Ward describe assessment as follows. It

- 1) Typically does not involve defined procedures or steps
- 2) Frequently uses tests
- 3) Contributes to some decision process to some problem, often by redefining the problem, breaking the problem down into smaller pieces, or highlighting some part(s) of the problem
- 4) Requires the examiner to consider, evaluate, and integrate the data
- 5) Produces results that can not be evaluated solely on psychometric grounds
- 6) Is less routine and inflexible, more individualised.

The point of assessment is often diagnosis or classification. These are the act of placing a person in a strictly or loosely defined category of people. This allows us to quickly understand what they are like in general, and to assess the presence of other relevant characteristics based upon people similar to them.

Assessments can be both process and product oriented. Process-oriented assessments do not necessarily produce a finished product; they are primarily tools used to guide ongoing relationships to direct activities and plans. Of course, assessments frequently overlap in their nature and purpose. Product-oriented assessments are assessments that result in the creation of a report or document. For example, a medical history is required when patients are hospitalized and mental status examinations and their results concerning emotional and cognitive functioning are documented.

1.3 PURPOSE OF ASSESSMENT

The purposes of assessment in guidance and counseling situation are as follows:

- 1) **Self Understanding:** The basic purpose of carrying out an assessment is for gaining insight in helping the client understand themselves better, helping them to know what they can do and cannot do including their strengths and weaknesses.
- 2) **To Diagnose Student's Problem:** To diagnose the client's problem is another purpose that assessment data fulfills .By using the data properly, we can interpret causal factors. It also helps to identify various aspects such as family background, physical health, academic performance etc
- 3) **To Help in Career Planning and Education:** Assessment done with the help of various psychological tools guides the students in making choices for their career and selection of subjects/courses.
- 4) **To Help Predict the Future Performance:** Counselors use assessment data to estimate individual's attitude, ability, personality, etc that have implication for the success and adjustment which help to predict the future performance of the individual. Moreover, the counselor can also motivate the client in a direction where he /she can get more success.

- 5) **To Evaluate the Outcome of Counseling:** Assessment is done prior to counselling as well as at the end of it. This gives the counselor valuable insights for further intervention and to achieve the expected outcome.

1.4 PRINCIPLE OF ASSESSMENT

The principles of assessment have been given by Shertzer and Linden which states that assessment should be Holistic, Ongoing, Balanced, Accurate and Confidential. These are explained below.

- 1) **Assessment should be Holistic:** This principle involves multiple methods in collecting information. The use of a combination of assessment techniques increases the likelihood of applying positive intervention and consequently the achievement of the desired goals. The principle of holistic assessment follows a systematic process to arrive at an understanding of the individual. To make the assessment process more systematic a counselor needs to keep in mind three important factors i.e. What to assess, when to assess and in which state of assessing is required.

Assessment should be within the context of life pattern of the individual, i.e., supportive information regarding other aspects of the person need also to be considered to better understand the problem. For example, a student may experience difficulty in school due to limited academic preparation. However, it may not be the only factor; other factor such as self esteem which might not be evident, but could influence the academic achievement of the students.

Assessment measures and procedures must be based on the demands of the situation. The selection of the tool and procedure to be used will depend on the demands of the presented situation. Therefore, first the basic data should be collected and examined before obtaining information on the supporting factors through administering different tests.

Special condition and situation for understanding client's behaviour should also be given due consideration in the process of assessment. In addition to this the counselor should also keep in mind the capacity, motivation and other aspects related to client's behaviour while assessing. The counselor should be alert to behaviour which is observable through nonverbal cues. Nonverbal behaviour shows many hints which can be noted through body posture, facial expressions, hand movements etc. of the client .

In holistic assessment it is necessary for the counselor to know the culture and the social context of the client, as it can explain the nature and personality of the client. Different characteristics of the client such as self reliance, assertiveness, competitiveness and adjustment with the group members can be understood in the context of the client's cultural context.

- 2) **Assessment should be on Going:** Ongoing assessment allows comparison between the client's initial present problems and the client's current functioning. It appraises the counselor of possible new and urgent needs which may arise after the initial assessment, therefore psychological assessment must take into account the dynamics nature of the human behaviour which involves his/her needs, goals, abilities etc.

In assessment, the conceptualization of an individual must be continuous. This is important because the counselor keeps on refining his conceptualization of the client in the light of more and more information collected and interaction between the client and the counselor. Hence, assessment needs to be considered as ongoing and not episodic. As far as possible, assessment should be based on the longitudinal data i.e. understanding of individual's behaviour is better and more meaningful if the data is collected over a period of time rather than on current information. e.g. longitudinal data is helpful for the diagnosis of the maladaptive behaviours.

- 3) **Assessment should be Balanced:** Assessment makes use of normative information as well as individualised data. Both types of data combined try to give a better understanding about the client. It is the purpose and the situation that decides which type of assessment data is required.
- 4) **Assessment should be Accurate:** The assessment device used should be accurate and the counselor should have the skill for interpreting the data. Counselors must keep in mind the possibility of errors, as all tools may not be 100% accurate; so they must try to minimize the errors by using standardized procedures.

Predictions of future behaviour should always be stated in terms of probabilities as human behaviour is so complex and dynamic. Assessment therefore can only provide useful insights to derive inferences rather than making prediction in absolute terms.

- 5) **Assessment should be Confidential:** Clients need to be assured of confidentiality of their personal information. This will develop trust with the counselor. It is one of the basic ethic of counseling as well. The client will also be able to build a good rapport based on mutual trust and respect.

Self Assessment Questions

- 1) Define psychological assessment.

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- 2) Describe the different ways in which assessment can be used in guidance and counselling situation.

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3) What do you mean by holistic assessment?

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1.5 PROCESS OF ASSESSMENT

Assessment is always a systematized and planned process involving a number of steps. These are as follows:

- Formulating goals
- Identifying tools and techniques
- Data collection
- Interpreting specific assessment data
- Integrating data from different sources
- Formulating assessment information
- Reformulating goal

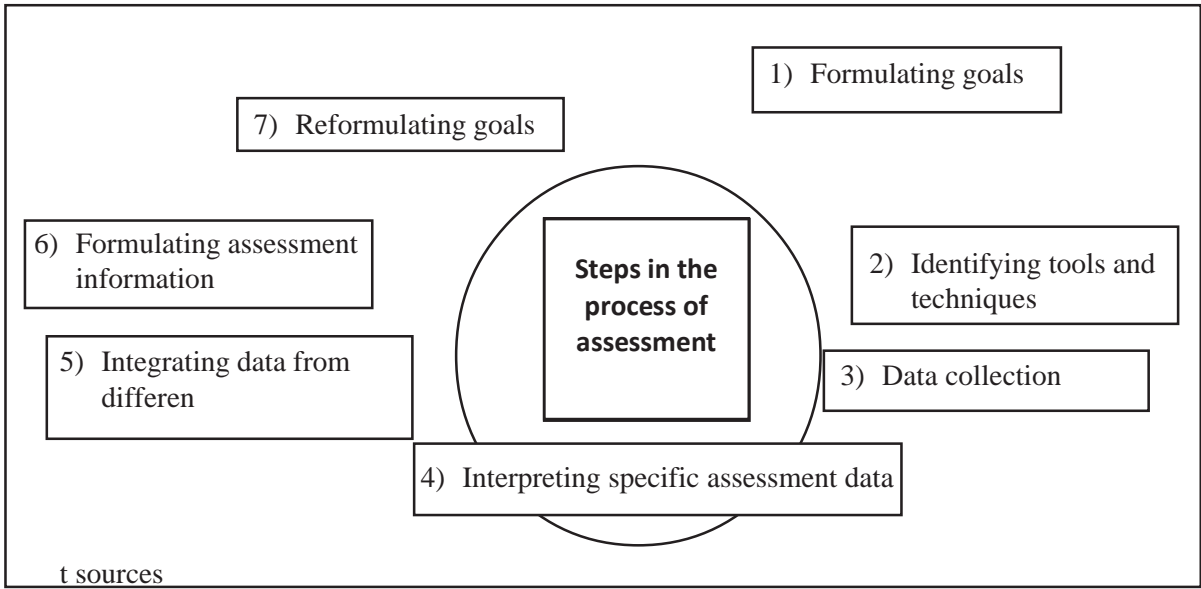


Fig. 1.1: Process of Assessment

The first step in the assessment process always starts with defining or formulating goals for counselling. According to the goals decided, the tools and techniques for assessment are identified. This assessment tools aim at providing data with regard to the goals established. Then the actual data collection process starts; the data collected then are interpreted. This results in getting information about the client and his situation. However, for a comprehensive understanding of the client, the interpretation of the data collected is also collated with data obtained from different sources. Interpretations are then translated into their implications for

various decisions, conclusions and recommendations. In the process of assessment, if the counselor finds that goals set were not properly formulated, then the goals are reformulated.

1.6 METHODS OF ASSESSMENT

The counselor can make use of different methods of assessment. It depends on the requirement of the case, e.g., if the client is suffering from mental or developmental problem, the counselor may use case study method. The various methods of assessment are interview, observation and case study. These are described below.

1.6.1 The Interview Method

The interview is probably the most commonly used assessment tool. Counselors use interview method to help gather information about clients and clarify results of other assessments. Assessors must be appropriately trained. Their skills and experience are essential for the interviewee.

Below are several aspects which must be kept in mind:

Verbal and face-to-face: what does the client tell you? How much information are they willing/able to provide?

Para-verbal: how does the client speak? At normal pace, tone, volume, inflection? What is their command on language, how well do they choose their words? Do they pick up on non-verbal cues for speech and turn taking? How organised is their speech?

Situation: Is the client cooperative? Is their participation voluntary? For what purpose is the interview conducted? Where is the interview conducted?

There can be two types of interview: Structured and Unstructured. That is, the interview can range from being totally unplanned i.e., unstructured to carefully designed i.e., completely structured.

- i) **Structured Interview:** The most structured interviews have characteristics such as standardized questions, trained interviewers, specific question order, controlled length of time, and a standardized response evaluation format. A structured interview will be more reliable and valid. It is designed to provide a diagnosis for a client by detailed questioning of the client in a “yes/no” or “definitely/somewhat/not at all” forced choice format. It is broken up into different sections reflecting the diagnosis in question. Often Structured interviews use closed questions, which require a simple pre-determined answer. Examples of closed questions are “When did this problem begin? Was there any particular stressor going on at that time? Can you tell me about how this problem started?” Closed interviews are better suited for specific information gathering.
- ii) **Unstructured Interview:** Interviews can also be less structured and allow the client more control over the topic and direction of the interview. Unstructured interviews are better suited for general information gathering. Unstructured interviews often use open questions, which ask for more

explanation and elaboration on the part of the client. Examples of open questions are “What was happening in your life when this problem started? How did you feel then? How did this all start?”

Major functions of interview method are:

Description: Interview has been found to be particularly useful in providing insight into the interactive quality of social life. The verbal interaction enables the interviewer in understanding how people view the subject under investigation.

Exploration: In this the interviewer tries to explore some new variable for study as it also helps in conceptual clarity. A review of the work done in the related area also is taken into account.

The advantage of interview method is that it allows greater flexibility in the process of questioning. It facilitates the counselor in obtaining the desired information.

1.6.2 Observation Method

Observation method is a fundamental technique of the data collection. It refers to watching and listening to the behaviour of the client over time without manipulating and controlling it. It also records findings in ways that allow some degree of analytic interpretation and discussion. Thus, observation involves broadly selecting, recording and coding behaviour; therefore, it is scientific. It tells us, How does the person act – nervous, calm, smug? What do they do and not do? Do they make and maintain eye contact? How close to you do they sit? Often, some of the most important information you can gather from the observation of behaviour. Behavioural observations may be used clinically (such as to add to interview information or to assess results of treatment).

Type of Observation Method:

- 1) Naturalistic observation
 - 2) Structured observation
 - 3) Unstructured observation
 - 4) Participative observation
- 1) **Naturalistic observation:** Naturalistic observation is particularly good for observing specific subjects. It provides ecologically valid recordings of natural behaviour. Spontaneous behaviours are more likely to happen.
 - 2) **Structured observation:** Allows control of extraneous factors and the reliability of results can be tested by repeating the study. It provides a safe environment to study contentious concepts such as infant attachment.
 - 3) **Unstructured observation:** Gives a broad overview of a situation. Useful where situation/subject matter to be studied is unclear.
 - 4) **Participant observation:** Gives an “insiders” view. Behaviors are less prone to misinterpretation because researcher is a participant. It provides opportunity for the researcher to become an “accepted” part of the environment.

The advantages of the observation method are that it removes any kind of artificiality. It is one of the valid forms of assessment as it is direct and capable of analysing the situation or behaviour of the client.

1.6.3 Case Study Method

A case study is an in-depth investigation/analysis of a single person. Counselor uses case study to investigate in detail a specific situation or person. Case studies are often used in clinical cases or in situations when lab research is not possible or practical. Typically data are gathered from a variety of sources and by using several different methods. Experiments, interviews, questionnaires, observations, diaries, and psychometric tests can all be used within a case study.

Case study can be based on an individual, a family, a social group, event, or series of events.

The case study research method originated in clinical medicine (the case history, i.e. the patient's personal history - idiographic method). The case study method often involves simply observing what happens to, or reconstructing 'the case history' of a single participant or group of individuals (such as a school class or a specific social group). Case studies allow a counselor to investigate a topic in far more detail than might be possible if they were trying to deal with a large number of research participants.

Therefore it has advantages as case study method provides sufficient basal factors of the client on which opinion can be drawn easily.

Self Assessment Questions

1) Describe the various steps in the process of assessment.

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2) What are the different types of observation?

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3) Describe the major functions of the interview method.

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1.7 MEANING OF PSYCHOLOGICAL TESTING

Psychological testing is a field characterised by the use of samples of behaviour in order to assess psychological construct(s), such as cognitive and emotional functioning, about a given individual. The technical term for the science behind psychological testing is psychometrics. By samples of behaviour, one means observations of an individual performing tasks that have usually been prescribed beforehand, which often means scores on a test. These responses are often compiled into statistical tables that allow the evaluator to compare the behaviour of the individual being tested to the responses of a norm group.

Psychological tests are written, visual, or verbal evaluations administered to assess the cognitive and emotional functioning of children and adults. It is “an objective and standardized measure of a sample of behaviour.” Psychological testing is a standard procedure of measurement designed to measure characteristics, abilities, personality, etc. They are used to measure the quantified characteristics and have standards.

According to Anastasi (2003), psychological test can be defined as a sample of an individual’s behaviour, obtained under standard conditions and scored according to a fixed set of rules that provide a numeric score. Test can be used to compare the same individual on one or more tests; at the same time two or more persons can also be assessed and compared. A psychological test is characterised by a standardized procedure of administration, scoring, and interpretation which are uniform across the different examiner and settings.

Thus a psychological test is an instrument designed to measure unobserved constructs, also known as latent variables. Psychological tests are typically, but not necessarily, a series of tasks or problems that the respondent has to solve. Psychological tests can strongly resemble questionnaire which are also designed to measure unobserved constructs, but differ in that psychological tests ask for a respondent’s maximum performance whereas a questionnaire asks for the respondent’s typical performance. A useful psychological test must be both valid (i.e., there is evidence to support the specified interpretation of the test results) and reliable (i.e., internally consistent or give consistent results over time, across raters, etc.).

1.7.1 Difference between Psychological Assessment and Psychological Testing

A term closely associated with assessment is psychological test, which Anastasi and Urbina (1997) defined as an objective and standardized measure of a sample of behaviour. Cronbach’s (1990) definition is similar, with a test being a systematic procedure for observing behaviour and describing it with the aid of numerical scales or fixed categories. As these two similar definitions suggest, there are some commonalities among all the definitions of assessment. They all discuss getting a measure or using some type of measurement. In assessment, counselors often want an indication of quantity (e.g., How depressed is the client? Are the test scores high enough to get into Harvard?).

In simple terms, many test questions are related to whether there is a lot of “something” or just a little. In counseling, practitioners are often interested in

human constructs such as emotions, intelligence, personality factors, self-esteem, and aptitudes. These constructs, however, cannot be directly measured. For example, individuals cannot give a pint of emotions in the same way they can give a pint of blood. Humans, for the most part, indicate their emotions by their behaviour, their statements, or even the answers they give on a questionnaire.

It is important to remember that speaking and responding to a questionnaire are behaviours. When working with clients, a counselor must consider this sample of behaviour and then reflect on two important questions: first, is the sample of behaviour indicative of how the person usually behaves, and second, are the inferences being made correct?

Psychological assessment is similar to psychological testing but usually involves a more comprehensive assessment of the individual. Psychological assessment is a process that involves the integration of information from multiple sources, such as tests of normal and abnormal personality, tests of ability or intelligence, tests of interests or attitudes, as well as information from personal interviews. Collateral information is also collected about personal, occupational, or medical history, such as from records or from interviews with parents, spouses, teachers, or previous therapists or physicians. A psychological test is one of the sources of data used within the process of assessment; usually more than one test is used. Many psychologists do some level of assessment when providing services to clients or patients, and may use for example, simple checklists to assess some traits or symptoms, but psychological assessment is a more complex, detailed, in-depth process. Typical types of focus for psychological assessment are to provide a diagnosis for treatment settings; to assess a particular area of functioning or disability often for school settings; to help select type of treatment or to assess treatment outcomes; to help courts decide issues such as child custody or competency to stand trial; or to help assess job applicants or employees and provide career development counseling or training.

A distinction is there in assessment and testing given by AERA, APA and NCME (1999). It defines assessment as a broader term referring to a process that integrates test information with information from other sources e.g. from schools, hospitals etc.

Difference between Psychological Assessment and Psychological Testing

Psychological Assessment	Psychological Testing
1) Assessment is a broader term	1) Testing is a narrow term
2) Assessment is process of collecting information through various techniques such as formal, informal, qualitative and quantitative	2) Test is a standardized procedure of measurement designed to measure characteristics such as ability, personality, aptitude, interest etc.
3) Professional psychological assessment usually also includes: interview, demographic information, medical information, personal history, observations by others	3) Psychological testing (e.g., an intelligence test, personality test, or mental health test) occurs as <i>part</i> of the process of psychological assessment
	4) An objective and standardized measure of a sample of behaviour”

4) An extremely complex process of solving problems (answering questions) in which psychological tests are often used as one of the methods of collecting relevant data	5) Information collected is based on test only; so little is known of client's behaviour.
5) Information collected about the client's behaviour is more accurate and is detailed.	6) It is a task upon which people are asked to try their best (aptitude & achievement tests). They measure maximum performance
6) Refers to any method used to measure characteristics of people, programs, or objects	7) A test provides only part of the picture about a person.
7) The assessment process combines and evaluates all the information gathered about an individual.	

Historically, testing and assessment have been important foundations of counseling and applied psychology. Tests have important roles both as tools to facilitate the goals of counseling and for assessment.

1.8 PURPOSE OF PSYCHOLOGICAL TESTING

Psychological tests are used to assess a variety of mental abilities and attributes, including achievement and ability, personality, and neurological functioning.

For children, academic achievement, ability, and intelligence tests may be used as tools in school placement, in determining the presence of a learning disability or a developmental delay, in identifying giftedness, or in tracking intellectual development. Intelligence testing may also be used with teens and young adults to determine vocational ability (e.g., in career counseling).

Personality tests are administered for a wide variety of reasons, from diagnosing psychopathology (e.g., personality disorder, depressive disorder) to screening job candidates. They may be used in an educational setting to determine personality strengths and weaknesses.

Tests are thus used in the selection, classification, diagnosis, prediction. The counselor makes use of it to determine client's behaviour, know her/his personality and help the client in making educational and vocational planning.

In short it can be said that the Psychological tests are formalized measures of mental functioning. Most are objective and quantifiable; however, certain projective tests may involve some level of subjective interpretation. Also known as inventories, measurements, questionnaires, and scales, psychological tests are administered in a variety of settings, including preschools, primary and secondary schools, colleges and universities, hospitals, healthcare settings, and social agencies. They come in a variety of formats, including written, verbal, and computer administered.

Self Assessment Questions

1) Describe the different situations in which psychological tests are used.

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2) Point out the similarities and differences between psychological assessment and psychological testing.

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1.9 CHARACTERISTICS OF A GOOD PSYCHOLOGICAL TEST

A test used in counseling / guidance or for training and development is considered good if the following can be said about it:

- 1) The test measures what it claims to measure. For example, a test of mental ability does in fact measure mental ability and not some other characteristic.
- 2) The test measures what it claims to measure consistently or reliably. This means that if a person were to take the test again, the person would get a similar test score.
- 3) The test is purpose-relevant. In other words, the test measures one or more characteristics that are important to specific career decisions or for predicting or monitoring training and development outcomes.
- 4) By using the test, more effective decisions can be made by and about individuals. For example, an interest inventory helps you to guide a client toward careers in which he or she is more likely to be satisfied. A mechanical aptitude test may help you predict who would benefit from mechanical training.

Thus, a good test is both reliable and valid, and has good norms. Test reliability and validity are two technical properties of a test that indicate the quality and usefulness of the test. These are the two most important features of a test. The counselor should examine these features when evaluating the suitability of the test. Reliability refers to the consistency of the test results. Validity refers to how well a test measures what it says it does. Norms are designed to tell you what the result of measurement (a number) means in relation to other results (numbers).

The “normative sample” should be very representative of the sample of people who will be given the test. Thus, if a test is to be used on the general population, the normative sample should be large, include people from ethnically and culturally diverse backgrounds, and include people from all levels of income and educational status.

A good psychological test is thus a standardized test with a manual which gives complete information about the development of the test, administration, scoring and interpretation of the results.

However, whenever you use a psychological test you should keep in mind a few things. Good test use requires:

- Comprehensive assessment using history and test scores
- Acceptance of the responsibility for proper test use
- Consideration of the Standard Error of Measurement and other psychometric knowledge
- Maintaining integrity of test results (such as the correct use of cut-off scores)
- Accurate scoring
- Appropriate use of norms
- Willingness to provide interpretive feedback and guidance to test takers.

1.10 TYPES OF PSYCHOLOGICAL TESTS

The psychological tests vary in their content as well as the way they are administered. Thus there are verbal test and nonverbal tests; power test and speed test; group test and individual test. Psychological tests can be of various types such as achievement tests, aptitude tests, mental ability tests, interest inventories, personality inventories etc. Now let us know about these tests.

Intelligence test: IQ tests purport to be measures of intelligence, IQ (or cognitive) tests and achievement test are common norm-referenced tests. In these types of tests, a series of tasks is presented to the person being evaluated, and the person’s responses are graded according to carefully prescribed guidelines. After the test is completed, the results can be compiled and compared to the responses of a norm group, usually composed of people of the same age or grade level as the person being evaluated. IQ tests which contain a series of tasks typically divide the tasks into verbal and non verbal and performance test. Some of the important IQ tests are, Stanford-Binet Intelligence Scales, Wechsler Adult Intelligence scale, Draw a man, Bhatia’s Battery of Performance Test of Intelligence, Raven’s Progressive Matrices Test.

Tests of Interest and Aptitude: Tests of Interest assesses the likes and dislikes of the client whereas aptitude tests aim at measuring the potential of the client in a particular field. These are mainly used for the educational and vocational counselling. Examples of Interest test are Strong Vocational Interest Blank and Kuder Preference Record. Commonly used aptitude tests are Differential Aptitude Test (DAT) and DBDA.

Attitude tests: Attitude tests assess an individual's feelings about an event, person, or object. Attitude scales are used in marketing to determine individual (and group) preferences for brands, or items. Typically attitude tests use either a Thurston Scale or Likert Scale to measure specific items.

Tests of Achievement: Achievement tests measure the individual's performance in a particular area. It assesses the acquisition of knowledge and skills by the individual after the completion of a course/training. Achievement tests can be standardized or informal achievement tests made by teachers. Achievement tests help in finding out the student's strengths and weaknesses in particular areas and assessing student's performance over a period of time.

Neuro-psychological tests: These tests consist of specifically designed tasks used to measure a psychological function known to be linked to a particular brain structure or pathway. They are typically used to assess impairment after an injury or illness known to affect neuro-cognitive functioning, or when used in research, to contrast neuropsychological abilities across experimental groups.

Personality tests: Personality tests and inventories evaluate the thoughts, emotions, attitudes, and behavioural traits that comprise personality. The results of these tests can help determine a child's personality strengths and weaknesses, and may identify certain disturbances in personality. Psychological measures of personality consist of rating scale or self-report measures and free response measures or projective tests.

Objective tests, i.e., rating scale or self-report measure

These have a restricted response format, such as allowing for true or false answers or rating using an ordinal scale. Prominent examples of objective personality tests include the MMPI, MCMI and Child behaviour check list. Objective personality tests can be designed for use in organisations for potential employees, such as the NEO-PI, the 16PF, and the Occupational Personality Questionnaire, all of which are based on the the Big Five Factor Model of normal personality.

Projective tests (Free response measures) attempt to measure personality based on the theory that individuals tend to project their own unconscious attitudes into ambiguous situations. An example of this would be the Rorschach test, in which a person states what each of ten ink blots might be. Other projective tests include Thematic Apperception Test (TAT), the House-Tree-Person Test, Robert's Apperception Test, and the Attachment Projective.

Direct observation tests

These are also used in many situations. Although most psychological tests are "rating scale" or "free response" measures, psychological assessment may also involve the observation of people as they complete activities. This type of assessment is usually conducted with families in a laboratory, home or with children in a classroom. The purpose may be clinical, such as to establish a pre-intervention baseline of a child's hyperactive or aggressive classroom behaviours or to observe the nature of a parent-child interaction in order to understand a relational disorder. Direct observation procedures are also used in research, for example to study the relationship between intrapsychic variables and specific target behaviours, or to explore sequences of behavioural interaction.

1.11 LET US SUM UP

In this unit you learned about one of the important task carried out by a counselor, i.e., psychological assessment of the client. There are various things to be kept in mind about the assessment process. These principles of assessment were described in detail. You also learned about the purpose and the steps in the process of assessment. The methods of assessment – interview, observation and case study were described. Psychological assessment is a broader term which includes psychological testing. The purpose of testing was described and the characteristics of a good psychological test were delineated. You also came to know the different types of psychological tests available which a counselor can make use of to collect information about the client.

1.12 UNIT END QUESTIONS

- 1) Describe the purposes for which psychological assessment data are used.
- 2) Enumerate the important principles of assessment.
- 3) Illustrate the process of assessment.
- 4) Differentiate between psychological assessment and psychological testing.
- 5) Explain the various methods of assessment.
- 6) Explain the various types of psychological test.
- 7) Discuss the seven steps of assessment process.
- 8) Explain the purpose of psychological testing.

1.13 GLOSSARY

Psychological Assessment	:	Any method used to measure characteristics of people, programs, or objects (process of collecting information).
Psychological Test	:	A standardized procedure of measurement designed to measure characteristics- ability, personality, attitude etc. It is a task upon which people are asked to try their best (aptitude & achievement tests). They measure maximum performance.
Questionnaires and Inventories	:	Evaluate typical performance. Personality and interest inventories elicit self-reports of opinions, preferences, and typical reactions. Standardized Assessment versus Non-standardized Assessment
Standardized Assessment	:	Meet certain criteria of test construction, administration, and interpretation. This includes uniform testing procedures, objective scoring methods, and representative norm groups for test interpretation, reliable test scores, and studies of validity.

- Non-standardized Assessment** : (Ratings scales, projective techniques, behavioural observations, and biographical measures) Produce less reliable and less valid results than standardized assessments but allow counselors to consider aspects of behaviour or the environment not covered by traditional psychological tests. Nomothetic Assessment versus Idiographic Assessment
- Nomothetic Assessment** : Greek for “law”. Emphasis is placed on variables that show lawful or meaningful distinctions among people. The group provides a frame of reference for determining which variables to assess and how to interpret the results.
- Idiographic Assessment** : Greek for “personal”. Emphasis is placed on those variables that can be most helpful in describing the individual. The individual serves as the reference point to identify relevant variables and how to interpret the data. Quantitative Assessment versus Qualitative Assessment
- Quantitative Assessment** : Most psychological tests are quantitative procedures, yielding a specific score on a continuous scale. Quantitative procedures have been studied in terms of reliability and validity.
- Qualitative Assessment** : Procedures such as interviews and autobiographies produce verbal descriptions of a person’s behaviour or of a situation that can be placed into one of several categories. (Examples: developmental stages or personality types). Qualitative procedures provide a holistic and integrated view of clients, encourage activity on part of the client, form part of the treatment in addition to assessment, and can be easily adapted for clients from different backgrounds. Individual Assessment versus Environmental Assessment
- Individual Assessment** : Counselors have historically paid more attention to assessment of individuals.
- Environmental Assessment** : Counselors recently have begun devoting more attention to the environment in determining one’s behaviour.

1.14 SUGGESTED READINGS

Anastasi, A. (2003). *Psychological Testing* (5th ed.). Macmillan: New York.

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UNIT 2 ASSESSMENT COMPLEXITIES

Structure

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Meaning of Assessment Complexities
 - 2.2.1 Issues in Assessment
- 2.3 Prerequisites for Assessment
 - 2.3.1 Need for Assessment
 - 2.3.2 Appropriateness of the Test
 - 2.3.3 Reliability and Validity of the Test
 - 2.3.4 Consent of the Test Taker
 - 2.3.5 Confidentiality
- 2.4 Errors in Assessment
 - 2.4.1 Environmental Factors
 - 2.4.2 Competence of the Counsellor
 - 2.4.3 Client's Subjective State
 - 2.4.4 Ethnic, Linguistic and Cultural Differences
 - 2.4.5 Administration, Scoring and Interpretation
 - 2.4.6 Fallibility of Test Scores
- 2.5 Let Us Sum Up
- 2.6 Unit End Questions
- 2.7 Suggested Readings

2.0 INTRODUCTION

Assessment is an integral part of guidance and counselling. It plays a crucial role in the successful outcome of counselling. A good assessment can pave the way to the solution of the problem whereas a poor assessment can hamper the process of counselling and may adversely affect the client. Hence care need to be exercised in using an appropriate assessment procedure. Right from deciding why to assess and what to assess, to selecting a suitable test, administering, scoring, interpreting and communicating the test results to the client – each and every aspect is important and needs to be handled in a proper way. It can be said that when assessment is properly done, half the job is done. Then counselor will have a fair understanding of the client, his/her problems, issues concerned, the dynamics involved etc. This will make the counselling more effective and fruitful enabling the client to make proper decisions and appropriate choices and plans.

2.1 OBJECTIVES

After reading this unit, you will be able to:

- To know the meaning of assessment complexities;
- To know the necessary requirements for assessment; and
- To describe the various factors affecting the findings of assessment.

2.2 MEANING OF ASSESSMENT COMPLEXITIES

Human behaviour is a complex phenomenon. Therefore, assessment of human behaviour is equally complex. Assessment often tries to find out the magnitude or quantity of a particular aspect/factor/problem in the client. For example, what is the motivation level of the client, how depressed is the client, what is the mental ability of the client, what are the interests of the client etc. Thus it gives an indication of whether there is a lot of something or just a little. The accuracy of this plays a great role in the success of counselling. However, there are a host of factors which may affect the accuracy of the assessment scores. Hence the counselor must exercise utmost care to ensure that assessment is carried out in an appropriate manner.

Assessment in itself is an elaborate process where we need to keep in mind several things. We need to understand the different issues related to assessment to appreciate the complexities of assessment. These are described below.

2.2.1 Issues in Assessment

Time and Effort Required in Assessment

How successful is our current assessment program? The decision to use a test is an important one. Counselor needs to carefully consider several technical, administrative, and practical matters. This requires the counselor to spend time and effort to understand the various related aspects of assessment and make a conscious decision about using a particular test. The counselor should weigh all the costs and benefits with an aim of ultimately increasing the effectiveness of the assessment procedure leading to success in counselling.

The counselor should also have an idea about the construction of psychological test including the process of establishing its reliability and validity. How has the test been developed? This is a rigorous process which takes lot of time, hard work and money, ultimately giving us a standardized test having norms for different population. The counselor has to interpret the assessment results in reference to these norms. Hence he/she should take time to read the manual of the test and know whether the norms available for the particular test would be applicable for the client. For example, if the client is a high school student, does the test which the counselor intends to use have the norm for high school students? If it is not there, then the test scores of the client cannot be interpreted.

Use of Technology in Assessment

Computer administration of psychological assessment clearly saves time of the counselor but the results of such test may not give reliable and valid scores. Some psychologist believe that the computerized assessment has not been sufficiently validated (Metarazzo 2000), whereas others fear that the increasing use of computer in counseling will increase the risk to the confidentiality of client's information.

Misuse or Overuse of Tests

A single test cannot be expected to be valid in all situations and for all groups of people. A test, generally is developed to measure specific characteristics or to predict specific performance criteria for a particular group. Hence one needs to

be careful to choose an appropriate test for the assessment of a client. Overuse of test also is a serious concern which we need to be aware of. Tests should not be used for anything and everything. Just like popping a pill whenever we have a common cold, the tendency to use a test on the slightest pretext must be avoided. Only when it is necessary to use a psychological test as part of the assessment process to gain some understanding about the different issues involved in counselling, the tests should be used. Tests serve as an aid to provide information about the client. In the initial counselling sessions, the counselor can decide whether any tests need to be used as part of assessment procedure; if yes, then what types of tests and their appropriateness for the client should be found out.

Hence, use of psychological tests should be in the strict compliance of the proper procedure needed for administering a test to the client. This will give us accurate findings. However, care is also to be taken that test results do not lead to labeling of the client. If the client has got low score on test of mental ability, we should not say that the client has low intelligence and then accordingly assume that s/he will be low in every aspect. There are other factors also which need to be taken into account before we say that the client has low intelligence. Even then we need to exercise care in communicating the test results in such a way that it does not lead to any negative effect on the client.

Indirectness of the Measurement

Most of the psychological assessment and test are indirect e.g., a school counselor wants to measure the mental ability or intelligence of the students of a particular class. Now intelligence can not be seen directly. The counsellor, therefore depends on the assessment which includes a sample of behaviour representative of an intelligent act. Such a sample, however, may itself suffer from number of limitations. In such a situation measurement of any trait itself becomes a source of perpetual difficulty.

Incompleteness of Measurement

Since only one dimension of behaviour is assessed at a time, it does not give a comprehensive picture of the whole behaviour. The connectedness among the various strands of behaviour is missing which may lead to a less clear understanding of the concerned client. For this there is a need to understand the client's situation from a total perspective and accordingly decide on which aspects need to be assessed. Results from the tests should also be combined with information or findings from various other sources so that we can arrive at a comprehensive measure of the individual.

Safety of Testing Material

All materials used in the assessment process, whether paper-and-pencil or computer-based, must be kept secure. Lack of security may result in some test takers having access to test questions beforehand, thus invalidating their scores. To prevent this, test administrators should, for example, keep testing materials in locked rooms or cabinets. This is especially required in situations like school setting or organisational setting where assessment usually forms a part of guidance activities or human resource activities. Another reason for ensuring the safety of testing material is the high cost involved in the purchase of the test materials and equipments.

Some instruments used in counseling and in self-assessment are not held to the same strict standards of security. The purpose of testing often will dictate the importance of security for test materials. Security is also the responsibility of test developers. The security of a test may become compromised over time. To protect security, test developers periodically introduce new forms of tests.

2.3 PRE-REQUISITES FOR ASSESSMENT

A few things are there which need to be kept in mind before the counselor goes for an assessment of the client. It should be noted here that assessment is not a haphazard process; it follows a systematic procedure starting with a rationale for the assessment.

2.3.1 Need for Assessment

What is the need for the assessment? What are the aspects we want to assess? What information/answer are we looking for through the assessment? All these should be clarified before we start the assessment procedure. This explains what are our goals in assessing the client and what do we want to get through this assessment and how is this going to contribute to our explanation of the client's behaviour or solving her/his problem.

Care should be taken to use assessment tools in a purposeful manner. It is critical to have a clear understanding of what needs to be measured and for what purpose. Assessment strategies should be developed with a clear understanding of the knowledge, skills, abilities, characteristics, or personal traits that are going to be measured. It is also essential to have a clear idea of what each assessment tool measures.

When a client comes to the counselling situation, the counselor first tries to understand the client and enable the client to understand himself/herself so that effective decisions are taken and appropriate choices are made. To achieve this aim of counselling, the counselor needs to use an assessment procedure which will assess the required fields and generate information which will aid in providing proper counselling to the client. For instance, a student wants to go for medicine as a career. Here, the counselor needs to find out the aptitude of.

2.3.2 Appropriateness of the Test

After deciding the need for assessment, the counselor needs to select an appropriate psychological test to be administered to the client. Tests are available specific to the age, gender and social cultural status. The suitability of a particular test needs to be found out by the counselor. An assessment tool usually is developed for use with a specific group; it may not be valid for other groups. For example, a test designed to predict the work values of adults may not be valid for use with junior high school students. It is possible that many junior high school students are not vocationally mature enough for the assessment tool to be meaningful, or perhaps the reading level of the test is not suitable for junior high school students. Tests should be appropriate for the individuals the counselor wants to test, that is, the target population or the client.

Many tests have more than one version or form. Items differ on each form, but each form is supposed to measure the same thing. Different forms of a test are

known as parallel forms or alternate forms. These forms are designed to have similar measurement characteristics, but they contain different items. These tests are required to be given when the counselor wants to give the same test again.

2.3.3 Reliability and Validity of the Test

Reliability and Validity are the two most important issues in selecting assessment tools.

An assessment tool usually is developed for use with a specific group; it may not be valid for other groups. For example, a test designed to predict the work values of adults may not be valid for use with junior high school students. It is possible that many junior high school students are not vocationally mature enough for the assessment tool to be meaningful, or perhaps the reading level of the test is not suitable for junior high school students. Tests should be appropriate for the individuals the counselor wants to test, that is, the target population or the client.

Only reliable assessment instruments need to be used. In other words, only those assessment tools that provide dependable and consistent information are required to be used. This will help reduce the complexities in assessment and make our results accurate. Further, use only assessment procedures and instruments that have been demonstrated to be valid for the specific purpose for which they are being used. Use assessment tools that are appropriate for the target population or the client.

2.3.4 Consent of the Test Taker

Prior to administering any psychological test, consent of the client taking the test should be obtained. Since we are dealing with human beings, it'll be a violation of human rights to administer the tests without their agreeing to it. Hence, consent of the client for taking the test is a must. The counselor also needs to explain the client about the need and purpose of giving the test. Prior to taking the consent of the client, the counselor needs to explain to the client about the roles and responsibilities of the counselor as well as the client, the process of counselling, its limitations and advantages. The structuring of the counselling session, number and duration of sessions, administration of psychological tests, issue of termination of counseling – all are explained to the client and then the client's consent is asked for. It has to be an informed consent by the client or the test taker.

2.3.5 Confidentiality

Assessment results are highly personal. Maintaining the confidentiality of assessment results is very important. As a professional, counsellor must respect the test taker's right to confidentiality and ensure the confidentiality of the assessment data. The client has to be assured of the confidentiality of the findings of the assessment process.

As a counselor, you should recognise this fact that trust is a cardinal factor in the counselling relationship. You should earn this trust by establishing proper rapport, setting up appropriate boundaries, explaining the roles, responsibilities, limitations, and maintaining confidentiality.

Assessment results should be shared only with those who have a legitimate need to know. Communication and use of any information/data gathered from psychological assessment has to be done with the consent of the client. While communicating the results, the cultural background also needs to be taken into consideration. However, there are certain situations where confidentiality cannot be adhered to. For example, when there is a threat/danger to the life of the client or other people; in cases of legal and court requirement; in cases of contagious and life-threatening diseases – the counselor is required to communicate the results to the concerned authority.

Self Assessment Questions

1) What do you mean by assessment complexities?

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2) Explain the misuse or overuse of psychological tests.

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3) How will you find out the appropriateness of the test?

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4) Explain the aspect of confidentiality in psychological assessment.

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2.4 ERRORS IN ASSESSMENT

Since counseling is a behavioural science, it involves many uncontrolled factors which may lead to errors in assessment. For example, when a school counselor is measuring the intelligence of a child with the help of intelligence test, there can be several factors which may decrease or increase the actual score of the students as the child might be nervous or s/ he might be distracted by other internal factors. All these sources of errors in assessment create problems which adversely affect the scientific value of assessment. Using unbiased and fair tests will enable to provide the most appropriate assessment services to clients. In addition, there are a host of other factors which need to be considered to ensure effective assessment and counselling.

2.4.1 Environmental Factors

There are various extraneous influences that may affect the reliability and validity of an assessment procedure. For example, room temperature, noise in the testing room, poor lighting, inaccurate timing, damaged test equipment or even the test administrator may adversely affect an individual's test performance. The physical setting of the test situation therefore needs to be optimum so that it reduces the chance of affecting the client's performance on the test. The counselor should ensure that the testing environment is suitable and that administration procedures are uniform for all test takers and the clients.

The testing room should be well ventilated with proper lighting. Extremes in temperature will make the client uncomfortable and affect the test result negatively. The client should feel relaxed so that s/he can attempt the test in a relatively calm mind. The environment should feel welcoming and inviting. It will reduce any inhibitions that the client might be having and open up the client to get himself or herself involved in the assessment procedure. Consequently, test findings will reflect accurate result. The environment should also be free from noise and any other kind of disturbances which may affect the assessment findings adversely.

2.4.2 Competence of the Counsellor

Assessment is an important aspect of the process of counseling. Hence, the counselor must have a good understanding of the psychological assessment and must be well equipped with the different assessment techniques. If the counselor is not competent enough with regard to the assessment procedure, then the counselor may not get a proper picture of the situation and the diagnosis of the problem may not be accurate. As a result, the counseling or the therapy provided by the counselor on this basis may not lead to effective results.

As a counselor, the ultimate goal is to take care of the interest and welfare of the client. For this the counselor needs to have necessary competencies to help the client. The counselor should have knowledge of the individual differences, human development, counselling theories, assessment principles and procedures, and ethical responsibilities. Further, the counselor should also have an understanding of the theories of personality, human rights and multicultural issues. These will enable the counselor to equip himself/herself with the required knowledge to understand human beings in a variety of situations. The counselor should also

have the required skills and competences to develop rapport with the client and carry out the process of counselling. Various initial counselling skills and core counselling skills are necessary to win the trust and confidence of the client and enable the client to open up and express himself/herself in the counselling situation. Counselling also requires a sound knowledge of the ethics of counselling which will ensure the safety of the client. The counselor needs to have a genuine concern for the interest and welfare of the client.

2.4.3 Client's Subjective State

The subjective state of the client refers to his/her temporary psychological or physical state. Test performance can be influenced by a person's psychological or physical state at the time of testing. For example, different levels of anxiety, fatigue, or motivation may affect an individual's test results. Mood of the client and the counselor also affects the test situation and may influence the test result. Hence as a counselor when you are administering different tests to the client, you need to keep in mind the emotion and motivational level of the client.

You must be aware that the client has come to the counselling situation with a number of apprehensions, inhibitions, expectations, fear and limitations. The client may not be sure of what to expect from the counselling situation and what does it involve; or he/she may have mistaken expectations, wrong notions about counselling. Many a client believes that counselling is a miracle – it'll make your entire problem go away like nothing. These misplaced beliefs need to be handled carefully and gently the client may need to be reoriented towards the reality of the counselling situation.

The source of referral also determines the subjective state of the client. If the client is self referred, i.e., has come on its own, s/he is in a more positive state to get involved in the process of counselling. However, in cases where client is referred by the parents, school authorities, some organisations, court or welfare agencies, the client may not be receptive. Again in this latter case, when the client is referred as well as willing to go for counselling, it becomes easy to establish rapport and proceed in counselling. However, in cases where the client is referred but not willing to take counselling, it becomes a difficult scenario for the counselor. These clients are called resistant and their subjective states are not conducive for them to enter into the counselling process. It is a real challenge for the counselor to change their hard attitude and make them somewhat amenable for the process of counselling and assessment.

2.4.4 Ethnic, Linguistic and Cultural Differences

The counselor must keep in mind the diverse array of ethnic and cultural groups with their ethnic, linguistic and cultural differences. The variations in the cultural background of the clients play an important role in determining how the client will approach the counselor and the process of counselling itself. The cultural diversities affect the way the beliefs, values and attitudes develop in the client. As a counselor you must be aware of this. This will make the client feel accepted and understood as a result of which rapport formation becomes easier. As you know, rapport establishment is the foremost requirement in assessment and counselling. When the counselor respects the ethnic, linguistic as well as cultural differences in the client, the client feels important and understood; and develops trust and confidence in the counselor. Then the client is ready to participate in

the assessment process and take the tests in a proper way. The counselor needs to find out the suitability of the psychological test for the particular client based on his/her ethnic/linguistic/cultural background. Otherwise, it may negatively affect the test result.

2.4.5 Administration, Scoring and Interpretation

Psychological tests are standardized measures of behaviour. They follow uniform procedure of administration and scoring. Deviation from this may lead to errors in assessment. Test results may get affected because of the variation in the way the test is administered and scored. There are different types of psychological tests. Based on administration, they can be classified as Individual Tests and Group Tests. Counsellors should have a thorough knowledge and understanding of the administration of individual tests as well as group tests. Individual tests require one-to-one supervision whereas group tests are administered in a group setting. However, the counselor needs to know how to administer the test to a group of individuals - distributing the test booklets, giving instruction, ensuring understanding of the instruction by the group, monitoring, collecting the test booklets and answer sheets back and concluding the testing session. A trained counselor should have competence in the test administration and scoring which will ensure uniformity in the assessment procedure leading to reliable results.

Test results may not be accurate if the tests have not been administered and scored properly, or if the results are not interpreted appropriately. Interpretation of the test results also is very crucial. Counsellors should have knowledge of how to interpret different types of tests. For example, projective type of tests are less objective in their interpretation. It requires the counsellor's rich experience and knowledge in the field to arrive at accurate interpretation. Although researchers are trying to bring in more objectivity into such interpretation, some tests by nature may not lend themselves to full objectivity. Hence the counselor needs to exercise proper care in interpreting such results.

Tests help us make inferences about people's knowledge, skills, abilities, traits, interests and values. The inferences should be reasonable, well-founded, and not based upon stereotypes. If test scores are not interpreted properly, the conclusion drawn from them are likely to be invalid, thus leading to poor decision making. Hence there is a need to ensure that the interpretation of test results are done strictly according to the procedure given in the test manual. This will provide credibility to the test score interpretations and be a solid basis for making counselling decisions.

2.4.6 Fallibility of Test Scores

Professionally developed tests and procedures that are used as part of a planned assessment, program may help in guidance, training, and development. However, it is essential to understand that all assessment tools are subject to errors, both in measuring a characteristic such as verbal ability, and in predicting performance, such as success in training. This is true for all tests and procedures, regardless of how objective or standardized they might be.

The counselor should not expect any test or procedure to measure a personal trait or ability with perfect accuracy for every single person, and also must not expect any test or procedure to be completely accurate in predicting performance

or job satisfaction. For example, there will be cases when a test score or procedure will predict suitability for a particular occupation, when in fact the person would not prove to be satisfied in that occupation. There also will be cases in which an individual receiving a low score will be advised against a particular occupation, when in fact the person actually would be a capable and good worker. Similarly, there will be cases where a test score or procedure will predict success in training for an individual who then does not succeed. Such errors in this context are called selection errors. Selection errors cannot be completely avoided in any assessment process.

Why use testing despite these errors? The answer is that appropriate use of professionally developed assessment tools on average enables individuals and organisations to make more effective decisions than use of simple observations or random decision making. Using a single test or procedure will provide the counselor with a limited view of a person’s career interests or training needs. Moreover, the counselor may reach a mistaken conclusion by giving too much weight to a single test result. On the other hand, using a variety of assessment tools enables the counselor to get a more complete picture of the individual. The practice of using a variety of tests and procedures to more fully assess people is referred to as the whole-person approach. This will help reduce the number of selection errors made and will boost the effectiveness of decision making of the counselor.

<p>Self Assessment Questions</p> <p>1) Describe the importance of client’s subjective state for psychological assessment.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>2) Why is the competence of the counselor important in assessment?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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2.5 LET US SUM UP

In this unit we focused on the assessment complexities. Assessment plays an important role in guidance and counselling. Assessment instruments, like other tools, can be extremely helpful when used properly, but counterproductive when used inappropriately. Often, inappropriate use stems from not having clear understanding of what you want to measure and why you want to measure it.

Having a clear understanding of the purpose of your assessment system is important in selecting the appropriate assessment tools to meet that purpose.

The counselor needs to understand the various issues related to psychological assessment which were explained here in this unit. There are certain necessary conditions which need to be fulfilled before starting the assessment procedure. These were described in detail. For example, the test taker needs to be informed about the testing procedure and the issue of confidentiality. Finally, despite all the precautions taken and steps followed, sometimes the assessment may not lead to accurate result. These errors in assessment were described. The counselor should be well versed with the process of psychological assessment so that it can provide with valuable information to make the counselling effective.

2.6 UNIT END QUESTIONS

- 1) Discuss the various issues in assessment.
- 2) Discuss administration, scoring and interpretation of test scores.
- 3) How do we accommodate linguistic, ethnic and cultural differences in assessment?
- 4) What are the prerequisite factors that need to be considered for assessment?
- 5) Discuss the Fallibility of tests scores
- 6) What are the various errors in assessment? Elucidate.

2.7 SUGGESTED READINGS

Anastasi, A. (2003). *Psychological Testing (5th ed.)*. Macmillan: New York.

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UNIT 3 THE AMBIENCE AND CLIMATE NEEDED FOR ASSESSMENT AND COUNSELING

Structure

- 3.0 Introduction
- 3.1 Objectives
- 3.2 How to Provide Safe and Positive Environment
 - 3.2.1 Establishing Rapport
 - 3.2.2 Initial Counselling Skills
- 3.3 Counselling Setting
- 3.4 Mind Set of the Client
- 3.5 Pre -Counselling Interview
 - 3.5.1 Preliminary Assessment
- 3.6 Let Us Sum Up
- 3.7 Unit End Questions
- 3.8 Suggested Readings

3.0 INTRODUCTION

The ambience and climate needed for assessment and counseling plays vital role in the success of counselling. When the client comes to the counselling situation for the first time, he or she will have his / her own reservations, inhibitions, doubts and confusions. These coupled with the problems the client is facing and the anxieties/stress he is going through makes it a challenging task for the counselor to build rapport with the client. Hence it is the prime responsibility of the counselor to ensure a safe and positive environment for the client in the beginning itself. This will help establish rapport between the client and the counselor. The client will feel welcome and unravel his or her inner thoughts and problems. The ambience and climate should be inviting which will give the initial assurance to the client to open up and express.

3.1 OBJECTIVES

After going through this unit, you'll be able to:

- Understand the importance of a safe and positive environment in assessment and counseling;
- Describe the meaning of rapport in assessment and counseling;
- Identify the components of counselling setting;
- Describe the counselling skills required in initial counselling phase; and
- Explain the different mindsets of clients.

3.2 HOW TO PROVIDE SAFE AND POSITIVE ENVIRONMENT

The Counseling Service has no magical power to solve every problem immediately. It is essential for those being helped to want to be helped. Assistance is effective to the extent that the individual is open to change and new experiences. The environment and condition in which the individual finds himself or herself play an important role in the process of assistance. It is essential to accept that the effectiveness of assistance will change from person to person, subject to subject and situation to situation. However, it is the utmost responsibility of the counsellor to create a safe and positive environment which will enable the client to derive benefits from counselling.

Clients come to the counselling situation with their insecurities, fears, inhibitions, uncertainties and confusions. They require help, assistance and guidance from the counsellor to overcome their fears, understand themselves and their situation properly. However, this is possible only when the client gets a feeling of accepted and understood in the counselling situation. A counselling environment where the client feels safe and welcoming will facilitate the process of interaction between the client and the counsellor leading to the ultimate goal of enabling the client to overcome his or her problems. Hence, a safe and positive environment where the client feels encouraged is very crucial for the success of counselling. Two important factors contributing to this are the establishment of rapport with the client and use of various counselling skills by the counsellor. These are described below.

3.2.1 Establishing Rapport

Rapport establishment is an important activity on the part of the counsellor which will create a positive environment for the client. When the client comes initially to the counselling situation, the counsellor and the counselling situation is new for him. The counsellor needs to establish an effective rapport with the client in order to proceed further in the counselling situation. Rapport refers to relationship. It is a warm, friendly and understanding condition which is essential for an effective relationship between the counsellor and the client. Establishing rapport helps the counsellor to reach out to the client. This helps to develop a friendly and trusting relationship.

Rapport is the first and foremost requirement in a counselling situation. Without rapport between the counsellor and the client, counselling cannot happen. Not only rapport has to be established, but also has to be sustained throughout the counselling. How to establish rapport? Rapport requires simple but thoughtful acts like reaching out to greet the client in the first instance, taking interest in the client, expressing warmth, putting him at ease and showing genuine concern. When we meet somebody for the first time, usually we exchange pleasantries. We ask about the other person basic things like their name, where did they come from, their occupation etc. If it is a referred case, we already know the person's name. So we can straightaway start by addressing the person by his or her name. In case of a school student we can ask about his or her friends, classes and studies. Later on as the counselling progresses, sensitiveness to the client's needs, feelings and problems helps to sustain rapport. A genuine concern for the client's interests and welfare helps in creating a positive counselling environment.

Readiness of the Client

The readiness of the client affects the establishment of the rapport between the counsellor and the client. Usually clients are of two types: (a) those who seek counselling voluntarily, and (b) those who are referred to the counsellor by the school, agency, parents or court. In the first category, the clients are ready to receive help; they actively want to get help and solve their problems. In such case establishing rapport is easy and facilitated. It should be noted here that rapport establishment is a two way process. Hence when the client is ready and willing to extend himself for the counselling, rapport gets established quickly. In contrast, the second type of clients who are referred may not be willing to take help. Thus in this category again you'll find those who want to benefit from counselling and those who resent it. Rapport establishment becomes difficult with those clients who are referred and who resent this referral to the counsellor.

3.2.2 Initial Counselling Skills

Active Listening

Listening is a skill and active listening is much more than mere listening. It can be acquired easily if we develop the habit of being genuinely interested in other people. Many a times we don't listen in a proper way to what the other person is telling. Our listening will be superficial, i.e., not paying much attention to what the other person is saying or; selective, that is, we tend to listen only to those things which we want to listen. Both these will lead to inaccurate listening.

Active listening involves paying attention to verbal communication as well as non-verbal communication. The facial expression, postures, gestures, tone of voice of the client and periods of silence all convey something which need to be observed and attended to by the counselor. This will make the client feel understood and the counselor can develop insight into the client's problems.

Active listening is a very important counselling skill which is required throughout the process of counselling. It is also called attentive listening which involves listening not only to words but also to the thoughts and feelings of the client. This is very essential as it will very accurately reflect the client's state of mind and what he or she is expressing at present.

Asking Questions

Remember that the person asking the questions is leading the direction of the conversation. Ask interesting questions that allow the other person to talk about themselves or their interests and then listen attentively to what they are saying. Allow the client to express himself. Give them positive feedback followed by non-threatening questions that allow them to expand on what they are saying.

As a counselor you should also be aware of the open-ended questions and close-ended questions. Open ended questions are those where the client can elaborate on his or her answer. The client has a scope to describe the things. However, close ended questions are those where you get a single word response only. There is no chance to describe or elaborate on the things. For example, when did this thing happen?, Where did you go after the incident?, How many times did that happen? – all these are close ended questions. Open-ended questions include such as How did this happen?, Why was he angry with you? The counselor needs to use more open – ended questions so that he or she can get more clear

information. However, closed questions are also required for some purpose. Thus both open ended and close ended question need to be used depending on the nature and type of information that the counselor wants to elicit.

Communication

Counselling is reaching out to the inner world of the client. For this communication skill is very important. The counselor needs to communicate in such a way that the client feels accepted and shares his or her psychological world with the counselor. A clear and transparent channel of communication should be adopted. The non-verbal aspect of communication also needs to be considered. Not only what the client is saying but also his or her non - verbal behaviour, i.e. body language, gestures should be observed. This will help the counselor in forming a connection or rapport with the client. The client feels that his or her problems, concerns are being listened to and understood.

Empathy

Empathy is a core counselling skill which refers to putting oneself in the other person's shoes. That is, empathy is the capacity to feel 'with' while sympathy is to feel 'for'. According to Rogers (1961), empathy is a necessary condition in counselling. He states that empathy is "to sense the client's private world as if it were your own, but without ever losing the 'as if' quality – this is empathy, and this seems essential to therapy; to sense the client's anger, fear or confusion as if it were your own, yet without your own anger, fear or confusion getting bound upon it, is the condition we are trying to describe". Here, the counselor has to develop a closeness with the client as well as maintain a distance. The counselor should not get carried away by the client's emotional states.

When the counselor feels what the client feels, he or she is showing empathy towards the client. By showing empathy, the counselor acknowledges and tries to understand the subjective world of the client. This creates a positive environment and makes the client feel safe in the counselling situation.

Besides these skills, there are a few other things the counselor needs to remember. Develop a friendly nature and establish a habit of smiling. Friendliness puts the client at ease and creates a positive climate. Accept and appreciate the client and give importance to them. One way to do this is to learn their name and use it often during the conversations. Allow them to feel important. It is important to remember to keep your ego under control. Ego has been responsible for breaking rapport on more occasions than any other behaviour. Ego is a sign of low self worth. If the counselor develops a strong feeling of self worth then he/she will not have the need to allow his ego to get in the way.

A safe and positive climate is an essential requirement of counselling situation. For this the counselor needs to establish a proper rapport with the client and use various counselling skills to develop trust in the client and make the client feel secure to express himself. The focus should be on the client. The counselor should convey positive regard for the client. There should not be any judgement or conclusion passed on the client, but respecting the client as a person should be there. This will bring in a positive ambience and climate in the counselling.

3.3 COUNSELLING SETTING

Prior to engaging in the interpersonal communication process, there are basic requirements which will influence the client's ability to express him/her, and to make decisions regarding the relationship. These aspects refer to the counseling setting, which in the initial meetings can cause a significant impact in the client's perception towards the counselor and the whole counselling process. The physical setting of the counselling should include the following:

- Proper lighting and ventilation
- Proper infrastructure
- Facilities/amenities
- Quiet and calm environment
- Privacy

The counselling room should create a feeling of quiet and calm with a soothing environment and cheerful ambience. There should not be strong lights; it should not be too hot or cold feeling; and should give a feeling of relaxed atmosphere.

The counselor must keep in mind the noise factor also as it can lead to negative results. Too much noise will distract the client and he or she will not be able to pay proper attention to the test. Noise in the testing room, poor lighting, inaccurate timing, and damaged test equipment may adversely affect test takers. The counselor should ensure that the testing environment is suitable and that administration procedures are uniform for all test takers and the clients. Otherwise, it will affect the accuracy of the assessment and the effectiveness of counselling.

Confidentiality of the assessment results is also crucial. A psychological counselor is required to keep his or her discussion with a client confidential. The client needs to be assured of the confidentiality of the test results and the privacy of the counselling sessions. This is an ethical issue which needs to be taken care of. The setting of the counselling should be such that privacy can be ensured. There should not be scope of other people going in and going out of that room. There may be barrier or partitions also to ensure the privacy of the counselling situation. The assessment findings as well as the interactions and deliberations during the counselling session should not be disclosed without the prior consent of the client. The client needs to be assured about the confidentiality of such things. This will help ensure the success of counselling.

Example of an initial counseling session is given below in the box.

Mr. XYZ is the client today who has taken appointment for 10 am. As he knocked on the door and entered the room, I warmly greeted him and asked him to take a seat. The room was well ventilated. Since it was summer, there was air conditioner and the room was cool enough to make one feel comfortable and relaxed. It was an independent room, so no distraction from any other source, e.g., outside noise etc. This also ensured proper privacy for the counselling sessions. The ambience of the room was welcoming. There was proper soothing light with potted plants which gave a relaxed feeling.

As the client sat, I asked him did he find any difficulty in reaching the counselling centre. I offered him a glass of water to make him comfortable. Then I started, “So, you are Mr. XYZ; where do you work? Who are there in your family? Like this some general things were asked to make the client feel at home. Here the main goal is to establish rapport with the client. We are not going to start asking about his problems in the beginning itself. First the client needs to feel comfortable and develop trust in the counselor. The counselor needs to tell the client about the confidentiality aspect also. The counselor has to use the different counselling skills as described above to make the client feel confident about the counselor. For example, as the client is sitting in the chair, the counselor notices that the client is fidgeting. The counselor needs to observe this and try to make the client comfortable. After the client feels secure in the counselling environment, he is ready to open up and share things/issues with the counselor.

Self Assessment Questions

1) What do you mean by client readiness?

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2) How should be the physical setting of the counselling?

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3.4 MINDSET OF THE CLIENT

When it comes to interpersonal communication in assessment and counseling, being flexible and responsive is one of the most beneficial skills a counselor can have. Clients come with different mindsets and emotional states and the counselor’s ability to adjust to a client’s needs is likely to dictate the success of that relationship.

Following is a description of the diversity of mindsets with which clients approach counseling. The five types of mindsets and the respective strategies to deal with them to help improve the relationship and enhance client-counselor rapport are given below.

a) **An emotionally unstable client**

The client is emotionally unstable and finds difficulty in expressing him/herself. Emotionally unstable clients normally require a client-centered approach which enforces the need to establish rapport and trust, and to ensure the client is aware that he or she is in a safe and friendly environment. The client will normally have difficulty in expressing him/herself because he/she is unable or not ready to deal with emotions. Counseling strategies to establish rapport would include: using self-disclosure to relate to the client's situation and create an emotional link; creating goals and accountability in order to encourage action from the client; providing transparency and positivity through communication.

b) **An involuntary or skeptical client**

The client has been forced to attend to counseling (e.g. legally mandated). This type of client may be difficult to deal with in the early stages of the relationship. Normally, he or she will be skeptical about the process, and may not acknowledge any need to change. It is important for the therapist to gain respect from the client, and use that respect to establish trust. One of the most common strategies to gain respect and create responsiveness from the client is to outline the process of counseling: what he or she is there for; what is the structure of the relationship; what are the rights and duties of the client; what might be the expected positive outcomes. Solution-focused strategies are a good way to create a sense of accountability and need for change.

c) **The client is adolescent or a child**

Dealing with children is always challenging as there is a perceived 'bigger' communication gap. The goal for the counselor is to establish trust using humors; engaging in activities such as games; encouraging a collaborative approach; using self-disclosure and role-playing. These are all common strategies to help improve communication with young clients. The counselor has to come down to the child's level and empathize with him or her. Winning the trust of the child is a challenging task as they'll not easily be amenable to counselling. Most of the cases, they will be referral cases. Hence they may not be willing to undergo counselling and develop a resentment attitude. Hence extreme care needs to be exercised while dealing with adolescent or child clients.

The counselling set up should be such that the child feels attracted to it. It should be designed keeping in mind the interests and concerns of the particular group of children. For example, counseling room should have variety of toys, children's books/literature and play materials which will help the children to feel at ease and comfortable. There can be a sand pit, different puzzle games, board games, toy animals etc. The ambience should be as per the interests of the children. A proper environment will help children and young clients to trust the counselor and express the different issues/concerns related to them.

d) **The uncommitted client**

Lack of commitment can be a challenging problem in the counseling setting. Normally, a client with little or no commitment has a specific agenda which

justifies their attendance at a counseling session (an example would be a husband who was asked by his wife to attend counseling in order to preserve their marriage). Framing and re-framing are good tactics to re-model the way the client perceives the counseling relationship: shifting from the 'helping' mode to the collaborative approach. Creating goals and structuring will also motivate the client to go through the necessary stages for change, collect the rewards, and move on with his/her own life.

e) **The demanding client**

A demanding client will normally believe that the counselor will provide answers to his/her problems. They will come to counseling without much resolve to act upon their current situation, and will normally create very unrealistic expectations regarding counseling relationship and the counselor. These clients will expect the counselor to give them suggestions and solve their problems. They need to be clarified that the onus for changing things and getting solutions lies with the client only. The counselor can help and provide appropriate guidance to the client to enable him or her to understand self and situational factors. Accordingly, they need to take a decision or plan a course of action.

3.5 PRE-COUNSELLING INTERVIEW

The counselling process usually consists of three parts: the request for assistance (intake), the counselling proper (counselling) and the termination of the counselling relationship. The pre counselling interview is the beginning of the actual contact between the client and the counselor. The client usually comes to the counselling situation with lots of apprehension, unsure of what is going to happen. The counselor needs to take care of this by structuring the counselling. This will calm down the insecurities and confusions in the mind of the client and create a safe and positive climate for the client. Many clients come with the expectation of getting a readymade solution to their problem. When you go to a doctor, he gives you medicine for your fever, and you are cured. However, counselling is not like this. Since counselling involves human dynamics, issues of interrelationship, the changing nature of human beings, the counselling process requires involvement and commitment by the client as well as the counselor.

The client is made to understand that he has to function within a system or structure. He is given an idea of what is going to happen in counselling. The details of the sessions, duration, fees, types of psychological tests to be administered and other related issues are discussed. The issue of confidentiality and privacy is also discussed with the client. Further, the roles and responsibilities of the client as well as the counselor in the counselling process is explained. Any misconception that the client might be having is dispelled at this stage.

3.5.1 Preliminary Assessment

In counseling, the process of assessment begins before the first interview when the counselor take the initial counseling interview. Typical items include the client's name, address, age, educational and work history, reason for referral to counseling, and whether the client has been or is being counseled elsewhere.

The assessment process will enable the counselor to evaluate the client’s needs and will help the counselor to select the most appropriate type of assessment tools for the individual. A positive counselling environment should be established which will help the client give information and take the necessary psychological tests.

The counselor should review the fairness evidence associated with assessment instruments. Before selecting tools the counselor must be clear about the relevance of the test by examining the test manual and independent test reviews.

If a person takes the same test again, will he or she get a similar score, or a very different score? A reliable instrument will provide accurate and consistent scores. To meaningfully interpret test scores and make useful career or employment-related decisions, use only reliable tools. Test manuals usually will provide a statistic known as the reliability coefficient, giving you an indication of a test’s reliability. The higher the reliability coefficient, the more confidence you can have that the score is accurate.

Validity is the most important issue in selecting assessment tools. It refers to (1) the characteristic the assessment instrument measures, and (2) how well the instrument measures the characteristic. Validity is not a property of the assessment instrument itself; it relates to how the instrument is being used.

Test manuals provide information about both the development and psychometric characteristics of tests. They inform about the procedures for administration, scoring and interpretation, the recommended uses of an instrument, the groups for whom the test is appropriate, and test norms. They also should include a description of the validation procedures used and evidence of validity, reliability, and test fairness.

Assessment instruments must be administered properly in a conducive environment to obtain valid results. Assessment is a crucial part in the process of counselling. A good assessment will lead to a better understanding of the situation of the client. For this, the counselor needs to have a proper environment including an adequate physical setting with suitable infrastructure and other facilities.

<p>Self Assessment Questions</p> <p>1) How will you deal with an emotionally unstable client?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>2) What do you mean by structuring the counselling?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

3) What is preliminary assessment?

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3.6 LET US SUM UP

In this unit you learned about the importance of a proper counselling environment. The effectiveness of psychological assessment carried out in counselling and the success of counselling process itself depends upon proper ambience and climate. A safe and positive environment is the prime requirement of counselling. You also learned that the counselor needs to keep in mind the different aspects such as the physical setting of counselling, readiness of the client and rapport establishment which help in creating a safe and positive climate for the client in counselling. The initial counselling skills which help develop assurance, trust and confidence in the client were also described. You came to know that clients come with a variety of mindsets and how to deal with them in the pre-counselling interview.

3.7 UNIT END QUESTIONS

- 1) Discuss the conditions of providing a safe and positive environment.
- 2) Explain the ambience and climate needed for counseling.
- 3) Describe the different mind sets of the clients and how to deal with it.
- 4) Explain the counselling skills required in the initial stage.

3.8 SUGGESTED READINGS

Anastasi, A. (2003). *Psychological Testing (5th ed.)*. Macmillan: New York.

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UNIT 4 DETERMINATION OF ASPECTS TO BE COVERED

Structure

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Psychological Assessment: Objective and Subjective Approach
 - 4.2.1 Objective Approach
 - 4.2.2 The Subjective Approach
- 4.3 The Process of Assessment in Counselling
 - 4.3.1 Intake Interview/ History Taking
 - 4.3.2 Understanding and Defining the Problem
 - 4.3.3 Client's Coping Skills and Strengths
 - 4.3.4 Methods of Assessment
- 4.4 Components of Assessment
- 4.5 Skills of Assessing
 - 4.5.1 Skills of Observation
 - 4.5.2 Skills of Empathy
 - 4.5.3 Skills of Analysing Client Information
 - 4.5.4 Understanding and Integrating Client Information
 - 4.5.5 Developing Counselling Goals
- 4.6 Areas of Assessment
 - 4.6.1 Assessment of Mental Abilities
 - 4.6.2 Assessment of Personality
 - 4.6.3 Assessment of Interest and Aptitude
 - 4.6.4 Assessment of Achievement
 - 4.6.5 Assessment of Creativity
- 4.7 Let Us Sum Up
- 4.8 Unit End Questions
- 4.9 Suggested Readings

4.0 INTRODUCTION

Psychological assessment plays a major role in the process of guidance and counselling. The counselor needs data about the individual to be able to provide effective counselling. There are different aspects of assessment which will be discussed in this unit. However, one thing can be noted here. Assessment should always be comprehensive taking into account information from other sources also. Since the goal of assessment is its proper and effective use for the purpose of guidance and counselling, you need to develop a clear understanding of the various tests and their assessment procedure. You need to have the skill of selecting an appropriate test related to mental ability, personality, interest, aptitude and achievement.

4.1 OBJECTIVES

After going through this unit, you will be able to:

- Know the different approaches to assessment;
- Identify different steps of assessment in counselling;
- Identify the components of assessment;
- Describe the various skills required for assessment in counselling; and
- Discuss the areas in which assessment can be done.

4.2 PSYCHOLOGICAL ASSESSMENT: OBJECTIVE AND SUBJECTIVE APPROACH

In the previous units you have studied the meaning of assessment, the issues in assessment, the difficulties that you may face in the process of assessment and the proper climate that should be present during assessment and counselling. Interpretation of the result is an important aspect of assessment. Let us discuss about the two approaches to assessment, that is, objective and subjective approach. The reliability and validity of the result depends on the approach to assessment.

4.2.1 Objective Approach

The objective approach to assessment offers a construct that limits or excludes the potential interpretations, biases, or influences of the observer or assessor. This approach uses objective perspectives that enable potentially authentic reactions or measurements from the individuals being assessed. This model of assessment is not based on rater interpretation. This makes it possible for a broad use of this type of measurement. Different from subjective measurements, the results are not dependent upon the assessor's analysis and subsequently personal influence. Although this form of assessment can yield informative results with certain types of personality assessments, however, there is less scope for trained or skilled interpretations, individual observations of the test-taker, and further investigation upon the individual's personality. Historically, objective tests have been designed to measure a specific faculty of personality, which can limit many other areas that contribute to the individual. For example, many objective measurements are not culturally sensitive. A subject's response on a test which is designed to measure American individuals may indicate a deviation from the norm and label that individual inaccurately because the test is not based on Indian culture. Even within India also there may be differences in response patterns because of cultural differences.

4.2.2 The Subjective Approach

A subjective approach elicits the skill of an observer to interpret the responses of the individual given on the test. An example of this type of test would be a projection test like the Rorschach Inkblot Test. A skilled observer could recognise distortions in thought or personality through the use of subjective tests. Although these types of assessments offer useful insight to an individual's personality, they are difficult to standardize because they are dependent on the abilities of the tester. It is also difficult, if not impossible to get the same results for an individual if assessed by two different testers. Personal interpretation varies too much to consider these methods reliable.

Tests that use objective approach will be more reliable than the tests using the subjective approach to assessment. Objective measurements are designed to be reliable. Objective tests that measure timed responses to questions will always measure accurately how long it takes participants to answer a question. However, the reason an individual takes longer to respond is not considered when evaluating the response. A language barrier may be the cause, affecting the length of response time. This suggests that objective assessments are not as valid as they are reliable. Subjective measurements tend to be more valid, in that the intended measurement is accurately assessed and considered. Unfortunately, subjective forms of measurement are not reliable because of the variations between testers.

4.3 THE PROCESS OF ASSESSMENT IN COUNSELLING

Assessment occupies a central place in the process of counselling. The success of counselling depends on the success of assessment. When the client comes for counselling, the counselor starts with the preliminary assessment of the client.

Initial assessment data may be obtained by the individual or agency doing the referral. In school the teacher can provide the background information including academic performance etc. The information is generally based on the intuitive judgment, clinical experience and observational skills of the counselor.

The presenting or externally observed problems are often just the iceberg and may be a camouflage for the deeper issues. As the client begins to trust the counselor and find relief from the relatively less troublesome issues, he/she may then begin to express the deeper level conflict, fear, doubt, thus revealing the underlying insecurities and self perception. Therefore, the counselor has to use an appropriate assessment procedure to reveal the deeper problems and develop an understanding about various issues.

The initial assessment is followed by the following steps to gain a deeper understanding about the client's problem.

4.3.1 Intake Interview/History Taking

History Taking is the first important step of assessment. It generally begins with collecting standard identification data such as Name, Address, Age etc.(case history method). Beyond this information it is important to note the physical appearance, present symptoms, and behaviour of the client including verbal and non verbal cues. In taking history past and present problems must also be taken into account.

Before the process of taking history the client has to be assured of the confidentiality and security of the personal information revealed to the counselor and no information would be divulged without the consent of the client. The other part of history taking is interview method, observation method by which detailed recording can be done.

4.3.2 Understanding and Defining the Problem

The next stage in assessment is the problem definition, understanding the problem from various perspectives and understanding the variables that contribute to the problem.

A problem can be assessed from different perspectives. Given below is the outline for the detailed understanding of the problem.

- 1) **Specific aspect related to the problem:** associated feeling such as anger, fear etc., bodily reactions such as headache, shivering etc., associated thoughts, beliefs, attitudes etc., self talk and interpersonal aspect such as relation with other including family friends and peers.
- 2) **Pattern of events contributing to the problems:** what happens before the occurrence and after the occurrence.
- 3) **Extent to which the problem exists and affects client’s life:** how long the problem has been with the client.

4.3.3 Client’s Coping Skills and Strengths

What does the client do to cope up with the problem what kind of support he/she gets and what are the difficulties.

In order to understand the client’s problems we have to perceive it from his/her point of view. The use of variety of assessment techniques and tools is required to determine the causal, contributory and the reinforcing factors that are maintaining the problem behaviour.

The qualitative or subjective assessment has always been an important means of assessing people. Increasingly professional counsellor are becoming inclined to be more objective and exact in their assessment. Thus knowledge of both qualitative and quantitative methods of assessment becomes an essential part of the training of a counsellor.

Therefore the assessment of client’s problems is possible through formal and informal method, that is quantitative approach also called psychometric or objective method of assessment as well as informal method, also known as the qualitative approach or descriptive method of assessment.

4.3.4 Methods of Assessment

As described above, the counselor needs to apply a variety of methods of assessment Formal methods of assessment include Tests, Inventories, Ratings and Check lists; whereas Informal methods of assessment include Observation, Case Study, Interview, Self Description and Support System. Tests and inventories are standardized instruments having norm tables, reliability and validity. On the other hand, observation, interview, case study etc. are informal ways of collecting information about different aspects. These provide qualitative data. A good assessment plan always includes both quantitative methods of assessment as well as qualitative methods of assessment.

<p>Self Assessment Questions</p> <p>1) What are the various stages in counseling?</p> <p>.....</p> <p>.....</p> <p>.....</p>

2) How do psychologists assess the client’s strength and coping skills?
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3) Describe the processes of assessment in counseling?
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4) Describe the various methods of assessment.
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4.4 COMPONENTS OF ASSESSMENT

There are different components of assessment which the counselor follows:

- 1) **Planning**
Planning addresses the following two points:
 - a) What do we want to know
 - b) How should we go about learning itMaking the choice of assessment depends on what is to be measured. Accordingly, the counselor decides on the tools of assessment.
- 2) **Data Collection**
Data collection for assessment can be qualitative and quantitative in nature such as case study, observation, interview etc. The use of both types of assessment will provide complete picture about the individual and his situation/problem.
- 3) **Processing of Data**
Processing involves inferring; it is the outcome of the data collection process where the counselor analyses the raw data and puts it in psychological terms in order to reach to the conclusions.

4) **Communication of Results**

Report based on assessment should be precise, relevant, clear and should communicate the findings in simple, well-defined, exact and accurate manner. Assessment is a systematic procedure of observing the human behaviour. At the fundamental level, it is the way the psychologist or the counselor communicates the result that is very important. The results of the assessment have to be communicated in such a way that it does not lead to any labeling or negative consequence.

4.5 SKILLS OF ASSESSING

There are different skills required on the part of the psychologist/counselor during the process of assessment. The experienced counselor makes use of his or her own skills of observation, empathy, analysis, recognising etc.

4.5.1 Skills of Observation

It includes behavioural observations such as appearance of the client, body language, demeanor (e.g. sad, fearful, angry expressions etc.) eye contact.

4.5.2 Skill of Empathy

It is the fundamental skill used in counseling. A competent counselor always tries to place himself or herself in the client's shoes; thus the counselor tries to experience the same feeling and emotions that the client is feeling.

4.5.3 Skill of Analysing Client Information

The analytical skill are those that help the counselor to quickly focus on the significant issues – identify gaps in the information and draw out the relevant information .

4.5.4 Understanding and Integrating Client Information

During counseling session the client may say things which are not relevant to the current problem so it is important on the part of the counselor to recall the past information and filter out those which is of no use. And the next step is to integrate the information which was collected from the client and significant others in the client's life, along with one's own impressions and judgments. Assessment or understanding of the problem should lead to formation of counseling goals as to what a change does the client want to achieve.

4.5.5 Developing Counseling Goals

Purpose of assessment is to help the client set goals and initiate action. Goal setting fulfill the following functions: goals represent the desired outcome, goals give directions to counseling process, and goals determine what can be achieved.

As the process of assessment continues there is considerable degree of modification and refinement that goes on to help the client to change his/her thinking, feeling and behaviour. Goal setting involves a lot of mutual effort as there is a great deal of give and take between the client and the counselor. The client begins to feel that it is not the "I" only situation but now a "WE" situation where the goals are shared as the client and the counselor agree to work together

to achieve them. The main function of goal setting are motivating, educating, clarifying and evaluating.

If the client and the problems are correctly understood, and the assessment is made properly the outcome becomes easy, as it can help in identifying the clients' resources and the ability to bring about the changes and to set realistic goals of counseling. This further helps in choosing appropriate therapy /counseling to be provided by the counselor.

Self Assessment Questions

1) What are the various components of assessment?

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2) What do you mean by initial interview?

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3) Mention the different skills of assessing.

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4) Describe the different methods of assessment.

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5) How do we develop counseling goals?

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4.6 AREAS OF ASSESSMENT

Assessment covers all the areas of our behaviour and personality. Broadly, we can say assessment can be in the area of mental ability, interest, aptitude, personality and achievement.

4.6.1 Assessment of Mental Abilities

Mental abilities is one of the common areas of assessment especially in case of children. Ability refers to what the person is capable of doing now. Mental ability is also commonly called as intelligence. There are different types of intelligence tests such as verbal, non-verbal, group, individual, performance test. Group tests are administered in group setting whereas individual tests are administered on an one-to-one basis. Both can be verbal as well as nonverbal. However, performance tests are always individually administered. Thus from the point of view of administration, intelligence tests can be classified as individual and group tests; whereas on the basis of nature of tests, intelligence tests can be verbal, nonverbal and performance type test.

Intelligence is all round mental ability. It has been defined in various ways. Terman (1921) points out that intelligence is an ability to carry on abstract thinking. Munn defines intelligence as the flexibility of the mind to meet the new situations. According to Freeman (1923), intelligence is a capacity for successful adjustment by means of traits which we ordinarily call intellectual. The most widely used definition is given by Wechsler. According to him, intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment.

There are two aspects of intelligence: the innate potential of the individual and the functional expression of that potential in terms of the individual's behaviour. Intelligence tests measure the latter one.

Some important tests of intelligence are Stanford Binet Test of Intelligence, Raven's Standard Progressive Matrices, Wechsler Adult Intelligence Scale, Bhatia's Battery of Performance Test of Intelligence and Cattell's Culture Fair Intelligence Test. It was Binet who first developed the measure for assessing intelligence.

Assessment of intelligence is done in terms of Mental Age and Intelligence Quotient (IQ). IQ is found by dividing the mental age by chronological age and multiplied by 100. Thus, the formula is: $IQ = MA / CA \times 100$. Intelligence tests are frequently used. However, the scores of intelligence test are always found to be confounded to some degree by the test taker's past exposure, training, interest, motivation etc. Performance on intelligence tests is also partially dependent on the culture in which the individual has been raised. Although culture free tests are there, but testing is still affected by culturally derived motives, attitudes and values.

Intelligence tests measure among other things, a person's ability to use and understand words, to handle quantitative data, to remember, to perceive similarities and differences, to reason logically, to handle abstract symbols and to do other things which are required for success in school. Thus, the assessment

of intelligence finds usefulness in measuring scholastic aptitude, providing guidance to the learners, educational and vocational counselling, guiding students in cases of poor academic achievement, and understanding student misbehaviour and personality problems.

4.6.2 Assessment of Personality

Personality is a broad term which includes all our psycho-physical dispositions, behaviours, views, interests and attitudes of an individual.

Personality tests include check lists, factored tests, observation techniques, rating scales and personality inventories/multidimensional tests. Check lists are useful for initial screening purpose. It provides initial assessment. The personality inventories or questionnaires suffer from the drawback of social desirability effect. There is a possibility that the subject can fake the answer. The projective tests are not obvious/transparent in assessing the personality. That is, the subject will not be able to know that it assesses his personality. That is why they are called the projective tests. The subject projects his personality unknowingly into the responses he gives to these tests.

The projective technique attempts to view and understand personality as a whole; it interprets its components in their inter relationship with other components as well as with whole. However, these tests suffer from the limitation of objectivity in terms of scoring and interpretation. Despite this, these tests are being widely used as it provides useful insight into the personality of the individual. Commonly used projective techniques are Thematic Apperception Test (TAT), Rorschach Inkblot Test, Sentence Completion Test and Word Association Test.

Assessment of personality has significance for many purposes ranging from career selection to personal-social guidance. Many issues of interpersonal relationship and adjustment problems require assessment of personality of the individual.

4.6.3 Assessment of Interest and Aptitude

Interest is an integral part of our personality. It is not a separate psychological entity, but merely one of several aspects of behaviour. Interest refers to an individual's likings and preferences. An interest is a tendency to become absorbed in an experience and to continue it and to enjoy it. Interest may be intrinsic or extrinsic. E.g. playing hockey or tennis for the sake of it is intrinsic interest, whereas playing it for earning money is extrinsic interest. Thus extrinsic interests are connected with the pursuit of different activities which give rise to satisfaction or pleasure; intrinsic interests are those related to the pursuit of the activity itself.

Interests can be assessed formally as well as informally. When you ask somebody about her interest, this is eliciting information at an informal level. Informal assessment techniques include client's expression of interests and observation. As a guidance counselor, you can interview the client and collect information regarding the client's interests. On the other hand, Formal assessment techniques make use of interest inventories. There are different types of Interest Inventories. Important ones are Kuder's Preference Record and Strong's Vocational Interest Blank (SVIB). There are also R.P. Singh Interest Record and Chatterjee's Non-language Preference Record.

Assessment of interest has implication for one's job and career. Interest inventories are used in the classification or selection of individual for different occupations. It provides the basis for selection of individuals for different jobs. Interest is also essential in the education sphere. Information about the interests of students is very much useful in selecting/choosing particular subjects and courses. Thus, individual differences with regard to interest finds usefulness for both vocational guidance as well as educational guidance and counselling.

Aptitude refers to the potential that the individual has, e.g., he has aptitude for music. This means he has the potential for music; with suitable training he'll be able to develop this ability. On the other hand, if a person does not have an aptitude for music, no amount of training can help him develop musical talent. It'll be useful to distinguish the terms aptitude, ability and achievement here. Ability refers to what the individual is capable of achieving in the present situation. Whereas Achievement refers to what the individual has been able to learn/achieve. Thus ability is concerned with the present whereas achievement depends on past experience and training. Aptitude is concerned with future performance, what the individual can achieve with necessary training input given.

Aptitudes are assessed by administering Aptitude Tests. These tests usually consist of a number of tests. The most commonly used Aptitude tests are Differential Aptitude Test (DAT), David's Battery of Differential Aptitude (DBDA), General Aptitude Test Battery (GATB) etc.

Aptitude tests are useful in providing helpful information about the individual. They are used in the selection of individuals for different courses as well as professions. They predict success in training or on a job. Assessment of aptitude helps the individual gain better self understanding and provide guidance in making proper educational and vocational choices. However, the guidance and counselor should consider the results of aptitude tests as broadly indicative of the probable areas of success. The individual should himself analyse and think about the possible choices and take a decision. The counselor may discuss the choice with the individual to help him arrive at an appropriate plan and decision.

Assessment of abilities, achievement, interest, aptitude and personality of the individual will provide useful information in several related aspects of the behaviour of an individual. These will help the individual understand himself better. The guidance and counselor can make use of these relevant assessment findings to provide effective and successful guidance and counselling.

4.6.4 Assessment of Achievement

Achievement tests assess whatever the individual has acquired after some learning or training has taken place. In case of students, it assesses how much s/he has learned. It measures knowledge and skills attained by the students in a particular subject consequent to the classroom teaching. Achievement tests can be formative, i.e. assessment done during the learning/or knowledge acquisition phase; or summative, i.e., assessment done at the end of learning. Achievement tests can also be prognostic or diagnostic. Prognostic achievement tests are used to predict how well an individual is expected to profit from training. On the other hand, diagnostic achievement tests provide information on the performance or achievement of the students in different areas and indicates their strong and weak

areas. There are also standardized achievement tests as well as teacher made classroom/informal achievement tests.

Knowledge of achievement scores will help you find out your strength area and weak areas. For example, if you have secured 92% in Maths and 78% in English, then you know that mathematics is your strong area. The achievement test scores also indicate the relative standing of a student in a group. This helps in identifying one’s position in a group and accordingly try to improve oneself. Assessment of achievement helps provide educational guidance and counselling to the students. Teachers make use of the data for the purpose of classifying, grouping, promoting, diagnosing or evaluating students. Counsellors/teachers can make use of achievement scores to promote the student’s self understanding and diagnose the problems faced by the students.

4.6.5 Assessment of Creativity

Developing creativity is one of the goals of our school education. For this we need to identify the creative talent and encourage it in our children. Hence, assessment of creativity is very important. Creativity is multifaceted. It consists of a number of abilities, qualities and skills. Fluency, flexibility, originality and elaboration are the four main criteria of creativity. It refers to something new/ novel which has usefulness also for the society.

Since creativity is multifaceted, its assessment also has to be multi-dimensional as no single method of assessment can provide all the information. There are a number of assessment techniques informal as well as formal. The informal techniques make use of observation, ratings, check lists, anecdotal records, general school activities etc. Formal assessment involves the use of standardized tests, prominent among which are Torrance Test of Creative Thinking, Bacquer Mehdi Test of Creativity, Passi-Usha Test of Creativity.

The main feature of creativity tests is that they are open ended. They allow the respondent to answer in a variety of ways. The creativity tests assess the divergent thinking, the ability to see relationships between two unrelated things/objects, put things in a new context and guess consequences. In contrast, intelligence tests assess convergent thinking. It assesses such abilities as memory, logical reasoning and clear thinking. There is a right or wrong answer in intelligence tests whereas there is no right or wrong answer.

A proper conducive environment is essential for the assessment and expression of creativity. Assessment of creativity will enable the counselor to provide proper guidance to the students to actualize their potential. Assessment data will also help the teachers in planning their lessons and providing different types of curricular and non curricular experiences to enhance their creative potential. Creativity is there in each and every individual It is a matter of providing the right opportunity, encouraging and rewarding the child for the expression of creativity

<p>Self Assessment Questions</p> <p>1) What is meant by mental ability?</p> <p>.....</p> <p>.....</p>
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2) What are the tests available to test personality?

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3) Write names of a few main intelligence tests. Describe the applicability of intelligence test results.

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4) Define Aptitude. What are the various aptitude tests available? List them.

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5) What methods psychologists use to measure achievement?

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6) How do you assess creativity?

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4.7 LET US SUM UP

The existence of differences among people makes life worth living. However, these differences only create problems in adjustment and interpersonal relationship in family as well as work place. Differences in abilities and achievements among the students leads to comparison, labeling and inferiority feeling. Psychological assessment helps in identifying these differences.

Accordingly, the guidance and counselor helps develop self understanding in the individual and enables him/her to take proper decisions and make suitable choices. In this unit you learned about the different aspects of psychological assessment. The process of assessment in counselling was described and the skills that are required in the process of assessment in counselling were explained. You also learned about the different areas of our behaviour and personality in which assessment can be carried out. Assessment of these areas will provide helpful information and guidance to the individual. It is important to note here that results/findings of any particular test should not be seen on its own, but should always be supplements with information from other sources. This will give a comprehensive picture about the particular aspect of the individual.

4.8 UNIT END QUESTIONS

- 1) Compare and contrast the subjective and objective approach to psychological assessment.
- 2) Discuss the components of assessment.
- 3) Describe the usefulness of the assessment data on interest and aptitude tests.
- 4) What are the subjective and objective approaches in psychological testing?

4.9 SUGGESTED READINGS

Anastasi, A. (2003). *Psychological Testing (5th ed.)*. Macmillan: New York.

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UNIT 1 INTERVIEW, CASE HISTORY AND TESTING

Structure

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Interview
 - 1.2.1 Definition of Interview
 - 1.2.2 Characteristics of Interview
 - 1.2.3 Types of Interview
- 1.3 Case History Interviews
 - 1.3.1 Basic Issues in Case History
 - 1.3.2 Case History Taking (Format)
 - 1.3.3 Mental Status Examination
- 1.4 Psychological Testing
 - 1.4.1 Definition and Characteristics of Good Psychological Test
 - 1.4.2 Classification of Tests
- 1.5 Let Us Sum Up
- 1.6 Unit End Questions
- 1.7 Glossary
- 1.8 Suggested Readings

1.0 INTRODUCTION

There are various assessment techniques in counselling and guidance. Interview, case study and psychological testing are popularly used for assessment of the client. These techniques enable the counselor to obtain specific information and to explore behaviour or responses in depth. Interview is a conversation with a particular purpose. We have seen and are aware of the selection of candidates through interview and other assessment methods and we also know how the employees' interview is taken. These interviews are of different types, as for instance some are structured, some unstructured, and some others semi structured and so on. The intake interview is one of the most important interview which takes place in the first contact of the client with the counselor. Depending upon the purpose the most appropriate type of interview is selected. In counseling all forms of interview are used. Case history taking requires one type of interview. Often it is in standardised format. Psychological testing is objective measure which is used to assess the client. To measure personality, aptitude, intelligence, and interest etc. psychological tests are used. All these tools help the counselor in diagnosing the client's problem. In this unit we are going to discuss some features of interview, case history and psychological testing.

1.1 OBJECTIVES

When you have completed this unit, you will be able to:

- Define interview as a method of counselling;

- Identify some of the characteristics of interview;
- Explain different types of interviews;
- Explain how interview skills are acquired and developed;
- Describe the role of interviewee and interviewer; and
- Analyse the various sources of error in the interview.

1.2 INTERVIEW

Interview technique is widely used by the psychologist for increasing counsellor’s understanding of the client. It enables the counselor to obtain specific information and to explore behaviour or response in depth. In many respects, an interview resembles tests which has reliability, validity, prediction and structure. The interview remains one of the most prevalent devices in clinical, industrial, counseling agencies, schools and correctional settings. This technique is important since this is scientific in nature. Interview is interaction between two or more people. The situations may differ. In some interviews it is one to one interaction, in others it might be that a single person is taking interview of many people at the same time, like family interviews that are conducted for therapy.

1.2.1 Definition of Interview

“Interview is a method for gathering data or information about individual” (Kaplan & Saccuzzo, 2005). Thus interview is conversation with a purpose. Conversation may not have purpose and start anywhere and stop anywhere without assignment of specific role of individuals interacting. Although there are many types and purposes of interview, all share certain factors. Now we see some characteristic of interview method.

It is different from conversation in a number of aspects (Refer to table below)

Table: Differences between interview and conversation

Interview	Conversation
Purpose of interview is clear	Purpose is not clear
Rapport and relationship establishment is essential	No need for any rapport
Recording of information in some form is required	No recording is required
Validity of interview is assessed	Validity of conversation not assessed
Role of interviewee and interviewer is assigned	No assignment of roles

1.2.2 Characteristics of Interview

To understand the basic concept and characteristics we will discuss some essential features of interview.

1) *Attitude of interviewer and interviewee*

If the interviewer is understanding and genuine then it is likely that the interview will be more valid. Also as pointed out by some experts, communication and

assessment are important functions of interviewer. It is the responsibility of the interviewer to direct and continue interactions. The interviewer should be an expert in this field. Many times clients do not return for a second session and this may be related to the interviewer's skills. For example, while taking case history if the counselor is understanding and genuine in interaction with the client, the latter will be more comfortable and will become less inhibited and thus open up with the concerned problems personal and impersonal, in the interview situation. On the other hand if the client senses that the counsellor does not understand the problem and appears insensitive, then the counselee may refuse to part with much of the information relating to the problem and thus will leave the counselling session half way and leave.

Thus the climate built during the interview influences the degree of client's willingness to disclose personal information (Whiston, 2009).

If the interviewer has to obtain the required information from the interviewee then it is essential that the counselor establishes adequate rapport with the client. Interviewee should have the ability to communicate, translate the emotions and thoughts into words and organised thoughts. The client is expected to be cooperative.

2) *Proper atmosphere*

In order to help client feel comfortable, the counselor has to create a congenial atmosphere both physical and emotional. Physically the room should be pleasant, well aired, with privacy indicating that the client can talk whatever comes to mind without any hesitation. In the interview, the counselor should avoid certain questions which may cause embarrassment to the client. So also the counselor should avoid certain responses that may put off the client and make the client clamp up. In fact the interview should be smooth and not probing or inquisitive that might also put off the client. For example if the person who is interviewing is found to be probing, hostile or judgmental then obviously client will not feel comfortable and thus withhold the needed information. It is very essential to be sensitive to the feelings of the client during the interview. Also if during the interview the interviewer tries to give false assurance then that may make the other person uncomfortable. This will also decrease the respect for the person who is interviewing the person. It is not always necessary that people seek some solution when they are mentioning their problems to someone. The responses of criticism, arguments, and authoritarian approach etc., should be avoided.

3) *Interviewer's effective response*

Some responses that are encouraging are required. Interviewer should serve as an understanding listener, allowing client to talk freely, treat what is being said in its context, and ask questions only at appropriate times. Open ended questions are more effective in the interview. It is important that the interviewer keeps aside the biases and conducts the interview. One may not necessarily agree to the content of the material that is produced in the interview, nevertheless, the interviewer should encourage the client to continue what he or she was saying keep the conversational flow going.

4) *Measuring understanding*

A great deal of research has been carried out by Carl Rogers in this regard. He has analysed the responses that are given by the client to classify them on five

levels. The basis for this is the empathy by that person. If the person has more empathy then it is likely that he will have higher level of understanding of the client and his or her problems. Level 3 and 2 are adequate for conducting the unstructured and semistructred interview.

5) *Recoding responses*

Responses of client should be taken in some form. It can be taken in detail writing while interview is in progress. It has an important advantage in that the client may feel that whatever is being conveyed by him/her appears important as whatever the client says is being recorded by the interviewer. This encourages the client to part with more and also in depth information.

If whatever the client says is not noted down immediately, the possibility of the counselor distorting or forgetting certain information that the client gave is high and this can be avoided by writing it immediately.

However, writing down the information immediately has also certain disadvantages and these include the cutting the flow of communication by the client.

Recording can also be through electronic devices. In such recording a microphone is placed in front of the client with the client's permission. Yet, such a device which is recording all that the client wants to convey may make the client feel uncomfortable and thus the client may not be as uninhibited and free as he or she would have been otherwise. Hence the interviewer / counsellor should make sure that the client not only has no objection for recording the narration but will not feel uncomfortable to talk freely. Ethically too this prior permission for recording is a must. Also it must be ensured that the client if need be should get a choice to put off the recording which is considered by the client as confidential.

If the counselor chooses to write down whatever is being told by the client, the same may be done by noting down points and not verbatim or in detail.

6) *Interveiw is different from communication*

The interactions of two or more people in the interview session are very different from communication. As mentioned earlier, Interview is interaction with purpose. Communication may not have any purpose. It starts anywhere and stops anytime because of lack of purpose. In interview the role of interviewer and interviewee is specified. Interviewer has the responsibility to continue the interview and also direct the interview.

1.2.3 Types of Interview

Interviews are classified in different categories depending upon the procedure employed. Here we will study four important types of interview i.e. structured, unstructured, semi structured and intake interview. Case history interview is discussed in a separate section. Let us begin with structured interview.

a) *Structured Interviews*

As the name implies the structured interviews are the ones in which interviewer asks a pre planned set of questions in the same manner and sequence for each client. This method is used when same information is required from all

interviewees or for getting information from the same client on other occasions. The questions that are asked are structured and standardised. These are objective questions, irrespective of the fact who is being interviewed. These are followed by everyone. The sequence of the questions is also important. And to conduct this type of interview, it is necessary that the interviewer is properly trained in this skill. There are clear cut guidelines given how and in what sequence the questions should be asked. For example, take the 'clinical assessment questionnaire' that is given by the DSM IV classification system. The interview is quite structured here and requires the interviewer to follow a very clear guideline relating to particular disorder. Each disorder has different criterion and accordingly the questions are formed. To conduct such clinical interviews, the person concerned should get formal training in the clinical set up. Otherwise the data collected by this method is not taken as valid.

Information collected by this method can be organised easily, and comparison between responses is possible, because the interview questions are in written format and clearly structured. One important advantage of structured interview is that certain words which might otherwise be used can be avoided as it may cause problems during interview. Because it is so structured that it is considered more reliable and valid. A major limitation of this method is that it relies exclusively on respondents.

b) *Unstructured interviews*

Unstructured interview is opposite to structured interview. The interviewer may have an idea about possible questions but depending upon the needs of the client, the order and sequence of questions can be changed, modified etc. by the interviewer. Certain questions which may not be very relevant or wrongly worded can be modified by the counselor. During the interview if the counselor finds that certain questions need to be added or deleted the counselor may do so.

Thus questions are asked as per the flow of communication. Due to this freedom in asking questions more spontaneous responses are given by the client. The major advantage of this method is flexibility. Example of this type is the interview that is conducted by the media on the opinion of the common man on certain issues. They address the issues that are important to the common man but that does not assure that the information that is gathered is always valid. They may just hide the information that does not fit to their belief system. However, unstructured interviews are less reliable and more prone to error than structured interviews.

c) *Semi-Structured Interview*

Many times semi structured method is used to minimize the disadvantages of both methods. It is a combination of structured and unstructured method. Certain questions are always asked, but there is freedom to add questions.

d) *Intake Interview*

The initial interview is the first meeting in which interviewer works with client to gather information about the problem with which the client has approached the counselor. This interview includes presenting problem, general life situation, history and interpersonal functioning. Some time it is called as history interview.

The basic purpose of this interview is to get information about the client and their problems. In most of the cases the provisional diagnosis is made on the basis of this information. This is an one to one interview technique, in which the counselor tries to gain as much information as possible which would help the counsellor to formulate the problem and understand the causes leading to the problem.

The interview is directed by the counselor through out, and it should be done in such a way that the counselee is able to talk most of the time expressing the problem that is bothering the person. If the interview is too direct, the directness of the counselor's questions may make the client take a passive role. The way the interview is structured also affects the interview and gathering of information. For instance too much of structuring, may give the clients an impression that they need not give any information on their own, as the counselor will any case ask them about all these aspects.

The other limitation is that the responses of clients are given before counselling relationship development and may not be accurate. Counsellor has to reexamine this information once rapport and trust have been established.

Another aspect in interviewing is that the questions should not be repeated lest the client get bored talking about the same thing over and over again and possibly delete some of the details. Hence every effort should be put in to see that the interviews are conducted in a manner that not only the counselor is able to establish trust and confidence on the part of counselee but also make the counselee feel so uninhibited that the latter expresses even the most unpleasant experiences to the counselor.

<p>Self Assessment Questions</p> <p>1) Discuss interview as tool of assessment.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>2) Describe characteristics of interview method and give different types of interview in detail.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>3) Discuss structured and unstructured interview with there advantages and disadvantages with suitable example.</p> <p>.....</p> <p>.....</p> <p>.....</p>
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1.3 CASE HISTORY INTERVIEWS

After initial interview in depth information is gathered by case history interview. This is type of structured interview with the focus of getting the details of the patient's life. History taking is important for diagnosis and therapy. This method of interview will be discussed here in more details.

1.3.1 Basic Issues in Case History

Each field of science has different way of taking history. The way in which the lawyer takes the case history would be different from the medical professional. Each field has a particular format of the case history. This not only gives the understanding of the current status but it also helps us to have understanding about the factors that have caused development of those symptoms. This is life sketch of the person. The background and the etiological factors are obtained in the process of case history. The rapport is established while taking the case history. If the interviewer is a good listener then there are more chances that the client will give details about himself.

In the first part of case history taking, details about demographic information such as name, age, gender, residential address, education, occupation, marital status etc. are taken in detail. All the minor things like where he stays and the area, all these things are mentioned in details. Then details about who has referred him are taken into account. All these information may not seem quite useful at face value, but with increasing experience we understand that this information can be used later for the management of the case.

The next part is about the referral. Who has referred this person? The next information is about the actual problem that the person is facing right now is taken. The sequence for this purpose is in the order that the complaints have started. Details about how these symptoms started, how they progressed and what is the duration of this, etc., are all mentioned. To understand if the person had difficulty in developmental years, the details about this are taken. The person is asked about his schooling and the education.

By the time the counsellor reaches this point he is oriented to the kind of personality the person has. To utilise the information constructively, this information is very important. This is clinical evaluation of the personality. In most of the cases, the tests are not administered at this point. If a formal assessment is needed then the referral is made at a later stage.

Then the interviewer asks about the medical history if any. As a psychologist we may not be aware about the details of some of the serious physical illnesses the client might have suffered from. As is known physical illnesses also have an impact on the mental status of the client. However we can judge the psychological impact it has on the client. In this aspect information centers about the illnesses, and also what treatment has worked so far, for that person.

The next issue relates to the person's interest and attitude towards life and other related aspects. This is mentioned in the case history. This will also include the client's political and religious belief system. This includes what the person prefers when he has free time.

The other important aspect of history taking is Mental Status Examination. This is also called Present Status Examination. In this the examiner tries to confirm the information that he has gained in the previous part of the case history. The points like persons' appearance, his speech and thoughts are at the beginning of this section. Then it is also considered if the person was able to attend and concentrate on the interview.

The other important aspect is regarding the pathology. The speech sample is mentioned. The examiner also asks specific questions to evaluate if the thinking normally. According to the phenomenology certain questions about the hallucination and delusion are asked. The person is evaluated on this dimension. In the mental status examination it is also essential to assess if the person is suicidal if he has had any previous attempts.

Overall this segment of the case history taking, leads to the diagnosis. And if not diagnosis at least the clinician is able to reach the provisional diagnosis.

1.3.2 Case History Taking (Format)

1) *Identification Data*

- Name: This is necessary but in certain cases it is necessary that we assure them that their name will be kept confidential. Sometimes the client does not want to reveal their identity. The clients may belong to some well known family or some prestigious family so they do not want to tell their name.
- Sex: This helps to understand the person with better cultural perspective. There are specific roles that are assigned to each gender. This is the importance of this aspect.
- Age: The age of the person helps the clinician to understand the developmental phase that he goes through. Each phase has a developmental task. The person's age gives us understanding of the growth of that person. This tells us if he has attained all the tasks at the appropriate time.
- Education: The education tells us about the person's exposure to the external literate world. This is important also because as a clinician if there are any references in the form of reading that we want to suggest. Education of the person does not always indicate he or she will be reasonable, logical and rational.
- School / Institute: The school is the first social experience of the person. He understands the rules that are set by the institutions and that he has to follow them. In that perspective the information regarding school is important.

2) *Problem Stated by*

- i) Client: What does the client think about the problem is very important. Others may perceive the problem in different ways than how the client looks at it. Since the client is the one who has to deal with the problem it is important that his understanding is shared with the counselor.

Informant: This information is given by the person who accompanies the client. He gives how he perceives the problem that is experienced by

the client. These two may not always match with each others. These two may have different ways of looking at the same thing.

Others: In certain cases it is important that the information has to be gained on some additional aspects. For example if the client is working at a firm and has problem working there due to anxiety then information regarding this has to be obtained from the employee.

- ii) Duration of the Problem: The details of the problems are taken into account. The onset and duration of the problem. In most of the cases the problem arises after there is some stressor. So the details of how the problem started are asked to the client.
- iii) Intensity of the Problem: The intensity of the problem will decide the actual therapy that is to be used. This also tells us the urgency that the client has for the intervention.

3) *Personal History*

- Birth and Development: The informant is asked about the details of the birth. Since we know that delays in attaining the developmental milestones are the good indicators of the intellectual sub normality. The ordinal position that the person has born with affects the development of the personality.
- School History: This is the institute that the child first time faces in his life. The school experience does have an impact on the further education of the person most of the times. It is not always detrimental in the development of the person but it shapes the experience of the person.
- Medical History: This is not to merely make sure that there is no medical basis for the symptoms, but it is more to understand the limitations of the person. The person may develop certain symptoms as a result of some other physical illness. For example a person who meets with an accident if develops phobia for the open places then this is secondary to the medical history that the person has.
- Social History: The social development of the person tells us many things. To what extent the client is related to the community. His position in the community is indicated by this. This also is a good indication of the social support that the person has. The social development is helpful in understanding the impact of culture on the person.
- Emotional Development: This aspect tells us the person's capacity to deal with his problem when the counselor suggests it. This is the basis of the person's personality. The emotional development is a process that enables the person to deal with the matter and stress effectively. This tells us whether the person is emotionally behaving appropriately.
- Premorbid Personality: This is the personality of the person before the actual onset of the problems faced by the client. It includes his interests that he had and what was his attitude towards himself. These assess what are the ways in which the person copes with the stress. This becomes the basis for the counselor to design the intervention for the client.
- The clients' fantasy life: This is one more aspect on which information is obtained. This tells us about the motivations and deprivations of the persons' life.

The details of the daily life are also included in this.

- Sexual / Occupation History

This is the information that is taken carefully from the client. The client may not be able to talk comfortably about the sexual content. Due to the impact of the culture these are topics that the client may not prefer talking too openly. It will depend upon the rapport that is established with the client. The occupational history throws light on the client's overall personality

4) *Family History*

Family is essential source of personality and development, and also in many cases source of frustration. Therefore what are the family ties, what is structure of the family?

- Family Constellation:

Relation	Age	Education	Occupation

- Socio-Economic status: The income of the family, the place where they live, the kind of work that they do, the kind of status they have in the community in which they live, and many such related aspects are important to understand.
- Relationship with Parents: This is especially very important when we are dealing with adolescents problems. Family is the first and important unit in the person's life. This shapes many relations in life. This can be asked to the client and should be confirmed with the parents also. Because it may happen that the client perceives his parents in a misconstrued manner and thus forms an image of them as supportive or non supportive towards self. This perception maybe quite different from the one that is factual in that the parents may not be at all as the client perceives them but may be doing things with good intention. Exactly opposite may also happen, that is, a person may have a false image of his parents. So in both the cases it is very important that we confirm it with reliable source of information.
- Interpersonal Relationship: (within family): This is an important aspect of the family dynamics. How the family members relate to each other is important. The client may not be the victim of the conflict, but he may witness it with some other family members. So this becomes important to see, how much the emotional tie is strong with the family in case of the client.

1.3.3 Mental Status Examination

The mental status examination (MSE) has been used predominantly in psychiatry, clinical psychology, and psychiatric social work for several decades, but is being increasingly used by counselors in work settings requiring assessment, diagnosis, and treatment of mental disorders. The MSE is used to obtain information about the client's level of functioning and self-presentation. Generally conducted

(formally or informally) during the initial or intake interview, the MSE can also provide counselors with a helpful format for organising objective (observations of clients) and subjective (data provided by clients) information to use in diagnosis and treatment.

This is the evaluation of the client at the time of the interview. The clinician completes taking the case history. Then he reaches a tentative diagnosis on the basis of the information that is provided by the client and the informant. Now this is the evaluation that tries to confirm the diagnosis. Based on a diagnostic system the clinician asks questions. This helps him to come to a conclusion about the diagnosis. This also confirms the clinical understanding of the symptoms that are given by the client.

- Behaviour: The behaviour of the client, if it is age appropriate or not. How does the client behave with the examiner? What is his attitude towards the examiner? These are all the points that are included under this heading.
- Thoughts: The thoughts are significant in two important ways. One is assessment of these will tell us more about the personality of the person. Second and very important is that it will also tell us if the person has any disorder of thoughts.
- Speech: This is related to the quality of speech of the client. The volume tone and other things are good parameters of the speech quality.
- Perception: These are related to all the five senses of the person. Questions regarding this tell us if the person has any illusion or hallucination. This will tell us about the intensity of the problem the client is facing.

Higher Mental Processes

- Intelligence: This is the key factor. It helps the client to understand his own problem. If the person is aware about his surroundings and what is his general level of knowledge is the indication intelligence. If there is any indication of low sub normality then a particular test may be administered to assess the intelligence.
- Memory: This is also important aspect of intelligence. But this is at the same time an indication of the brain functioning. Disturbance of this is an indication.
- Attention: This is one more indication of the brain functioning of the person. Disturbances of attention may be an indication of some problem at brain level functioning.
- Concentration: As mentioned above attention and concentration are related to each other. If the attention can be sustained it is called as concentration.
- Insight: This means the person understands of his state. Whether he has any understanding of his illness or not.

Psychological Examination

In the following format, the test that has been used for the assessment can be mentioned in an organised manner. This gives us quick understanding in summary of the test administered.

Name of the Test	Row Score	Stand Score	Interpretation

- **Integrated Note (with theoretical base):** This is the summary of the interview that is conducted by the clinician so far. This leads to a diagnosis. These are usually the positive findings that support the diagnosis.
- **Diagnosis:** This is the final understanding about the client. According to the classification system that the counselor follows, he will diagnose the client. There are two widely used systems as we know. One is DSM IV and other is ICD-10. Since counseling is for normal people above two systems are not used. In counseling different classification is used such as study problem, adjustment problem, negative self concept etc. So with the help of the case history and the Mental Status Examination the client is diagnosed. Diagnosis helps to know symptoms, etiology and therapy planning.
- **Prognosis:** This gives us a clear understanding of what are the chances of recovery. There are few factors which are asset for recovery while some are negative. Counsellor considers good and bad factors and decides the probability of recovery of problem.

Counseling Design

- **Choice of therapy:** After understanding all the essential aspects of the client’s problem this is the time to actually do the intervention. The problem that the client is facing can be treated in different ways. It is the skill of the counselor to convey to the client what he has understood about him in the language that the client understands. At this stage with the mutual convenience of the client and the counselor the further contracting for his therapy or counseling is done, the counselor shares this with the client. If there is any need to involve someone in the counselling process in addition to the client, that may be conveyed to the client and to the family member who is to be involved in the programme.

<p>Self Assessment Questions</p> <p>1) Write a detailed note on case history taking in counseling.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>2) Illustrate the format of history taking in counseling process.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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1.4 PSYCHOLOGICAL TESTING

What is a test?

A test is a measurement device or technique used to quantify behaviour or aid in the understanding and predicting the behaviour. We all do appear for such tests many a times in our lives. The situations may differ, right from the interview that one faces as a child for the school admission till interview as a parent. We all have experiences of appearing for the test in the formal atmosphere, as for instance the job selection tests. These tests will be considered in detail in the next section.

Thus tests in general do scrutinise and give us fair idea about the person's performance for a particular position. This predicts the person's behaviour in that situation. Many tests are devised specially with the purpose of getting the objective information from people in particular area.

Also, specific tests have been devised over a period of time by different experts, which focused on a particular aspect of the person. For example tests were devised to understand the person's ability to appreciate and understand music. The journey of the testing started from the objective evaluation of intelligence and reached very minute but essential aspects of daily life. A wide variety of tests have been devised for the purpose of recruitment during the second world war, since this was the immediate requirement after the economic recession.

1.4.1 Definitions and Characteristics of Good Psychological Test

Singh (2008): "A psychological test is a standardised procedure to measure quantitatively or qualitatively one or more than one aspect of a trait by means of a sample of verbal and nonverbal behaviour".

Anastasi & Urbina (2003) defined psychological tests as follows. "A psychological test is essentially an objective and standardised measure of a sample behaviour".

Thus a psychological test is a set of items that are designed to measure characteristics of human beings that pertain to behaviour. The behaviour could be overt or covert.

The above definitions give salient features of psychological tests. Psychological tests are:

- Standardised measure
- Objective in nature
- Measuring some sample behaviour
- Useful for quantitative or qualitative trait.

There are some criterions to call any test as good psychological test. These are the parameters on which the test is judged if it is scientifically useful or not.

- a) *Objectivity*: A test should be objective. Test should be free from subjective factors. There should be objectivity in test construction, scoring and meaning of the scores. If IQ (Intelligence Quotient) of any individual is between 90-109 it will be considered as average all over the world. Thus subjective judgment of any examiner will not affect on the scoring and interpretations.

- b) *Reliability*: Reliability is consistency of scores obtained by the same individual when retested on the same or equivalent forms. The consistent results should be obtained when the test is re-administered. Another way to check the reliability is by dividing the test in two halves. All these methods to test the reliability are named as the types of the reliability for e.g. test-retest, alternate form, split-half, etc.

Reliability is expressed in correlation coefficient. Such correlation should be from -1 to +1. In simple words reliability is self correlation of the test.

- c) *Validity*: The validity of a test indicates what test measure and how well it does so. If a test is measuring what it claims to measure, then it is a valid test. In simple words validity is the correlation of the test with some outside criterion. Thus for determining validity correlation between performance on test and other independently observed behaviour is examined. For example the test that claims it measures anxiety should be able to give a near perfect score of anxiety. There are different types of validity such as content validity, construct validity, criterion validity.
- d) *Norms*: This is the population on which the test is standardised. The scores obtained from such administration become the reference point for the interpretation of the test scores. The norms may differ from test to test. For example if we are looking out for any phenomenon related to school difficulties then obviously the norms are based on that age group and school going children. The raw score of any test is meaningless unless compared with norms. There are different types of norms like age norms, sex norms, percentile norms, standard score norms etc.
- e) *Standardisation*: Standardisation means uniformity of procedure. If scores of different individuals are comparable the procedure should be same for all. The uniformity can be maintained in instruction, time, scoring, norms, reliability and validity. Hence all the detailed information should be given by test constructors.

Aiken (2000) gave various purposes of using psychological tests

- To screen applicants for job
- To classify and place people in different context
- To counsel and guide individuals
- To diagnose problem
- To evaluate cognitive, intrapersonal and interpersonal changes due to certain condition
- To conduct research.

1.4.2 Classification of Tests

The tests are classified on the basis of certain criteria. Some categories are given below.

a) **Individual and group tests**

Individual tests are those in which the test administrator can use the test on only one person at a time. This gives us in depth understanding of the subject. Most

of the tests of intelligence come under this category. The advantage of this type of test is that, this gives us more reliable results. But then the time consumed is too much in many cases.

Group tests are those in which the same test can be administered to a group at the same time. In fact there are certain tests which also have the norms of the test in the group format. Like the test of creativity. In this group administration is more useful than the individual administration. Most of the paper pencil tests belong to this category. These are the tests which have common instruction and many times the tests are self administering. That means the subject can administer the test on himself by just reading the instructions.

b) **Personality tests**

As the name suggests these are the tests that assess the personality of individuals. Personality tests are of many types as for example, pencil paper test, story telling test, ink blot tests, etc. One of the tests is 16 Personality Factors or the 16 PF Test as it is popularly known. This test gives us understanding of the person on various aspects of his or her life, whether suffers from anxiety, depression etc., and the level of intelligence that the person has.

It must be remembered that the tests differ in their contents and structure depending on the factors that it measures. There are certain tests which are based on a particular model. For example the NEO PI is based on the Five Factor Model. Eysenck's personality questionnaire is based on the Three Factor model.

c) **Projective tests**

These are tests which try to unravel the unconscious material. In certain cases it may happen that the client is not aware of certain aspects of his own mind. These tests help to understand such aspects. The unknown unresolved conflicts and the motivational forces behind the actions are seen through these tests.

d) **Achievement and aptitude tests**

These are the tests which measure the person's motivation to achieve and other aspects of achievement. Aptitude test refers to the ability of the person to learn new things. A person may have aptitude of different skills. It may be aptitude for teaching; it may be aptitude for learning music, etc.

e) **Intelligence tests**

The tests of intelligence measure different aspects of the intellect. There are different intelligence tests for different age groups. Also the same test may be differently administered to the different age group individuals.

f) **Verbal and performance tests**

Verbal test is that test which requires reading, writing and oral responses. Performance tests on the other hand emphasise on performing on some task rather than answer some questions. In such test tasks like assembling puzzle, placing picture in correct sequence, pointing missing part etc. are used.

Self Assessment Questions

- 1) What is mean by psychological test? Explain characteristics of good test.

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- 2) Give definition and classification of psychological tests.

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- 3) Discuss the different types of tests and their use.

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1.5 LET US SUM UP

Interview, case history and tests are mostly used as assessment tools in counselling. Interview may be structured or unstructured. It is used for various purposes from school admission to employment. Case history is a type of interview for gathering in depth personal information. Mostly standard format of case history is used in counseling.

Test is objective and standardised tool for measuring some human behaviour like personality, intelligence, attitude, aptitude, study habits etc. Objectivity, reliability, validity, norms are characteristics of good test.

1.6 UNIT END QUESTIONS

- 1) What is interview? How does it differ from conversation?
- 2) What are the important characteristics of interview?
- 3) What are the various types of interview? Give suitable examples and explain.
- 4) What is case history interview? How does this differ from intake interview?
- 5) Define tests. Why are tests necessary?

- 6) What purpose do the tests serve?
- 7) Discuss the various characteristic features of tests.
- 8) How are tests classified? Give examples.

1.7 GLOSSARY

- Structured interview** : This is an interview questionnaire which is arranged in a certain order and which cannot be changed to suit any situation. Its questions have been so structured that there is no scope for any modification.
- Unstructured interview** : This is an interview in which questions can be asked in any order that the counselor chooses. It is flexible and open ended. The main purpose is to elicit maximum information from the client. This type of questioning helps to organise the interview in such a manner that the client is comfortable and does not feel that he or she is questioned formally.
- Psychological test** : These are standardised tests which are administered to clients to assess varied aspects of cognitive, emotional and behavioural aspects.
- Reliability** : This is concerned with the reliability of a psychological test. For instance if this test is administered to the same group at two different places or occasions should produce similar results. It is like a ruler (scale), which has 12” arranged in an interval of one inch on a continuum of 1 – 12 ”. If this scale measures a table as 10” long and 8” wide, wherever that table is measured by the same scale it would give the same measurement.
- Validity** : This refers to the test in terms of what it purports to measure. That is if the scale isto measure anxiety, it must accurately state that the particular score will indicate high anxiety etc. When tested by any other instrument it should show high level of anxiety.
- Norms** : This is a frame of reference against which the scores obtained by the concerned subject are seen and interpretation made.

1.8 SUGGESTED READINGS

- Bryman, A. (2008). *Social Research Methods*. New York: Oxford University Press.
- Anastasi, A. & Urbina, S. (2003). *Psychological Testing* (7th edi). Delhi: Pearson Education.

UNIT 2 APPROACHES TO COUNSELLING: PSYCHODYNAMIC AND COGNITIVE APPROACHES

Structure

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Freudian Psychodynamic Theory
 - 2.2.1 Basic Concepts
 - 2.2.2 Theory of Personality
 - 2.2.3 Techniques of Psychoanalysis
- 2.3 Neo-Freudian Psychodynamic Theories
 - 2.3.1 Carl Jung
 - 2.3.2 Alfred Adler
 - 2.3.2.1 Basic Concept
 - 2.3.2.2 Process of Counselling
 - 2.3.3 Karen Horney
- 2.4 Cognitive Counselling Approach
 - 2.4.1 Aaron Beck
 - 2.4.2 Albert Ellis
- 2.5 Let Us Sum Up
- 2.6 Unit End Questions
- 2.7 Suggested Readings

2.0 INTRODUCTION

In the last unit we learnt about interview, case history and test as essential tools of assessment. In this unit we will study two approaches to counseling; psychodynamic and cognitive approaches. We will begin with psychodynamic approach. There are number of theories that have been developed in this approach. Psychoanalysis was the first psychodynamic theory. Sigmund Freud propounded this theory and he is called the father of psychoanalysis. The word psychodynamic is broader than psychoanalysis. Psychodynamic approach includes psychoanalytic as well as other non analytical theories. All psychodynamic theories assume that behaviour is motivated by unconscious mental processes that shape the personality. We will classify these theories as Freudian and non-Freudian. Since Freud is the pioneer of psychodynamic approach we will study it in more detail than the others.

Cognitive approach focusses on the thinking process i.e. cognition (how we think). Aaron Beck, Albert Ellis and Donald Meichenbaum are well known cognitive theorists. Cognitive approach assumes that what people think determines their emotions and behaviour. Beck emphasised negative thoughts, Ellis focused on irrational beliefs while Meichenbaum concentrated on inner speech. Now we will discuss all these theories in perspective putting forward the characteristic features and the contributions these theories have made to the field of counselling.

2.1 OBJECTIVES

When you complete this unit, you will be able to:

- Explain basic assumptions of psychoanalytic and psychodynamic theories;
- Describe the process and techniques of psychodynamic theories;
- Compare Freudian and non-Freudian theories;
- Elucidate the basic concepts of cognitive approach;
- Explain Cognitive therapies and Rational Emotive behaviour therapy; and
- Compare different cognitive theories.

2.2 FREUDIAN PSYCHODYNAMIC THEORY

The founder of psychoanalytic theory was Sigmund Freud. His work had profound influence on a number of disciplines, including psychology, sociology, anthropology, literature, and art. He developed first acceptable personality theory and therapy. Ernst Kris defined psychoanalysis as “human nature seen from the vantage point of conflict”. Psychoanalysis views the functioning of the mind as the expression of conflicts. We will study this approach in three parts, First, basic concepts, second, theory of personality and third, techniques.

2.2.1 Basic Concepts

- a) **Levels of mental life:** Freud gave three levels of mental life. These levels are based on degree of awareness of thoughts and feelings. He divided mind into consciousness, pre conscious and the unconscious. The conscious level includes everything that we are aware of at a given moment. The conscious mind includes such things as the sensations, perceptions, memories, feeling and fantasies inside of our current awareness. Consciousness plays minor role in psychoanalysis. Preconscious bridges the consciousness and unconscious. It is below the level of consciousness. It contains all thoughts and emotions which are not presently aware, but which we can easily draw into conscious awareness. Thus it can be brought in to the conscious mind by choice. For e.g. recalling what you did yesterday.

The most important and much larger level of mind is unconsciousness. It has all repressed ideas, thoughts, experiences and emotions. The unconscious mind is often represented as an iceberg. Everything above the water represents conscious awareness, while everything below the water represents the unconscious. According to Freud, the unconscious continues to influence our behaviour and experience, even though we are not aware of these underlying influences.

- b) **Instincts:** It is inner somatic excitation. There are many instincts but they can be grouped into life (Eros) and death (Thanatos) instincts. Each instinct has its own psychic energy. The force of life instinct is called as libido energy, death instincts energy were not named. Life instincts seek gratification through sexual satisfaction while death instinct underlies manifestation of aggression, cruelty, suicide and murder. Both instincts are equally important.

- c) **Defense mechanisms:** Conflicts, tension, and anxiety are inevitable in human life. Defense mechanisms aim is to reduce anxiety and painful states. The reason of anxiety is that problem does not have any realistic solution. They are used to protect the individual current self-concept against threat. Defense mechanisms help the individual to reduce anxiety through distortion or denial. For example, a student failed in the examination make him anxious. To reduce this anxiety he says that answers are not properly assessed. Defense mechanisms are employed as a part of the unconscious process of person's mental functioning. Following are commonly employed defense mechanisms:
- i) *Rationalisation:* In rationalisation rational explanation is provided for irrational or unacceptable behaviour. Criminal gives reason of criminality in bad company. It is used to modify guilt feelings. If you do not get admission for certain course you will say the course is not good of career.
 - ii) *Repression:* Unwanted or unacceptable thoughts, feelings, memories are pushed in to the unconscious because their recall may be painful or fearful. Many women repress sexual abuse.
 - iii) *Displacement:* Displacement involves shifting emotional reactions from one person or situation to another. Mother punishes child and child become angry. He cannot express his anger on mother hence he displace it and show it on toys or on younger siblings.
 - iv) *Projection:* To get relief from anxiety person attribute the source anxiety to external world rather than his own fault. Our feelings are attributed to others. Instead of saying I hate her, she hates me will be said.
 - v) *Introjections:* Introjections involves the adoption of other people's attitude or behaviour as if they were one's own. Parents values are interjected by child as his own values.
 - vi) *Reaction formation:* It is developing of opposite feelings or behaviour than ones' own. Hate is replaced by love, anger is replaced by relaxation.
- d) **Psychosexual development:** Throughout life our behaviour is motivated by the need to satisfy our basic drives. Sexuality or libido is not simply genital stimulation but also expressed through many parts of the body called as erogenous zones. These stages are depending on the mode of gratification of libido.
- i) *Oral stage (birth to 18 months):* The first stage of development is oral stage. The mouth is organ of the body to get pleasure. Therefore the oral activities including lips, tongue and associated structure become basic interest. Sucking, swallowing, spitting, biting gives him pleasure and gratification of libido. Freud claimed that excessive or insufficient of oral stimulation lead to oral passive personality in adulthood.
 - ii) *Anal stage (18 months - 3 years):* During this age the focus of libidinal energy shifts from the mouth to anal region. Pleasure comes primarily from the process of elimination and related activities. For the child bowl movements are intensely pleasurable. Child wishes to handle his faeces. Toilet training may poses conflict in child. Freud postulated that all later forms of self control have their origin in the anal stage.

- iv) *Phallic stage* (3-5 years): During this stage gratification is focused on the sex organ. Behaviour of examining, observing and masturbating is seen in this stage. The infant boy forms identification with his father. Oedipus complex appears in this stage. It consists of a sexual cathexis for the parent of the opposite sex and hostility towards the parent of same sex. Oedipus was Greek king unknowingly killed his father and married his mother hence named Oedipus. Freud saw sexual conflicts, guilt and anxiety stemming from phallic stage.
- v) *Latency period* (5- puberty): In latency stage the sexual development appear to be relatively inactive or stand still. The libido energy is channelised into nonsexual activities like athletics and peer relationship.
- vi) *Genital stage* (puberty- end of life): At puberty there is reawaking of the sexual energy and seek its gratification. The libido energy is focused on the genitals, with adult expression of sexuality. The final organisation of personality represents contribution from all four stages.

2.2.2 Theory of Personality

The personality is made up of three major components – the id, ego and superego. Each component has its own functions, principles and dynamics. They are closely related with each other and behaviour is production of these interactions. Now we will discuss these components in detail.

The id: The id is the source of all basic inherited drives and instincts. The id is governed by pleasure principle. From birth humans are motivated to gratify their biological needs, such as hunger. For instance, if the infant is hungry he cries unless his need for hunger is gratified. Id cannot distinguish between fantasy and reality. The aim of the Id is to obtain pleasure and avoid pain. It attempts to reduce tension by reflex action (sneezing) and primary process. Primary process reduces tension with forming mental image of the object. To reduce tension of hunger mental image of food will be formed but this mental image cannot really satisfy the hunger need. In order to gratify this need in real terms, the ego emerges. This is the second system that takes over to gratify the hunger need, that is the ego.

Ego: Id knows only subjective reality but ego understands the external reality. Ego is governed by reality principle. The inner demand is gratified with consideration of outside restrictions. The hungry person has to seek and eat food to reduce tension. Ego functions as executive, balancing between subjective reality and objective reality.

Super ego: Superego is not an inborn component of personality. It develops out of the ego. Superego has no energy of its own. In the process of socialisation, the individual learns from parents, teachers and elders all about how to behave in the society, what norms to follow, what is right and what is wrong what is good and what is bad, etc. Through reward and punishment the parents inculcate in children moral values and these in course of time become part of the individual's personality. Superego is the preserver of conscience and hence when a person does something wrong, it makes him feel guilty.

The problems that the individual faces, according to Freud, arise because of imbalance between these three personality components.

2.2.3 Techniques of Psychoanalysis

The process of counseling encourages the client to get aware of the material repressed in the unconscious and resolve the conflicts. The client is encouraged to talk freely, to disclose unpleasant, difficult, or embarrassing thoughts. Some time free association method is used in which client is expected to state whatever comes in his mind regardless of its relevance. Dream analysis is also one of the important techniques employed for making aware of the material repressed in the unconscious. Along with the above techniques interpretation of resistance, analysis of transference is used in psychoanalysis.

Self Assessment Questions

- 1) Describe the basics concepts of psychoanalysis.
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- 2) Discuss Sigmund Freud’s theory of personality in detail.
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- 3) Briefly describe basic concepts and techniques of psychoanalysis.
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2.3 NEO-FREUDIAN PSYCHODYNAMIC THEORIES

All the theories which have their roots in the psychoanalytic theories, over a period of time have broken from those roots and started developing their own theories. These theories differed from psychoanalysis mainly in terms of psychosexual development and these theories added certain socio psychological components to the theory. These theories are called psychodynamic theories and these theorists are called as Neo Freudians.

2.3.1 Carl Jung

In the initial phase of his career Jung was greatly influenced by the concepts of Freud. However, later on he disagreed with Freud on the high emphasis being given to sexual content and developed his own ideas into theory. The foundations that were laid in an individual's childhood about the spirituality ultimately became the cornerstone of his theory. In this section we are going to learn about (i) The Human Nature and (ii) The major constructs of Jung's theory.

i) The Human Nature

The psyche is the combination of the conscious and the unconscious. The unconscious is again divided into collective and personal unconscious. The collective unconscious includes symbols, images, and archetypes common to all people. The personality is composed of the ego, persona, shadow, anima, animus, and self. These are explained below.

- a) *Ego*: Ego is the center of the field of the consciousness. This maintains the relation with the other contents. In the first half of the life of an individual, the ego gets separated from the self and in the later half, the self gets connected with the ego. This is called the process of individuation
- b) *Persona*: Persona is the conscious role we assume in presenting ourselves to the world. This is structured from the introjections that come from the parents and society. This is the combination of the responsibilities and the expectations of others from us. This aspect bridges the gap between the world and the ego.
- c) *Shadow*: Shadow consists of animal instincts that humans inherited in their evolution. The shadow is negative counterpart of ego.
- d) *Anima*: Human is bisexual animal. Masculine and feminine characteristics are found in both sexes. Anima is the collection of feminine qualities in the man. There is a sense of discomfort with self if this part is denied. The person feels driven by a force and is not able to be creative until he accepts this aspect of his personality.
- e) *Animus*: the masculine characteristics in woman is called animus. By living with man women become masculinised.
- f) *Self*: Self comprises the totality of the conscious and unconscious. The self is considered as midpoint of personality around which all the other systems are constellated. It motivates human behaviour to become whole. Thus self is life's goal for which people strive constantly and rarely reach.

ii) Major constructs

- a) *Psychological types*: Jung spent much time in psychological types describing the eight possible types. For illustration let us see two of them. The 'introvert - extravert' type is originated with his work. These are the two opposite ways of looking at the world and also how the person perceives the relationships. The extravert is preoccupied with understanding natural phenomenon and explaining them through general principles. Such people are outwardly oriented. They repress their feelings that side so they tend to appear distant, cold and unattached. Introverts are inwardly oriented.

- b) *Complexes*: A complex is the constellation of feelings, perceptions, memories and thoughts that exists in the personal unconscious. For example, a child’s experience with his mother if overaffectionate and over nurturing etc. would make the child get fixated with mother or if totally neglected and rejected, a certain degree of hostility towards mother would develop. Either way the mother complex arises as a result of such emotional attachment with the mother.
- c) *Archetypes*: This is an important element of the collective unconscious. Archetypes are patterns or framework that serves to organise human experiences. They contain no content of their own but organise the person’s experiences. Jung postulated that archetypes are basis of many fantasies, myths and symbols. The above mentioned anima, animus and shadow are types of archetypes.
- d) *Personal unconscious*: These are the memories of the childhood and past events experienced by the individual. These are just below the surface line. This is limited in content because it is related to experience of the individual. These are experiences that were once in the conscious realm but presently they have been repressed, ignored and forgotten.
- e) *The Collective unconscious*: The Collective unconscious is biologically based. It contains the inherited memory trace including past human and animal ancestors. All human beings have more or less the same collective unconscious. Individuals personal experiences are influenced by this collective unconscious.

To sum up Jung’s theory, it may be stated that it is different from that of Freud in terms of the structure of personality and process of development. Jung’s view of personality is more complex than that of Freud. His ideas about the collective unconscious is interesting and useful in understanding symbols in areas like religion, mythology and children’s art.

Self Assessment Questions

- 1) Discuss the detailed contribution of Carl Jung and compare his theory with Freud’s theory.
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- 2) Describe human nature as put forward by Jung.
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3) Describe the major constructs of Jung's theory.
4) Discuss the extraversion Introversion concept of personality according to Jung.

2.3.2 Alfred Adler

Alfred Adler was a member and later on the President of Vienna Psychoanalytic Society. He began to develop ideas that were different from those of Sigmund Freud. Due to the opposition by members of the Psychoanalytic Society, Adler resigned and terminated his connection with Freud's psychoanalysis. He formed his own group known as individual psychology. We will discuss his theory in two sections, viz., Basic concepts and Counselling process.

2.3.2.1 Basic Concepts

The basic concepts of Individual Psychology included the idea that human beings from the time of birth feels inferior due to their extreme dependence on others and the very smallness of the size. This motivates the individual to strive towards mastery of the environment and other aspects so that he could get over the inferiority feelings. Some of Adler's concepts are described in the following section.

- i) *Inferiority feelings*: Feeling of inferiority is a conscious or unconscious recognition of physical or psychological insufficiency. Every child experiences a sense of helplessness because of his size and dependence on others. Adler postulated that inferiority feelings keep human beings moving towards full realisation of self. There are three sources of this feeling
 - a) biological dependency
 - b) our image in relation to the universe
 - c) organ inferiority.

Inferiority feeling is not considered as abnormality but motivation to improve. For example, a child is motivated by feeling of inferiority to strive for a higher level of development.

- ii) *Superiority feelings*: The inferiority feelings lead to attempt to overcome superiority. It is not that the person does not want to overcome inferiority but the person wants to be superior to what he is at present (a state of dependency). For Adler superiority does not mean social distinction, leadership or a prestigious position in society but it is striving for perfect completion. From birth to death, the striving for superiority carries the person from one stage of development to the next higher stage.
- iii) *Social Interest*: Social interest consists of the individual helping society to attain the goal of a perfect society. It is an attitude or outlook towards furthering the welfare of others. Social interest is behaviour like cooperation, social and interpersonal relations, group membership, empathy and so forth.
- iv) *Life style*: Style of life is the system principle by which the individual's personality functions. It explains the uniqueness of the person. Every person has as his or her goal, the superiority and each one tries to achieve the same by different ways. These different ways become a style of life in course of time. This style of life determines how the person confronts the problem.
- v) *Birth order*: We all do wonder why children born in the same family, although with the same atmosphere develop such different personality. Adler was of the view that the birth order in which the person is born makes a difference in shaping his personality.

For instance, according to Adler, the eldest child is the one who receives good attention. And till the time this child is alone, due to the amount of the attention that he gets, he is somewhat spoiled. This child becomes dependable and hard working. But when the new sibling arrives in the family the first born child tends to feel inferior as the attention of the parents get distributed to self and the new born. He feels as if he has lost his position as the unique one and a special in the family.

The second child is in a different position. When this child is born, there is already someone in the family before him as the eldest child, so he learns to accept the existence of the other person in his life. The typical second born is the one who considers himself always in the race and that he has to strive for his position. There is constant competition between the two siblings and that shapes the life of them in different way. The arrival of the second child as the new born brings in more attention to him and this makes him win in the fight more often with the elder sibling.

The middle child often feels that he has been suppressed a lot by the parents. This child may develop an attitude that he is the victim of all ill treatment and deprivation and as a result may carry an image of 'poor me'. He can grow up into a problem child or he may grow up into a more easygoing and more social.

The youngest child tends to be a pampered one. He is another person who gets attention in the family. As they grow up they tend to take their own decisions. Most of the time they have different views from the other members of the family and they choose to do what they think is right. They play a different role than the others.

The only child may not learn to share or cooperate with other children. This child learns to deal with the elders more effectively. Being the only person in attention these children find it hard if they are side lined.

The above are examples of the development of personality as result of the individual's ordinal position in the family.

2.3.2.2 Process of Counselling

The basic assumptions of Adler's theory are as given below.

- a) Every behaviour is goal directed
- b) Humans are basically social
- c) The functions of the person become the important part of an individual's personality

His theory focuses on inferiority feelings, which he sees as a normal condition of all people. He believes that this feeling becomes the source of the striving for all humans. These inferiority feelings motivate us to strive for mastery. We are always forced by this feeling and this gives us means to achieve things. He believes that our life course is not determined by only heredity or environment. We have the capacity to interpret the things that are happening around. So in effect we do have control over our lives. Adler thus was the first to say that individual should be understood with reference to the system he lives in.

Based on this Adler has come up with the goals that are put for the counselling as given below:

- Encouraging social interest
- To help the person deal with feelings of inferiority.
- Modifying the views of the client.
- To make the client feel that he is equal to others.
- To change the faulty motivation.
- To make the clients aware that they should make some contribution to the society.

Adler identified clear phases in counselling.

• **Phase 1. Establishing the relationship**

Adlerian therapist establishes a collaborative relationship with the client. The quality of the relationship is one of caring, involved, and friendliness. The contact with the person is more important than starting with the problem. That is, the focus is on the person rather than the problem. A positive relation is created in this phase. The client does not believe in his capacity in the initial phase, so the therapist provides the support to the client. The emphasis is more on the experience of the client, and the techniques that are used are not given so great importance. The techniques are used as per the need of the client. The main techniques used in this phase are listening and empathy. This caring way of therapist is likely to make the feel more understood and accepted. As a result he will focus on himself better. It helps the client to also clear the expectations he has from the therapy. He is able to define the goals.

- **Phase 2. Exploring the individuals Dynamics**

There are two parts to this: subjective and objective interview.

In the subjective interview the client is asked to tell his story. Mere active listening skills are not enough, the component of wonder, fascination and interest by the therapist are also equally important. The second part; the **objective interview** is the part in which the details of the problems are taken by the therapist. He also assesses the various other dimensions of the client's life in this part.

Along with this there are few other things which are considered about the client and these are as What are the ordinal position of the client and other details about the family and his position in the family? The therapist also asks the client about the family dynamics of the client. That helps him to understand the client in a better way.

The other aspect in the assessment is that the therapist asks about the earliest recollection the client has about his childhood. Because as per this theory this is the time period which shapes the person's personality in the coming life. The client forms most of his notion of his life in this phase. So the therapist has a clue to them.

The therapist also seeks what are the person's priorities

These are broadly divided in the following types:

- a) People using superiority: These are the people who are interested in leadership. They cannot take life to be meaningless. Their complaints are that they are overworked, overburdened.
- b) The need for control: These are people who want to control the situation. They are ready to be away from others if they can get success in what they are doing.
- c) People seeking comfort: These people want to avoid pain. They avoid facing the problem. They are all right with lesser productivity. They do not want to deal with the problem.
- d) People who want to please: These people cannot take the rejection by others. They always try to please others. They seek compliments. Even the slightest inattention is seen as rejection by these people.

- **Phase 3. Encouraging self-understanding and Insight**

This therapy believes that human life has purpose. If the client is willing to disclose what he feels and how he feels and thinks, these would be of value in his growth and development. The therapist gives the timely interpretation of the clients' life and this in turn makes the client get rid of the unwanted complexities. The interpretations that are shared in this approach are always open ended statements. The therapist here also does not impose his views about the client and this makes the client agree or accept interpretations more easily. The client understands his motivations gradually in this way.

- **Phase 4. Helping with reorientation**

This is the action oriented phase. In this there is mutual agreement between the client and the therapist. The client extends the understanding to action. By this

time the clients' need for belongingness and being valued is satisfied to a great extent. The client is expected to reevaluate the motivations that he is working with so far in his life. He understands what is not working and what is proving harmful for him. In this phase the client thinks about what he can really do about it.

- **Phase 5. Encouragement process**

This is the most distinctive feature of the therapy. In this the therapist makes the client aware about the alternatives that are available to the client. They discuss about these and try to reach a final decision which in turn deepens the therapist's understanding of the client.

The therapist helps to identify much cognition that is harmful for him. He uses different techniques for this purpose. This makes the client feel that he is in charge of his life situation.

- **Phase 6. Change and search for new responsibilities**

In this phase the clients make decisions and also modify their goals. The therapist suggests the client to keep a watch on the process of caching the old pattern. Once the client becomes aware about it, it becomes easier to deal with it. This is the phase in which the client tries to find a solution to his problems.

Self Assessment Questions

1) Describe Alfred Adler's Basic concepts of his theory.

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2) Explain Adler'sof counselling.

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3) What are the various phases through which counselling proceeds?

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4) “The basic motivation for human behaviour is superiority”. Illustrate this statement with the help of basic concepts of Alfred Adler.

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5) Discuss the process of counseling in the context of Adler’s approach.

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2.3.3 Karen Horney

Horney’s theory of neurosis is the best that exists today. She looked at neurosis in a different light, saying that it was much more continuous with normal life than other theorists believed. Furthermore, she saw neurosis as an attempt to make life bearable, as an interpersonal controlling and coping technique.

According to Horney, parental indifference causes adult neurosis. Depending on the child’s perception as to how he or she has been treated , for instance, feeling of a lack of warmth and affection in a parent, the parent who makes fun of their child’s thinking or neglects to fulfill promises, etc., may lead to neurotic disorders.

Using her clinical experience, Horney named ten particular patterns of neurotic needs and these were clumped into three broad coping strategies.

The first strategy is compliance, also known as the moving toward strategy or the self effacing solution. Most children facing parental indifference use this strategy. They often have a fear of helplessness and abandonment, or what Horney referred to as basic anxiety. Such persons restrict their life into narrow borders, including being undemanding, satisfied with little, and being inconspicuous.

Horney’s second broad coping strategy is aggression, also called the moving against and the expansive solution. Here, children’s first reaction to parental indifference is anger, or basic hostility. The need for power, need for control over others, and for a facade of omnipotence and the need for social recognition and prestige, and the need for personal admiration, etc fall in this category.

The final coping strategy is withdrawal, often labeled the moving away from or resigning solution. When neither aggression nor compliance eliminate the parental indifference, Horney recognised that children attempt to solve the problem by becoming self sufficient. This includes the neurotic needs for self sufficiency and independence and those for perfection and unassailability.

While it is human for everyone to have these needs to some extent, the neurotic’s need is much more intense. According to Horney the neurotic makes the need

too central to their existence. Horney's ideas of neurotic needs mirrored those of Adler in many ways. Together, Adler and Horney make up an unofficial school of psychiatry and they are often referred to as neo-Freudians or Social Psychologists.

In her personality theory, Horney reformulated Freudian thought and presented a holistic, humanistic perspective that emphasised cultural and social influences, human growth, and the achievement of self-actualisation. Though she was often considered to be too outspoken, Horney often had the distinction of being the only woman whose theory is included in personality textbooks.

Horney believed that the self is the core of one's being, their potential. If one has an accurate conception of themselves, they are free to realise their potential. The healthy person's real self is aimed at reaching their self-actualisation throughout life. On the other hand, the neurotic's self is split into an ideal self and a despised self.

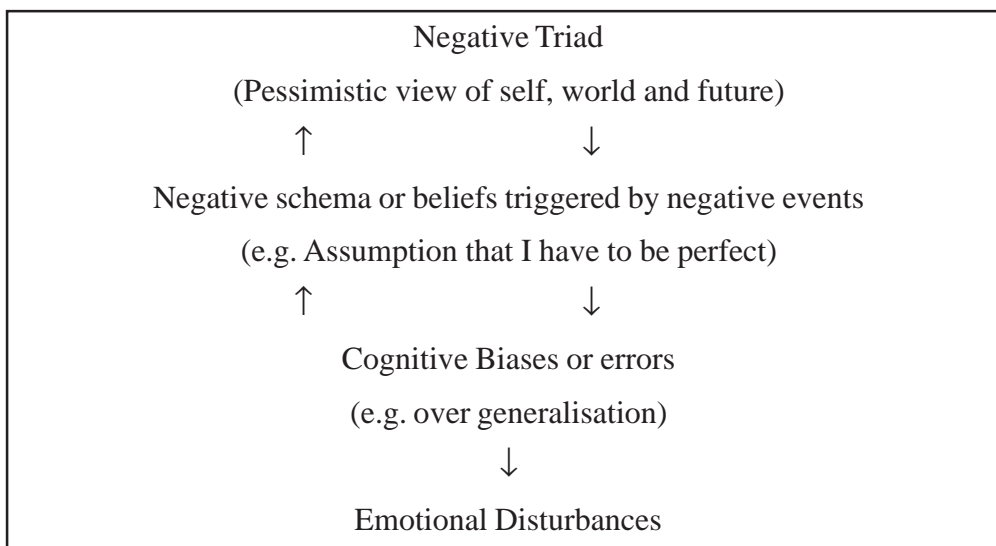
2.4 COGNITIVE COUNSELING APPROACH

The cognitive approach assumes that humans are thinking being. Humans can think rationally, irrationally and commit errors in thinking. This approach views that what people think about the experience or event determines their feelings and actions. Albert Ellis, Aaron Beck and Donald Meichenbaum are known as cognitive theorists. We will see Ellis and Beck in this section.

The ineffective behaviour and emotional problems are viewed as result of faulty thinking. Those who are effective in dealing with the problems tend to put the experience at the higher level and learn from them. Those who have ineffective thinking will focus on the negative aspects and linger on those facts. Albert Ellis developed rational emotional behaviour therapy and Aaron Beck developed cognitive therapy.

2.4.1 Aaron Beck

Beck was trained in psychoanalysis but he did not get support for Freud's theory of depression. He found that basic problem in depression is faulty cognitive processing. Beck theorised that many problems especially depression has origin in negative beliefs toward self, world and future called as negative triad. The Counsellor and client try to find out the reasons for the problem with the help of this triad. Beck gave a cognitive model of emotional problem as given below.



Schema is a pattern of organising thoughts in a particular way. For example, we tend to think that “ I should be perfect, if I make mistake it indicates that I am unsuccessful”. Cognitive biases are distortions of facts. In other words cognitive errors are the wrong interpretation that is given to the event. There are 6 types of cognitive errors, which are (i) selective abstraction (ii) dichotomous thinking (iii) over generalisation (iv) magnification, (v) minimisation and (vi) arbitrary inference. These six cognitive errors are explained below:

i) *Selective abstraction*

Here the person focuses only on certain details and ignores the other details. Suppose a mother arranges a surprise party for her son, and the son is not happy with it. The error will be that the son will ignore the fact that his mother has taken efforts to arrange a party, and would focus on the fact that his few friends were not invited for the party and that this was done by his mother to show him in poor colour.

ii) *Dichotomous thinking*

Here the thinking is either or type. That is, the things are completely good or completely bad. Example: the other person either loves me or he hates me. The indifferent attitude is not considered.

iii) *Over generalisation*

This refers to arriving at a conclusion on the basis of very little information. For example if you meet a single foreigner and he turns out to be arrogant then based on this if you conclude that all the foreigners are the same, then you are committing this error.

iv) *Magnification*

This refers to the overestimation of a single event than the actual. For example, if I fail to give good lecture it is magnified and concluded that I can not deliver good lecture.

v) *Minimisation*

Minimising value of some event than what it actually is. For example if someone does ten things for us, and forgets to do one, then if we focus on the one that is not done. This error is committed in this case.

vi) *Arbitrary inference*

Drawing conclusions that have no evidence. Example: having ideas about being in other country as very unsafe, for which one does not have any evidence.

The negative triad affects on schema, schema affect on cognitive error and again reverse effect. Thus emotional disturbances become more and more severe.

The techniques used for this counseling are as follows:

- a) **Persuasion:** In this the client is pushed in the direction to think which is more appropriate to him.
- b) **Suggestion:** the counselor gives the client about going in a particular way that is he explores alternative that are available to the client.

- c) Instruction: very clear cut and precise instructions are giving. In case of daily activity scheduling of the client, he is given very clear instruction how to keep record and what are the activities that he is suppose to complete.

The change in the client takes place through the cognitive restructuring. The first step towards this is by the client's description of the problem. This gives the counselor the understanding how the client is thinking. In this if it is assessed if there are any negative/ dysfunctional or irrational thoughts that are causing disturbance to the client's life. In the second step these are explained to the client. He is made aware about this. In the next step more adaptive alternative patterns or structures are discussed between client and counselor.

2.4.2 Alber Ellis

Rational emotive behaviour (REBT) was put forward by Albert Ellis in the year 1955. He was influenced by Roman philosopher Epictetus who stated that "men are disturbed not by things but their views of things". Based on this principle he postulated REBT. In this section attempts has been made to understand basic concepts and process of counseling with the help of ABCDE model.

Ellis viewed that when after any event (A) negative emotional consequences (C) are experienced then person think that it is the consequence of that event but in fact these consequences are of his beliefs (B). To make it clear let's see the meanings of these alphabets.

A = Activating event

B =Beliefs

C = Consequences/ Conclusions

D = Dispute/Discussion/Debate

E = Effect of intervention

Explanation of ABC model

Let's start with example

The Activating Event: I went for job interview and I did not get selected

The Belief:

- a) Irrational: It can not stand this rejection, I will never get job, I will always do poorly on job interview.
- b) Rational: I don't like getting rejected, it seems difficult, I should prepare well.

The Consequent Emotion:

- a) Undesirable: anxiety, depression, worthless feeling
- b) Desirable: irritation, frustration, keep trying

The Consequent behavioural

- a) Undesirable: refused to go for job interview
- b) Desirable: continued search for job

When beliefs are irrational the person starts perceiving problem. Beliefs are of rational and irrational. Irrational beliefs are not facts. Ellis identified 11 universal

irrational beliefs such as I must be loved and approved by everyone, I should be perfect and competent, it is easier to avoid difficulties than to face them, unhappiness is caused by circumstances that are out of my control etc.

D step is of intervention. Counsellor debates, discusses, confront with client for understanding whether their beliefs are true or logical. In the above example counselor he will discuss by questioning client why can't you stand this rejection? Why you will not get job? In the beginning client give irrational reason but counsellor asks for evidences and make him aware of facts and his faulty way of thinking.

To practice rational beliefs home work is assigned and discussed in the next session. Thus clients are helped for getting three insights: i) behaviour is not result of past or circumstances but result of rational or irrational beliefs ii) Although problem originated in the past it is continued because of thinking in the same way. Unless previous doctrines are not replaced by new doctrines problem cannot be solved, iii) efforts and practice are essential for change.

The E is effect of changing beliefs system from irrational to rational through counseling at stage D. It changes emotion, behaviour and cognition of client. He will now have more appropriate feelings, do desirable behaviour and able to think rationally.

Self Assessment Questions

1) Discuss rational emotive behaviour therapy in detail.

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2) Describe ABC model of Albert Ellis with appropriate examples.

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2.5 LET US SUM UP

In this unit we have discussed psychodynamic and cognitive approaches to counseling. Psychodynamic approach emphasised unconscious motives and past experiences. These approaches are classified into Freudian and Neo-Freudian. We studied Freud, Jung and Adlers theories. Beck and Ellis are studied for cognitive approaches of counseling. Beck gave importance to negative thoughts while Ellis emphasised irrational beliefs as cause of problems. Cognitive therapies are direct and rapid therapies than psychodynamic counseling.

2.6 UNIT END QUESTIONS

- 1) Explain Psychoanalytic theory in your own words.
- 2) What are the techniques of psychoanalysis?
- 3) Why are the theories of Horney and Adler called as Neo Freudian theory?
- 4) What is cognitive counselling approach?
- 5) Describe Aaron Beck's theory.
- 6) Describe Albert Ellis' theory.

2.7 SUGGESTED READINGS

Hall, C. S., Lindzey, G. & Campbell, J. B. (2009). *Theories of Personality*. Delhi: Wiley- India.

Hoffman, M. (2000). *Empathy and Moral Development: The Implications for Caring and Justice*. Cambridge, UK: Cambridge University Press.

UNIT 3 THE PERSON CENTERED APPROACH TO ASSESSMENT AND COUNSELLING

Structure

- 3.0. Introduction
- 3.1 Objectives
- 3.2 Basic Concepts
 - 3.2.1 Unique Perception
 - 3.2.2 Rational and Trustworthy Nature
 - 3.2.3 Self Actualisation Tendency
 - 3.2.4 Self Concept and Ideal Self
 - 3.2.5 Positive Regard
 - 3.2.6 Condition of Worth
- 3.3 Rogers' Theory of Personality
 - 3.3.1 The Developing Infant
 - 3.3.2 The Self Concept
 - 3.3.3 Condition of Worth
 - 3.3.4 Fully Functioning Person
- 3.4 Therapeutic Process of Counselling
- 3.5 Relationship between Client and Counsellor
 - 3.5.1 Congruence and Genuineness
 - 3.5.2 Unconditional Positive Regard
 - 3.5.3 Role of the Counselor
- 3.6 Applications
 - 3.6.1 Counselling and Psychotherapy
 - 3.6.2 Human Relations Training
 - 3.6.3 Application in Small Groups
 - 3.6.4 Application in Institutional Change
- 3.7 Evaluation
- 3.8 Let Us Sum Up
- 3.9 Unit End Questions
- 3.10 Glossary
- 3.11 Suggested Readings

3.0 INTRODUCTION

In the second unit we learnt psychodynamic and cognitive approaches to counseling. Psychodynamic approach emphasised on the past and the repressed unconscious materials that affect the personality and behaviour of the individual. In this unit we will be dealing with the study of humanistic approach of Carl Rogers. Humanistic approach assumes that behaviour must be understood in terms of subjective experience of the individual and only the individual can explain the meaning of a particular behaviour. Thus humanistic view emphasises on the person's conscious experiences more than unconscious experience. Every

individual has potential to grow fully. It is an inborn quality and with this ability the individuals will be able to solve their problems on their own by their own efforts. The Counsellor does not provide direct answer to the problems of the individual but assist them to find their own unique and suitable remedies. Hence person centered approach is known as non directional approach. The founder of this approach is Carl Rogers. The person centered approach of Carl Rogers has been one of the most influential techniques in the history of counseling. He put forward this theory in 1942. Based on this theory, he developed the counseling interventions and emphasised the importance of human dignity and also the importance of relationship in the growth of humans.

3.1 OBJECTIVES

On completing this unit, you will be able to:

- Elucidate the basic concepts of person centered approach;
- Explain personality theory of Carl Rogers;
- Describe the process of intervention;
- Identify role and functions of counselor;
- Analyse the applications of person centered approach; and

Let's begin with some basic concepts of person centered approach.

3.2 BASIC CONCEPTS

The basic theory of person centered counseling is stated simply in terms of “if-then” hypothesis.

“If counsellor has certain qualities like congruence/ genuineness, positive regards and empathetic understanding then positive changes will take place in client”.

Most of the theories of counseling and psychotherapy do reflect the lives, needs of people. This approach believes that each individual has his or her own worth and dignity. Each individual is capable of taking decisions and deciding the course of their lives. Rogers sees people as basically good or healthy, or at the very least, not bad or ill. In other words, he sees mental health as the normal progression of life, and considers mental illness, criminality, and other human problems, as distortions of that natural tendency. His theory is a complete theory but simple as compared to that of Freud's psychoanalytical theory.

Some of the important assumptions underlying this theory are given below:

3.2.1 Unique Perception

The same experience may be interpreted by each person in different way. Individual perceive it in unique way from the others. Let us see examples, if students are punished for misconduct in the class room. Every student perceives this incident differently. This incident may be perceived as insulting, aggression provoking, mistakes correction, neutral etc. The way we perceive a situation is influenced by our past experiences, needs and expectations. Thus every individual may see the world and perceive the various happenings differently.

Our perceptions of external world guide our behaviour. As we have mentioned above, this approach gives importance to a person and his/her unique ways rather than what is common sense. This means the person should believe in his/her own perception. He has his own, unique way of looking at things and understanding them, without comparing with others. This approach believes that the same event is viewed differently by different people. In other words every individual has a unique way of perceiving things, which may be totally different from that of the other persons. This way of looking at things from one's own the unique inner way is called the phenomenological world. In the words of Rogers, Phenomenological Field is: *"The only reality I can possibly know is the world as I perceive and experience it at this moment.... There are as many 'real worlds' as there are people."*

Environmental factors and cultural background play a vital role in the variation that exists in the person's perception. The more is the congruence in the outer world view and the inner view the more the client is comfortable with himself.

3.2.2 Rational and Trustworthy Nature

This assumption again places great belief in the person. This frees the person from being wrong. The basic human tendency is to be rational, and if we fail to do so then we are in a state of imbalance or what we can call as the disturbed state. So the disturbance is not because we commit a mistake, but it is because we are doing something against our natural tendency. No one is born with the motive to cheat others, we tend to trust others and ourselves too. We also are trustworthy as far as others are concerned. These qualities are considered as natural characteristics of human being. The theoretical underpinnings and the counseling interventions are based on these important characteristics of the individual. If this is not considered as real then there will be no point in allowing the clients to take the lead in the therapy sessions.

The appropriate actions of the humans are explained on the grounds that there is a discrepancy between the real self and the ideal self that the person has. People use defenses to save themselves from the realisation that their real self is not the same or congruent to the ideal self. This causes anxiety in the individual and makes him feel that he is not living a life that he has imagined for himself. To keep down the anxiety and to attain a balance state the individual may use defense mechanisms which would reduce this anxiety. With these defenses the individual is able to keep the conflicts that arise to the minimum.

Thus the major part of the Rogerian counseling or therapy is that the counselor will convey the trust to the client through actions and words. For example if the client has been accused of some misdeed, which is considered as a crime by both the judiciary and the society, which may decide to punish the person, in Rogerian counseling sessions, the counselor provides even such a person an atmosphere in which the client feels that someone trusts him. This feeling that another person trusts him or her, is one of the important motivating factors to bring about a change in one's own self, that is changing the behaviour that is being considered as criminal etc.

3.2.3 Self Actualisation Tendency

All humans have an inherent tendency towards self actualisation. This self actualisation is defined as the inherent tendency within the individual or within the organism to develop all its capacities in ways that serve to maintain or enhance the organism. Every individual strives to do better and be better in their lives. This tendency is not forced on the persons from any one or any thing outside, but it is from within the person himself / herself. Perhaps the main requirement here is that one should be aware of the same.

Self actualisation is defined as a state of psychological fulfillment. It includes acceptance of self and others, close relationships, goal directedness and naturalness. In the words of Rogers, there is one central source of energy in the human organism. It is a function of the whole organism rather than some portion of it. It is perhaps best conceptualised as a tendency toward fulfillment, toward actualisation, toward the maintenance and enhancement of the organism. Self-actualising means , one is

- 1) Open to experience,
- 2) Trusting in one's experience,
- 3) Holds an internal locus of evaluation and
- 4) The willingness to be in process.

Encouraging these goals is the basic purpose of person-centered therapy. It also includes a need for privacy, orientation toward growth, sense of brotherhood with all people, sense of justice, sense of humor, creativity, and personal integrity. Human being is viewed as a mechanism that tries to develop maximum amount in regard to all the above aspects. This is the force that directs the person. This moves the person in the direction of full growth. Self actualisation is seen as more influential in the development than the environmental factors. This aspect is well recognised by the Rogerian therapists who see that the client is moved by the inner force and thus is less likely to be controlled by the external force. Hence any change brought about from within is far more effective than ones that are enforced from outside world or externally.

3.2.4 Self Concept and Ideal Self

An infant has no concept of self or others. As the individual grows and develops and goes through life experiences the ability to discriminate between self and others emerges. The developing infant also brings to discriminate among its experiences and that of others experiences also. It leads to 'I' and 'you' feelings formation. The self reflects our view of who we are at a given moment. Ideal self denotes the self concept the individual would like to possess. Goals and aspirations of our lives are included in the ideal self. In simple words what am I is the real self and what I want to be is the ideal self. For e.g. I am good but I wish to be very good.

Congruence: When the real self and ideal self match with each other, the individual experiences a sense of congruence or genuineness. It is the consistency between what one experiences and what one expresses. For e.g. I am talkative and I talk with friends. If the person finds contradictions in the ideal self and real self, these lead to feelings of incongruence. For instance, I want to talk but due to social pressure I keep quiet.

3.2.5 Positive Regard

Positive relations with other human beings are essential for human growth and development. It provides feelings of love, care, being valued and a sense of belongingness. Any behaviour of attention or praise is positive regard and this positive regard is very important for feeling good about oneself. To receive positive regard a person may ignore other aspects of self. For e.g. One may like to talk and participate but if the significant people do not approve of it, the person does not talk as in the case of children who like to talk when elders are conversing, but stops because it is considered inappropriate for youngster to talk when elders are conversing. Such behaviour gets positive regard from others.

The needs for positive regard and self regard would never be at variance with organismic evaluation, and the individual would continue to be psychologically adjusted, and would be fully functioning. Sixty years of research has consistently demonstrated that empathy is the most powerful determinant of client progress in therapy. Empathy operating from all three levels, viz., interpersonal, cognitive, and affective is considered to be one of the most powerful tools the therapist has.

3.2.6 Condition of Worth

Every person has different values for certain behaviour because of unique self actualisation tendency. If experience is as per self actualisation, then the individual gives positive value to such experience and negative values are given to the opposite or different experience than self actualisation. This is the reason why some one's positively valued experiences get negatively valued by others. However, in many cases to get positive regard sometimes an individual has to compromise his self actualisation tendency. In such circumstances he introjects (incorporates within himself) the values of others and ignores self values. The Person thinks that by doing so, it makes him worthy in the eyes of others. In other words, the individual thinks that if I behave according to the expectations of others I will get more and more positive regard in terms of praise, approval, respect etc.

The above discussed concepts can be summarized in the following sequence:

- Human behaviour is the result of a personal need to grow and develop to full potential.
- People have the inner ability to grow and accept responsibility for their actions
- A person becomes aware of being, that is of "self" or a "self-concept" through experiences and interactions with others.
- Everyone needs to be valued by others and to have positive feelings of self worth.
- A healthy person has a perception of self that is consistent with his/her own experiences.
- Problems arise when a person's internal ideas of self worth and experiences are inconsistent.

The above approach is the humanistic approach and according to Rogers it is not fixed but is open to change even today. Rogers has never claimed that this is complete and fixed approach to therapy. He always thought that it would be better that others would view this therapy as tentative principles in terms of how the therapy progresses. This approach is called also as (i) non directive counseling and (ii) client centered counseling.

In his revision of this approach in 1980 Carl Rogers gave it a name as Person centered counseling instead of client centered therapy as there was a criticism stating that why Rogers' therapy is to be called client centered while, all other therapies too are client centered.

Self Assessment Questions

1) Describe the basic concepts of person centered therapy?

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2) Discuss the role of self actualisation and condition of worth in human growth and problems?

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3) What is meant by positive regard? Explain

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4) Discuss the relationship between self concept and the ideal self. Why is congruence between concept of self and ideal self is important?

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3.3 ROGERS' THEORY OF PERSONALITY

The primary concern of Rogers was not to develop a theory of personality. It was the clinical work of Rogers, the research he conducted and the personality change that occurred as a result of his therapy that resulted in the theory of personality called as the client centered theory or to be called later as the person centered theory of personality. Some of the important components of Rogers theory of personality are presented below.

3.3.1 The Developing Infant

The child at the time of birth has its own world of experience. What the infant experiences is its reality. It is the child's organismic experience for its growth. In this organismic world the basic motivation is self actualisation tendency. It is the inborn tendency that forces the infant to do what is good for itself. If the child feels hungry it tries to get food through crying. Along with self actualisation the infant has inherent capacity to add positive and negative value to the experiences. The positive values are given when experiences appear to enhance organism. If security is experienced in the presence of mother, the child gives positive value to the presence of mother near itself. On the contrary when experiences are perceived as negative, fearful, unpleasant etc., and are contrary to the self actualisation tendency the child attaches negative value to such experiences. It is well known that infants cry when it is lifted and handled by an unknown. The infant does not to be with people who are unknown to it. Thus this organismic valuing process helps to direct behaviour to achieve the goal of self actualisation.

3.3.2 The Self Concept

As the child grows up, it is able to discriminate between the experiences of its own and the experiences of other people. Self concept develops through the child's experience and perception, which in turn is influenced by the need for positive regard (discussed in the basic concept in the previous section). Thus along with the organismic need, positive regard is also important for the individual, as this need for positive regard also directs the human behaviour. In other words, the person has to see whether the particular behaviour being manifested is fulfilling the organismic need as well as receive positive regards form others. To get the required things , the child wants to cry but mother does not like a crying baby. To get positive regard from mother the child should not cry but be quiet.

3.3.3 Condition of Worth

It is of course well known that a child needs love, care, nurturance, affection and acceptance from parents to fulfill its own needs of positive self regard, but sometimes a behaviour which is forced by organismic need is contrary to the need of positive regard. Parents do not accept such organismic behaviour because their value process is different due to their different needs for self actualisation. In such contradictory situation the child starts differentiating between its own experiences which are worthy for positive regard and not worthy for such regard. Sometimes he feels that its own organismic experiences are against its well being. With this perception the child avoids or denies its organismic experiences. In this way the condition of worth becomes a part of its self regard system. The child feels the positive self regard when its experiences are in line with the

experience for which it has received positive regard. On the other hand, if the child's experiences are those for which it has not received positive regard, the child experiences negative self regard. To state this concept in simple terms, it may be stated that the self regard of the person is dependent on the social acceptance from significant people.

Though the individual starts giving importance to positive regard and condition of worth, yet the self actualisation tendency remains the basic motivation for the individual. The problem arises when organismic need and condition of worth are expecting different behaviours. The individual has to solve this conflict by choosing one behaviour. To maintain the positive self regard the child may choose to behave according to condition of worth, that is, the behaviour that gives positive self regard. For instance the child may perceive that the organismic needs are not allowing self to become a good person, so the child decides to act as per condition of worth. Thus the needs for self regard overpowers the organismic need. In this kind of situation, at times the individual may even deny the organismic experience, even though it may not get extinguished.

3.3.4 Fully Functioning Person

The next important component of Rogers personality theory is the concept of Fully functioning individual. This refers to the person's behaviour being fully in line with the self actualisation tendency. Such a person has the following qualities:

- i) open to experience
- ii) accepting of one's own feelings
- iii) living in the present rather than past or future
- iv) make free choices and act spontaneously
- v) trusting self
- vi) creative and non-confirming.

This approach is based on the theory called "self theory" of personality. This assumes that the individual's view of self determines the individual's action. How the person perceives self in the context of the environment around, does affect how the person deals with the difficulties. For example if persons perceive their parents as negative then they may get hostile towards their parents especially when they have to deal with problems related to them. The self worth of a person is dependent on the perception if he or she had received adequate love and support from the people who are significant in their life. That means if the parents encourage their children and love them then children will grow up with the feeling of self worth. On the other hand, if the perception is that they have not been given adequate love, and nurturing, then children will grow up with a defensive attitude, and may start fighting with people. This perception is the reality for that youngster who is growing up and if this is causing some problem, personal reality can be changed through counseling.

The above approach of Rogers shows great confidence in the clients. There are four basic beliefs regarding this which are given below:

- People are trustworthy
- People move towards self actualisation automatically.

- People have positively inner resources to move.
- Every person has his own phenomenal world.

Self Assessment Questions

1) What is the organismic valuing process?

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2) Write personality theory of Carl Roger with suitable examples?

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3) What is full fully functioning person? Discuss in the context of Carl Rogers theory.

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4) What are the qualities of a self actualised person?

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3.4 THERAPEUTIC PROCESS OF COUNSELLING

Rogers believed that the success of therapy depends upon two important aspects:

- i) Therapist's personal characteristics
- ii) Therapeutic relationship with the client

Unlike many other approaches no great importance is given to the therapeutic techniques of Carl Rogers' Person centered therapy. As compared to all other therapeutic approaches, this approach believes the greatest in the capacity of the client to change with own effort. As we see the self change is not because of the mechanical things but the client has the potential to grow and hence considerable importance is given to the client's own efforts to change and solve the problems with which the client comes to the therapist for help.

The goal of this person centered approach differs from the other therapeutic approaches. The focus is on the person's growth and not on his problem. The very first goal of therapy is to assist the client in the process of growth. The Counsellor provides a climate which helps the person to become a fully functioning person. The sub goal of this approach is to make the client aware of the kind of mask that he is wearing, that is, putting up a self which is not the real self. For instance, in the process of socialisation it may happen that the person acts according to the demands made upon him and neglect the inner experience. If the demands made upon him are constant and too many, the person tends to forget own real self. During therapy, the counselor has to make aware of this social face that the client is carrying with him or her, as by using this mask too often, the clients lose touch with themselves.

Another sub goal is to make the client aware that there are other possible alternatives to the behaviours. These alternatives are put across to the individual and the client is asked to choose from among the alternatives and discuss again the pros and cons involved in these alternatives. Finally the client is able to select the alternative which appears the most adequate and appropriate. This entire process helps the client grow and become a self actualised person. Rogers gives description of a person who has reached this dimension as mentioned in the basic concept of fully functioning person.

The qualities that he has used to describe are:

- 1) They have openness to experience.
- 2) They have trust in themselves
- 3) They have an internal source of evaluation
- 4) They are willing to grow always.

There are no fixed goals in Rogers therapy. It is left to the client to decide the rate at which one wants to grow and in which direction.

In the developing phases of this therapy one finds that there was a great emphasis on the therapist's active role especially in the initial phases. However in the later years the counsellor became less in control of the counseling. Now the emphasis is on the client's willingness to work. The client comes for therapy for different reasons, but with this approach we interpret that if the client is trying to

seek help then he may be feeling helpless. The client may also feel that he or she is powerless person. In addition the client might be failing to take decisions. Now let us see what does the counseling do to the person who has come for help.

First step is to provide the client with a nurturing atmosphere in which the client can feel comfortable and uninhibited to express and verbalise one's feelings and thoughts. In order to provide such a nurturing atmosphere, the therapist must have the following qualities, viz., congruence, unconditional positive regard and accurate empathy. All these would help the client to grow and deal with the problem with own effort and these qualities are explained below:

- a) **Congruence:** Congruence means the therapist is genuine in his or her expressions. The therapist acts like a real person. There should not be artificial behaviour on the part of the therapist.
- b) **Unconditional positive regard:** This means that the client will be accepted the way he or she is. There are no terms or conditions for that. Whatever thoughts, emotions or behaviour client expresses cannot disqualify the client from getting positive regard from the therapist. For e.g. client's thinking may be negative or the client may not be able to express self properly, yet the counselor will accept the client as he or she is.
- c) **Accurate empathy:** Empathy is understanding the other person by putting oneself into the other person's shoes or looking at the whole thing from the client's point of view. The counsellor puts himself in the place of the client and tries to understand the client's inner world. Suppose the client is a college student and not able to concentrate on studies, then to know him the counsellor will visualise himself as a student of the client's age with a similar background and then try to understand the student's experience. These aspects mentioned about the counselor are very essential qualities if the intervention has to be effective.

As we can see that these are the qualities that we seek even in our real life relations. This is the beauty of this approach, that rather than teaching the technique of counseling, this technique expects the counselor to develop certain qualities and these qualities have to be part of the counselor's skill.

It is believed that the client is able to explore a wider range of belief and feeling if they are provided with the nurturing atmosphere. With the counseling intervention the clients start accepting themselves and the reality as it is. They also become less confused. They develop a belief in themselves and others. If for any reason they do not feel comfortable in the atmosphere, they start understanding where their expectations are going wrong. They understand others better and as a result they themselves feel that they are being understood by others. The clients thus become free from distorted beliefs which enable them to have more choices.

As mentioned earlier, the basic human tendency is to grow and become self actualised. Counselors become the role model for their clients as a fully functioning person. It is very rare that tests will be used with this approach. The client takes the lead to discuss the problems, and the opinion of the client is valued by the counsellor. Confrontations and interpretations are avoided as much as possible with this approach. There is more emphasis on the "self exploration".

This is a process of knowing oneself better and accepting the way one is. This approach believes that when the persons become free from the conflicts that they face they will decide to actualise. This is the beginning of the change that takes place through the process of counselling.

In brief the counselling process has following steps:

- i) Client and counselor meet.
- ii) The client is in a state of incongruence resulted in some problem.
- iii) The counsellor expresses positive regard for the client.
- iv) The counsellor understand client's problem with empathy.
- v) The counsellor shares experience of step iii and iv.
- vi) Client's perception of these qualities change the client positively.

Self Assessment Questions

1) What are the therapist's qualities?

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2) Describe the counseling process of person centered therapy in detail.

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3) Discuss the essentials of person centered counselling.

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4) State briefly the steps in client centered counseling process.

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3.5 RELATIONSHIP BETWEEN CLIENT AND COUNSELLOR

In this approach, quality of relationship between the client and the counsellor is very important. Because of providing the kind of atmosphere that makes the client become aware about own self, this relationship equips the client to deal with the problem which has been rather difficult to cope with for the client. The main hypothesis here is that a genuine positive relationship can change the person for better. Also it is believed that the problem arises because of condition placed for considering a person worthy, that is, adapting the expected behaviour rather than one's own inner experience.

For this purpose, in this approach, two persons are in psychological contact, the one who seeks help, called the client and the other the counselor, who is expected to be congruent and integrated in this professional relationship. The client gets from the counselor the unconditional positive regard that may be lacking in life. The next task of the counselor is to be able to empathize with the client.

Rogers believed that if empathy and unconditional positive regard etc., are present in the therapeutic relationship then constructive changes do take place in the client. The conditions are the same for any kind of clients and it does not change from person to person. The counsellor does not have accurate knowledge about the diagnosis. Labeling the client is never given any importance. It is more of an equal relationship.

The counsellor does not try to keep his knowledge as a secret. Rather he is open about it and he does discuss it with the client. Since the counsellor accepts the client the way the client is, the client also gradually learns to accept own self and deal with in a better way. Clients in this relationship do realise the worth and the value they have. This makes them more real in dealing with their problems.

The therapy is viewed as a shared journey. The humaneness of the counsellor helps the client to grow, and each therapy session is a learning experience for the therapist as well. This makes him more experienced in guiding the client for the journey. One realistic acceptance in this approach is that, it is considered that both, the client and counsellor are fallible. They may make mistakes. This is the limitation of the human nature.

This is the reason that this approach did create a controversy. Now let us see the integral aspects of the counsellor in detail which is already briefly seen.

3.5.1 Congruence and Genuineness

This implies that the therapists are real and they are genuine in the therapeutic process. What the therapists experience and what they expresses does not have a difference. He does not give any artificial expressions or reactions. The negative reactions such as anger, boredom and disapproval are also expressed. The counsellor takes care that they are expressed in a way that they will not harm the client's mind state. To accept this reaction from the counsellor also is a part of being a mature person, so the client is assumed to possess this quality.

3.5.2 Unconditional Positive Regard

This is the second aspect of being a good counsellor. The counselor should be able to convey to the client that he or she cares for him. The caring that the counsellor provides is unconditional. It is not dependent upon how the client is behaving in his or her life. For example, the client might be doing something that is not approved by others, but as a professional the counsellor does not pass any comment on this specific behaviour of the client. The counselor is non-judgmental in his or her attitude towards the client. This is a difficult task for the counsellor. He does not evaluate the client with reference to his behaviour, rather he believes in him as a good human being. He at the same time does not support the wrong things that the client is doing. He helps the client to accept himself first and then with the client's desire he helps him to grow, with client's pace.

The caring is non-possessive. The counselor does not push the client to do anything saying that some action is the best thing for the client. Instead, the Counsellor is warm and accepts the client as he or she is, without any conditions and expectations. Along with this, he also makes it clear to the client that being a human being it may not be possible for the counsellor also to be accepting and caring all the time. He explains to the client the limits of the human nature. This develops the understanding on the client's part that they should accept the other person the way he is.

Empathy: This technique requires that the counselor is sensitive to what the client is saying and feeling and experiencing. The counselor puts himself in the place of the client and tries to get the accurate feel of the client's reaction in the most possible accurate way. The counsellor tries to get close to the subjective world of the client. By communicating his understanding of the client's feelings, he encourages the client to get closer to his emotions. This helps the client to deal with the emotions and feelings more effectively. Empathy is not mere intellectual understanding of the client's emotional expression but it is also understanding of the deeper meaning and the process that is involved in it. For this purpose, the therapist tunes himself to what the client is saying and what he means by saying that.

3.5.3 Role of the Counsellor

It is very clear that the role of the counsellor is being a genuine individual and not in the techniques that are used. The attitude that the therapist has is more important than his knowledge and theories. The Therapist becomes instrumental for the change that takes place in the client.

The therapist becomes the facilitator for that.

The role of the counselor is presented below:

- The therapist's attitude towards the client is one of respect as an equal.
- The therapist provides an atmosphere of acceptance where the client is able to become more aware of *self* and is able to explore his experiences and relationships with others.
- The therapist attempts to understand the client and is genuine and open to his own experience in the counseling relationship.
- The therapist offers the client unconditional acceptance and empathetic understanding. It is not the therapist's role to give advice.

Apart from the role few functions are expected of the counsellor. As we know a lot of importance is given to the client’s abilities to work on it. Rather there are clear cut guidelines about what the therapist is not supposed to be doing. He is not expected to manage, control, and regulate the client.

Following are the Don’ts for the therapist with this approach:

- Do not ask too much details of history.
- Do not ask leading or probing questions.
- Do not make any interpretations of the client’s behaviour.
- Do not evaluate client’s ideas or plans.

<p>Self Assessment Questions</p> <p>1) What are essential qualities of counselor in person centered approach?</p> <p>2) “Counselling relationship leads to better changes in client” illustrate in context with person centered approach.</p> <p>3) Describe the role and functions of counsellor in person centered approach.</p>

3.6 APPLICATIONS

The person centered approach can be applied in a setting where relationship and understanding among individuals are important. The person who is willing to grow can use this approach. Thus this approach can be used in different settings with individuals, groups and with families. It is also useful in the clinical population. Meador and Roger have given four major categories where this approach is applied. We will see these categories in brief.

3.6.1 Counselling and Psychotherapy

“Psychotherapy” and “counseling” are terms that are often used interchangeably. Although they are very similar, there are some subtle differences as well.

Technically speaking, counseling involves two people working together to solve a problem. It is a term that is used in conjunction with many types of advice giving. For example, financial planning and spiritual guidance are two types of counseling. Just about anyone may claim to be a counselor if they are in the role of giving advice.

In the context of mental health, “counseling” is generally used to denote a relatively brief treatment that is focused mostly on behaviour. It often targets a particular problematic situation and helps the person to grow up mentally and deal with the problem adequately on his or her own.

Psychotherapy on the other hand is generally a longer term treatment which focuses more on gaining insight into chronic physical and emotional problems. Its focus is on the patient’s thought processes and way of being in the world rather than specific problems.

In actual practice there may be quite a bit of overlap between counseling and psychotherapy. A therapist may provide counseling with specific situations and a counselor may function in a psychotherapeutic manner.

Generally speaking, however, psychotherapy requires more skill than simple counseling. It is conducted by professionals trained to practice psychotherapy such as a psychiatrist, a trained counselor, social worker or psychologist. While a psychotherapist is qualified to provide counseling, a counselor may or may not possess the necessary training and skills to provide psychotherapy.

The client centered approach emphasises the relationship between counsellor and the counselee which is the basic aspect of counselling. The theory of person centered approach is used in school counselling, pastoral counselling, marital and family counselling. It is used in play therapy and speech therapy also.

3.6.2 Human Relations Training

Developing and maintaining relationship is very essential for professionals and non-professionals who work with people. To facilitate interpersonal relationship among people the principles of person centered therapy are used extensively. Training of person centered therapy help people to have a positive regard for others, genuineness, and empathic understanding. Thus this approach is applied in training social workers, nurses, physicians, volunteer workers, teachers etc. For leadership training also this approach is considered to be effective.

3.6.3 Application in Small Groups

There are various small groups formed for certain goals, such as personal growth, encounter, stress reduction, etc. Some groups are formed for women, married couples, students or families whose members have common interest. To achieve the group goal genuine communication and understanding is important. Person centered approach is applicable in such group to achieve the goal by proper interpersonal relationship with group members.

3.6.4 Application in Institutional Change

Another application of person centered therapy is in institutions that aspire for orderly change or enhancement of human relations. This includes schools, colleges, industrial plants, religious organisations, clubs, government agencies etc.

3.7 EVALUATION

We have discussed applications of person centered therapy in different populations. In this section we will see some strengths and limitations of this approach.

Carl Rogers used electronic recording method in counselling that made easy to examine change in the client. The detailed study is possible due to recordings. Every counselling approach gives more or less importance to relationship between client and counsellor. This approach overemphasised relationship. It assumes that the proper relationship makes changes in the client rather than the technique.

The experience and research revealed that this approach is very effective in counselling. Client has to find out the solution of his problem hence he gets more satisfaction than getting a ready made answer. Unconditional positive regard of counselor for client develops feeling of self respect in the client. Client thinks that when other people are so confident about his or her potentials why should he or she not trust own potentials. This approach is criticised for the following points:

- It is taken as too simple approach, but it is extremely difficult to imply. In fact concepts in this therapy are complex than they appear at face value. Counsellor needs lot of skills and experience for counselling.
- The non directive principle limits the counsellor to give a suggestion that will actually save the time and the energy of the client.
- To be genuine most of the time is not so easy thing for the client.
- It is criticised that when self actualisation is major motivation why it does not work at the time of development of the problem.

Self Assessment Questions

1) Discuss various applications of person centered approach of counseling.

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2) How does psychotherapy differ from counseling?
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3) Evaluate person centered approach of counseling.
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3.8 LET US SUM UP

Person centered therapy is non directional therapy. Problems arise because people do not act as per their natural tendency i.e. self actualisation. It is inherent motivation to guide behaviour for maximum development. To get positive regard the person at times ignores this natural tendency. When persons ignore inner experience of self actualisation and behave as per condition of worth it creates incongruence. Every person has the ability to solve his or her problem effectively. Counsellor makes the persons aware of their natural experiences through genuineness, empathetic understanding and unconditional positive regard. With proper therapeutic relation positive change occurs in clients. Person centered approach is applied in various settings like, counseling and training.

3.9 UNIT END QUESTIONS

- 1) Explain basic concepts of person centered approach of counseling.
- 2) Discuss the role and functions of counselor in person centered approach.
- 3) Evaluate person centered approach of counseling with suitable examples.
- 4) Compare person center approach of counseling with other approaches of counseling.
- 5) What is mean by non directional approach of counselling? Explain with the help of salient features of person centered approach.

3.10 GLOSSARY

Self actualisation : Motivation to realise own maximum potential and possibilities. It is considered to be the master motive or the only real motive, all other motives being its various forms. In the Maslow’s hierarchy of needs, the need for self-actualisation is the final

- need that manifests when lower level needs have been satisfied.
- Self and ideal self** : The real self is what you really think about your self. The ideal self is the person you would like to be.
- Unconditional positive regard.** : This refers to the term coined by the humanist Carl Rogers. This refers to the blanket acceptance and support of a person regardless of what the person says or does. Rogers believes that unconditional positive regard is essential to healthy development.
- Empathy** : The intellectual identification with or vicarious experiencing of the feelings, thoughts, or attitudes of another.
- Genuineness** : In Person centered counseling by Rogers the counsellor does not present an aloof professional facade, but is present and transparent to the client. There is no air of authority or hidden knowledge, and the client does not have to speculate about what the counsellor is 'really like'.

3.11 SUGGESTED READINGS

Gibson, R.L. & Mitchell, M. H.(2008). *Introduction to Counseling and Guidance*. New Delhi: Person Prentice Hall.

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UNIT 4 THE NARRATIVE APPROACH TO ASSESSMENT AND COUNSELING

Structure

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Basic Concepts
 - 4.2.1 Listening to the Stories
 - 4.2.2 The Key Beliefs
 - 4.2.3 Fundamentals of Narrative Therapy
- 4.3. Techniques and Objectives of Narrative Therapy
 - 4.3.1 Externalising the Problem
 - 4.3.2 Reconstructing the Story
 - 4.3.3 Unique Outcomes
 - 4.3.4 Alternative Narratives
 - 4.3.5 Boundaries of Narrative Therapy
 - 4.3.6 The Leading Role
- 4.4 Key Assumptions
 - 4.4.1 Client and Problem
 - 4.4.2 Source of Information
 - 4.4.3 Client's Competencies
 - 4.4.4 Client's Acceptance
- 4.5 Goals and Steps in Narrative Counselling
- 4.6 Role of Therapist
- 4.7 Therapeutic Relationship
- 4.8 Techniques of Narrative Counselling
 - 4.8.1 Questioning Technique
 - 4.8.2 Exploration and Deconstruction
 - 4.8.3 Search for Unique Outcomes
 - 4.8.4 Alternative Stories and Re-authoring
 - 4.8.5 Documenting the Evidence
- 4.9 Let Us Sum Up
- 4.10 Unit End Questions
- 4.11 Suggested Readings

4.0 INTRODUCTION

Narrative approach to counseling is the last unit of this block. In this unit we are going to learn how narrative approach is used for counselling. We will first define narrative therapy, and then briefly describe its theoretical assumptions in relation to psychosocial concepts. Narrative therapy is a form of psychotherapy that emphasises the importance of story and language in the development and expression of interpersonal and intrapersonal problems. The term narrative implies listening to and telling or retelling stories about people and the problems in their lives. The pioneers in this approach are Michal White and David Epston. This

approach came into existence in 1990. This approach believes that people construct the meaning of life in interpretative stories, which later on become truth for them. David Epston sees these stories as both describing and shaping people's perspectives on their lives, histories and futures. These stories may be inspiring or oppressive. The counsellors role is to reconstruct these stories.

4.1 OBJECTIVES

After completing this unit, you will be able to:

- Define narrative approach of counseling;
- Explain basic assumptions of narrative approach;
- Describe the role of counsellor in intervention; and
- Analyse the process of narrative counseling.

4.2 BASIC CONCEPTS

The way people experience themselves and their situation is constructed through culturally mediated social interactions which is called "social constructionism". Narrative approach is based on the principle of social constructionism. People construct the meaning of life in interpretative stories, which later on become truth for them. Gradually the person starts internalising the messages that are offered by the surroundings and the culture, both of which have a great impact in this process. The assumption of the approach is that the client's life experiences are internally organised in story form. Hence most often narrative approach involves writing poems, bibliotherapy, and storytelling.

The focus of this approach is on the client's narration of the story. The simple assumption is that we live out of the stories that we tell about ourselves and also what stories others tell about us. The main theme of this approach is that when the client comes for therapy, he approaches the therapist because his story is centered on suffering. The client enters this therapeutic process with 'unconscious script'. The client is so used to carry it for a long time that the person forgets that there are any alternatives to that story. The human nature gets considerably influenced by the social context in which the person lives.

4.2.1 Listening to the Stories

The therapist listens to the stories narrated by the client which is an essential part of narrative approach. The stories are heard without interruption and without confrontation by the therapist. This approach focuses on the capacities of the humans to be creative and imaginative. Clients are the primary source of information. The therapist never assumes that the clients have better understanding of their lives which they are living and experiencing. Thus each person has his own way of making a story which is true to his or her life. The sharing of the stories not only changes the person who is telling the story but also the story has an impact on the person who is listening to it.

The reestablishment and reconstruction of these stories are the essential goals of the therapy. The stories are reconstructed. The therapist explores with the client what are the dominant stories in the system of the client. Both therapist and

client focus on these stories and changes that were suggested for these stories. These dominant stories are a part of the large system that each of us have.

Narrative therapy involves working with people who are stuck in problem saturated stories that they tell themselves, and also that which the society has told them, as well as about themselves as to who they are and what their lives signify, etc. These stories have become “disabling” in the sense that the individuals feel that they have lost control of their stories and are unable to change their meaning.

Narrative approach avoids use of diagnosis, though it does believe in the assessment part of the therapy. This approach gives emphasis on to the understanding of the client’s life experiences rather than predicting or interpreting and labeling them with some technical term.

4.2.2 The Key Beliefs

The key beliefs of the narrative approach are discussed below to understand basic concepts of the narrative therapy:

- 1) People or clients are experts who can to handle their own lives and its problems.
- 2) The therapy views problems as separate entities to people
- 3) It assumes that the individual has a set of skills, experience and mindset that will assist him/her reduce the influence of problems throughout life.
- 4) This therapeutic approach places the individual in both the protagonist and author roles.
- 5) It switches the view from a narrow perspective to a systemic and more flexible stance.
- 6) The aim of this therapy is to help clients realise what forces are influencing their lives and to focus on the positive aspects of their life.
- 7) The narrative approach believes that problems are manufactured in social, cultural and political contexts.
- 8) Each person produces the meaning of their life from the stories that are available in these contexts.
- 9) Stories in a ‘narrative’ context are made up of events, linked by a theme, occurring over time and according to a plot.
- 10) A story emerges as certain events are privileged and selected out over many other events.
- 11) As the story takes shape, it invites the teller to further select only certain information while ignoring other events so that the same story is continually told.

David Epston sees these stories as both describing and shaping people’s perspectives on their lives, histories and futures. These stories may be inspiring or oppressive.

Often by the time a person has come to therapy the stories they have for themselves and their lives become completely dominated by problems that work to oppress them. These are sometimes called ‘problem-saturated’ stories.

Problem-saturated stories can also become identities (e.g. *I've always been a depressed person.*) These kinds of stories can invite a powerful negative influence in the way people see their lives and capabilities (e.g. "I'm hopeless").

Counsellors and therapists interested in narrative ideas and practices collaborate with people and step away from problem saturated and oppressive stories. They try to discover the 'untold' story which includes the preferred accounts of people's lives (their intentions, hopes, commitments, values, desires and dreams).

Counsellors listen to these stories of people's life, their cultures and religions and look for clues of knowledge and skills which might assist people to live in accordance with their preferred way of being.

In essence, within a narrative therapy approach, the focus is not on 'experts' solving problems. It is actually how people discover through conversations, the hopeful, preferred, and previously unrecognised and hidden possibilities that contain the unseen storylines. This is called as the 're-authoring' of people's stories and lives.

The word 'narrative' refers to the emphasis that is placed upon the stories of people's lives and the differences that can be made through particular tellings and retellings of these stories.

4.2.3 Fundamentals of Narrative Therapy

In many events of our lives, we tend to focus on particular things and ignore others. Analysing our lives as a play helps us understand the different forces and roles that are influencing our behaviour. This in turn gives us flexibility to invoke the necessary changes for improvement.

The emotional, cognitive and spiritual perspectives of a person are usually combined in order to derive meaning to an event. In many instances, one or two perspectives will prevail over the others, and this will depend upon the particular scenario and the individual's personality traits.

People differ in their perceptions and decision making aspects and they respond to the setting, the characters, the theme and plot.

<p>Self Assessment Questions</p> <p>1) What are the basic concepts of Narrative therapy?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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2) Describe the characteristic features of narrative therapy.

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3) What are the key beliefs of Narrative therapy.

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4.3 TECHNIQUES AND OBJECTIVES OF NARRATIVE THERAPY

4.3.1 Externalising the Problem

The techniques that narrative therapists use have to do with the telling of the story. They examine the story and look for other ways to tell it differently. They tell it in another way so as to make the person understand the same situation and event in certain different ways. By this strategy they put the problem outside of the individual, thus externalising it.

4.3.2 Reconstructing the Story

In Narrative Therapy the problem becomes the antagonist of the story. Certain behaviours are based on particular ‘unhealthy’ or ‘undesired’ characteristics, such as lack of patience, aggressiveness, etc. Thus, they are approached as not a part of the client but as an opposing force which needs to be ‘defeated’.

An example would be a child that has a very bad temperament and tends to be aggressive to other kids at school and his parents. The child might feel guilty for his temperament and blame it on himself (“I don’t know... it is the way I am...”). The counsellor will work with him towards isolating that undesired trait (aggressiveness) and placing it as an external trait not a characteristic of the individual. This strategy helps clients re-construct their own stories in a way which will reduce the incidence of the problem in order to eliminate negative outcomes and reinforce personal development and achievement. The protagonist becomes the author and re-writes the story constructively.

4.3.3 Unique Outcomes

If a story is full of problems and negative events, the counsellor will attempt to identify the exceptional positive outcomes. When exploring unique positive outcomes in the story, the counsellor will assist the client in redeveloping the

narrative with a focus on those unique outcomes. This focus on unique positive outcomes, assists the client in empowering him/herself by creating a notion that those unique outcomes can prevail over the problems that he or she is facing.

Let us take an example, Let us say Mr. X is a novel writer, and he is given a novel to review and publish the way he prefers. Mr. X had already read it and found it generally poor, but there were some interesting ideas which he appears to have liked. Now he selects these ideas, and re-writes the novel around them. He can thus make a flawed story become a bestseller.

4.3.4 Alternative Narratives

The focus of Narrative Therapy is to explore the strengths and positive aspects of an individual through his or her narrative. Therefore, the main objective of this therapeutic approach is to improve the person's perspective internally (reflective) and externally (towards the world and others). Alternative narratives are a simple way to relate to this concept. This technique works in combination with unique outcomes. How?

The individual will reconstruct a personal story using unique outcomes, focusing on the positive aspects of a previous story in order to achieve a desired outcome. This process is based on the premise that people can continually and actively re author their own life.

By creating alternative perspectives on a narrative (or event within the narrative) the counsellor is able to assist the client in bringing about a new narrative which will help combat the 'problems'. This is similar to Cognitive Behavioural Therapy as it aims to create a positive perspective of an event.

4.3.5 Boundaries of Narrative Therapy

Despite being a widely used approach, particularly when combined with other therapeutic approaches, Narrative Therapy has certain boundaries or limitations. In many occasions, diverse clients may expect the therapist to act as the expert, instead of having to 'conduct' the conversation themselves. For this reason, Narrative Therapy can be challenging when the individual is not articulate. Lack of confidence, intellectual capacity and other issues could also undermine the expression of the individual through a narrative.

Another common boundary of Narrative Therapy is the lack of recipe, agenda or formula. This approach is grounded in a philosophical framework, and sometimes can become a particularly subjective or widely interpretative process.

4.3.6 The Leading Role

The most important aspect of Narrative Therapy is to empower the client. Placing the client as an expert, and understanding his/her story instead of attempting to predict it, indicates the therapist's mindset. The idea is to emphasise the therapeutic relationship, in particular the therapist's attitudes. This standpoint encompasses many of the important aspects of good interpersonal communication, such as demonstration of care, interest, respectful curiosity, openness, empathy, and fascination.

Once this collaborative relationship has been established, the counsellor and the client can move forward and work on how to improve the outcomes of the narrative.

One of the key concepts in narrative therapy is that a person's collection and interpretation of his or her stories is analogous with that person's identity. How people interpret their narratives directly affects how they see themselves. Story and identity are intertwined, and in order to change the identity, the way the story is read or evaluated must change too.

Most people have what are termed problem saturated stories, and these usually shape the identity and become preeminent in the person's mind. These types of stories tend to be so big that they supercede or ignore other parts of a person's narrative that could tell a different story or change the interpretation of life and self. They also tend to give people a black and white view of the self instead of allowing for the idea that multiple the contradictory interpretations that exist at the same time.

A very simple explanation of the goals of narrative therapy, then, is to find these problem saturated stories and begin to test them while looking for other narratives that might be contradictory. This can be accomplished through therapist/client conversations, or in other ways, as by involving a third party to sit in on a session about a specific story of which he or she has personal knowledge. This technique is not always employed, but third parties may lend different perspectives to the client's view of a specific event or series of events that make up a narrative and self-interpretation.

As interpretations become more open, the self is freed from the bondage of limited views. A multi perspective view helps people to author new stories about themselves that are much more authentic and truer to the narrative of a whole life

Self Assessment Questions

- 1) Describe the techniques of Narrative Therapy.

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- 2) Elucidate the objectives of Narrativge therapy.

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3) What is meant by unique outcomes?
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4) Describe the boundaries of Narrative Therapy.
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4.4 KEY ASSUMPTIONS

4.4.1 Client and Problem

The client is not defined by the problem that he presents in the therapy setting. This does not happen only from the therapist, but also from the client’s side. A person who is depressed starts considering his personality as depressed. He needs to be made aware that depression is a state and not a long term change that has taken place in the life of the client. People start identifying themselves with the problem. This is discouraged by this approach.

4.4.2 Source of Information

The best informant about the client is client, the client knows better about himself than anyone else. His information and his understanding about self are considered as authentic and reliable by the therapist. In fact the client is the biggest expert of his own life, so to understand him better the therapist takes his opinion into account. The experiences of the client are counted more than what the common sense view says because clients spend the maximum time with themselves. Clients do know their conflicts and dilemmas, they might not be able to deal with them effectively on their own but that does not stop them from understanding things in their life.

4.4.3 Client’s Competencies

The client is resourceful. He has many skills and competencies to deal with the problems he is facing. So it is the task of the counselor to find out what are the competencies that have worked in the life of the client so far, so that the same can be used effectively to deal with problem in various other later situations too. The counselor should be able to find the strength the client has in his narratives, because that will help the client to find new alternatives based on this exploration.

4.4.4 Client's Acceptance

Change takes place when the client accepts it. Till the point of intervention, it is difficult for the client to believe that they can change their life story. They do not consider themselves as the author of their story. When they accept that they can change the story, this gives them a sense of the alternative that is available to them.

4.5 GOALS AND STEPS IN NARRATIVE COUNSELING

Before learning steps of narrative counseling let us first see the goals of counseling so as to understand every step in proper perspective. There are four goals commonly set for Narrative therapy or counseling.

Goal 1

The first goal is to invite people and make them aware about the stories of their life and facilitate them to share the same with the therapist or the counselor.

This opportunity to share these stories enables them to express the stories in new and fresh language. This new language has a positive effect on the client's life. It gives different meaning to the client's understanding of the problem. With this change the client also starts feeling differently and thus the client's behaviour also changes.

Goal 2

The second goal is to make the client aware of the impact that the culture has on people living in it. Various aspects of the dominant culture are discussed during the counseling process.

Goal 3

The third goal is to enlarge the perspective of life.

Goal 4

The fourth goal is to find the alternative to the stories that the client have been holding so far about their life. To achieve the above mentioned goal, generally narrative counseling yields following steps. It should be noted that the narrative approach is more dependent on counsellor's skill than on techniques.

Having presented the goals of narrative counselling, let us now take up step by step the therapeutic procedure.

Step 1: Naming the problem

The therapist encourages the client to name the problem. For example the story of a loser. In most instances the story is used with some adjective that is given by the client. Discussion takes place regarding that name and mutually therapist and the client agree to that name. When the patient creates a personalised "working label" for his/her problem, he/she gains power and control. For example, a student perceives himself as not intelligent and hence fails in the examination, and develops story that 'I am not intelligent'.

Step 2: Discussion on the depth and intensity of the problem

This session includes the in depth understanding of the problem that is stated by the client. The therapist tries to understand how this problem had been disrupting the client's life, and how it has been dominating the client's life. A narrative approach advocates externalising the client's problem by locating it outside the individual and within the culture.

When people are freed from self-blame and guilt, they are more likely to take responsibility for the effects of the problem. That may lead to assume a position of resistance and overcoming a problem. For example let us say a student perceives himself as not intelligent because of parents, teachers and other significant people. They told him that he is not intelligent. This is the external reason for problem development.

Step 3: To encourage the client to have an alternative way of looking at his story

So far the assessment is complete for the intervention. At this step the client is encouraged to give up the story that is discouraging him and affecting his life negatively. The therapist does not provide him with a new readymade story rather he encourages him to find an alternative story. The new story is expected to be better than the previous story. The new story is considered to be more constructive.

Step 4: Imaging changed life

The therapist suggests to the client to think about the future on the back drop of the changed story he holds. The client is asked to imagine how would be his life with this changed life story. The mental exercise of how it will change client's life is taken up. The possibilities of the changes that will take place and what are the expected outcome with this is discussed in the sessions.

Step 5: The client is encouraged to create an audience to support the new story

Repetition of the same story to the same audience may block the imagination. Therefore the therapist encourages the client to find new audience that will perceive the story in the right perspective and would also support the client by accepting the story with open mind. Thus it is not enough to recite new story but need to live according to the new story outside the counseling sessions. Since the problem of the client developed in the social context it is essential to create supporting social environment.

4.6 ROLE OF THERAPIST

The success of narrative approach is more dependent on therapist's skill than on techniques. In the light of basic concepts every approach of counseling expects specific set of behaviour in the counseling process. The role of the therapist in the narrative approach is given below:

- The therapist should be a good facilitator.
- He should be caring towards the client.
- He has to be interested in the client's stories.

- He should be respectfully curious.
- H should not disturb the privacy of the client.
- He should be open to all the stories that come from different clients.

With the above expectations the therapist becomes the participant observer and process-facilitator. One of the basic tasks of the therapist is to help the clients construct a story that is more useful and which will help him to get rid of the problem he is facing. He does this by asking appropriate questions to the client. These questions are not hypothetical but based on the information provided by the client in the story format.

4.7 THERAPEUTIC RELATIONSHIP

Considerable importance is given to the characteristic traits of the therapist. His qualities such as optimism and respect, or his curiosity and his persistence make a great difference. It is said that this therapy is effective if the client's knowledge is valued. This therapy is a complete collaborative work between client and therapist.

The therapist does have an authority in the sessions, however he treats the client as expert of his life. The important thing that we have to understand in this context is that retelling the same life story the clients get saturated with the problem he is facing in his life.

With the help of the therapist the client discovers a different perspective. He also finds better resources. The therapist does ask questions in such a manner that the client is forced to think about the truth he is holding and as a result he starts searching for new alternative to the old story. Thus the past which has been already lived by the client becomes the base for finding the new alternatives.

Self Assessment Questions

1) Describe the key assumptions of Narrative therapy.

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2) What are the goals of narrative counseling?

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3) Describe the steps followed in narrative counseling.

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4) Describe the role of Narrative therapist.

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5) What kind of therapeutic relationship is required in Narrative counseling?

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4.8 TECHNIQUES OF NARRATIVE COUNSELLING

The success of this approach lies in the fact that the therapist should be able to empathise with the client so that he can ask the appropriate questions.

In simple words the therapist assists the client to find new meaning and new possibilities in the way he is dealing with his problems. Narrative approach uses following techniques for counseling.

4.8.1 Questioning Technique

Questioning is the basic tool of narrative therapy. Narrative questioning has the intent of uncovering meaning and generating experience rather than creating information. These are always in relation to the context the client provides to the therapist. The purpose of the question is not to gather information but it is to enable the client to experience some new perspective.

Another purpose of questioning is to understand the direction in which the client is progressing. Along with reconstructing the life story of the client, the therapist tries to see if there is any development that is taking place in the client.

Therapist asks the questions with due respect to the client. No doubt, he is curious; however, it is different from the questions that are probing. The main purpose of the question is not to dig and get any information from the client rather it is to make the client aware or the therapist to get a direction as to how to go about in the therapy.

When the therapist asks the questions, he takes care that these are not based on any assumptions. These are completely based on the material that the client gave to the therapist during the sessions. This questioning does provide the client with an opportunity to understand the different dimension of their problems. They are forced to think and look at the matters in some other way.

As we can see, questioning the client in this approach is not so easy. It should not challenge the belief that the client has about his life story, at the same time the therapist should be able to make him aware that there are other alternative ways of looking at the problem. Although this appears rather a simple technique, in fact it is very difficult. The client should not feel that the therapist knows it all and that is why asking questions.

He should be assured that his life story is unique in many respects and the therapist is curious to know and work through it. So finding an alternative is a joint venture. The therapist does not give the client a quick fix solution to his problem, rather he encourages the client to find some other alternative by asking him appropriate questions.

4.8.2 Exploration and Deconstruction

Narrative psychologist is different from the traditional therapist in many respects. We just saw how the technique of questioning is different from the other therapies in counselling.

Now there is one more difference, and that is the therapist does not look at the client as a problem. He separates the client from the problem. Let us understand this. For example in cognitive therapy, specifically REBT the therapist tries to make the client aware that the root cause of his problem are his own irrational beliefs. In addition, these irrational beliefs are creating problems for him. So in a way the clients thinking is held responsible for the problems he is facing. Whereas in this approach the therapist does not label the client as having anything wrong, rather he seeks solution by accepting the client the way he is.

There is no correction suggested from the therapist and the therapist facilitates the client to come up with alternative. Therefore, there is no right or wrong labeling to the story that is held by the client. His story is accepted as it comes from him. The aim of therapy is to provide the client the best of the alternative and the therapist facilitates in such a way that the client himself comes up with it.

The therapist is interested in knowing how the problem first became evident. He also explores how this problem affects the life of the client. In this approach, the therapist tries to help the client to deconstruct the saturated stories that serve no more purpose, and he tries to give a new direction to the story that the client tells. This is done with caution that the client's truth is not challenged but rather than that, he is made gradually aware about the alternatives about the story.

The client is made aware about his taken for granted attitude and that helps him to free himself to find new options to the story that he believes in.

The second part of this technique, which is externalisation, is the process in which the client who was identifying with the problem is separated from the problem. In this process if he could give a name to the problem that is also appreciated by the therapist.

In this technique, the objectivity plays an important role. The client is encouraged to look at his problem in an objective manner so that he can find some alternative. This is the simple rule of life when we are into the problem situation we are not able to think of many alternative solutions but when we look at it objectively we do find many options for the same problem.

The changes in language helps the client to understand the problem in better ways. This leads to the separation of the problem from the person. For example rather than labeling the person as alcoholic, he is referred to as a person who has a problem with alcohol. This way of looking at a problem keeps the problem and the person apart from each other. This creates the hope in the person that he will get a solution to the problem. The impact of culture, in which the client lives, is taken into consideration at this stage of intervention. The therapist motivates the client to deconstruct the impact of the culture.

This method of separating the problem from the person is called ‘externalising conversation’. While using this technique two things are done.

- i) First, to map the impact of the problem on the person’s life.
- ii) Second, what is the person’s contribution in the development of the problem?

When the therapist uses the first technique this generates a great deal of understanding of information that is useful. If this is done then people are less ashamed of them and feel less blamed. This is done systematically so that this makes the person feel that he is being understood by someone. This also serves the purpose of laying the foundation for reconstruction of the story.

As the therapist helps the client to trace the problem, the origin of the problem is understood. The client is able to access the material that he was not aware of. The therapist also asks the question regarding future like “what would happen if the problem persists for a month or so”. This always motivates the client to continue the therapy more rigorously and fight with the problem.

The second task is mapping the effect of the person in the development of the problem. This gives the client the feeling that the problem is not all that dominating, and he is not helpless. There is hope to handle the situation. This gives him an opportunity to understand that he has dealt with the problem effectively.

4.8.3 Search for Unique Outcomes

The above questions are asked for externalising. In the next step questions are asked for searching for unique outcomes. The therapist asks the client questions as to what were the moments of choice or success regarding the problem.

For this purpose an experience is chosen which stands apart, even if this is insignificant it is focused.

The therapist asks questions like whether there was any time when the client could take charge of the situation and overcome the problem even for some time. The same questions are asked regarding the future. The client is given a hypothetical situation and asked what he would do if such situation occurs.

After the client shares a unique experience, following questions are posed to him. The questions that are asked are usually the ones given below:

- i) What do you think this tells me about what you wanted in your life and what you have been trying in your life?
- ii) Do you think knowing about this experience will affect my view about you?
- iii) Is there anyone who would be least surprised that you could get hold of the situation?
- iv) What actions would you take to use this knowledge about yourself that you could control yourself?

The above are some of the questions that the therapist asks the client to make him aware about the situation when he was in charge and could handle it effectively.

Now the next task is to convert this unique outcome stories into solution stories. In other words whatever has worked successfully earlier, can it be used again in the forthcoming or anticipated problems?

This technique is called circulation technique. The questions are framed as follows:

- i) Now that you have this understanding of the problem who else should know about it?
- ii) There must be some people who have outdated view about you, would like to update them with the unique experience you had?
- iii) If there are some other people who have similar problems can I share some part of your story with them?

The above questions are not to be asked in a rigid format, but should be asked at the most appropriate time depending on the therapist's skills.

There is no hard and fast rule that they should be asked in the same manner that they have been given here. The asking part will differ from therapist to therapist and from client to client.

In the session the therapist seeks permission from the client if he can ask him a series of questions. Only when the client feels that he will be able to answer them, the therapist asks him the questions. When the permission is taken from the client it is made clear that there is no compulsion on the client to answer them all.

4.8.4 Alternative Stories and Re-authoring

The process of deconstruction of the stories automatically starts the new stories. The therapist encourages the new stories that the client wants to come up with. The therapist tries to find out clues that are opening to new stories and takes the client into that direction. Sometimes with the help of the clues that are given by the client he develops a competent story.

The turning point comes in the narrative therapy when the client chooses an alternative of a new story over the old problem saturated story.

The therapist through various techniques helps the client to construct more coherent and comprehensive stories.

4.8.5 Documenting the Evidence

This approach believes that the story takes hold only when there is an audience that is appreciating it. This is done in the therapy by the therapist. The therapist writes letters to the client regarding his understanding and the changes that are taking place between the sessions. The letters also document the description about the struggle the client is making to make life more meaningful and to what extent the culture is responsible for it. These letters also encourage the client, and highlight the client's achievements.

There are few things that are taken care of while writing a letter to the client:

- The letter starts with the review of what happened in the last session.
- How the problem is affecting the client?
- Questions that the therapist thought about the story the client after the session is over.
- What is the unique outcome and expectation?

The letters written in this way reinforce the carrying the changes from the therapy room to everyday life. This gives the client a message that it is equally important to behave in the outer world along with being in the therapy room. This letter written to the client has effect of three sessions together.

To facilitate the above mentioned process therapist uses two techniques, viz.

- i) poetry and
- ii) journal writing.

Poetry is a deeper form of the narrative therapy. This technique uses more abstract capacities of the client. This creates vivid expressions of the memory of the client. It also helps the therapist to understand the client and his problems better.

The second technique is *journal writing*. This is done with the intention to slow down the client's thought process. The basic belief behind this is, thought and feelings are connected through words. This is used as homework.

<p>Self Assessment Questions</p> <p>1) Describe the 'questioning technique' in narrative therapy.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

2) What is meant by 'search for unique outcome'?
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3) Describe the alternative stories and re authoring.
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4) What is meant by documentuing evidence?
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4.9 LET US SUM UP

The term narrative implies listening to and telling or retelling stories about people and the problems in their lives. The basic aim of this therapy is to explore the client’s story through the means of narration. It focuses on the stories of people’s lives and is based on the idea that problems are manufactured in social, cultural and political contexts. Each person produces the meaning of their life from the stories that are available in these contexts. These stories may be inspiring or oppressive. The reestablishment of these stories is the essential goal of narrative therapy. The stories are reconstructed. The therapist explores with the client what are the dominant stories in the system of the client. They focus on these stories and changes are suggested for these stories. Questioning is the basic technique used for counseling.

4.10 UNIT END QUESTIONS

- 1) Write detailed note on narrative approach to counseling.
- 2) Discuss the basic concepts of narrative approach of counseling.
- 3) Compare narrative approach with other approaches of counseling with the help of basic concepts and techniques.

- 4) Give the importance of questioning in narrative approach of counseling.
- 5) Discuss different techniques of narrative counseling.

4.11 SUGGESTED READINGS

White M, Epston D.(1990.) *Narrative Means to Therapeutic Ends*. New York: WW Norton and Company.

Cappuzzi, D. & Gross, D. R. (2008). *Counseling and Psychotherapy*. New Delhi: Pearson Prentice Hall.

UNIT 1 THE COUNSELING SETTING AND THE ROLE OF COUNSELORS IN GUIDANCE AND COUNSELING

Structure

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Definition of Guidance and Counseling
- 1.3 Difference between Guidance and Counseling
- 1.4 Counseling Setting
 - 1.4.1 Physical Setting
 - 1.4.2 Sitting Arrangement
 - 1.4.3 Proximity between Counselor and Client
- 1.5 Characteristics of an Effective Counsellor
 - 1.5.1 Self-Awareness
 - 1.5.2 Empathy
 - 1.5.3 Unconditional Positive Regard
 - 1.5.4 Genuineness
 - 1.5.5 Warmth
 - 1.5.6 Attentiveness
 - 1.5.7 Concreteness
 - 1.5.8 Objectivity
 - 1.5.9 Open Mindedness
 - 1.5.10 Sensitivity
 - 1.5.11 Non Dominance
 - 1.5.12 Confrontation
 - 1.5.13 Sense of Humor
- 1.6 Counseling Goals
 - 1.6.1 Developmental Goals
 - 1.6.2 Preventive Goals
 - 1.6.3 Enhancement Goals
 - 1.6.4 Remedial Goals
 - 1.6.5 Exploratory Goals
 - 1.6.6 Reinforcement Goals
 - 1.6.7 Cognitive Goals
 - 1.6.8 Physiology Goals
 - 1.6.9 Psychological Goals
- 1.7 Function of Counseling Goals
- 1.8 Role of Counselors in Guidance and Counseling
 - 1.8.1 Establishing Relationship with the Client
 - 1.8.2 Problem Identification and Exploration
 - 1.8.3 Planning for Problem Solving
 - 1.8.4 Solution Application and Termination
- 1.9 Let Us Sum Up
- 1.10 Unit End Questions
- 1.11 Suggested Readings
- 1.12 Answers to Self-Assessment Questions

1.0 INTRODUCTION

Human beings by nature are complex being who are often encompassed with myriads of problems, issues and serious pressing matters bombarding his or her existence on a daily basis. Every person resort to some kind of suggestion or advice at various points in life to ensure that good decisions are arrived at. Therefore Guidance and Counseling has been practiced right from time immemorial in an informal manner, today it is well established. Guidance and Counseling provides a platform where these enormous problems can be solved and lasting solutions are provided. It aims at helping individuals understand themselves and their environment and mobilise their resources in order to resolve their problems and/or modify attitudes and values so that they can function effectively in the society. In a nutshell Guidance and Counseling helps the client to attain a level of self actualisation through a professional counselor specially trained to render such services without age or gender discrimination both at counselor and counselee. In this unit we are delineating the concept of guidance and counselling, explain the features of counselling and guidance. We then present what kind of set up is required for counselling and guidance and describe the qualities required of a counsellor. Then we elucidate the counselling goals and analyse the role of counsellor in each stage of counselling.

1.1 OBJECTIVES

After completing this unit, you will be able to:

- Explain the concept of Guidance and Counseling;
- Explain the features of a counseling Setup;
- Elucidate the qualities of an effective counselor;
- Describe the counseling Goals;
- Explain the stages of counseling process; and
- Analyse the role of counselor in each stage.

1.2 DEFINITION OF GUIDANCE AND COUNSELING

Counseling is an interactive process conjoining the counselee who needs assistance and the counselor who is trained and educated to give the assistance (Perez, 1965).

“Counseling has also been defined as a process which takes place in a one to one relationship between an individual beset 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” (Hahn and Maclean).

Patterson (1959) characterised it as a process involving interpersonal relationships between a therapist and one or more clients by which the former employs psychological methods based on systematic knowledge of the human personality in attempting to improve the mental health of the latter.

Definition of counseling given by Gustad (1953) is considered to be very comprehensive, indicating both the scope and function of counseling. According to him ‘Counseling is a learning oriented process, carried on in a simple, one to one social environment in which the counselor professionally competent in relevant psychological skills and knowledge, seeks to assist the client by methods appropriate to the latter’s needs and within the context of the total personnel program, to learn how to put such understanding into effect in relation to more clearly perceived, realistically defined goals to the end that client may become a happier and more productive member of society’.

Definition quoted above concurs on several points:

Counselor to be a professional

Counseling is a process that brings about sequential changes over a period of time leading to a set goal and relationship between counselor and counselee is not causal and business like rather characterised by trust, warmth and understanding.

According to Jones Guidance involves personal help given by someone; it is designed to assist a person to decide where he wants to go, what he wants to do or how he can best accomplish his purpose; it assists him to solve problems that arise in life.

Traxler considers guidance as a help which enables “each individual to understand his abilities and interests, to develop them as well as possible and to relate them to life-goals, and to finally to reach a state of competence and mature self-guidance as a desirable member of the social order.

1.3 DIFFERENCE BETWEEN GUIDANCE AND COUNSELING

Guidance focuses on helping individuals choose what they value most whereas counseling focuses on helping them make changes.

According to Arbuckle guidance focuses on educational, vocational and occupational problems and in Counseling the emphasis is the social, personal and emotional problems of the individual.

1.4 COUNSELING SETTING

1.4.1 Physical Setting

Counseling may take place anywhere but some kind of physical setting may promote and enhance the counseling process better than others. Benjamin (1987) and Shertzer and Stone (1980) emphasise that among the most important factor that influences the counseling process is the place where counseling occurs. Though there is no universal quality that a room should have certain optimal conditions within the room where counseling is to be rendered can provide a conducive environment to both counselor and counselee.

The optimal condition include a room with quiet colors, lighting that is neither too flashy and bright nor too dull and depressing clutter free with harmonious

and comfortable furniture and good ventilation. It should be free from outside disturbances and should exude a feeling of warmth. In short it should be comfortable such that a relaxed atmosphere is provided in which the counselee can talk in a relaxed mood.

1.4.2 Sitting Arrangement

The sitting arrangement within the room depends on the counselor. Some counselors prefer to sit behind a desk. However it has been postulated that a desk can be a physical and symbolic barrier against the development of a rapport between client and counselor. Benjamin (1987) suggests that counselors may include two chairs and a nearby table in the setting. The chairs could be at a 90 degree angle from one another so that the clients can look at their counselors or straight ahead. Counselors could opt for other variation of physical arrangement as per their comfort level.

1.4.3 Proximity between Counselor and Client

The distance between the counselor and client (the spatial features of the environment) can also affect the relationship. A distance of 30 to 39 inches has been found to be the average range of comfort between counselor and client of both genders. This optimum distance may vary with room size and furniture arrangement.

Benjamin (1987) and Shertzer and Stone (1980) emphasises that regardless of the arrangement within the room, it is a universal requirement that counselors should not be interrupted while conducting sessions. All phone calls should be held. If possible counselors should put do-no-disturb sign on the door to keep others from entering. Auditory and visual privacy are mandated by professional codes of ethics and assure maximum client self-disclosure.

Self Assessment Questions	
1) Define guidance and counseling.
2) Differentiate between guidance and counseling.

3) Describe a counseling setting.
4) What kind of seating arrangement should be there for counseling?
5) Describe the proximity between the counsellor and client.

1.5 CHARACTERISTICS OF AN EFFECTIVE COUNSELOR

The personal and professional qualities of counselors are very important in facilitating any helping relationship, and thereby bringing about therapeutical transformation in another person (i.e. the client).

Okun (1982) notes that “It is very hard to separate the helper’s personality characteristics from his or her levels and styles of functioning, as both are interrelated”.

Individuals who possess the following characteristics may become successful counselor.

1.5.1 Self-Awareness

It means to be aware of oneself i.e. one’s own thoughts, feelings, attitudes, strengths, weaknesses, biases, behaviours and their effect on others. Counselor’s who are self aware are likely to have clear perception of their own and clients’ needs and accurately assess both. Such awareness helps counselors’ to be honest with themselves and others and build trust and communicate clearly and accurately..

1.5.2 Empathy

The empathic behaviour is the ability of a counselor to stand in the shoes of the client i.e. to see the things from the point of view of the client. The quality of empathy is a must for the counseling process to succeed. Rogers (1961) describes *empathy* as the counselor's ability to "enter the client's" phenomenal world – to experience the client's as if it were your own without ever losing the as if quality.

Empathy has two components: Primary empathy is the ability to respond in such a way that it is apparent to both client and counselor that the counselor has understood the client. Advanced empathy "is a process of helping a client explore themes, issues, and emotions new to his or her awareness".

1.5.3 Unconditional Positive Regard

Rogers came up with a term called, 'unconditional positive regard' to refer to 'necessary and sufficient conditions for therapeutic change' in the counseling relationship. Rogers emphasised that the counselor's positive feeling for the client must never be conditional in nature. Counselor should have non-judgmental, positive and genuine dispositions towards the client irrespective of the client's feelings or emotions.

1.5.4 Genuineness

Genuineness on part of counselor is very important. In its most basic sense it means "acting without using a façade" functioning without hiding behind the veneer of one's role or professional status. A genuine interest in the client is a must for the counseling process to succeed. Rogers (1958) suggests that the counselor should be a real person to his/her clients.

1.5.5 Warmth

The quality of being warm refers to a situation, where a person shows interest in other individual/group. 'Cold' individuals rarely become good counselors. There is an element of support involved in being warm. Warmth implies attentiveness as well as patience to listen. A word of caution here, a too warm counselor may lead towards the development of over-dependence on the part of the client. The ideal feeling of being warm is the one which demonstrates that the counselor is non-judgmental and is honestly interested in his/her client.

1.5.6 Attentiveness

Empathy is fostered by attentiveness – the amount of verbal and nonverbal behaviour shown to the client. Verbal behaviours include communications that show a desire to comprehend or discuss what is important to the client. (Cormier and Cormier, 1991). These behaviours (which include probing, requesting clarification, restating, and summarising feelings). indicate that the counselor is focusing on the client.

Equally important are the counselor's nonverbal behaviours.

Egan (1990) summarises five nonverbal skills involved in attending and which conveys to the client that the counselor is interested in and open to him/her.

Skills are abbreviated as SOLER

S: Face the client *squarely*; that is, adopt a posture that indicates involvement.

O: Adopt an *open* posture. Sit with both feet on the ground to begin with and with your hands folded, one over the other.

L: Lean toward the client. However be aware of the clients space needs.

E: Maintain *eye* contact. Good eye contact with the clients indicates that the counselor is attuned to the client. For other less eye contact may be appropriate.

R: As counselor incorporates these skills into his /her attending or listening skills, he or she should *relax*.

1.5.7 Concreteness

It can be termed as a type of skill. It is an ability to listen, to what is being said by the client, instead of what is being implied. Concreteness in counseling is essential, if the counseling process has to succeed. A counselor possessing the skill of 'concreteness' does not go for details (regarding psychological explanations) of what the client is speaking about, but instead tries to understand what the client is trying to express. Any quick, preconceived or initial judgment about what the client is saying is not particularly helpful. In fact, it may be counterproductive. The concept of concreteness almost integrates all the important elements of the counseling process. A concrete counselor, invariably, listens to and accepts what the client is saying and does not quickly make his judgments.

1.5.8 Objectivity

To remain objective in the counseling process means to be able to stand back and observe whatever is happening from a neutral frame of reference and not distorted by perceptions, biases and expectations.

1.5.9 Open Mindedness

Open mindedness means freedom from fixed preoccupations and an attitude of open receptivity to whatever the client is expressing. The open minded counselor is able to accommodate the client's values, feelings and perceptions even if they are different from his or her own. Open-mindedness also implies the ability to listen, to respond, and to interact with the client free from the constraints of imposing value criteria. As per Anderson, Lepper and Ross (1980) if the counselor is not open-minded he will persist in believing incorrect things about a client, even in the face of countervailing evidence

1.5.10 Sensitivity

Sensitivity is a prime factor in contributing to counselor effectiveness. It implies that the counselor makes a deeper and spontaneous response (cognitive and emotional response) to the client's needs, feelings, conflict, doubts and so on.

1.5.11 Non Dominance

The non dominant counselor is one who is capable of sitting back and allowing the client to initiate and direct the course of counseling interview. Counseling requires counselor to be able to listen to whatever the client expresses and listening is possible only if the counselor controls any dominating tendencies.

1.5.12 Confrontation

Counselor's ability to confront should not be understood in a negative connotation. In confrontation the counselor challenges the client to examine, modify, or control

an aspect of behaviour that is improperly used. A good, responsible and appropriate confrontation produces growth and encourages an honest examination of oneself.

Example of Confrontation: “You have said you want to change this behaviour but it seems you keep doing it over and over again. Help me to understand what is going on and how repeating this pattern is helpful to you.”

1.5.13 Sense of Humor

Humor involves giving a funny, unexpected response to a question or situation. It requires both sensitivity and timing on part of the counselor. A sense of humor comes quite handy, in rescuing most of the sensitive or delicate situations. It is never aimed at demeaning anyone. It also does not mean that a counselor should start taking the conversation during counseling session lightly. If used properly, it is a ‘clinical tool that has many therapeutic applications’ (Ness 1989). Humor can circumvent client’s resistance, dispel tension and help clients distance themselves from psychological. Even subjects dubbed as ‘taboos’, can be easily confronted with the help of a sense of humor.

Self Assessment Questions

- 1) What are the characteristics of an effective counsellor?
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- 2) What is meant by unconditional positive regard?
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- 3) Describe warmth and attentiveness.
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4) Describe SOLER.
5) Describe confrontation and sense of humour.

1.6 COUNSELING GOALS

Broadly speaking goal of counseling is to help individuals overcome their immediate problem and also equip them to meet future issues/problem. Counseling to be meaningful has to be specific for each client as it involves his/her unique problems and expectations. A statement of goal is not only important but also necessary, as it provides a sense of direction and purpose in the counseling process. It establishes a congruency between what is demanded or sought by the client and what is possible or practical.

Though specific counseling goals for each client are different and unique involving a consideration of the client's expectations as well as the environmental aspects the overall goals of counseling may be separated into the following categories.

1.6.1 Developmental Goals

Developmental goals are those wherein the client is assisted in meeting or advancing his or her anticipated human growth and developmental (that is socially, personally, emotionally, cognitively, physical wellness and so on).

1.6.2 Preventive Goals

In this the counselor helps the client to avoid some undesired outcome.

1.6.3 Enhancement Goals

In case the client possesses certain special abilities or skills, it can either be identified or further developed through the assistance of a counselor.

1.6.4 Remedial Goals

Remediation involves helping a client to either overcome and/or treat an undesirable development of his/her life.

1.6.5 Exploratory Goals

It implies examining options, assessing skills and trying new and different activities, environment relationships etc.

1.6.6 Reinforcement Goals

Reinforcement is used to recognise conditions wherein clients resort to appropriate ways of doing things, thinking and/or feeling

1.6.7 Cognitive Goals

Cognition involves acquiring the basic foundations of learning and cognitive skills.

1.6.8 Physiology Goals

Physiological goals ensure acquiring the basic understanding and lifestyle habits for good physical health

1.6.9 Psychological Goals

It represents developing good social interaction skills, learning emotional control, developing positive self-concept and so on. (Gibson, Mitchell and Basile 1993)

1.7 FUNCTION OF COUNSELING GOALS

Goal serves three important functions in the counseling process:

First Goal serves as a motivational factor in counseling.

Secondly Goal can have an educational function in counseling as it helps clients to acquire new responses and

Third goal meet evaluative function in counseling whereby client's goal help the counselor to select and evaluate different counseling strategies appropriate to achieve the client's goals. Hackney and Cormier (1996)

1.8 ROLE OF COUNSELORS IN GUIDANCE AND COUNSELING

The counseling process implies continuous change that take place or rather which should take place in the client in order to promote personality change in a desired direction. The kind of change that the counselor aims to bring through counseling is briefly

- a) Awareness on the part of the client;
- b) Behavioural change in a desired direction through which client can achieve his or her goals; and
- c) Understanding the clients potentialities, limitations and how to utilise them best in achieving the desired goal.

Counseling process and the role of counselor is by and large same for all problems and for all individuals. However there is a subtle difference in the role a counselor plays while giving vocational counseling and when handling emotional issues.

In vocational and educational counseling the major emphasis of the counselor is on collecting the factual information. The counselor helps the client to understand the information in a proper perspective. He tries to help in rational problem solving processes, clarifying self concepts, values etc. In this context counselors are often concerned with the appropriate choice in educational spheres.

On the other hand while counseling the individuals with personal and emotional problems the counselor assumes somewhat different role. In this context information and planning in logical terms do not play central role. Here the counselor helps the clients to

- a) express their feelings, clarify and elaborate them as related to the problem
- b) explore feelings and personal resources
- c) make the client aware of desirable action for change
- d) plan action in collaboration with the client and
- e) help client implement the most appropriate action.

Overall it can be inferred that overall emphasis of vocational and educational counseling is on cognitive aspect whereas counseling related to personal issues lays stress on affective aspect.

Thus, though counseling goals may differ as per the needs of the client the counseling process follows a specified sequence of interactions or steps. Hackney and Cormier (1996) identified the stages or steps as follows:

- Establishing relationship with the client
- Problem identification and Exploration
- Planning for problem solving
- Solution application and termination.

Each of these stages is further elaborated:

1.8.1 Establishing Relationship with the Client

The core of the counseling process is the relationship established between the counselor and the client. The Counselor takes the initiative in the initial interview to establish a climate conducive to develop mutual respect, trust, free and open communication and understanding in general of what the counseling process involves.

Both the counselor's attitude and verbal communications is significant to the development of a satisfactory relationship. Verbal communication includes attentive listening, understanding and feeling with the client.

The quality of counselor client relationship determines the counseling outcomes. Factors that are important in the establishment of counselor client relationship are positive regard and respect, accurate empathy, and genuineness. To ensure these conditions the counselor needs to have openness: an ability to understand and feel with the client as well as value the client.

It is by means of this relationship that the counselor elicits and recognises the significant feelings and ideas that determine the behaviour of the client.

Counselor client relationship not only serves to increase the opportunities for clients to attain their goals but also be a potential model of a good interpersonal relationship, one that clients can use to improve the quality of their relationships outside the therapeutic setting. The counselor helps the client make effective interpersonal relationships and free him from unrealistic aspirations. In this the counselor plays the part of a teacher.

Pepinsky and Pepinsky (1954) define the relationship “as a hypothetical construct to designate the inferred affective character of the observable interaction between two individuals”. He emphasised the affective or emotional element in the relationship.

Counselors main responsibility always remains to meet the clients need as much and possible. The counseling relationship seeks to assist the clients in assuming the responsibilities for his or her problem and its solution. This is facilitated by the counselor’s communication skills, the ability to identify and reflect clients’ feeling and the ability to identify and gain insight into the clients concerns and needs.

Establishment of a conducive relationship between client and counselor is important to be achieved in the initial counseling process as it often determines whether or not the client will continue for counseling.

Goals of initial counseling interview include:

Counselor’s Goal

- Establish a comfortable and positive relationship.
- Explain the counseling process and mutual responsibilities to the client.
- Facilitate communication.
- Identify and verify the client’s concern that brought him/her to the counselor.
- Plan with the client to obtain assessment data needed to proceed with the counseling process.

Clients Goal

- Understanding the counseling process and his/her responsibilities in the process.
- Share and explain reasons for seeking help.
- Cooperate in the assessment of both problem and self.

1.8.2 Problem Identification and Exploration

After the establishment of an adequate relationship, the clients become more receptive for in depth discussion and exploration of their concern.

In this phase counselor continues to exhibit attending behaviour and put forward questions to the client to facilitate continued exploration and elicitation of information of the client’ concerns. Questions that might embarrass, challenge, or threaten the client are avoided as this would hinder the process of information elicitation from the client.

Counselor working in close harmony with the client with due understanding and regard tries to distinguish between the surface and deeper or complex problems.

Counselor also tries to ascertain whether the problem stated by the client is the actual problem that has led client to seek help. This may be a time for information gathering. The more useful information the counselor gathers the more accurate assessment of clients need could be done. It is therefore important for counselors to recognise the various areas of information to be gathered. Usually the desired information could be grouped under three headings: time dimension, the feeling dimension, and the cognitive dimension. Brief description of each dimension is indicated as follows.

- i) **Time Dimension:** includes the clients past experiences which had major impact on his/her life. Present dimension would cover how well the client is functioning currently specially those current experiences that had an impact enough on the client to seek counseling. Future dimension would include future demands, goals and how the client plans to achieve them.
- ii) **Feeling Dimension:** includes emotions and feelings the client has towards oneself (self concept) and significant others.
- iii) **Cognitive Dimension:** includes how the client solves problems, the coping styles, the rationality used in making daily decisions and the client's capacity and readiness for the learning.

At this point counselors may use certain standardized test to diagnose the problem and sub problem. The counselor tries to collect as much relevant information as possible and integrate it into an overall picture of client's needs and concerns. Counselor shares this conceptualisation with the client as well as one of the counselor's goals during this stage is to help the client develop a self-understanding of the need to deal with a concern/problem – the need for change and action. The counselor continues to promote the client's understanding of action plans for resolving problems.

The steps or stages counselor follows for problem identification and exploration are as follows:

- 1) **Define the Problem:** Counselor with the corporation of client tries to identify the problem as specifically and objectively as possible. He also tries to identify the components or contributing factors, severity of the problem and its duration.
- 2) **Explore the Problem:** At this stage information needed to fully understand the problem and its background is gathered. The counselor may take a detailed case study or administer standardized psychological measures to collect the required information.
- 3) **Integrate the information:** In this step the counselor systematically organises and integrates all the information collected into a meaningful profile of the client and his problems. The Counselor also begins to explore the changes that are required and obstacles that exist for these changes to materialise.

1.8.3 Planning for Problem Solving

Once the counselor determines that all relevant information regarding the client has been gathered and understood in proper perspective and client has also developed awareness and has gained insight into the fact that something needs

to be done about a specific problem, counselor moves on to develop a plan in collaboration with client to remediate the concern of the client. The sequence of steps that the counselor usually follows to devise a plan is as follows:

- 1) **Define the problem:** It is important that both client and counselor view the problem with similar perspective and have the same understanding of its ramification.
- 2) **Identify and list all the solutions:** At this juncture, appropriate brain storming needs to be done for all possibilities. Efforts from both the sides (client and counselor) are required, but the client should be allowed to list as many possibilities as he/she can think off. In case some obvious solutions are overlooked, the counselor may suggest to the client “Have you also thought of _____? None of the possibilities should be eliminated just on face value.
- 3) **Analysis of the consequences of the suggested solutions:** Here the counselor encourages and suggests the client to identify the steps needed for the implementation of the suggested solutions. This process is important as it enables the client to assess the pros and cons of each proposed solutions and its consequences.
- 4) **Prioritize the solutions:** After weighing out the pros and cons of each possible solution, the client with the help of the counselor list the solutions with the best possible outcome down to least likely to give desired outcome. After finalising and selecting the best solution the client moves on to the application and implementation.

Client may not be able to smoothly follow the above mentioned steps and may have difficulties in arriving at basic insight, implications and probabilities, whereas this may be easier for the counselor. Hence the counselor guides the client towards realising these understandings. The counselor may use the techniques of repetition, mild confrontation, interpretation, information and obvious encouragements to facilitate client’s understanding.

1.8.4 Solution Application and Termination

In this final stage the counselor encourages the client to act upon his or her determined solution of the problem. During the time the client actively involves in implementing the problem solution, the counselor maintains contact as a source of follow up, support and encouragement as the client may need the counselor’s assistance in the event things do not go according to plan.

Once it is determined that the counselor and the client has dealt with the client’s concern to the maximum possible extent, the counseling process is terminated. Termination refers to the decision, one-sided or mutual, to stop counseling. (Burke, 1989). The counselor usually concludes the counseling by summarising the main points of the counseling process.

<p>Self Assessment Questions</p> <p>1) How do you establish relationship between client and counsellor.</p> <p>.....</p> <p>.....</p>
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2) Describe problem identification and exploring.

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3) How do you plan for problem solving?

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4) Describe solution application and termination.

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5) Fill in the Blanks

- a) Vocational Counseling lays emphasis on _____ aspect.
- b) The optimal distance between counselor and counselee is considered to be _____ inches.
- c) Counseling related to personal problem lay stress on _____ aspect.
- d) _____ goals represents developing good social interaction skills and learning emotional control.
- e) Three functions of counseling goals are _____, _____, and _____.
- f) _____ means free from fixed preoccupations.
- g) _____ is the ability of a counselor to stand in the shoes of the client.

6) Match the following

- 1) Guidance
- a) giving a funny, unexpected response to a question situation

2) Termination	b) Client's skills, are either identified or further developed through the assistance of a counselor.
3) Advanced empathy	c) enables each individual to understand his abilities and interests, and relate them to life-goals, to reach a state of competence.
4) Enhancement Goals:	d) refers to the decision, one-sided or mutual, to stop counseling
5) Humor	e) is a process of applying psychological methods based on systematic knowledge of the human personality in attempting to improve the mental health of the latter.
6) Counseling	f) is a process of helping a client explore themes, issues, and emotions new to his or her awareness.

1.9 LET US SUM UP

Counseling is the heart of the counselor's activity. It aims at helping the clients understand and accept themselves as they are so that they are able to work towards realising their potential.

Counseling may occur in any setting but some circumstances are more likely than others to promise its development. Counselors need to be aware of the physical setting in which the counseling takes place. Clients may adjust to any room, but certain qualities about an environment such as the seating arrangements, proximity between client and counselor make counseling more conducive.

Counselor seeks to identify and explore the client's problem with the objective of establishing counseling goals. Goals need to be established as it provides a sense of direction and purpose in the counseling process.

The counseling process initially focuses on relationship establishment. Certain qualities of counselor such as conveying of empathy, positive regard, being open-minded may enhance the counseling relationship. The counselor with the client explores the reasons for seeking help. Such disclosures leads to the planning and problem solving stage and finally to the applying of the solution and termination of the counseling relationship. Although these stages tend to blend into each other, they serve as a guide to a logical sequence of events for the counseling process. The effective application of the process is dependent upon the counseling skills of the counselor.

1.10 UNIT END QUESTIONS

- 1) Define Guidance and Counseling. Point out the differences between the two.
- 2) Briefly explain the characteristics of a counseling set up.
- 3) Why is it necessary to possess certain characteristics to become an effective counselor?
- 4) What are the nonverbal indicators that reflect that the counselor is attentive towards the client?
- 5) What are the goals of Counseling?
- 6) Discuss the role of counselor in the counseling process.
- 7) Why is it important to have counseling goals?
- 8) What characteristics one should possess to become good counselor.

1.11 SUGGESTED READINGS

Belkin, G.S. (1986). *Introduction to Counseling*. Brown Publishers U.S.A.

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Rao, S.N. (1995). *Counseling and Guidance*. Tata McGraw-Hill Publishing Company Ltd. New Delhi.

1.12 ANSWERS TO SELF ASSESSMENT QUESTIONS

Fill in the Blanks

Cognitive

30 to 39

affective

Psychological

motivational, educational and evaluative,

Open-mindedness

Empathy

Match the following

1c, 2d, 3f, 4b, 5a, 6e.

UNIT 2 INDIVIDUAL AND GROUP TECHNIQUES IN COUNSELING AND GUIDANCE

Structure

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Theoretical Approaches of Counseling
 - 2.2.1 Psychodynamic Approach
 - 2.2.2 Role of the Counsellor
 - 2.2.3 Affective Approach
 - 2.2.4 Role of the Counsellor
 - 2.2.5 Goals
 - 2.2.6 Techniques
 - 2.2.7 Behavioural Counselling
 - 2.2.8 Role of the Counsellor in Behavioural Counselling
 - 2.2.9 Goals of Behavioural Counselling
 - 2.2.10 Techniques
- 2.3 Cognitive Counselling
 - 2.3.1 Rational Emotive Therapy
 - 2.3.2 Goals of RET
 - 2.3.3 Role of the RET Counsellor
 - 2.3.4 Techniques of RET
 - 2.3.5 Cognitive Therapy
 - 2.3.6 Goals of Cognitive Therapy
 - 2.3.7 Role of CT Counsellor
 - 2.3.8 Techniques of CT Counsellor
- 2.4 Individual Counselling Process
 - 2.4.1 Establishing Relationship with the Client
 - 2.4.2 Problem Identification and Exploration
 - 2.4.3 Planning for Problem Solving
 - 2.4.4 Solution Application and Termination
- 2.5 Group Counselling Process
 - 2.5.1 Group Size
 - 2.5.2 Group Process
 - 2.5.3 The Establishment of the Group
 - 2.5.4 Identification: Group Role and Goal
 - 2.5.5 Productivity
 - 2.5.6 Realisation
 - 2.5.7 Termination
- 2.6 Group Leaders of Different Theoretical Stance
 - 2.6.1 The Behavioural Counsellor
 - 2.6.2 The Rational Emotive Therapist
 - 2.6.3 Gestalt Therapist
 - 2.6.4 Cognitive Therapist

- 2.7 Similarities: Individual and Group Counselling
- 2.8 Differences: Individual and Group Counselling
- 2.9 Let Us Sum Up
- 2.10 Unit End Questions
- 2.11 Suggested Readings

2.0 INTRODUCTION

Counseling is a process that involves interpersonal relationships and helps the clients to become more self-directive and self-responsible. Though Counseling began as a person to person relationship, group counseling too has a long and distinguished history. Joseph Hersey Pratt is generally credited for starting the first counseling group with tuberculosis patients in 1905. With over 200 approaches to counseling, counselors have a wide variety of theories to choose.

Effective counselors scrutinise theories for its effectiveness and match them to personal beliefs about nature of people and change.

Most counseling approaches fall within four broad categories and each category comprises of several theories:

- 1) **Psychodynamic:** It comprises of classical psychoanalysis given by Sigmund Freud and Adlerian counseling and aims at developing client's insight into his/her unconscious.
- 2) **Affective:** It focuses on making an impact on clients' emotions to bring about change. Prominent affective theories are:
 - i) Person centered counseling,
 - ii) Existential counseling and
 - iii) Gestalt therapy.
- 3) **Behavioural:** It uses learning principle to replace maladaptive behaviour with adaptive behaviour.
- 4) **Cognitive:** Cognitive approach focuses on the thinking pattern and its influence on the behaviour and feelings. Best known cognitive theories are Rational Emotive therapy Reality therapy, Cognitive therapy and Transactional Analysis.

Description of all the counseling theories is beyond the scope of this unit. Therefore an attempt has been made to discuss at least one theory from each approach to provide and give an overview of major counseling theories.

2.1 OBJECTIVES

After completing this unit, you will be able to:

- Delineate different approaches to counseling;
- Explain these approaches in regard to human behaviour;
- Elucidate different techniques used in each approach to address psychological issues; and
- Explain the Process of Individual and group counseling.

2.2 THEORETICAL APPROACHES OF COUNSELLING

2.2.1 Psychodynamic Approach

Psychoanalysis

Psychoanalysis was developed in the late 1800s and early 1900s by Austrian neurologist Sigmund Freud. The psychoanalytic perspective maintains certain assumptions about human behaviour and psychological problems.

Human behaviour is influenced by intrapsychic (within the mind) drives, motives, conflicts, and impulses, which are primarily unconscious.

Various adaptive and maladaptive ego defense mechanisms are used to deal with unresolved conflicts, needs, wishes, and fantasies that contribute to both normal and abnormal behaviour.

Conflicts between conscious view of reality and unconscious (repressed) material can result in mental disturbances such as anxiety, depression etc.;

Beside the inherited constitution of personality, early experiences and relationships, such as the relationship between children and their parents, play a critical and enduring role in psychological development and adult behaviour.

2.2.2 Role of the Counselor

To encourage the clients to talk whatever comes o their mind, especially the childhood experiences.

Help clients to gain insight by reliving and working through the unresolved past experiences that come into focus during sessions.

Encourage transference in order to help clients deal realistically with unconscious material.

Goals

Goals of psychoanalysis vary according to clients but the focus is mainly to reconstruct the basic personality of the client.

Primary goal is to help the client become aware of the unconscious aspect of his/her personality. The unconscious comprise of repressed memories or wishes that are painful and threatening and the client is unable to handle it.

Help client work through a developmental stage not previously resolved. Working through unresolved developmental stage requires major reconstruction of the personality. Once these conflicts are resolved client become more productive human being.

Strengthen the ego so that behaviour is based more in reality (ego) and not on the instinctual cravings that the id wants to express.

Techniques

- 1) **Free Association:** Psychoanalysts make the client lie on a couch and remains out of view (usually seated behind the clients head and motivates them to recall early childhood memories or emotional experiences.

The clients speak whatever comes to the mind even if it seems silly, irrational or painful. The analyst maintains an attitude of emphatic neutrality all through the session, maintaining a non-judgmental stance, without appearing seemingly unconcerned. At times the clients resist free association by blocking their thoughts. The analyst attempts to help clients work through their resistance by assuring that even trivial thoughts are important and needs to be expressed with a goal of leading the client toward better insights of the hidden dynamics.

- 2) **Dream Analysis:** In Freud's view dreams are the fulfillment of a repressed wish and are main avenue to understand the unconscious. Dreams are made by latent thoughts and manifest content. The manifest content is what the client reports and latent content is the unconscious meaning of the dream.

The therapist works to uncover the disguised meanings that are in the dream through dream interpretation include

- 1) Has the client associate to the elements of the dream in the order in which they occurred.
- 2) Make the client associate to a particular dream element.
- 3) Disregard the content of the dream, and ask the client what events of the previous could be associated with the dream.
- 4) Avoid giving any instructions and leave the client to begin.

The analyst uses the clients association to find the clue to the workings of the unconscious mind.

Analysis of Transference: Transference is the process whereby emotions are passed on or displaced from one person to another; during psychoanalytic therapy the displacement of feelings toward others (usually the parents) is onto the analyst. Transference analysis is one of the basic methods in Freudian psychoanalysis. The analyst encourages the transference and interprets the positive or negative feeling expressed. The release of the feelings is therapeutic and moreover the analysis increases the clients self knowledge.

Analysis of Resistance: Resistance occurs when a client becomes reluctant to bring unconscious or repressed thoughts to the surface and explore them. Once to therapeutic process may take many forms such as missing appointments, being late for appointments, persisting in transference, blocking thoughts during free association or refusing to recall dreams or early memories. The counselor immediately needs to deal with resistance as it helps clients gain insight into it as well other behaviours. The counselor educates the client about how to better work with the unconscious material as opposed to resist it. If resistance is not dealt with the therapeutic process might come to a halt.

Interpretation: The analyst provides the client with interpretation about the psychological events that were neither previously understood by the client nor were meaningful. Psychoanalytic interpretation encompasses explanations and analysis of clients' thoughts feelings and actions, meaningful statement of current conflicts and historical factors that influence them. Interpretations must be well timed. If it is employed early it may drive away the client as the client may not be prepared because of anxiety, negative transference or stress. On the other hand if it is not used at all or used infrequently the client may fail to develop insight. The proper timing of interpretation requires great clinical skill.

2.2.3 Affective Approach

Gestalt Therapy

Gestalt counseling is an existential/experiential form of counseling that emphasises personal responsibility, and that focuses upon the individual's experience in the present moment. The word 'gestalt' means whole figure. Gestalt counseling is associated with Gestalt psychology, a school of thought that emphasises upon perception of completeness and wholeness. The approach was popularised by Fritz Perls in 1960's.

Gestalt thinking stresses the importance of one's relationship to the environmental field. In Gestalt view an individual cannot be understood in isolation. Since people are continually engaged with their environment, they are fully comprehensible only when viewed in context. An individual is seen as part of an ever-changing field which includes not only one's immediate surroundings but also his or her culture, beliefs, and past experiences.

At any particular moment an individual's attention is devoted to exactly one primary figure from the field; the ignored and undifferentiated remainder of the field is called the background, but it is vital that the individual experiences that figure with full awareness, for if the individual fails to completely express feelings in the present, the unexpressed emotions would recede into the background as unfinished business, exerting a harmful influence and causing self-defeating behaviour

Gestalt thinking also emphasises upon the present moment, "now", as what an individual feels and perceives in the "now" is far more significant than explanations and interpretations of the past. Similarly, how someone behaves in the present is of more importance than is understanding why he or she behaves that way.

Gestaltian thinking teaches that individuals only know what they experience. Therefore to learn or to solve a problem an individual must discover something in his/her field, which can be of help. The whole of the human experience is greater than the sum of its parts, and any individual is meant to experience this wholeness rather than encountering its components in a piecemeal fashion.

As per Gestalt thinking a well adjusted individual is the one who has the capacity to organise his or her field into well-defined obligations which can be dealt with appropriately. He or she revels in the now, living it fully, making choices, freely experiencing and expressing emotion, and leaving behind no unfinished business. This self-awareness leads to the realisation of happiness, fulfillment, and wholeness.

Gestalt model emphasises, that dysfunction occurs when the natural flow of the figure/background process is disrupted. Unfinished business is the result of figures receding into the background before they are completely experienced and dealt with in the now. Painful feelings, never fully and properly expressed, lurk in the background and grow stronger as time passes. Eventually they grow powerful enough to hinder an individual's present moments, and self-defeating behaviour results. This condition persists until the person finally faces and deals with the unfinished business.

2.2.4 Role of the Counselor

The role of the counselor is to create an atmosphere that promotes the client's exploration of what is needed in order to grow as it is believed that the clients ultimately change through their own activities. The counselor works towards restoring the personality to its gestalt, its organized whole by being honest and personally and intensely involved with the clients. Counselor tries to help the client better understand the relationship between himself or herself and his/her environment. i.e. awareness of now.

Gestalt counselors follow several rules while helping client become more aware of the now:

The principle of now: Always using the present tense.

I and thou: always addressing someone directly instead of talking about him or her to the counselor.

The use of I: substituting the word I for it especially when talking about the body.

The use of an awareness continuum: focusing on HOW and WHAT rather than WHY.

The conversion of Question: Asking Client to convert question into statements.

2.2.5 Goals

Gestalt counselling is an existential encounter between people, out of which clients tend to move in certain directions. As an outgrowth of genuine therapeutic encounter it is expected that clients would move towards increased awareness of themselves, be cognisant of every aspect of the present moment, every sensation and emotion, every facet of the environment, and fully experience and respond to every situation in the now

Gradually assume ownership of their experience

- Become more aware of all their senses
- Learn to accept responsibility for what they do, including accepting the consequences of their actions.
- Therapeutic relationship help clients resolve the past (unfinished business) in order to become integrated.

2.2.6 Techniques

The Gestaltian therapist engages in a dialogue with his or her client, proposing both experiments for the client to perform and therapeutic exercises to be used as interventions. Experiments are creative and spontaneous, with a particular outcome neither expected nor encouraged. For example, a client may be asked to engage in a seemingly odd activity such as "becoming" an object from a dream. Experiments force the client to face emotions in the present. Exercises are ready-made techniques such as role-playing and face-to-face encounters between group members. Again, the goal is to elicit emotions and thereby raze the barriers preventing resolution of unfinished business.

Dream work: Dreams are considered to be the messages that represent a person's place at the certain time. Dreams are not interpreted as in psychoanalysis rather

the client's present dreams and are then directed to experience what it is like to be each part of the dream. In this way, the clients get in touch with the more multiple aspects of the self. A person with repetitive dreams is encouraged to realise that there is some unfinished business that is being brought into awareness.

Empty Chair Technique: In this procedure, the clients talk to their various parts of their personality (dominant and passive part). A client may simply talk to an empty chair considering it to be a representative of one part of the self. The client may switch from chair to chair as a representation of different parts of personality. Through this exercise both rational and irrational parts of the clients come into focus and enables him or her to deal with the dichotomy within the self.

Confrontation: Counselors point out to client's incongruent behaviours and feelings. Confrontation involves asking clients WHAT and HOW questions instead of WHY.

Making the Rounds: It is implemented when the counselors feel that a particular theme or feeling expressed by a client should be faced by every person in the group. For example the client may say "I can't stand anyone." Then the client is instructed to say this sentence to each individual in the group, adding some remarks about each group member. The rounds exercise is very flexible and may include non verbal and positive feeling too. Through this exercise the client becomes more aware of inner feelings.

I take responsibility: The client makes statement about perception with the phrase "and I take responsibility for it" the exercise helps client integrate and own perception and behaviour.

Loosening and integrating techniques: Often the patient is so fettered by the bonds of the usual ways of thinking that alternative possibilities are not allowed into awareness. This includes traditional mechanisms, such as denial or repression, but also cultural and learning factors affecting the patient's way of thinking. One technique is just to ask the patient to imagine the opposite of whatever is believed to be true.

Role Playing: In this clients are asked to play the other persons role. For example asking a client to be his mother and say what his mother would say if he/she comes back at 2.00 a.m. In this way the client develops full awareness of himself and others.

Enactment: Here the patient is asked to put feelings or thoughts into action. For example, the therapist may encourage the patient to "say it to the person". "Put words to it" is another example. The patient with tears in his eyes might be asked to "put words to it." Enactment is intended as a way of increasing awareness, not as a form of catharsis.

Exaggeration is a special form of enactment: A person is asked to exaggerate some feeling, thought, movement, etc., in order to feel the more intense (albeit artificial) enacted or fantasized vision. Enactment into movement, sound, art, poetry, etc., stimulates both creativity and is therapeutic. For instance, a man who had been talking about his mother without showing any special emotion was asked to describe her. Out of his description came the suggestion to move

like her. As the patient adopted her posture and movement, intense feelings came back into his awareness.

May I feed you a sentence? : The counselor who is aware that certain implicit attitudes or messages are implied in whatever the client is saying, ask if the client will say a certain sentence provided by the counselor that make the clients thought explicit. If the counselor is correct the client will gain insight.

2.2.7 Behavioural Counselling

The behavioural approach has developed from a strong scientific base, starting with Pavlov's early work on classical conditioning. Other major influences on the development of behaviour therapy have been Skinner's work on operant conditioning and Bandura's work on observational or social learning.

The behavioural approach focuses on overt (i.e., observable) behaviours acquired through learning and conditioning in the social environment. Basic assumptions of behavioural approach include that all behaviour is learned whether adaptive or maladaptive. Maladjusted person is one who has

- a) failed to acquire competencies required for coping with the problems of living or;
- b) has learned faulty reactions or coping patterns that are being maintained by some kind of reinforcement.

Behavioural perspectives include principles of operant conditioning, classical conditioning, and social learning.

- i) **Classical Conditioning:** This refers to the changing of the meaning of a stimulus through repeated pairings with other stimuli.
- ii) **Operant Conditioning:** In this type of conditioning the person's actions produce a consequence that either increases or decreases the probability of the recurrence of behaviour.
- iii) **Social Learning:** In this form of learning an individual acquire new behaviour by observing other people and events.

2.2.8 Role of the Counselor in Behavioural Counselling

Behavioural counselor is active in counseling sessions and involves the client in every phase of counseling. The client learns, unlearns, or relearns specific ways of behaviour. In that process the counselor functions as a consultant teacher adviser, reinforcer and facilitator.

2.2.9 Goal of Behavioural Counselling

The goal of behavioural counseling is to modify or eliminate maladaptive behaviour and help clients acquire productive behaviour.

2.2.10 Techniques

Behavioural counseling is the most technique oriented of all counseling approaches.

1) Contingency Management

The behaviour to be performed, changed or discontinued and the rewards associated with the achievement of these goals are stated.

2) **Token Economy**

It is based on operant conditioning in which desired behaviours necessary for day-to-day functioning are specified and a unit of exchange (the token) is presented to the client contingent upon the occurrence of the desired behaviours. The tokens accumulated can be exchanged for other objects or privileges.

3) **Shaping**

It is a form of operant conditioning in which rewards are given for successive approximations towards the desired new behaviour e.g. a mentally retarded child dressing himself. The desired behaviour is broken into many steps, and often the therapist also acts as a model for the child to follow. It is a laborious process, and used only if a new behaviour is totally absent from the patient's repertoire.

4) **Modelling**

It refers to the acquisition of new behaviours by the process of imitation. The person models himself after another's behaviour.

5) **Extinction**

In extinction reinforcement is withheld/discontinued of a previously reinforced behaviour, resulting in the decrease of that behaviour. The behaviour is then set to be extinguished. In using extinction technique there is a temporary increase in the frequency, intensity, and/or duration of the behaviour targeted for extinction.

6) **Punishment**

Punishment is a process by which a consequence immediately follows a behaviour which decreases the future frequency of that behaviour. Punishment can either be positive (stimulus added) or negative (stimulus removed).

Broadly, there are three types of punishment:

Presentation of aversive stimuli such as spanking, pinching, electric shock, ammonia vapor loud or harsh sounds hair tugging etc.

Response cost

This involves the removal of a specified amount of reinforcer (for e.g. tokens) that the individual has already earned following a undesirable behaviour

Time out

This is a technique in which the individual is removed from the area where the inappropriate behaviour is reinforced. This is done either by transferring him/her to a non-reinforcing situation or removing the source of reinforcement from the present situation, for example a child is separated from classmates when he/she misbehaves.

Habit Reversal

It involves the use of a competing action, which is incompatible with the habit. A nail biter can grasp an object while a person with motor tics may be taught to contract the muscle of his upper limb isometrically.

Systematic desensitisation

This desensitisation is a form of classical conditioning in which the anxiety evoking situations are paired with inhibitory responses (relaxation), based on the premise that a person cannot feel anxious and physically relaxed at the same time, a phenomena known as reciprocal inhibition. The client is asked to describe the situation that causes anxiety and then with the help of the counselor prepare a list of anxiety evoking situations in order of intensity on a hierarchical scale of 0-100.

For example an individual may have a fear of flying in the plane and the hierarchy would comprise of driving to the airport, waiting in the lounge, boarding the plane, taking off, being in the airplane etc. To help the client overcome the anxiety the counselor teaches relaxation. After this the client is asked to imagine the least anxiety provoking situation and indicate his/her anxiety by raising index finger. Thereafter the counselor instructs the client to stop imagining the scene and relax. The full sequence is: relax, imagine, relax, stop imaging relax..... The same procedure continues for the rest of the items prepared in the list.

Exposure

This is similar to systematic desensitisation except that no attempt is made to relieve the anxiety during the period of exposure. It is based on the premise that with time, the anxiety would subside or disappear through the psychological process of habituation. The deliberate exposure aims at confronting the feared the situation instead of avoiding it. Exposure is either done gradually (graded-exposure) or the client is made to face the most feared situations all at once (flooding).

<p>Self Assessment Questions</p> <p>1) Define counseling and state the psychodynamic approach to counseling.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>2) Elucidate the psychodynamic approach to counseling.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

3) What is involved in affective approach in counseling?
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4) Describe behavioural counseling.
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2.3 COGNITIVE COUNSELLING

2.3.1 Rational Emotive Therapy

The basic theory and practice of rational emotive therapy was formulated by Albert Ellis in 1962. Ellis posited that thoughts influence our emotions and behaviour.

In his ABC model he explained that emotional symptoms or consequences:

- A) Are determined by a person’s belief systems.
- B) Regarding particular activating experiences or events
- C) The belief system of an individual may be either rational or irrational.

Rational belief and behaviour is viewed as effective and potentially productive, whereas irrational belief results in unhappiness and non-productivity and leads to many types of emotional problems and stand in the way of achieving goals and purposes of an individual’s live. Individuals holding unrealistic beliefs and perfectionist values often expect too much of themselves leading to irrational behaviour and consequently feel worthless failures. For example a person may continually think “I should be thoroughly adequate and competent in everything I do”. Such unrealistic assumptions and self demands lead to ineffective and self-defeating behaviour and an emotional response of self devaluation. Ellis identified the following irrational beliefs that might be the root of most psychological maladjustment:

- i) It is absolutely essential for an individual to be loved or approved by every significant person in his environment.
- ii) To be worthwhile a person must be competent, adequate and achieving in everything attempted.
- iii) Some people are bad, wicked or villainous and these people should be blamed and punished.

- iv) It is terrible and catastrophic when things are not in the way an individual wants them to be.
- v) Unhappiness is a function of events outside the control of the individual.
- vi) If something is dangerous or harmful, an individual should constantly be concerned about it.
- vii) It is easier to run away from difficulties and self-responsibility than facing them.
- viii) A person must depend on others and have someone stronger on whom to rely
- ix) Past events in an individual's life determine present behaviour and cannot be changed.
- x) An individual should be very concerned and upset by other individual's problems.
- xi) There is always a correct and precise answer to every problem and it is catastrophic if is not found.

2.3.2 Goals of RET

The goal of rational emotive counseling is to reduce or eliminate irrational behaviour by restructuring the belief system and self evaluation especially with respect to the irrational "should's", "musts" and "ought's" that prevents a positive sense of self worth and emotionally satisfying life.

2.3.3 Role of the RET Counsellor

In RET approach counselors are active and direct. They teach the clients how their thinking, emotions, and behaviour are interrelated. They actively challenge, provoke and dispute the client's irrational beliefs, agree upon homework assignments which help the client to overcome their irrational beliefs, and in general 'pushes' the client to challenge themselves and to accept the discomfort which may accompany the change process.

2.3.4 Techniques of RET

In order to challenge the clients' irrational belief and to strengthen their conviction in a rational alternative the counselor employs a variety of cognitive, behavioural, emotive and imagery techniques.

1) Cognitive Techniques

Disputation Cognitive disputation involves the use of direct questions, logical reasoning and persuasion. Direct questions may challenge the client to prove that his/her belief is logical by asking 'why'. Such inquiries enable the client to distinguish between rational and irrational thoughts.

- a) **Coping Self Statements:** By developing coping self statement rational beliefs are strengthened. For example A person fearful of public speaking may write down and repeat "I want to speak flawlessly, but it is alright if I don't.

- b) **Reframing:** Re-evaluate bad events as ‘disappointing’, ‘concerning’, or ‘uncomfortable’, rather than as ‘awful’ or ‘unbearable’. A variation of this procedure is to list the positives of a negative event.

2) **Emotive Techniques**

- a) **Rational emotive imagery:** A form of mental practice, in which the client imagines a situation that would normally upset a great deal, to feel the inappropriately intense feelings about that event and then change them to more appropriate feelings. The client keeps practicing such a procedure ‘several times a week for a few weeks’ then reaches a point where he/she is no longer troubled by the event.
- b) **Shame attacking exercises:** Include activities that are harmless but dreaded such as introducing oneself to a stranger, wearing loud clothes to attract attention, asking a silly question at a lecture. Through this the client learns that the world does not stop even if a mistake is made and everything need not be perfect.

3) **Behavioural Techniques**

- a) **Biblio Therapy:** In this client is asked to read a self-help book.
- b) **Activity Homework:** The client actually does activities he/she previously thought impossible to do. For example rather than quitting a job a client may continue to work with unreasonable boss and listen to the unfair criticism and mentally dispute the criticism.

2.3.5 **Cognitive Therapy**

Cognitive therapy, a system developed by Aaron Beck stresses the importance of belief systems and thinking in determining an individual’s behaviour and feelings. It is based on the idea that how an individual thinks (cognition), feels (emotion) and acts (behaviour) all interact together.

Aaron Beck used the term “schemas” to describe individual’s thoughts, beliefs and assumptions about the world, people, events and environment. Cognitive schema may be positive (adaptive) and negative (maladaptive). Normal reactions are mediated by positive cognitive schemas that enable individuals to perceive reality accurately.

Maladaptive cognitive schema or cognitive distortions (i.e. inaccurate ways of thinking) leads to faulty reasoning and individuals interpret situations negatively which in turn has a negative impact on the actions they take (behaviour) leading to distress and resulting in problems.

2.3.6 **Goals of Cognitive Therapy**

Basic goal of cognitive therapy is to remove biases or distortions in thinking. It aims to make individuals become aware of their negative interpretations, and behavioural patterns that reinforce the distorted thinking and helps people to develop alternative ways of thinking and behaving which reduce the psychological distress, so that individuals may function more effectively.

2.3.7 Role of CT Counsellor

The counselor and client collaborate on the treatment plan and work together as partners throughout the treatment. The counselor brings an expertise about cognitions, behaviours and feelings to guide the clients in determining goals for therapy and means for reaching these goals.

2.3.8 Techniques of CT Counsellor

Cognitive Restructuring: It is done following a series of steps:

1) **Self Monitoring and Daily Diaries**

Client is instructed to recognise how situations elicit automatic thoughts, which influences subsequent behaviours.

2) **Examining Available Evidence**

In collaboration with counselor the client evaluates their thoughts with respect to their usefulness as well as their validity.

3) **Socratic Questioning**

Using this method a client is made to logically analyse his/her thoughts and replace distorted thoughts with more accurate and realistic thoughts. This method helps clients revise negative thinking and beliefs and bring about more objective thinking. For this questions such as What is the evidence for the belief? What is the evidence against it? How else can you interpret the situation?

Theoretical Approaches and their respective techniques discussed above are applicable both in the individual as well as in group counseling. However the implementation of the approaches differs when employed with a group because of group dynamics (interaction of members within the group). The following section will discuss the counseling process that takes place in both individual and group setting and how different counseling approaches are applied in the group context through group leaders i.e. counselors.

Self Assessment Questions

1) Discuss cognitive counseling in terms of its approaches and techniques.

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2) Describe rational emotive counseling / therapy.

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3) What is cognitive therapy?
4) What are the techniques and goals of cognitive therapy?

2.4 INDIVIDUAL COUNSELLING PROCESS

2.4.1 Establishing Relationship with the Client

The core of the counseling process is the relationship established between the counselor and the client. The Counselor takes the initiative in the initial interview to establish a climate conducive to develop mutual respect, trust, free and open communication and understanding in general of what the counseling process involves.

Counselors main responsibility always remains to meet the clients need as much and possible. The counseling relationship seeks to assist the clients in assuming the responsibilities for his or her problem and its solution. This is facilitated by the counselor’s communication skills, the ability to identify and reflect clients’ feeling and the ability to identify and gain insight into the clients concerns and needs.

2.4.2 Problem Identification and Exploration

After the establishment of an adequate relationship, the clients become more receptive for in depth discussion and exploration of their concern.

Counselor with the cooperation of client tries to identify the problem as specifically and objectively as possible and begins to explore the changes that are required and obstacles that exist for these changes to materialise.

2.4.3 Planning for Problem Solving

Once the counselor determines that all relevant information regarding the client has been gathered and understood in proper perspective and client has also developed awareness and has gained insight into the fact that something needs to be done about a specific problem, counselor moves on to develop a plan in collaboration with client to remediate the concern of the client.

2.4.4 Solution Application and Termination

In this final stage the counselor encourages the client to act upon his or her determined solution of the problem. During the time the client actively involves in implementing the problem solution, the counselor maintains contact as a source of follow up, support and encouragement as the client may need the counselor's assistance in the event things do not go according to plan.

Once it is determined that the counselor and the client has dealt with the client's concern to the maximum possible extent, the counseling process is terminated.

2.5 GROUP COUNSELLING PROCESS

Group counseling provides a unique forum for individuals to make changes in their lives. Unlike individual counseling groups provide a realistic social setting in which the client interacts with peers who may be sharing the same or a similar concern and have some understanding of the problem. The counseling group allows members to be open, honest and frank about their problems and provide a situation in which it is safe to test ideas and solutions to problems. Moreover through the group process and its interactions and sharing of experiences, clients learn to modify earlier behaviour patterns and seek new, more appropriate behaviours in situations that require interpersonal skills.

2.5.1 Group Size

Ideal size of counseling group is seven or eight members with an acceptable range of five to ten members. In small group (three or four members), member interaction diminishes, and counselors often find themselves engaged in individual counseling within the group. On the other hand in large groups the intimacy and comfort diminishes and groups become less personal and more mechanical in their process. Larger groups also increase the risks that some members may be inadvertently overlooked to the extent that their needs are not satisfied.

2.5.2 Group Process

The elements of the group counseling process share much in common with those of individual counseling. These may be separated into their logical sequence of occurrence.

2.5.3 The Establishment of the Group

The initial group time is used to acquaint the new group membership with the format and processes of the group, to orient them to such practical considerations as frequency of meetings, duration of group, and length of group meeting time. Additionally the beginning session is used to initiate relationships and open communications among the participants. The counselor also may use beginning sessions to answer questions that clarify the purpose and processes of the group. The establishment of the group is a time to further prepare members for meaningful group participation and to set a positive and promising group climate.

The group counselor must remember that in the initial group sessions the general climate of the group may be a mixture of uncertainty, anxiety, and awkwardness. It is not un-common for group members to be unfamiliar with one another and uncertain regarding the process and expectancies of the group regardless of previous explanations or the establishing of ground rules.

It is important in this initial stage of group establishment for the leader to take sufficient time to ensure that” all the groups’ members have their questions and concerns addressed; that they understand the process and begin to feel comfortable in the group. Of course, the impression that the group counselor makes in this initial stage is of utmost importance to the smooth and successful process of the group.

2.5.4 Identification: Group Role and Goal

Once an appropriate climate has been established that at least facilitates a level of discussion, the group may then move toward a second, distinct stage: identification. In this stage, the group identity unfolds, the identification of individual roles emerges, and group and individual goals are established jointly by the counselor and group members and are made operational. All these develop simultaneously at this stage of the group counseling process.

The early identification of goals in group counseling facilitates the group’s movement toward a meaningful process and outcomes. Goals are stated in objectives that are not only measurable but are also attainable and observable and are likely to be realised in view of the group strategies planned. It is also important in this process that the sub-goals of each individual group member is recognised and responded to in turn.

Counselors need to be aware of the probable, or at least possible, conflict and confrontation that may emerge during this stage of the group’s development. Yalom (2005) labels this second phase “the conflict, dominance, rebellion stage.” He considers it a time when the group shifts from preoccupation with acceptance, approval, commitment to the group, definitions of accepted behaviour, and the search for orientation, structure, and meaning, to a preoccupation with dominance, control, and power. The conflict characteristic of this phase is among members or between members and leader. Each member attempts to establish his or her preferred amount of initiative and power. Gradually a control hierarchy, a social pecking order, emerges.

As members attempt new patterns of behaviour and new approaches to group goals, different perceptions as well as differences in solutions generated by the individual members may lead to a range of behaviours from normal discussions to active and open confrontation. In this stage, the counselor needs to keep the discussions relevant and prevent them group members from making personal attacks on individuals’ values and integrity. The counselor should also remain alert to the possibility that silence of certain group member may be a signal of resistance rather than group compliance.

At this stage the group members might express their dissatisfaction with the group process or leadership when controversial issues are discussed or when there is a difference between the way a group member sees himself or herself and the way the group stereotypes the individual, leading to the member’s challenging the reactions or impressions of the rest of the group.

However, when conflicts and confrontations occur, a more cohesive group usually emerges, resulting in increased openness in communication, consensual group action and cooperation, and mutual support among the members.

2.5.5 Productivity

As the group achieves some degree of stability in its pattern of behaving, and the members become more deeply committed to the group, and ready to reveal more of themselves and their problems productivity process begins.

This sets the stage for problem clarification and exploration, usually followed by an examination of possible solutions.

In this regard, the group counselor clarifies the individual and group concern. This clarification includes a thorough understanding of the nature of the problem and its causes. Next along with the group members the counselor identifies what the group desires to accomplish, examines all possible solutions in terms of their consequences and also whether it is capable of being realised (obtainable). Finally the group members employ the chosen solution to achieve the desired outcomes. In this entire process, by making their own decisions members establish their ownership of the problem and the chosen solution.

2.5.6 Realisation

By the time group members reach this stage they recognise the inappropriateness of their past behaviours and begin to try out the selected solutions or new behaviours, making progress toward realising their individual goals. They take responsibility of acting on their own decisions. The counselor at this point encourages the sharing of individual experiences and goal achievement both inside and outside the group. Although success with the new behaviours may provide sufficient reinforcement for many members to continue, for others a support base of significant others outside the group needs to be developed in order to help them maintain the change once the counseling group is terminated.

2.5.7 Termination

Termination may be determined by the counselor or by the group members and the counselor together'. Termination, like all other stages of the group counseling experience, requires skill and planning by the counselor. It is most appropriate when the group goals and the goals of the individual members have been achieved and new behaviours or leanings have been put into practice in everyday life outside the group.

At times the group members resist termination of a counseling group and continue indefinitely as the counseling group provides a base for interpersonal relationships, open communication, trust, and support. Therefore it becomes important that from the very beginning the group counselor keeps on emphasising the temporary nature of the group and establish, if appropriate, specific time limitations and reminds the group, of the impending termination as the time approaches.

Under less favorable circumstances, groups may be terminated when their continuation promises to be nonproductive or harmful, or when group progress is slow and long-term continuation might create over dependency on the group by its members.

The point of termination is a time for review and summary by both counselor and clients. Some groups will need time to allow members to work through their feelings about termination. Even though strong ties may have developed along

with pressures from the group to extend the termination time, those pressures must be resisted, and the group must be firmly, though gently, moved toward the inevitable termination.

Self Assessment Questions

1) Discuss individual counseling process.

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2) How problem identification and exploration is take place in this process?

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3) Describe the group counseling process.

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4) Elucidate the process of establishing the group.

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5) What are the methods to ensure productivity in a group?

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6) Differentiate between individual and group counseling processes.
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2.6 GROUP LEADERS OF DIFFERENT THEORETICAL STANCE

In groups led by counselors with a *psychoanalytic* theoretical orientation, the counselor understands that within the group context each member re-experiences emotionally and repeats behaviourally his/her early childhood experiences and needs that were not met. They try to find satisfaction in the group through in much the same way they tried earlier and failed. The psychoanalytic group leader teaches the individuals “how” to satisfy the needs in an appropriate and effective way. The leader is also sensitive to the phenomena of group transference as a whole and individual transference occurring simultaneously within the group. The counselor interprets transference and resistances in order to free the client’s unconscious. The analysis, focus on the behaviour of both the individual members of the group and/or the behaviour of the group as a whole.

2.6.1 The Behavioural Counsellor

The *behavioural* counselor in the group setting proceeds to systematically identify the members’ problems in behavioural terms and establish behavioural objectives for members. Behavioural objectives are accomplished either through modeling or reinforcement paradigm. The group provides rich behavioural resources and the group leader identifies new appropriate behaviour which may be beneficial for group members and help the members of the group to learn productive behaviour by observing (modeling) other members of the group or the leader himself. In Behaviourally oriented group, groups are also used to dispense reinforcement. Peer pressure is used either to encourage or discourage certain specified behaviours. Behavioural group leader may help the members learn to give or withheld reinforcement’s thereby making the consequences of an individual’s behaviour dependent on the group as well as on the individual. This is known as group contingencies. This practice teaches the value of cooperation to group members.

2.6.2 The Rational Emotive Therapist

In group counseling the *rational-emotive* therapist, is prominent in promoting client change. Within the group, members help each other in identifying illogical, emotionally driven behaviours and the counselor seeks to bring about cognitive and rational behaviour change through reason, persuasion, role-playing, and so forth.

2.6.3 Gestalt Therapist

Gestalt therapy focuses on the integration of the person “getting it all together”. It emphasises that a person’s experiences form a meaningful whole when there

is a smooth transition between those set of experiences which are immediately within the focus of awareness (figure) and those that are in the background. The gestalt group, work towards this end by using some member's perceptions of themselves and others as catalyst for changing other member's cognition of themselves and others in the group.

2.6.4 Cognitive Therapist

Cognitive oriented group leader perceives that the group setting provides diverse emotional, social, and intellectual opportunities to the group member for enriched experiences. Group interactions increase their ability to use their logical processes in order to arrive at a better understanding of the world and of themselves.

2.7 SIMILARITIES: INDIVIDUAL AND GROUP COUNSELING

The objectives of both techniques are similar i.e. helping the counselee achieve self integration, self-direction and responsibility.

In both the techniques the counselor presents an accepting, permissive climate for the clients to participate freely such that their defenses are reduced.

Both techniques aim at clarifying feelings, restatement of content, and the like. The counselor helps the client to become aware of their feelings and attitudes and also to examine them.

Both approaches provide for privacy and confidentiality of relationship.

2.8 DIFFERENCES: INDIVIDUAL AND GROUP COUNSELING

Individualised counseling is a one to one, face to face relationship marked by intimacy, warmth and rapport between the counselor and counselee. In group counseling there is the physical proximity of other members with perhaps similar problems. The client may obtain solace from the knowledge that he is not only one with problems and that there are others who have similar problems.

In group counseling unlike in individualised counseling, the counsees not only receive help but also give help to others. The more cohesive the group, the more are the members able to help one another. This cooperative feeling brings the members closer, which in turn helps in facilitating the mutual expression of feelings.

The counselor's task is somewhat more complex in group counseling. He has not only to follow sense and appreciate what a member says but also how this affects other members and their reactions. The counselor in a group counseling situation has more demands to meet and satisfy.

2.9 LET US SUM UP

In this unit we dealt with counseling and its definition and characteristics. Then we took up counseling and discussed the theoretical approaches which included

psychodynamic approach, affective approach to counseling, and behavioural counseling. In regard to all the three approaches, we also presented the role of the counsellor in each of these approaches, the goals of each of the approach and the techniques thereof. Then we took up in the next section cognitive counselling, explained what it is and under its rubric we discussed the rational emotive therapy, the goals of this therapy and the role of the rational emotive counsellor. Then we discussed the cognitive therapy, its goals and the role of counsellor using cognitive approach. We then discussed the techniques of cognitive therapy. We then elucidated the individual counseling processes within which we discussed establishing relationship with the client, how to identify and explore the problems faced by the client, how to plan and solve the problem systematically etc. This was followed by the group counseling process. In this we discussed the size of the group, the process of the group, and how to establish the group, the methods to identify the group goal, the productivity and termination of the group therapy. Then we discussed the leaders of different theoretical stance under which we presented the behavioural counsellor, the rational emotive therapist, gestalt therapist and cognitive therapist. This is followed by similarities and differences between the individual and group counseling.

2.10 UNIT END QUESTIONS

- 1) What are the learning principles on which behavioural approach is based? Describe the various behavioural techniques briefly.
- 2) Describe the techniques used by a psychoanalytic counselor to achieve counseling goals.
- 3) What are irrational beliefs that cause psychological problems? Discuss the techniques used by a rational emotive counselor to dispute the irrational beliefs.
- 4) Explain the Group process of counseling. How do counselors of different theoretical orientation differ in leading the group?
- 5) Describe briefly the Cognitive approach of counseling.
- 6) Explain the Gestalt conceptualisation of psychological problems. What are the goals and techniques used in Gestalt counseling?

2.11 SUGGESTED READINGS

Belkin, G.S. (1986). *Introduction to Counseling*. Brown Publishers U.S.A.

Corey, G. (2001). *Theory and Practice of Counseling and Psychotherapy*. Brooks/Cole. Thomson Learning. U.S.A.

Gibson, R.L. & Mitchell, M.H. (2005). *Introduction to Counseling and Guidance*. Pearson Education.

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UNIT 3 COUNSELING AND GUIDANCE FOR CAREER PLANNING AND DECISION MAKING

Structure

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Counseling and Guidance
 - 3.2.1 Counseling
 - 3.2.2 Guidance
- 3.3 Career Planning
 - 3.3.1 Interrelation between Counseling and Career Planning
 - 3.3.2 Interrelation between Guidance and Career Planning
- 3.4 Decision Making
 - 3.4.1 Declare a Decision
 - 3.4.2 Work a Decision
- 3.5 Let Us Sum Up
- 3.6 Unit End Questions
- 3.7 Suggested Readings

3.0 INTRODUCTION

In this unit we will be dealing with counseling and guidance for career planning and decision making. We start with definition and description of counseling and guidance. Then we take up career planning and within this present the inter relationship between counseling and career planning followed by presenting of inter relationship between guidance and career planning. Then we take up decision making and within this we put forward two principles viz., declaring a decision and working a decision. Within declaring a decision we discuss the framing of the decision, the right people and the right choice to make. Following this we take up working a decision within which we discuss a complete set of alternatives, values against which to make trade off and information that describes the value of each alternative.

3.1 OBJECTIVES

After completing this unit, you will be able to:

- Define counseling and guidance;
- Differentiate between counseling and guidance;
- Explain the concept of career planning;
- Elucidate the relationship between counselling and career planning;
- Explain the relationship between guidance and career planning; and
- Discuss and understand the process of decision making.

3.2 COUNSELING AND GUIDANCE

Counselling is a process that focuses on enhancing the psychological well being of the client, such that the client is then able to reach their full potential. This is achieved by the counsellor facilitating your personal growth, development, and self understanding, which in turn empowers you to adopt more constructive life practices.

The purpose of guidance is to provide ‘learning experiences to enable clients to acquire knowledge, skills and competencies related to making personal, educational and career decisions’

Guidance includes, but is not limited to, educational guidance and counselling services staffed by trained professionals.

Career planning is a lifelong process, which includes choosing an occupation, getting a job, growing in our job, possibly changing careers, and eventually retiring. We will focus on career choice and the process one goes through in selecting an occupation. This may happen once in our lifetimes, but it is more likely to happen several times as we first define and then redefine ourselves and our goals.

Career development and the career planning process include a number of specific steps that help to identify personal skills and attributes. Finding out how those skills can be utilised in the job market is accomplished by researching a number of career fields that are of interest to you and then by gaining experience in those fields and/or speaking to people currently working in the field.

Career counselors provide mainly career counseling outside the school setting. Their chief focus is helping individuals with career decisions. Vocational counselors explore and evaluate the client’s education, training, work history, interests, skills, and personality traits. They may arrange for aptitude and achievement tests to help the client make career decisions. They also work with individuals to develop their job search skills and assist clients in locating and applying for jobs. In addition, career counselors provide support to people experiencing job loss, job stress, or other career transition issues.

Career guidance refers to services and activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. The activities may take place on an individual or group basis and may be face to face or at a distance.

A decision is a choice between two or more alternatives. If you only have one alternative, you do not have a decision.

Decision making can be regarded as the mental processes (cognitive process) resulting in the selection of a course of action among several alternative scenarios. Every decision making process produces a final choice. The output can be an action or an opinion of choice.

3.2.1 Counselling

Counselling is a process that focuses on enhancing the psychological well-being of the client, such that the client is then able to reach their full potential. This is achieved by the counsellor facilitating your personal growth, development, and self-understanding, which in turn empowers you to adopt more constructive life practices.

In simple terms, counselling involves one person (the counsellor) helping another person (the client) to work through some difficult or painful emotional, behavioural or relationship problem or difficulty. That is the form of individual counselling.

Counselling may be helpful in a number of ways. It can enable you to develop a clearer understanding of your concerns and help you acquire new skills to better manage personal and educational issues. The counsellor can offer a different perspective and help you think of creative solutions to problems. Sharing your thoughts and feelings with someone not personally involved in your life can be most helpful.

1) Confidentiality

The counsellor treats all the information shared by the client as confidential material. The counsellors are involved in case consultations and supervision for the purposes of best practice. These meetings involve discussion of clients concerns with the aim of formulating the best possible assessment and intervention plan. Where possible, the identifying personal information is removed from the discussion.

Counselling takes place in a confidential meeting, in a quiet room, and is subject to a code of ethics which specifies what the counsellor can and cannot morally do in that context.

2) Restrictions on the Release of Information

Information that client share with the counsellor will not be released to anyone outside without their prior written permission, except under certain unusual and rare circumstances where the well being of client matters. Client is free to discuss any concerns regarding confidentiality with the counsellor.

3) The Counselling Process

The counselling process depends upon the individual counsellor, the individual client and the specific issue. However, there is a general counselling process that the counsellors will follow:

- Background information collection
- Identification of core issues
- Case formulation
- Goal setting for the therapeutic process
- Implementation of intervention
- Evaluation of intervention
- Closure

No further counselling is required at this time, if during the initial interview you have been able to clarify your concerns and plan an appropriate course of action.

Further appointments are needed to continue to explore the issues before reaching a decision. A second appointment will be made with client by the counselor.

Alternative services are appropriate and the counsellor will assist the client to identify specific resources to consider and pursue.

4) **Differing Counselling Approaches**

Counsellors work from differing theoretical approaches. Different counsellors will place varying levels of emphasis on behaviour, on thinking and/or on emotional aspects. All counsellors have the central goal to assist the client in increasing your sense of well-being.

5) **Length of Counseling**

Change does not happen quickly for most of us. The length of treatment depends on a number of variables. Variables include: the severity of the problem, the motivation of the client, the type of problem and the age of the client. The more focused and limited the problem being addressed, the shorter treatment can be. The more the treatment addresses healing emotional injuries, the longer it is likely to take.

3.2.2 Guidance

The purpose of guidance is to provide ‘learning experiences to enable clients to acquire knowledge, skills and competencies related to making personal, educational and career decisions’ (Clark, 1999, p. 10)

Guidance includes, but is not limited to, educational guidance and counselling services staffed by trained professionals. It can also include:

- Human resource development (HRD) work
- Assessment processes and appraisals by managers
- Advice and guidance from managers
- Advice and guidance from shop stewards or other trade union representatives
- Guidance which is a part of educational or training courses, both in-service and provided externally
- Peer guidance and counselling, carried out by fellow-employees etc.
- Mentoring by appointing a more experienced person who can listen, advise and give feedback when the mentee asks for this
- Self-assessment methods (paper or electronic)
- Information resources such as careers libraries
- Telephone helplines.

The activities of guidance that can be carried out or organised by employers include:

- Giving information on learning opportunities;
- Giving advice on the choice of learning opportunities;
- Assessing the educational and training needs of individual employees;
- Counselling to examine barriers to learning and ways to overcome these;
- Careers education in the sense of suitable courses to help employees progress within the firm;
- Referral to other agencies, including professional guidance services;
- Feedback to learning providers on courses needed and the suitability of those already on offer;
- Follow-up to find out what decisions were taken and what progress was made by individual employees.

Self Assessment Questions

- 1) Fill in the blanks
 - a) Counselling involves _____ person helping another person.
 - b) Counselling takes place in a _____ meeting and in a quiet room.
 - c) Counselling is a process that focuses on enhancing the _____ well-being of the client.
 - d) The counselling process depends upon the _____ counsellor.
 - e) _____ education in the sense of suitable courses to help employees progress within the firm.

3.3 CAREER PLANNING

Career planning is a lifelong process, which includes choosing an occupation, getting a job, growing in our job, possibly changing careers, and eventually retiring. We will focus on career choice and the process one goes through in selecting an occupation. This may happen once in our lifetimes, but it is more likely to happen several times as we first define and then redefine ourselves and our goals.

Career development and the career planning process include a number of specific steps that help to identify personal skills and attributes. Finding out how those skills can be utilised in the job market is accomplished by researching a number of career fields that are of interest to you and then by gaining experience in those fields and/or speaking to people currently working in the field.

The career planning process is comprised of four steps. Whether or not you choose to work with a professional, or work through the process on your own is less important than the amount of thought and energy you put into choosing a career.

Career planning means know about yourself, explore your options, make decisions and move towards your goal.



1) **Self**

Evaluate who you are as a person. This involves taking a personal inventory of which you are and identify your individual values, interests, skills, and personal qualities. What makes you tick as a person? You will look at those personal attributes under a microscope and come up with key qualities you can identify and use in your search for the perfect career. Career assessments may be required to promote a better understanding of personal attributes and skills.

The individual should gather information about oneself. That is self assessment in terms of their interests, values, roles, skills / aptitudes, preferred environments, developmental needs and their realities.

2) **Options**

The individual should be able to explore the various occupations in which they are interested. The exploration should be in each and every field the individual is interested and keen. After the area of occupation is chosen, the research or a survey on industries and labor market should be done to see in which they would like to work.

Once the individual is clear about the specific information on the area to be chosen, he / she can go in for part time work, internships and can also go in for volunteering jobs or opportunities.

3) **Match**

After the option is clear to the individuals, they will be able to identify the possible occupations and evaluate the opportunities within that occupation. The individual can explore the alternatives available, and thus chose both a short term and long term option.

4) **Action**

The individuals in order to reach and achieve their goal have to explore and investigate the sources for additional training and education. They would have to develop a job search strategy, write an effective resume, gather information regarding company and prepare themselves for job interviews.

3.3.1 Interrelation between Counseling and Career Planning

Career planning is a process in which an individual decides and chooses an occupation of his / her interests with the help of counselor. Counsellor helps the individual to realise, explore and analyse within themselves, their interest and their capability.

Career counseling is an interactive process by which counselors and clients exchange and explore information concerning clients' backgrounds, experiences, interests, abilities, self esteem, and other personal characteristics that help or inhibit their work readiness and career planning. Career counseling is a systematic approach to providing information and advice to clients in such areas as outreach programs, training, internships, apprenticeships, and job placement.

Although the career counselor's primary concern is the client's career development, counselors also may provide screening and referral services to employers. Counselors use information gathered through assessment to understand and respond to clients' needs and concerns. Clients use this information to understand themselves better, clarify their goals and perspectives, and make plans for the future.

Counselors provide individuals and groups with career and educational counseling. Counselors use interviews, counseling sessions, interest and aptitude assessment tests, and other methods to evaluate and advise their clients. They also operate career information centers and career education programs. Often, counselors work with students who have academic and social development problems or other special needs.

Career counselors provide mainly career counseling outside the school setting. Their chief focus is helping individuals with career decisions. Vocational counselors explore and evaluate the client's education, training, work history, interests, skills, and personality traits. They may arrange for aptitude and achievement tests to help the client make career decisions. They also work with individuals to develop their job-search skills and assist clients in locating and applying for jobs. In addition, career counselors provide support to people experiencing job loss, job stress, or other career transition issues.

Counselors help the individual to plan their career in a structured manner.

The process begins with self assessment. Steps involved by counselor in a Career Planning Process are:

Step One: Self Assessment

The first and foremost step in career planning is to know and assess yourself. You need to collect information about yourself while deciding about a particular career option. You must analyse your interests, abilities, aptitudes, desired lifestyle, and personal traits and then study the relationship between the career opted for and self.

Self assessment involves the close examination of core interests, personality traits, skills, values, and beliefs. These are all important variables in the decision-making process; they reflect your innermost needs and desires, and, most importantly, will lead you to favour some occupational fields over others.

Once self assessment is complete, you may begin generating and exploring a wide range of career options. By obtaining information, you will be able to sort through your initial list of occupations and reduce the options to your most favoured ones. To focus on the most appealing career option, you need to access detailed information by engaging in a more rigorous research endeavour.

This step involves exploring the options on your list by obtaining occupational information, such as education and training required to enter into the field, job tasks, and salary potential. It is at this point that you will be ready to decide on the most promising career option that matches your profile most closely and that affords you the greatest chances of succeeding. Keep in mind that it is also important to identify a few back up choices.

You will then set up an action plan that will outline the next most crucial steps for you to take in meeting your educational and / or occupational goals.

Finally, evaluate the outcomes of your efforts and determine whether you are indeed on the right path. If you think the educational and / or occupational path decided upon earlier is not appropriate, at this point, you may go back a step or two and decide on an alternative, and more personally satisfying, course of action.

Step Two: Goal Setting

Set your goals according to your academic qualification, work experience, priorities and expectations in life. Once your goal is identified, then you determine the feasible ways and objectives how to realise it.

Step Three: Academic/Career Options

Narrow your general occupational direction to a particular one by an informatory decision making process. Analyse the various career avenues by keeping in mind your present educational qualification and what more academic career courses you need to acquire for it.

Step Four: Plan of Action

Recognise those industries and particular companies where you want to get into. Make the plan a detailed one so that you can determine for how many years you are going to work in a company in order to achieve maximum success, and then switch to another. Decide where you would like to see yourself after five years and in which position. If you are looking for career in education, then you must research about the various leading companies and industries and abroad to get into the best company.

3.3.2 Interrelation between Guidance and Career Planning

Choosing the right career can be a very daunting task especially in a world which offers an array of paths, all of which seem to be leading to a golden goal. Careers can actually make or break one's life, so it is important to make the right choice. Career guidance can help you in pursuing the right courses, in the right colleges or institutes and can guide you in choosing a suitable career.

Career planning is an exercise that is well worth the time invested in it because it sets you going on the path that leads to where you would like to go. This exercise provides you with a lot of clarity regarding your career objectives as well and it best done before you embark on your job search.

Career guidance refers to services and activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. The activities may take place on an individual or group basis and may be face-face or at a distance.

Choosing a career is a difficult matter, in the best of times. Add to this opinions of friends and parents, and the young person is caught up in a confusing situation where making a decision is almost impossible. We are providing here a model that can help young generation to choose a career, gain competencies required for it, make decisions, set goals and then take an action. This information is helpful not only for fresher but also throughout one's life.

Choosing a career is a multi-step process. It involves gathering information on a number of things, the first being yourself.

Often most people get stuck at the very beginning of the planning process itself. There seem to be too many choices that are throwing themselves at you with all kinds of material gains, fame and wealth, comfort and luxury, glamour and beauty. From acting to singing, writing to banking, software programming to business, choices confuse you. Naturally feelings of self-doubt might creep in at this stage. Am I good enough for that, you may ask, or how do I become successful at this. After some time of pondering over many career paths you may end up thinking that maybe you are no good for any of these things after all.

Here is where a bit of career planning helps. There are two ways of starting off. One is to find out what you really like doing and do it irrespective of the gains and growth patterns and the second is to find out what really motivates you, find out which among the careers gives you what you want and build up competencies for it. Either way you will get what you want – in the first method the journey itself is your reward (though many will discourage you on this path, but don't worry, many have tread this path and quite successfully at that too) and in the second you are carefully working your way to your reward which could be clearly spelt out to be a consequence of your work or occupation.

Whichever path you choose, it is most important to know your individual strengths and weaknesses. Sit down and assess yourself honestly. Think of all your accomplishments, of all the compliments you got, of all the work that really inspired you, of the times when you worked with passion at and jot them all down. You will find that as you note down your victories, your achievements etc a pattern will emerge. You can find that you are good at organising, at making people comfortable, at leading, at solving puzzles, at physical activity, at playing music or games. Each of these represents a career option by itself or throws up some characteristic in you - qualities that could be good assets in your future career options.

Now list out things that motivate you, that you aspire for, your dreams – things you would want more than anything else in the world. Find your fit between the person you are and the dream you wish to achieve. As this picture gets clearer you become more aware, confident and purposeful. Attributes that serve you

well along the way. You have now formed a sharp picture of yourself with specific saleable qualities.

Based on your aspiration level and your aptitude, you can also identify the careers that offer the kind of lifestyle or returns that you wish. If you wish to frequently travel and be in command of a dynamic business you can zero down to careers in marketing with a goal to set up your own firm or to head a large company (the same may not be possible if you inherently like to paint for long hours). It is best to be honest with yourself at this stage because most people take decisions based on glamorous misconceptions about certain careers and later change them. For example if you wish to be an airhostess, check out the sources available to the kind of work that is associated with being an airhostess. Only if you really enjoy doing that kind of work and the rewards that come with it must you opt for it. Else look further for what really fits you. Growth, rewards, recognition and most importantly job satisfaction and a good quality of life come from one thing – loving your job.

Having decided on a particular direction, build competencies. Specific careers need specific education and training. Whichever area you choose to be in, you will fare well if you strive to be the best in it. Leave your individual brand on it. Learn the ropes by acquiring information, by taking up courses, by taking up internships and summer jobs, by learning the economics of the job, by adding special skills that help in handling the job with greater proficiency.

All careers without exception would certainly require a good writing and verbal communicating ability so please work on that, a pleasing and well-mannered personality, a professional work ethic and good inter-personal skills. Work on these important soft skills along with as you plan your career.

Self Assessment Questions

Fill in the blanks

- 1) The career planning process is comprised of _____ steps.
- 2) Evaluate who _____ are as a person.
- 3) Career counseling is an _____ process.
- 4) Career _____ can help you pursue the right courses, in the right colleges or institutes and can guide you in choosing a suitable career.
- 5) Choosing a career is a _____ process.

3.4 DECISION MAKING

A decision is a choice between two or more alternatives. If you only have one alternative, you do not have a decision.

Decision making can be regarded as the mental processes (cognitive process) resulting in the selection of a course of action among several alternative scenarios. Every decision making process produces a final choice. The output can be an action or an opinion of choice.

Problem solving and decision-making are important skills for business and life. Problem-solving often involves decision-making, and decision-making is especially important for management and leadership. There are processes and techniques to improve decision-making and the quality of decisions.

Decision making is more natural to certain personalities, so these people should focus more on improving the quality of their decisions. People that are less natural decision-makers are often able to make quality assessments, but then need to be more decisive in acting upon the assessments made. Problem-solving and decision-making are closely linked, and each requires creativity in identifying and developing options, for which the brainstorming technique is particularly useful.

A high quality decision comes with a warrant: a guarantee. Not a guarantee of a certain outcome remember this is the real world we're talking about, and there are certain things that just aren't knowable until after they happen—but a warranty that the process you used to arrive at a choice was a good one.

This level of confidence implies a process: a set of steps and rules that provide an assurance of thoroughness and rigor. This means breaking decisions down into component parts and doing one thing at a time.

With a process or framework, you have the mechanism you need to warrant the quality of your own decisions. Perhaps more importantly, you also have a common language and set of mental models that makes conversations about decisions more efficient and effective. This common understanding of decision processes, criteria, and roles avoids many of the common organisational decision traps, allowing people in your organisations to spend their conversational energies on creating better alternatives and validating assumptions and ultimately warranting their own decisions.

The framework we use for breaking down and working decisions of virtually any size and complexity begins with two large ideas: declaring a decision and working a decision. Each of those larger elements is then broken down into three sub components, which are illustrated in the following diagram.



3.4.1 Declare a Decision

1) **Frame the Problem**

What are you deciding and why? What shouldn't you be deciding and why? What's not in the box is as important as what is. Without a good definition of the problem or opportunity to be worked, there is no possibility that you'll reliably reach a high quality decision.

Frames are mental structures we create to simplify and organise our lives. They help us reduce complexity. That's the good news and the root of another set of problems. The way people frame a problem greatly influences the solution they will ultimately choose. And the frames that people or organisations routinely use for their problems control how they will react to almost everything they encounter."

2) **The Right People**

If you're a single actor, or hold all the prerogatives of a dictator, this one is easy. In other cases, you'll want to put some thought into declaring who needs to be involved in what steps of this decision. Too few, or miss some, and you risk the problems of rework, low adoption rate and poor buy in. Too many too much inclusion and you invite the possibility of an unnecessarily painful or drawn out decision process.

3) **The Right Process**

It would depend on the decision situation. Making a high quality decision doesn't have to be time consuming. In some cases, the best process might just be a coin toss or relying on some rules of thumb. In other cases, the only way to work a decision is to really work it, and that will take time.

This element of declaration pulls the frame and people together into a coherent whole that will govern how you will reason this decision through.

3.4.2 Work a Decision

1) **A Complete Set of Alternatives**

The more options you generate, the greater your chance of finding an excellent one. "Collectively exhaustive" means that the alternatives you're considering fill the frame: a rational observer would conclude that you've thought of everything that matters. "Mutually exclusive" means that the alternatives are unique and different from each other: they're not just restatements of the same choice.

2) **Values against which to make Tradeoff**

Values define your preferences among alternatives. They are your criteria. Values can be expressed by "attributes." Attributes are characteristics of the outcomes that we find desirable or undesirable. They typically occur over time and may have some degree of uncertainty associated with them.

3) **Information that describes the value of each alternative**

Good decision making requires not only knowing the facts, but understanding the limits of your knowledge. The most valuable insights are often found in exploring uncertainties and "disconfirming" information.

A high quality decision process highlights the frame, potential alternatives, and key assumptions the drive value. This allows leaders to spend their time declaring the right decisions, providing a set of common criteria, and testing the key assumptions of each decision.

Self Assessment Questions

Answer the following statements in True or False

- 1) A decision is a choice between two or more alternatives. (True/False)
- 2) There are no processes for changing a decision or its quality. (True/False)
- 3) Frames help us reduce complexity. (True/False)
- 4) Mutually exclusive means that the alternatives are unique and different from each other. (True/False)
- 5) Values are different from attributes. (True/False)

3.5 LET US SUM UP

Counselling is a process that focuses on enhancing the psychological well-being of the client, such that the client is then able to reach their full potential. This is achieved by the counsellor facilitating your personal growth, development, and self-understanding, which in turn empowers you to adopt more constructive life practices.

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Career development and the career planning process include a number of specific steps that help to identify personal skills and attributes. Career counselors provide mainly career counseling outside the school setting. Their chief focus is helping individuals with career decisions. In addition, career counselors provide support to people experiencing job loss, job stress, or other career transition issues.

Career guidance can help you in pursuing the right courses, in the right colleges or institutes and can guide you in choosing a suitable career. Career guidance refers to services and activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers.

A decision is a choice between two or more alternatives. If you only have one alternative, you do not have a decision.

Decision making can be regarded as the mental processes (cognitive process) resulting in the selection of a course of action among several alternative scenarios. Every decision making process produces a final choice. The output can be an action or an opinion of choice.

Problem solving and decision making are closely linked, and each requires creativity in identifying and developing options, for which the brainstorming technique is particularly useful.

A high quality decision comes with a warrant: a guarantee. Not a guarantee of a certain outcome remember this is the real world we are talking about, and there are certain things that just aren't knowable until after they happen but a warranty that the process you used to arrive at a choice was a good one.

The framework we use for breaking down and working decisions of virtually any size and complexity begins with two large ideas: declaring a decision and working a decision.

3.6 UNIT END QUESTIONS

- 1) Define counseling and guidance.
- 2) Describe the characteristic features of counseling and guidance.
- 3) What is career planning?
- 4) Discuss the relationship between counseling and career planning.
- 5) Elucidate the relationship between guidance and career planning.
- 6) What is involved in the process of decision making?
- 7) Discuss declaring a decision.
- 8) Explain working a decision.

3.7 SUGGESTED READINGS

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UNIT 4 MULTICULTURAL COUNSELING AND GUIDANCE: ROLE OF COUNSELORS IN PREVENTING ILLNESS AND PROMOTING POSITIVE HEALTH

Structure

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Multiculturalism and its History
 - 4.2.1 History of Western and Eastern Societies
 - 4.2.2 Multicultural Counseling and Guidance
 - 4.2.3 Client and Counsellor in Multicultural Counseling
 - 4.2.4 Trends in Multicultural Counseling
 - 4.2.5 Role of Counsellors
- 4.3 Positive Health
 - 4.3.1 Philosophical Orientation
 - 4.3.2 Role of Optimism in Positive Health
- 4.4 Preventing Mental Health and Promoting Positive Health
 - 4.4.1 Positive Psychology
- 4.5 Understanding Illness: Its Causes and Prevention
 - 4.5.1 Practicing Healthful Living
 - 4.5.2 Taking Action to Avoid or Reduce Known Risks
 - 4.5.3 Obtaining Regular Checkups and Recommended Services to Prevent Disease
 - 4.5.4 Ways to Reduce Risk and Promote Health
 - 4.5.5 Principles for Reducing Risk and Promoting Health
 - 4.5.6 Practical Steps for Reducing Risk and Promoting Health
 - 4.5.7 Motivating or Predisposing Factors
 - 4.5.8 Enabling Factors
 - 4.5.9 Reinforcing Factors
 - 4.5.10 Healthful Balance
- 4.6 Youth Development and Community
- 4.7 Let Us Sum Up
- 4.8 Unit End Questions
- 4.9 Suggested Readings

4.0 INTRODUCTION

In this unit we are dealing with multicultural counseling. We start with Multiculturalism and its History, followed by Multicultural Counseling and Guidance. In this we discuss the Role of Counselors, the client and counsellor in multicultural counseling and trends in multicultural counseling. Then we take up positive health and discuss under it the philosophical orientation, role of optimism in positive health. This is followed by a section on Preventing Mental

ill Health and Promoting Positive Health within which we discuss positive Psychology. Then we take up the issue of Understanding Illness: its Causes and Prevention within which we present how healthful living could be achieved. In this context we discuss how risks towards any kind of illness could be avoided and what actions to be taken to avoid or reduce known risks. Then we elucidate Practical steps for reducing risk and promoting health, and discuss factors for Motivating persons to take positive steps towards positive health. Lastly we discuss the involvement of youth and community in the process.

4.1 OBJECTIVES

After completing this unit, you will be able to:

- Define the concept and origin of multiculturalism;
- Describe multicultural counseling and guidance;
- Discuss the role of counselors in multiculturalism;
- Define health and positive health;
- Explain the role of optimism in positive health;
- Discuss how to prevent mental health and promote positive health; and
- Analyse the relationship between illness and a healthful balance.

4.2 MULTICULTURALISM AND ITS HISTORY

Multiculturalism is the appreciation, acceptance or promotion of multiple cultures, applied to the demographic make-up of a specific place, usually at the organisational level, e.g. schools, businesses, neighborhoods, cities or nations. In this sense multiculturalism approximates to respect for ethnic diversity.

“Multicultural” is thus often equated with multiethnic in public discourse, which in turn is conflated with multiracial, indicating the extent to which debates on multiculturalism are concerned predominantly with the presence of non-white migrant communities in white, Western societies. In this context, multiculturalism is variously evoked as a response to the need to address real or potential ethnic tension and racial conflict.

In multicultural guidance and counselling, a counsellor and a client are different. These differences are generated by a certain culture via the effects of socialisation or child-rearing in a certain ethnic community.

We consider all guidance and counselling to be multicultural in the sense that counselors need to recognise that all of their clients bring their unique personal history and cultures into the guidance and counselling process.

Positive health describes a state beyond the mere absence of disease and is definable and measurable. Positive health can be operationalised by a combination of excellent status on biological, subjective, and functional measures.

Health is a state of complete positive physical, mental, and social well-being and not merely the absence of disease or infirmity.

Optimism is, of all personality traits, in addition to being strongly associated with greater well-being, it seems to play an important role in physical and positive health.

Primary prevention involves actions to keep disease from occurring. Secondary prevention involves actions to detect the presence of disease in its early stages when it is easier to treat. Tertiary prevention involves actions to reduce the severity of a disease that has already occurred, to minimize its complications, or to promote recovery.

The term multiculturalism generally refers to a “de facto” state of both cultural and ethnic diversity within the demographics of a particular social space.

4.2.1 History of Western and Eastern Societies

As a philosophy, multiculturalism began as part of the pragmatism movement at the end of the nineteenth century in Britain and in the United States, then as political and cultural pluralism at the turn of the twentieth. Philosophers, psychologists and historians and early sociologists such as Charles Sanders Pierce, William James, George Santayana, Horace Kallen, John Dewey, W.E.B. Du Bois and Alain Locke developed concepts of cultural pluralism, from which emerged what we understand today as multiculturalism.

Europe

Especially in the 19th century, the ideology of nationalism transformed the way Europeans thought about the state. Existing states were broken up and new ones created; the new nation-states were founded on the principle that each nation is entitled to its own sovereign state and to engender, protect, and preserve its own unique culture and history. Unity, under this ideology, is seen as an essential feature of the nation and the nation-state – unity of descent, unity of culture, unity of language, and often unity of religion. The nation-state constitutes a culturally homogeneous society, although some national movements recognised regional differences.

It has been argued that the concept, if not the 19th century methodology, of monoculturalism has been gaining favour in recent years. This is generally fueled by a desire to safeguard national cultures or identities that are perceived as being under threat – particularly by globalization and the promulgation of multiculturalism by Left Wing political parties – as opposed to the outright xenophobia of the 19th century

USA

In the United States, continuous mass immigration had been a feature of economy and society since the first half of the 19th century. The absorption of the stream of immigrants became, in itself, a prominent feature of America’s national myth. The idea of the Melting pot is a metaphor that implies that all the immigrant cultures are mixed and amalgamated without state intervention. The Melting Pot implied that each individual immigrant, and each group of immigrants, assimilated into American society at their own pace. An Americanised (and often stereotypical) version of the original nation’s cuisine, and its holidays, survived.

Australia

Prior to settlement by Europeans, the Australian continent was not a single nation, but hosted several Indigenous cultures and between 200 and 400 active languages at any one time. The present nation of Australia resulted from a deliberate process of immigration intended to fill the “empty” continent (also excluding potential rivals to the British Empire). Settlers from the British Isles, after 1800 including Ireland, were the earliest people that were not native to the continent to live in Australia. Dutch colonisation and possible visits to Australia by explorers and/or traders from China, did not lead to permanent settlement. Until 1901, Australia existed as a group of independent British settler colonies.

Proposals to limit immigration by nationality were intended to maintain the cultural and political identity of the colonies as part of the British Empire. While there was never any specific official policy called the White Australian policy, this is the term used for a collection of historical legislation and policies which either intentionally or unintentionally restricted non-European immigration to Australia from 1901 to 1973. Such policies theoretically limited the ethnic and cultural diversity of the immigrant population and in theory facilitated the cultural assimilation of the immigrants, since they would come from related ethnic and cultural backgrounds.

India

India is the second most culturally, linguistically and genetically diverse geographical entity after the African continent. India’s Republican democracy is premised on a national belief in pluralism, not the standard nationalist invocation of a shared history, a single language and an assimilationist culture. State boundaries in India are mostly drawn on linguistic lines. In addition India is also one of the most religiously diverse countries in the world, with significant Hindu (80.5%), Muslim (13.4%), Christian (2.3%), Sikh (2.1%), Buddhist, Jain and Parsi populations. Cities like Mumbai in Maharashtra display high levels of multilingualism and multiculturalism, spurred by political integration after independence and migration from rural areas.

Indonesia

There are more than 700 living languages spoken in Indonesia and although predominantly Muslim the country also has large Christian and Hindu populations. Indonesia’s national motto, “Bhinneka tunggal ika” (“Unity in Diversity” lit. “many, yet one”), articulates the diversity that shapes the country.

4.2.2 Multicultural Counseling and Guidance

The concept of culture is a very complex one including different levels and different perspectives. The concept *multicultural* is difficult to define because there is no agreement about what is included in culture. Broadly defined, all groups of people who identify themselves or have connections to each other based on some shared aims, needs, or the similarity of background, belong to the same culture (Axelson 1993, 3).

The ideas may help the individual to construct his or her own relation to the concept of culture sometimes explicitly and sometimes implicitly.

The following aspects of culture could be seen as linking threads:

- Human beings are social beings who have developed cultures with both similarities and differences: similarities as well as differences should be noted in guidance and counselling.
- Culture surrounds us from the beginning of our life and we learn our “home” culture or cultures naturally in our everyday interactions; we are often unaware of our own culture and therefore becoming aware of the impact of one’s own culture is important.
- Learning our culture is not just passive assimilation, but we also construct the culture together with other human beings.

4.2.3 Client and Counsellor in Multicultural Counselling

In multicultural guidance and counselling, a counsellor and a client are different. These differences are generated by a certain culture via the effects of socialisation or child-rearing in a certain ethnic community (Locke 1990, 18).

We consider all guidance and counselling to be multicultural in the sense that counselors need to recognise that all of their clients bring their unique personal history and cultures (e.g. gender, social class, religion, language, etc.) into the guidance and counselling process. However, given the current challenges that immigration and multiculturalism pose to Europe and other parts of the world, the main emphasis should be on how to address the needs of cultural minorities in guidance and counselling.

Guidance in a broad sense refers to “a range of processes designed to enable individuals to make informed choices and transitions related to their educational, vocational and personal development”, including activities such as informing, advising, counselling, assessing, enabling, advocating and giving feedback (Watts & Kidd 2000, 489). Guidance has often been associated within formation having the key role in all guidance activities (e.g. Brown 1999).

Counselling often refers to “deeper” processes where counsellors work together with their clients to help them solve their problems and make choices of their own. Sometimes a strict division has been made between guidance and counselling, often associated with forming professional organisations which strive for a certain professional identity, even though in many ways guidance and counselling should have interconnecting links and complement each other (Watts & Kidd 2000, 492–494). Guidance and counseling is preferred to be seen as “companions” working together to help people in multi-cultural societies. But in most cases the term multicultural counselling is used instead of the “twin term” multicultural guidance and counseling.

The term multicultural counseling is used because it helps us to think and express nicely that multiple cultures exist in Europe and also in other parts of the world. The term reflects both the reality (there are several cultures) and the ideal - constructive and interaction-oriented co-existence of multiple cultures as a goal for Europe and the world.

4.2.4 Trends in Muticultural Counselling

There are two major trends in multicultural counselling:

The universal trend emphasises that all counselling is multicultural: all individuals belong to many cultures that are different from those of others.

The culture-specific trend emphasises the importance of culture-specific knowledge and the special nature of certain cultural groups. According to this trend, a cultural group is defined mainly by race and ethnic background.

4.2.5 Role of Counselors

A trained counselor is aware of how their own cultural background and experiences have influenced attitudes, values, and biases about psychological processes. They believe that cultural self-awareness and sensitivity to one's own cultural heritage is essential. They are able to recognise the limits of their multicultural competency and expertise; and their sources of discomfort with differences that exist between themselves and clients in terms of race, ethnicity and culture.

Counselors are aware of their negative and positive emotional reactions toward other racial and ethnic groups that may prove detrimental to the counseling relationship. They are willing to contrast their own beliefs and attitudes with those of their culturally different clients in a nonjudgmental fashion. They are aware of their stereotypes and preconceived notions that they may hold toward other racial and ethnic minority groups.

Counselors respect clients' religious and/ or spiritual beliefs and values, including attributions and taboos, because they affect worldview, psychosocial functioning, and expressions of distress. They respect indigenous helping practices and respect helping networks among communities of color. They value bilingualism and do not view another language as an impediment to counseling (mono lingualism may be the culprit).

Counselors have specific knowledge about their own racial and cultural heritage and how it personally and professionally affects their definitions and biases of normality/abnormality and the process of counseling. They possess knowledge and understanding about how oppression, racism, discrimination, and stereotyping affect them personally and in their work. This allows individuals to acknowledge their own racist attitudes, beliefs, and feelings. Although this standard applies to all groups, for White counselors it may mean that they understand how they may have directly or indirectly benefited from individual, institutional, and cultural racism as outlined in White identity development models.

Counselors understand how race, culture, ethnicity, and so forth may affect personality formation, vocational choices, manifestation of psychological disorders, help seeking behaviour, and the appropriateness or inappropriateness of counseling approaches. They understand and have knowledge about sociopolitical influences that impinge upon the life of racial and ethnic minorities. Immigration issues, poverty, racism, stereotyping, and powerlessness may impact self esteem and self concept in the counseling process.

They seek out educational, consultative, and training experiences to improve their understanding and effectiveness in working with culturally different populations. Being able to recognise the limits of their competencies, they

a) seek consultation,

- b) seek further training or education,
- c) refer out to more qualified individuals or resources, or
- d) engage in a combination of these.

A trained counselor is able to engage in a variety of verbal and nonverbal helping responses. They are able to send and receive both verbal and nonverbal messages accurately and appropriately. They are not tied down to only one method or approach to helping, but recognise that helping styles and approaches may be culture bound. When they sense that their helping style is limited and potentially inappropriate, they can anticipate and modify it. They are able to exercise institutional intervention skills on behalf of their clients. They can help clients determine whether a “problem” stems from racism or bias in others (the concept of healthy paranoia) so that clients do not inappropriately personalise problems.

Counselors should take responsibility for educating their clients to the processes of psychological intervention, such as goals, expectations, legal rights, and the counselor’s orientation.

4.3 POSITIVE HEALTH

Positive health describes a state beyond the mere absence of disease and is definable and measurable. Positive health can be operationalised by a combination of excellent status on biological, subjective, and functional measures.

Health is a state of complete positive physical, mental, and social well-being and not merely the absence of disease or infirmity.

To reach the state of complete physical, mental and social well-being, an individual or group must be able to identify and to change or cope with the environment. Health is, therefore, seen as a resource for everyday life, not the objective of living. Health is positive concept emphasising resources, as well as physical capacities.

The self perception of healthy people, characterised by having positive feelings about themselves, a feeling of self-control and optimistic vision of future, provides reserves of and a driving force for resources not only to cope with everyday difficulties but also with those which are especially stressful and even threatening for one’s existence. Having a good physical and mental state should not only consist in not having an illness or disorder, but also in enjoying a series of resources or abilities that allow for coping with adversities. And through the perspective of positive health, the very state of well-being makes it possible to achieve a greater psychological, social and community development.

The definition of health has made the idea of positive health turn around the concept of well being. This can be discussed in two philosophical orientations.

4.3.1 Philosophical Orientation

The first perspective is called *Hedonism* which defines well being as the presence of positive affect and the absence of negative affect. The idea behind hedonism is that the objective of life is to experience the greatest possible amount of pleasure (although oriented towards enjoyment and noble activities). Happiness would be in some sense, the sum of pleasurable moments.

Eudaimonia the second perspective suggests that wellbeing does not consist in maximizing positive experiences and minimizing negative ones but refer to living fully or to allow for the richest human potential possible. It is both as ancient and modern.

In the field of modern psychology, the predominant concept stemming from hedonic psychologists is *subjective well-being*. Subjective well-being usually includes two elements, namely *affective balance*, which is obtained by subtracting the frequency of negative emotions from the frequency of positive emotions. Secondly, *perceived life satisfaction*, which is more stable and has a greater cognitive component. Even though affective balance and life satisfaction imply different time frameworks for subjective well-being, as life satisfaction is a global judgment on life itself, whereas affective balance makes reference to the relative frequency of pleasant or unpleasant affects in one's immediate experience, they can be understood as concepts linked to an hedonic perspective.

Each dimensions of psychological well being posits a different challenge that people find in their efforts to function positively. People whom manifest eudaimonic well being are characterised as follows:

- They have positive self regard that includes awareness of personal limitations. (Self-Acceptance)
- They have developed and kept warm ties with others. (Positive relations with others)
- They create a surrounding context so as to satisfy their needs and desires. (Environmental Mastery)
- They have developed a strong sense of individuality and personal freedom. (Autonomy)
- They have a sense of direction in life that unifies their efforts and challenges. (Purpose in life)
- They have a dynamic of life-long learning and of continuous development of their abilities. (Personal growth)

The *Self-Determination Theory* also links the ideas of eudaimonic and self-realisation as central aspects in the definition of well-being and positive health. The Self-Determination theory states that healthy psychological functioning implies adequate satisfaction of all three basic psychological needs, namely autonomy, competence and relatedness, as well as a system of congruent and coherent goals. Satisfaction of basic needs consists in keeping a life balance that guarantees an adequate level of satisfaction in each one of the areas independently.

4.3.2 Role of Optimism in Positive Health

Optimism is, of all personality traits, in addition to being strongly associated with greater well-being, it seems to play an important role in physical and positive health. Optimism can affect health through several paths. Firstly, optimism, hope and positive expectations are elements that can protect health in challenging situations for people's equilibrium by means of direct paths. For example, body systems of most optimistic people generate better immune competence responses than those of pessimistic ones, taking as an indicator the activity of natural killer's cells.

Optimism also seems to be related to a better state of the immune system.

Self Assessment Questions

1) Discuss multiculturalism in one or two sentences for each:

i) Europe

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ii) USA

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iii) Australia

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iv) India

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v) Indonesia

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2) Name two trends in multicultural counseling.

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3) Define the following:

i) Health

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ii) Hedonism

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iii) Eudaimonia

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4.4 PREVENTING MENTAL ILLHEALTH AND PROMOTING POSITIVE HEALTH

Understanding signs and symptoms of mental health disorders is important for early detection and intervention. It is also important, however, to define mental health in positive terms (rather than merely the absence of illness) and to promote well-being through affirming, strength-based approaches.

4.4.1 Positive Psychology

Developing Mental Health in Young People

With so much emphasis on disorder, we might well wonder if freedom from illness is the best we can hope for. The emerging field of positive psychology seeks to bring balance to mental health research through the study and promotion of psychological strengths. Linking youth development to the positive psychology framework, the Commission on Positive Youth Development (2006) summarises positive psychological characteristics in five broad categories:

Positive emotions, including joy, contentment, and love

“Flow,” is defined as “the psychological state that accompanies highly engaging activities”

Life satisfaction is the sense that one’s own life is good, which correlates with characteristics such as self-esteem, resiliency, optimism, self-reliance, healthy habits, and prosocial behaviour.

Character strengths such as curiosity, kindness, gratitude, humor, and optimism

Competencies in the social, emotional, cognitive, behavioural, and moral realms

These characteristics gesture toward a much more vibrant vision of mental health, and are suggestive of ways concerned communities might create supports, opportunities, and services to promote optimum health. Along these same lines, positive psychology inquires into the role institutions play in facilitating the development of positive traits: how organisations, naturally occurring socialising systems, and communities help young people produce positive outcomes.

4.5 UNDERSTANDING ILLNESS: ITS CAUSES AND PREVENTION

A variety of hereditary, environmental and behavioural factors affect health and the risk of illness. The availability of health care (access to health care) also affects health risks; this factor is usually not within the health consumer’s control. However, there are proven, effective ways to reduce the risks from other factors, including:

- practicing healthful living
- taking action to avoid or reduce known risks
- obtaining regular check-ups and recommended services to prevent disease

4.5.1 Practicing Healthful Living

Be proactive in developing a healthy lifestyle-eat a healthy diet, stay physically active.

4.5.2 Taking Action to Avoid or Reduce Known Risks

Avoid the use of tobacco and activities such as riding without a safety belt or riding with an intoxicated driver. The use of alcohol and other drugs and/or participation in unprotected sexual activity also present known risks that can be avoided or prevented.

4.5.3 Obtaining Regular Checkups and Recommended Services to Prevent Disease

Get needed medical services, including immunisations and dental care, in order to keep disease from occurring or to catch disease in an early stage when it is more easily treated. Of course, health care must be available (and affordable) if health consumers are to access these needed services.

4.5.4 Ways to Reduce Risk and Promote Health

Primary prevention involves actions to keep disease from occurring (such as immunisations). These actions include:

- developing and maintaining a healthy lifestyle
- reducing health risks

Secondary prevention involves actions to detect the presence of disease in its early stages when it is easier to treat (such as mammography). These actions include:

- accessing professional health services
- medical examinations
- medical testing
- conducting self-examinations

Tertiary prevention involves actions to reduce the severity of a disease that has already occurred, to minimize its complications, or to promote recovery (such as managing diabetes, cardiac rehabilitation, or alcohol and other drug rehabilitation). These actions include effectively managing diagnosed disease

4.5.5 Principles for Reducing Risk and Promoting Health

- Substitute healthy behaviours for risky behaviours.
- Reduce environmental risks, such as infectious diseases, sexually transmitted diseases or toxic exposure.
- Minimize any known hereditary risks. For example, a family history of breast cancer indicates importance of early onset of self-examination and professional screening.
- Effectively use health care resources.

4.5.6 Practical Steps for Reducing Risk and Promoting Health

- Identify personal risks.
- Learn about ways to reduce these risks. Healthy living is a *primary* means of disease prevention. Healthy living includes a variety of positive personal actions, such as eating a healthy diet, leading a physically active life, obtaining adequate rest, dealing effectively with stress, promoting good oral health and obtaining recommended services, such as immunisations, to prevent disease.
- Make a plan to improve your health or reduce a specific risk. Based on the information from Step One and Step Two, prepare a draft statement of a short-term goal to promote a healthy behaviour and/or to reduce your risk for disease.
- Plan for success. Certain factors must be in place for behaviour change or new learning to occur. They include:
 - a) motivating or predisposing factors
 - b) enabling factors
 - c) reinforcing factors

4.5.7 Motivating or Predisposing Factors

What does a person need to know and value to want to engage in the new healthy behaviour? Discover these by considering:

- experiences
- perceived benefits (e.g., appearance, sports performance, feeling good)
- perceived threat (e.g., How bad does the adverse impact seem to be?)
- perceived susceptibility (e.g., genetic risks, environmental risks, behavioural risks)
- perceived peer norms (e.g., Everybody does it.)

4.5.8 Enabling Factors

What information and skills does a person need to be able to participate in the new healthy behaviour? Enhance enabling factors by:

- identifying and removing perceived barriers
- identifying available resources
- building confidence (self-efficacy)
- building awareness (e.g., that it matters what you do, eat and smoke)

4.5.9 Reinforcing Factors

What kinds of reinforcement or rewards would help a person continue with the new healthy behaviour?

- external rewards (e.g., a star on a chart)
- internal rewards (e.g., pride in achieving)
- people who provide positive or negative reinforcement?

4.5.10 Healthful Balance

Overgrowth of germs that normally live in the body destroys the healthful balance and allows infection or disease to develop from the overgrowing organisms. Overgrowth of germs can occur due to frequent or over-use of antibiotics or steroids, malnutrition, immunosuppressive drugs or heavy irradiation (as in cancer treatment), or with chronic diseases such as diabetes and cancer.

Overuse or unnecessary use of antibiotics is not wise. Bacteria can become resistant to antibiotics as mutation occurs in the bacteria. The bacteria change in ways that cause the antibiotics to no longer be effective. These resistant bacteria can emerge resistant to one antibiotic or to closely related groups of antibiotics.

Balance is also destroyed by germs from a source outside the body that invade the body. The germs that may be normal to one person may not be normal to another person's body and may cause sickness when introduced into another person. This forms the basis for routine hygiene measures such as hand-washing following urination or defecation. The germs in the body of one person may be non-pathogenic (non- disease causing), but these same germs can create serious illness in another person.

4.6 YOUTH DEVELOPMENT AND COMMUNITY

In calling for a focus on strengths over deficits, and community responsibility in balance with individual responsibility, positive psychologists join the growing movement toward youth development as a public health strategy.

Relying on research that demonstrates the protective effects of youth development approaches, organisation explicitly endorses youth development strategies that involve all community sectors to address health and safety. Rather than saying to a young person "the problem is with you," this approach engages youth together with families, schools, health care providers, youth-serving agencies, faith communities, media, colleges and universities, employers, and government agencies to build strengths and reduce risks at the environmental as well as individual level. Emphasis falls on community responsibility, community solutions, and community connectedness: the problem is with us; the answers are with all of us.

This commitment to supporting health through community level change grew out of research that demonstrates the importance of social context to individual health. Although some individuals are physiologically vulnerable to development of mental illness and disorders, studies consistently show that environment matters a great deal in mental health functioning. Relationships with caring adults, development of positive life goals, and belief in a positive future have all been consistently linked to healthy social and emotional functioning in youth and adults. Similarly, history of trauma and abuse as well as high environmental instability is consistently linked with poor mental function. This suggests that environments that foster connection with others and provide opportunities for meaning and mastery serve as buffers against mental disorders and promote positive mental health.

Environments that cultivate both positive emotional relationships and the ability to understand and articulate emotional states may prove particularly useful in supporting positive mental functioning.

Self Assessment Questions

Fill in the Blanks:

- a) Flow is defined as the _____ that accompanies highly engaging activities”.
- b) _____ is the sense that one’s own life is good.
- c) _____ involves actions to detect the presence of disease in its early stages when it is easier to treat.
- d) Tertiary prevention involves actions to _____ the severity of a disease that has already occurred.
- e) Healthy living is a _____ means of disease prevention.

4.7 LET US SUM UP

Multiculturalism is the appreciation, acceptance or promotion of multiple cultures, applied to the demographic make-up of a specific place, usually at the organisational level, e.g. schools, businesses, neighbourhoods, cities or nations. In this sense multiculturalism approximates to respect for ethnic diversity.

In a political context it has come to mean the advocacy of extending equitable status to distinct ethnic and religious groups without promoting any specific ethnic, religious, and/or cultural community values as central. Multiculturalism as “cultural mosaic” is often contrasted with the concepts assimilationism and social integration and has been described as a “salad bowl” rather than a “melting pot.”

Multiculturalism, as distinct from the adjective multicultural (“of or pertaining to a society consisting of varied cultural groups”), first came into wide circulation in the 1970s in Canada and Australia as the name for a key plank of government policy to assist in the management of ethnic pluralism within the national polity. In this context, the emergence of the term is strongly associated with a growing realisation of the unintended social and cultural consequences of large-scale immigration. Coined by a Canadian Royal Commission in 1965, this governmental use of “multiculturalism” is widely supported and endorsed by its proponents as both a progressive political imperative and an official article of faith – a term associated in principle with the values of equality, tolerance, and inclusiveness toward migrants of ethnically different backgrounds.

“Multicultural” is thus often equated with multiethnic in public discourse, which in turn is conflated with multiracial, indicating the extent to which debates on multiculturalism are concerned predominantly with the presence of non-white migrant communities in white, Western societies. In this context, multiculturalism is variously evoked as a response to the need to address real or potential ethnic tension and racial conflict.

In multicultural guidance and counselling, a counsellor and a client are different. These differences are generated by a certain culture via the effects of socialisation or child-rearing in a certain ethnic community (Locke 1990, 18).

We consider all guidance and counselling to be multicultural in the sense that counselors need to recognise that all of their clients bring their unique personal history and cultures (e.g. gender, social class, religion, language, etc.) into the guidance and counselling process. However, given the current challenges that immigration and multiculturalism pose to Europe and other parts of the world, the main emphasis should be on how to address the needs of cultural minorities in guidance and counselling.

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Health is a state of complete positive physical, mental, and social well-being and not merely the absence of disease or infirmity.

To reach the state of complete physical, mental and social well-being, an individual or group must be able to identify and to change or cope with the environment. Health is, therefore, seen as a resource for everyday life, not the objective of living. Health is positive concept emphasising resources, as well as physical capacities.

Optimism is, of all personality traits, in addition to being strongly associated with greater well-being, it seems to play an important role in physical and positive health.

The availability of health care (access to health care) also affects health risks; this factor is usually not within the health consumer's control. However, there are proven, effective ways to reduce the risks from other factors.

Primary prevention involves actions to keep disease from occurring. Secondary prevention involves actions to detect the presence of disease in its early stages when it is easier to treat. Tertiary prevention involves actions to reduce the severity of a disease that has already occurred, to minimize its complications, or to promote recovery.

Environments that cultivate both positive emotional relationships and the ability to understand and articulate emotional states may prove particularly useful in supporting positive mental functioning.

4.8 UNIT END QUESTIONS

- 1) Define and describe multicultural counseling.
- 2) Trace the history of multicultural counseling.
- 3) Describe the relationship between multicultural counseling and guidance.
- 4) What are the trends in multicultural counseling?
- 5) Define positive health and indicate how is it concerned with counseling?
- 6) How will you prevent mental ill health and promote positive health?
- 7) Discuss illness, its causes and prevention from multi cultural counseling point of view.
- 8) What are the principles and ways to reduce risk and promote health?

- 9) Discuss the practical steps for reducing risk and promoting health.
10) What is meant by healthful balance?

4.9 SUGGESTED READINGS

Phil Hughes and Ed Ferrett (2007). *Introduction to Health and Safety in Construction* Oxford, Elsevier / Butterworth Heinemann, London

Neil M. Orr, David Patient (2007). *Positive Health: Empowerment Concepts*, London.

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UNIT 1 INTRODUCTION TO DEVELOPING GUIDANCE AND COUNSELLING PROGRAMME

Structure

- 1.0 Introduction
- 1.1 Objectives
- 1.2 School Guidance Programme
 - 1.2.1 Meaning of School Guidance Programme
 - 1.2.2 Unstructured and Structured Guidance and Counselling Programme
 - 1.2.3 Need for Guidance and Counselling Programme
 - 1.2.4 Role of Guidance and Counseling Functionaries
 - 1.2.5 Various Guidance Services in School Guidance and Counseling Programme
- 1.3 Developing a Guidance and Counselling Programme in School
 - 1.3.1 Need Assessment for Guidance and Counselling Programme
 - 1.3.2 Setting Up of a Guidance Committee
 - 1.3.3 Arranging Essential Infrastructure for Organising Guidance and Counselling
- 1.4 A Comprehensive Guidance and Counselling Programme
 - 1.4.1 A Comprehensive Guidance and Counselling Programme: The Meaning
 - 1.4.2 Characteristics of a Comprehensive Guidance and Counselling Programme
 - 1.4.3 Components of a Comprehensive Guidance and Counselling Programme
- 1.5 Setting Up of a School Guidance Resource Centre
- 1.6 Let Us Sum Up
- 1.7 Unit End Questions
- 1.8 Suggested Readings

1.0 INTRODUCTION

Guidance and counseling programmes have become the need of the hour. Each and every educational institutions should have a well established guidance and counselling programme to cater to the needs of our students and youth. In this unit we are focusing upon the developing, planning and organisation of Guidance and Counselling services under a comprehensive School Guidance Programme. Developing a school guidance programme needs proper understanding of the requirements of the planning, the resource persons, management of resources, different types of guidance services etc.

1.1 OBJECTIVES

After completing this unit, you will be able to:

- describe the meaning of guidance and counselling programme;
- discuss the need for guidance and counselling programme;
- describe the roles and functions of guidance and counseling functionaries;
- enlist the guidance services in a guidance and counselling programme;

- enlist and describe various components of guidance and counselling programme;
- describe the process of need assessment for planning guidance and counselling programme;
- plan a comprehensive guidance and counseling programme; and
- prepare a list of requirements needed for setting up a school guidance resource centre.

1.2 SCHOOL GUIDANCE PROGRAMME

School guidance programme plays a major role in meeting the various needs of the students. It helps the students at different stages of education and is aimed at their all round development. In the sections below you'll come to know about the meaning and need of school guidance programme. The role of personnel involved in guidance and counselling programme and the different types of services which come under guidance and counselling programme are also discussed.

1.2.1 Meaning of School Guidance Programme

We can define a programme as a set of interdependent activities directed to achieve an objective or set of objectives. Similarly by programme development we mean a systematic process that includes some sequential steps that one has to follow in introducing, establishing and implementing an intended programme (UNESCO, 1999), in our case guidance and counselling programme.

You have read in the previous units that guidance in school system is understood as a philosophy and a programme geared towards the overall development of students. As a philosophy it is believed that guidance is needed by every individual as each individual is unique and needs assistance in solving his/her problems related to academic, career or personal social development. Guidance is considered as a programme because a counsellor needs to plan and organise guidance and counselling services to meet the above needs of students and to equip them to face the demands and challenges of life. Earlier guidance used to be considered as a one time need of individual student however, now guidance is visualized as a developmental process and a comprehensive range of services are rendered to deal with the varied needs of students from lower level to the highest level of school education. In present times, the focus of guidance programme is on the developmental needs of students at a particular age and grade level to help them set personal goals, develop future plans and also resolve problems.

1.2.2 Unstructured and Structured Guidance and Counselling Programme

In India various education commissions have recommended importance of these services in the education system and thus two distinct points of view emerged. According to the first view point guidance and counselling services should be an integral part of the educational process and the educational functionaries (namely subject teachers) should render these services during teaching in the class room. The second view point emphasises a separate guidance programme organised by

fully professionally trained guidance personnel. On the basis of these two view points guidance and counselling programmes can be categorized as unstructured or structured. We have briefly described here the unstructured and structured guidance and counselling programme.

In the unstructured programme entire teaching faculty, parents and students are involved in the guidance activities and responsibility of guidance programme is less on the school counsellor. However, unstructured guidance programme tends to lose its entity and goes into oblivion under the shadow of the clear-cut function of teaching. Therefore, it is essential to have a comprehensive structured guidance and counselling programme in each school if a professionally trained counsellor is available in the school.

In the structured programme, a professionally trained counsellor carries out guidance functions with the assistance of careers teachers, subject teachers, parents and community agencies. The advantage of structured guidance and counselling programme is that it has its own entity in the school system and responsibility can be laid down for different functions on different members. The school counsellor can run the programme effectively as he/she is responsible for such programmes in schools.

1.2.3 Need for Guidance and Counselling Programme

Guidance and Counselling programme aims to fulfill the following needs of students in school system.

- 1) **Educational Guidance Need:** In educational guidance the emphasis is on providing assistance to students to perform satisfactorily in their academic work. Other needs include selection of appropriate course of study, overcome learning difficulties, foster creativity, and improve levels of motivation and so on.
- 2) **Vocational Guidance Need:** Students also need guidance in selection of a vocation and preparation for the same. Vocational guidance enables students to acquire information about career opportunities, career growth and educational/ training facilities.
- 3) **Personal, Social and Emotional Guidance Need:** Guidance concerned with personal need of individuals enable them to adjust themselves to their environment so that they become productive and efficient human being. The main purpose of social guidance is to make individual's effective and responsible citizen by enabling them to contribute to the society, assume leadership, conform to social norms, develop healthy and positive attitude towards different sections of the society, etc. Guidance also helps individuals in attaining emotional maturity. In addition, guidance services also assist individuals in maintaining health, both mental and physical and spending leisure time more meaningfully by developing good hobbies.

1.2.4 Role of Guidance and Counselling Functionaries

Guidance and counselling services are rendered by trained professionals. They play the following roles to fulfill the guidance and counseling needs of individuals. These roles are related to guidance needs of an individual such as educational, vocational and personal social and emotional.

Educational Roles: It includes

- interpreting the educational programmes to the parents and the community.
- helping parents understand the abilities and interests of their children and respective educational opportunities available.
- providing assistance to children in the choice of elective subjects - academic and vocational courses.
- maintenance of record of the students' progress in the form of cumulative records card (CRC).
- assisting students in exploring their potentials through hobby clubs, students' house, etc.
- orienting new students about curricular and co-curricular activities of the institutions.
- assisting students and parents in appraising students academic progress.
- diagnosing learning difficulties in students.
- organising remedial teaching based upon the diagnosis.
- identifying students (gifted and disabled) with special needs.
- assisting students in adjustment to school subjects.
- conducting follow-up of school pass-outs.

Vocational Roles: It includes

- organising group guidance activities such as talks (orientation/ career / class), exhibition, field visits, etc. to help students in exploring world of work.
- providing occupational information to students related to general and vocational subjects.
- administering psychological tests such as achievement, general and special ability, interest, personality, etc. to identify personal characteristics.
- assisting students in changing their academic options, if necessary.
- helping students in developing acquaintance with occupations during educational visits.
- orienting students about vocational subjects and the career opportunities available through individual counselling and group guidance activities.

Personal Social Role: It deals with the following:

- counselling students with adjustment and behavioural problems.
- providing counselling to students and their parents who are on the verge of dropping out.
- keeping personal record of students about their personal characteristics and family background.
- ensuring involvement of other teachers in all round development of students.

All these roles played by the guidance and counseling professionals are interrelated. They are not distinct categories. For example, vocational guidance also includes educational and personal guidance given individually to the students

at various stages of schooling – elementary, secondary and senior secondary. Similarly, personal guidance is also relevant for imparting educational and occupational information to an individual student.

1.2.5 Various Guidance Services in School Guidance and Counselling Programme

You might have read about the types of problems students have at different levels of education. Accordingly a guidance programme has to offer services which help students to solve these problems at different stages of education.

You must have understood by now that major functions of guidance and counselling include – appraisal and self-understanding, orientation, adjustment, development, educational and vocational planning, personal problem solving and decision making, family problems and other activities related to assessment, counselling, prevention, consultation, co-ordination and psychological testing.

To cater to these guidance functions, a counsellor/ career teacher can organise various guidance services in a school setting. The planning and organisation of these services depend upon the needs of the students and availability of resources (time, budget and support). Here we are briefly describing these guidance services.

- 1) **Orientation service:** Under the school guidance programme, orientation service assists the new students to know about the institution through orientation talk, tour of the school, students' handbooks and assemblies.
- 2) **Individual inventory service:** Individual analysis is the activity of the school guidance programme which follows systematic assessment procedures to identify the characteristics and potentials of every student. Standardized test results, school records and observation reports such as anecdotal records, rating scales, self reporting techniques, (questionnaires and autobiography) are used for collecting data about students' family background, abilities, aptitudes, interests, achievements and other psychological variables. A counsellor/ guidance worker takes help of teacher, peers and parents to prepare a cumulative record (CRC) of students.
- 3) **Careers information service:** Careers information includes information about all types of occupations and industries, educational and training facilities, apprenticeship facilities, scholarships and stipends, local and national employment trends and opportunities and occupational structure of the country. For providing such information to students, group guidance activities such as field trips, career conference-cum-exhibition, career talks, etc. are organised. A Career Information Corner may be set up to display career information materials such as booklets, monographs, pamphlets and posters and charts, news paper cuttings on occupational and educational opportunities.
- 4) **Counselling service:** Counselling is generally a one-to-one helping relationship which focuses upon the individuals' growth and adjustment, and problem solving and decision-making needs. The aim of counselling is self understanding, self-acceptance and self-realisation. Counselling requires a high level of professional training and skill therefore; it should be done by trained counsellors who have the necessary qualifications.

- 5) **Placement service:** Placement, as understood in the guidance field, usually indicates assistance offered to individuals in taking the next step, whether toward further training, a job situation or a different course of study. At present job placement in selected areas is done by the employment exchanges, however, many private placement agencies are also working to help people in their proper placement. A counsellor/ career teacher can provide information to students about such agencies.
- 6) **Follow-up service:** Through this service, a record of school leavers (dropouts and pass-outs) is kept. Before leaving the school, the students are told about follow-up and its purpose and through questionnaires, interviews, letters and telephone calls, data is collected. Professional institutions use email for getting information from the pass outs.
- 7) **Referral service:** Students with special needs and with specific problems (emotional, behavioural or educational) may require special referral to special institutions or professionals for proper care and treatment. The counsellor or career teacher keeps addresses of such institutions/ agencies/ professionals who can be approached at the time of any need.
- 8) **Research and evaluation in guidance and counselling:** Research is necessary for the advancement of the profession of counselling, especially to judge the effectiveness of various techniques and methods being used with particular groups. Evaluation is a means of assessing the programme effectiveness and to introduce improvements in the programme. The evaluation could be done by obtaining feedback or follow-up of recipients of guidance activities. The findings of evaluation programmes can be used to establish the validity of the guidance programme. A counsellor/career teacher should plan this aspect while planning guidance programme in school.

Self Assessment Questions

- 1) Differentiate between unstructured and structured guidance and counselling programme.
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- 2) Describe the educational role of guidance functionaries.
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3) How can guidance and counseling programme cater to the personal, social and emotional needs of individuals?

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4) What do you mean by Individual Inventory service?

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1.3 DEVELOPING A GUIDANCE AND COUNSELLING PROGRAMME IN SCHOOL

You have already read about the concept of guidance and counseling, their need and objectives, and the different guidance services in the school education system. Now you would read about how to develop specific guidance and counselling programme considering the needs of a particular school.

Developing and planning for guidance and counselling programme requires the following:

1.3.1 Need Assessment for Guidance and Counselling Programme

A need can be defined as the discrepancy between what is and what should be. Needs assessment is a formal process which determines the gap between what is and what should be.

The purposes of needs assessment are:

- i) to ensure programme relevancy;
- ii) to ensure the involvement of all staff members;
- iii) to ensure the success of the programme;
- iv) to determine programme goals and objectives; and
- v) to allow for programme evaluation.

Before you plan guidance and counselling activities in school, you will have to identify the needs of students and accordingly you will plan the programme. According to Bhatnagar and Gupta (1999) need assessment survey has three fold value. It focuses attention on the specific objectives of a guidance programme; determines a 'starting point'; and employs the psychologically sound principle of involving all stake-holders in the planning phase of the guidance programme.

There are certain steps suggested by Remmis and Burt (1980) to assess the need of school guidance programme. These are described below:

- 1) **Form a planning committee:** The first step in assessing need of Guidance and Counselling Programme is to constitute a committee. The committee members may include teachers, students, parents, representatives of school management, educational functionaries, etc. The main role of this committee is to identify the goals of school guidance programme. The school counsellor/ teacher counsellor in consultation with head of the institution can identify the members of the committee, their specific roles and contribution in the guidance programme. He/she can also prepare an action plan for the whole year.
- 2) **Define guidance programme goals:** Once the planning committee is constituted, the members have to identify and define specific goals of school guidance programme, emerged out of the needs of students and school. For example, one of the goals of guidance programme may be to reduce indiscipline in senior students or dealing with problems of drug abuse/ smoking in adolescents. While defining goals it is important that the goals should be realistic, achievable and should be within the limits of the school system. The counsellor/ teacher counsellor should look for the particular needs of students, teachers and school management while planning the programme.
- 3) **Techniques for assessing the needs:** The counsellor/ teacher counsellor needs to select appropriate technique to assess the needs. Following techniques are generally used in assessment of needs. A counsellor may use one or combination of techniques depending upon the requirements:
 - Use direct observation
 - Conduct survey using questionnaire
 - Use of psychological tests/ inventories
 - Consultation with informed persons
 - Interviews
 - Focus Group Discussion
 - Record and reports of studies on needs and Problems of students.

There are standardized questionnaires, checklists, inventories and tests which can be used by the counsellor/teacher counsellor. However, you can also develop tools depending upon the need and requirement.

- 4) **Administer the tools:** Once the counsellor has selected the tools, he/she has to select the sample (students, parents and/or teachers) and administer the tool personally to obtain in-depth information.
- 5) **Implement the results:** The fifth step in need assessment process is to implement the results obtained through administering the tools. This step is the goal of the need assessment process which helps in the implementation of guidance activities to meet the expressed needs of students in general.

- 6) **Follow-up:** This is the last step in assessing the need of guidance programme. Follow-up of any programme is important to know about the effectiveness of programme in solving problems of students, parents, or teachers. This aspect should also be kept in mind while planning the programme.

1.3.2 Setting Up of A Guidance Committee

Before you plan the programme you also need support of many stake holders as it is said that guidance and counselling services are cooperative/ team work. Therefore, you need to form school guidance committee. The membership of the guidance committee is determined primarily by the organisational pattern of the guidance programme which is planned as per the characteristics of the school. Generally members of the committee are the school principal, some teachers, few interested parents, students' representatives and some representatives of the local agencies, such as doctors, psychologists, industrialists, social worker/NGO, entrepreneur, bank official, etc.

The school counsellor needs to keep in touch with various community agencies and establish good public relations. She/he may have to refer the clients as and when necessary to a number of community agencies such as hospitals, banks, Rotary and Lion's Clubs, Employment Exchanges, Industrial houses, Government Departments of importance, colleges and so on in the town. These agencies contribute to guidance in many different ways, such as by providing financial assistance to students, medical help or employment. The counsellor, therefore, should include them in the committee.

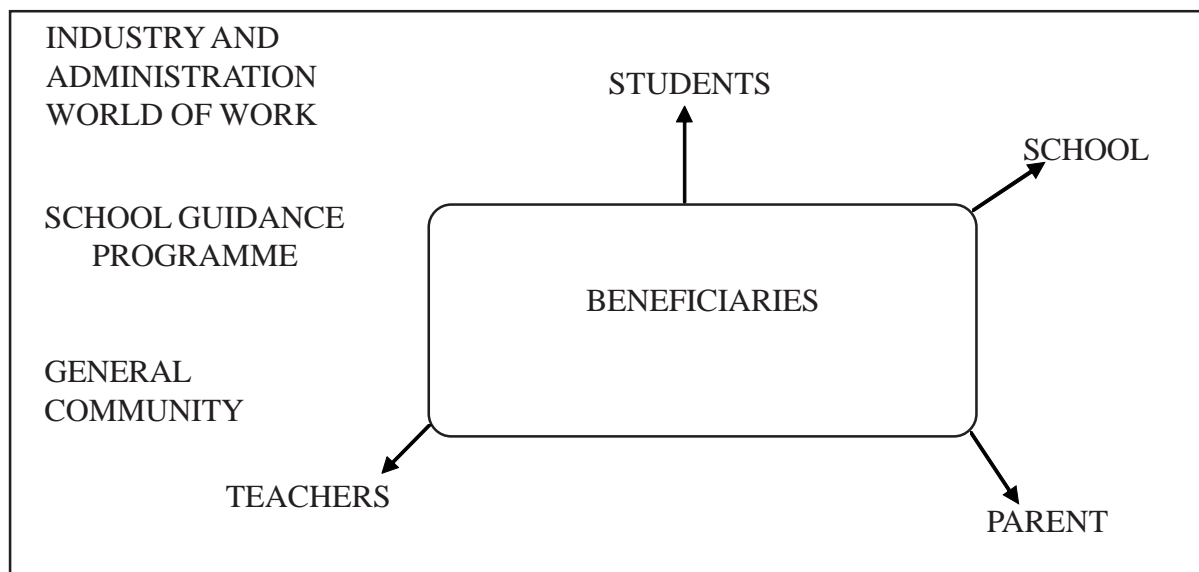


Fig. 1.1: Beneficiaries of school guidance programme

1.3.3 Arranging Essential Infrastructure for Organising Guidance and Counselling Programme

The essential infrastructural facilities include trained guidance personnel, budget/ finance, facilities, publicity of the programme, etc.

- 1) **Trained guidance personnel:** For effective organisation of school guidance programme, it is necessary that the personnel involved in the programme should be trained. Trained guidance personnel includes full-time school counsellor; teacher counsellor or career teachers. A full time school

counsellor is a professionally trained personnel whereas teacher counsellor and career teachers are subject teachers trained in Guidance and Counselling. The work of a counsellor is to work full-time for Guidance and Counselling of students. Teacher counsellor and careers teacher working for guidance and counseling carries out these activities in addition to their regular teaching work. When a school guidance programme is developed it is important to know what type of guidance personnel are available. If it is not available even then the persons involved in the programme can be trained for a short duration to conduct a specific Guidance and Counselling activity. Depending upon the qualification and training you can assign responsibilities to the persons involved in particular activity.

- 2) **Arranging budget/finance:** Availability of funds is very important before you plan a school Guidance and Counselling programme. You should know the expenditure involved in organising a guidance activity. Budget may be a problem in government schools but now-a-days there is awareness among government functionaries about the need of providing Guidance and Counselling to students. However, you should also know about the resources from where you can get financial assistance. These resources include, PTA fund, business houses in the locality, clubs etc. You have to estimate budget for Guidance and Counselling activities. In this regard you can take help of guidance committee. For this purpose you should prepare the list of activities to be done and the budget required for organising the activity. Detailed statement of expenditure should be prepared to calculate the budget accurately.
- 3) **Facilities for organisation of activities:** Whether you organise guidance and counselling activity individually or in group you need to have minimum facilities such as space (room); furniture, almirah (for keeping guidance material, equipment, literature, etc.); display board/racks (to display information), etc. Besides above, you also need psychological tests, career literature on educational/ training opportunities, occupational opportunities, schemes of governments etc.. Another important requirement for organising guidance and counselling activities is provision of a particular period in the school time – table. As a school counsellor you have to convince school management to give at least one/two periods in a week so that you can conduct guidance and counselling activities during the specified periods. This helps in informing in advance about guidance and counselling programme/activities to students, teachers and parents to get them benefited.
- 4) **Publicizing the guidance and counselling programme:** Making publicity of guidance and counselling activities is important because advance information about the activity will ensure participation of a large number of beneficiaries. As a counsellor you should inform the date, time, place of guidance and counselling activity and its objectives, outcome etc. Committee members will also come to know about such activities of school and this will popularize the school giving importance to guidance and counselling. Depending upon the budget for publicity you can use print (news paper handouts) or audio-visual (Radio & TV) media. If there is less budget you may identify the sponsors. Even this information can be disseminated during other school programmes (national festivals, important days, sports meet, annual day, etc.). Information can be displayed in school notice board well in advance.

- 5) **Support from parents and community members:** It is already mentioned that you should involve parents and community members in your school guidance and counselling programme. You may take help of parents from different fields as experts for giving information to the students about occupational/career opportunities available in their field.

- 6) **Develop guidance curriculum and calendar of guidance and counselling activities:** A counsellor may develop a written guidance curriculum as a guide and a blue print to deliver guidance and counselling services. Development of guidance curriculum helps students in attaining, developing and demonstrating competencies within the domains of academic, career and personal development (Australian Guidance and Counselling Association, AGCA Model, 2003).

The guidance calendar is part of a school guidance programme and shows all guidance activities that are planned in the school. It includes those activities which are required to fulfill needs of students other than the curricular and co-curricular and which cannot be met in a classroom, such as tours/ visits, career talks, career fairs, talent shows, seminars, drama, etc. It may include weekly, fortnightly, monthly, quarterly, or annual planning of activities. The guidance calendar helps in avoiding clashes with other school activities, and also give advance information to the administration and the target groups. Guidance calendar is governed by the needs of the students and meant to complement classroom activities.

A guidance calendar facilitates planners to manage guidance activities efficiently taking into account the time of the year most suitable for certain activities. It also ensures the appropriate use of resources. While developing the calendar, the date, time, target group, guidance service activity, and human and material resources should also be indicated. As we know that guidance is a cooperative service, the school staff, parents and community members should be involved in developing the calendar.

The guidance calendar will help you in identifying targeted domains goals, grade levels activities, dates, personnel involved, resources to be used and tentative budget. You may request school management to display / distribute weekly or monthly schedule of activities to inform students, staff, parents and community members for their maximum participation. A master calendar of activities would help you to make an analysis of the time to be used in the guidance and counselling programme.

Self Assessment Questions

- 1) What are the different techniques for assessing the needs for a guidance and counseling programme?

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2) Who can be the members of a school guidance committee?
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3) How will you publicize the guidance and counseling programme?
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4) What do you mean by a guidance calendar?
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1.4 A COMPREHENSIVE GUIDANCE AND COUNSELLING PROGRAMME

Guidance and counseling programme in the school can be comprehensive as well as partial. The school can decide about it depending on the needs of the students as well as the infrastructural facilities available in the school.

1.4.1 A Comprehensive Guidance and Counselling Programme: The Meaning

A school Guidance and Counselling programme can be made ‘comprehensive’ or ‘partial’. As the name suggests, a *Comprehensive Guidance and Counselling programme* is based on all Guidance and Counselling services, implemented by a professionally trained counsellor or a teacher counsellor. A comprehensive Guidance and Counselling programme includes services such as orientation service, information service, testing/ assessment service, counselling service, and referral service. The counsellor / teacher counsellor has to use appropriate services depending upon the needs of students, teachers, parents and management of school. In comprehensive guidance and counselling programme, role of ‘School Guidance Committee’ is very crucial as it plans, implements, monitors and evaluate services / activities proposed in the Comprehensive Guidance Programme. For a Comprehensive Guidance Programme the school management has to provide facilities such as space for counsellor’s room/ Guidance and Counselling cell, furniture, Computer (with Internet), psychological tests/ tools, etc.

In *Partial Guidance and Counselling Programme*, the Guidance and Counselling services are provided by integrating guidance with the contents of various subjects

or limited services are provided. A partial Guidance and Counselling programme has limited scope. Therefore, it is called partial Guidance and Counselling programme.

1.4.2 Characteristics of a Comprehensive Guidance and Counselling Programme

A comprehensive guidance and counselling programme should be characterised with the following:

- Careful and consistent development programme
- It should be developmental, preventative, remedial and corrective
- It should address the needs of the individuals
- It should be goal-oriented and accountable
- It should be integral part of the school curriculum and should be complementing other school activities
- It should be balanced, encompassing the four fundamental fields/areas of guidance e.g. personal, educational, social, and vocational/career
- It should determine the services to be offered such as orientation, information, counselling, etc.
- It should involve staff members as per the requirement of the programme
- It should create and demonstrate an atmosphere of team work
- It must be flexible
- Should take into account age, location/environment, cultural background, sex, economic status of the target group
- Should benefit all students rather than just a few
- Should be printed and displayed for information of the beneficiaries.

1.4.3 Components of a Comprehensive Guidance and Counselling Programme

Gysbers and Handerson (1994) are of the opinion that School Guidance Programme should be comprehensive. According to them an educational and vocational guidance programme comprises following four components:

- 1) **School guidance and counselling curriculum:** School guidance and counselling curriculum is designed systematically according to grade level so that it serves all students at the classroom or group level. The main emphasis of this curriculum is on decision-making, self-knowledge, career exploration and career development. The curriculum is organised around three major areas:
 - a) *Learning to Live* (Understanding and appreciating the self, others, home and family; developing a sense of community; making decisions and setting goals; understanding safety and survival);
 - b) *Learning to Learn* (Making decisions, setting goals, and taking action; understanding interaction between home, family, school and community; and understanding factors which affect school achievement); and

- c) *Learning to Work* (Learning the relationship between personal qualities and work; exploring careers; learning how to use leisure time; learning the relationship between education and work; learning to work together; and learning how the community relates to work).
- 2) **Individual planning:** Individual planning includes the counselling activities meant to assist all students to plan, monitor and manage their own personal, educational, social and career development. Activities of this component of the programme are offered to all students to assist them in the development and implementation of their personal, educational, social and career components, in accordance with the skills and information they gather. This component generally offers students the opportunity for self-appraisal, and to plan for the world of work. One way would be to help students to understand themselves through individual or group activities.
 - 3) **Responsive services:** Above two components are for all students. This component provides special help to those students who are facing problems that interfere with their educational, or career or healthy personal social development. This component includes activities such as individual and small group counselling, consultation with staff and parents and referral of students and family members to other specialist or programmes, special education, social worker, or medical specialists, etc. Services like Counselling service, Referral service, Consultation service, Placement and Follow-up service, Research and Evaluation service are generally used for responsive service.
 - 4) **System support:** This component has following two parts:
 - i) Activities necessary to support guidance curriculum, individual planning and responsive service.

The support from the system required for these activities include orientation of school staff, identification and utilisation of community resources, budget, infrastructure and policy support.
 - ii) Activities implemented by counsellor/teacher counsellor support educational programmes.

The counsellor / teacher counsellor provides support to the educational programme includes the assistance through individual planning activities such as selection of courses/ subjects and co-curricular activities by student; linkage with special education programme and preparation of students’ personal information including curricular /co-curricular achievements record with the help of school staff.

Table:Suggested distribution of counselor’s total time

	Elementary School	Middle/Junior School	High School
Guidance Curriculum	35-45%	25-35%	15-25%
Individual Planning	5-10%	15-25%	25-35%
Responsive Services	30-40%	30-40%	25-35%
System Support	10-15%	10-15%	15-20%

1.5 SETTING UP OF A SCHOOL GUIDANCE RESOURCE CENTRE

The effectiveness of the school guidance services would be increased if the school has a well established Guidance Resource Centre. Through this center you will be able to provide the information through a well equipped Career information service. In order to disseminate information through group and individual techniques to fulfill the student's needs, career literature is very important. It is also known as career information resource centre. Setting up a resource center in the school is the responsibility of the counsellor/teacher counselor.

For setting a resource center you have to consider the following requirements:

- The target group
 - The location of the centre and space available
 - Available staff assistance
 - Budget
 - Materials and equipment
- 1) **Target group:** While setting up a resource center you have to consider the target group for which you are planning guidance and counselling services. The needs of students at different levels vary and therefore, it is important to decide the target group.
 - 2) **Location and space:** The location of information service is crucial as it will determine the usage of centre by the students. If the centre is situated in an isolated place in the school building, very few students will visit the centre. The space for the centre is equally important. It should have space to keep the materials without overcrowding and for the users to sit and consult the materials.
 - 3) **Staff:** The centre should have professionally trained personnel to provide assistance to the users in locating the materials and can disseminate the information. In order to run the centre efficiently in the school, the counsellor has to undertake all the responsibilities such as placing order, collecting, filing, updating and displaying of materials.
 - 4) **Budget:** Sufficient budget is required to acquire the career literature and equipment for starting the centre from scratch. In the succeeding years, budget is required to mention the services of the center.
 - 5) **Materials for the centre:** The center should provide career information service, counselling service, students' assessment etc. Therefore, it should have basic information on educational and training facilities, employment opportunities, free ships, scholarships, competitive examinations and jobs for school leavers, etc.

The career information should contain the materials such as Handbooks, Career booklets, Directories of institutions / industries, Pamphlets and brochures, Prospectuses Recruitment literature, Monographs, Reports of community educational survey and community occupational survey,

Followup studies of school leavers, *Employment News* and a leading daily newspaper. Career magazines, Success stories of men and women in different occupations, audiovisual materials (Posters, charts, audio-videotapes, films, etc.).

Besides career information, the center should also have psychological tests of general mental ability, special abilities (aptitude), personality, interest inventories etc. to conduct student's assessment. Some good books/ journals on counselling practices should also be made available.

However, the selection of materials for the centre should be considered in the light of the budget available.

6) **Equipments for the centre:** The centre requires equipment to store the material. The equipment required depends upon the type of materials to be stored, space available and the preferred filing plan. The counsellor may also discuss the various systems available for storing the materials with the librarian who has a lot of experience in housing the published materials. Then he/ she should consider those items which suit his/ her requirements. Generally, following equipment/items are required in the center:

- Filing cabinets
- Display racks
- Bulletin boards
- Glass almirahs
- Filmstrip projector
- Film projector and screen
- Table and Chairs
- Computer with internet facility
- Camera
- Audio/ video recording.

The above description of setting up guidance resource centre must have given you an idea about the requirements to establish such centre in an institution.

<p>Self Assessment Questions</p> <p>1) Differentiate between comprehensive and partial guidance and counseling programme.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

2) What should be the focus of a school guidance and counseling curriculum?

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3) What are the equipments required for a school guidance resource centre?

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1.6 LET US SUM UP

In this unit you learned about the meaning of school guidance programme. The role of guidance and counseling personnel in meeting the various guidance needs of the individual was discussed. The different types of guidance and counseling services were also described as part of the school guidance and counseling programme. You also learned how to develop a guidance and counseling programme in the school. The importance of need assessment, guidance committee and infrastructure was highlighted. The characteristics and components of a comprehensive school guidance and counseling programme were described. Finally you were given an understanding of how to set up a school guidance resource centre.

1.7 UNIT END QUESTIONS

- 1) Conduct need assessment survey in a school and suggest which services/ activities you will propose under guidance and counselling programme.
- 2) Discuss the importance of various guidance services in the school context.
- 3) Briefly describe the essential infrastructural facilities required to implement guidance and counselling programme in a school.
- 4) What are the different requirements needed to be considered for setting up a school guidance resource centre?
- 5) Describe the role of “School Guidance Committee” in a comprehensive guidance and counseling programme.

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UNIT 2 RATIONALE AND PURPOSE OF GUIDANCE AND COUNSELLING PROGRAMME

Structure

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Rationale of Guidance and Counselling Programme
 - 2.2.1 Guidance as a Developmental Process
 - 2.2.2 Need for Guidance
 - 2.2.2.1 Need for Guidance at Micro Level
 - 2.2.2.2 Need for Guidance at Macro Level
 - 2.2.3 Scope of Guidance and Counselling
 - 2.2.3.1 Types of Guidance and Counselling
 - 2.2.3.2 Functions of Guidance and Counselling
- 2.3 Assumptions of Guidance and Counselling
- 2.4 Principles of Guidance and Counselling
- 2.5 Purpose of Guidance and Counselling Programme
 - 2.5.1 Guidance and Education
 - 2.5.2 Purposes of Guidance and Counselling Programme in Educational Institutions
 - 2.5.2.1 Objectives of Guidance at Different Stages of Education
 - 2.5.2.2 Implication of Guidance Programme in Educational Institutions
- 2.6 Let Us Sum Up
- 2.7 Unit End Questions
- 2.8 Suggested Readings

2.0 INTRODUCTION

Guidance is an individualising, personalising, and specialising element in education. It exists to help the person realise and actualise his best self for his and society's benefit. Each and every human being is treated as unique, having specific needs; and assistance is provided on the basis of recognising these individual differences. The individuals are helped in making wise choices, plans, interpretations, and adjustments.

In Unit 1 of this Block you have read about the introduction of guidance and counselling programme. You have also read about the steps of developing guidance and counselling programme. As you know, students at different levels of school stages have the needs, characteristics and expectations specific to that stage. Accordingly, you have to identify specific goals/ purposes of organising guidance activities to fulfill the needs of students at particular stage. In this unit we are specifically dealing with the rationale and purposes of planning guidance and counselling programme at different stages of school education.

2.1 OBJECTIVES

On completing this unit, you will be able to:

- identify the rationale of planning guidance and counselling programme;
- describe the need for guidance and counselling at the individual and society level;
- explain the scope of guidance and counseling;
- describe the assumptions and principles of guidance and counseling;
- explain the relationship between education and guidance; and
- describe the purposes of guidance and counselling programme.

2.2 RATIONALE OF GUIDANCE AND COUNSELLING PROGRAMME

Guidance and counselling refers to helping each individual gain insight needed for understanding himself, understanding and adjusting to society and wisely choosing among educational and vocational opportunities. An emphasis on facilitating personal growth and development of people has led to the professionalisation of guidance services. Guidance and counselling is primarily concerned with helping each individual towards the higher level of personal planning, decision making and development within the context of social opportunities and freedom on the one hand and social realities and responsibilities on the other hand. Thus the process of guidance and counselling involves creating an awareness in the individual of his/her strengths, potentials and limitations, acceptance of things he/she cannot change and being self-directing in solving problems, making choices and decisions.

The concept of guidance and counselling is based upon the philosophy of human uniqueness, goodness, worth and dignity. It is believed that if certain conditions are provided to an individual at appropriate time, his/her potential to make a choice and decision can be utilised for maximum benefit to the individual himself/herself and the society in which he/she lives. It requires a joint responsibility of people at home (parents and siblings), school (teaching and non-teaching staff, peers, administration) and society including work place. They have to provide conditions which help individual acquire ability to take right decision and contribute maximally. Here the role of guidance and counselling is important as it helps individual in creating awareness of his/ her strengths and potentials for maximum output and also for overcoming problems and resolving difficulties. Thus, guidance and counselling have the following aims to make the individual:

- Self understanding – understanding of his/her strengths, limitations and resources available
- Self accepting – accepting of those things which he/ she cannot change
- Self directing – his/ her ability to solve problems, make choices and decisions on his/ her own.

As we can see in the figure below (Fig. 1), the aims/goals of guidance are self realisation, self direction, self acceptance and self understanding. These aims

are achieved by considering the factors related to the Self aspect, i.e., needs, abilities, potentialities and limitations of the individual; and the Situational factors such as family, school, peer group and the community.

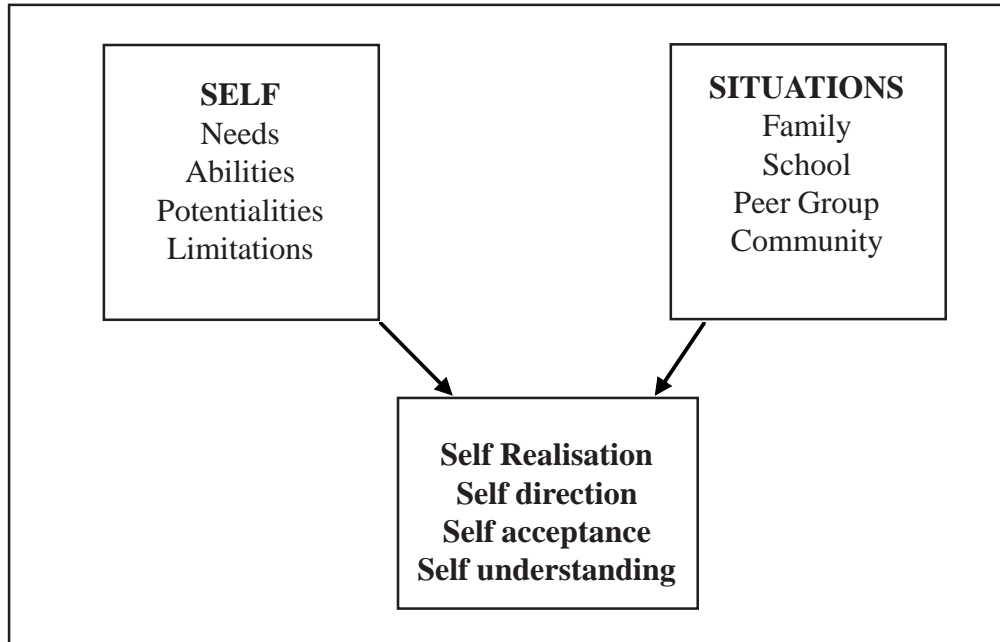


Fig.2.1: Aims and Goals of Guidance

The self-situational field is dynamic and open-ended focusing on different aspects of the Self and Situation of an individual. Thus guidance and counselling is a comprehensive process involving students, parents, school staff, school administration and community members. It aims at achieving the goals of guidance through different guidance services such as orientation, assessment, career information, counselling, referral, placement and follow-up.

2.2.1 Guidance as a Developmental Process

Guidance is developmental in nature. It permeates through all stages of human life. In the ancient Gurukul system, the Gurus were providing guidance to their students through their student life. In the present day competitive society the need for guidance is being felt from cradle to grave. It is required in all the aspects of our life. As pointed out by Tolbert, Guidance is the total program for all the activities and services engaged in by an educational institution that are primarily aimed at assisting an individual to make and carry out adequate plans and to achieve satisfactory adjustment in all aspects of his daily life. Guidance helps the individuals discover their needs, assess their potentials, develop their life purposes, formulate plans of action in the service of these purposes, and proceed to their realisation. Thus guidance enables each individual to understand his abilities, interests and personality, to develop and relate these to his life goals and finally to reach a state of complete and mature self guidance.

For instance, the developmental nature of vocational guidance is highlighted in UNESCO's document titled "Policies for Educational and Vocational Guidance". Conger (1994) has made the following observations:

"At one time, the educational and vocational guidance was perceived as the process of giving information about themselves and the educational and labour markets so that they make the most appropriate decisions concerning educational

and occupational choices. It is now accepted that information giving is not sufficient and that guidance must address the personal, social, educational and vocational development of the student. Another change is that it is perceived as a developmental process which requires curricular approach (e.g. career education programmes introduced in the U.K.) and not simply interviews at decision making times”.

Vocational choices or vocational preferences are defined in terms of process rather than an event taking place at one point of time.

2.2.2 Need for Guidance

Guidance is needed in all aspects of life. The complexities of modern day living has brought up with it issues of uncertainty, insecurities, contradictions, demands and expectations. The individual requires guidance to face the challenges of life successfully and lead a balanced and effective life. We can discuss the need for guidance at two levels such as guidance at the micro level/personal level and guidance at the macro level/social level.

The following figure (Fig.2) demonstrates the individual and social needs for which guidance is needed.

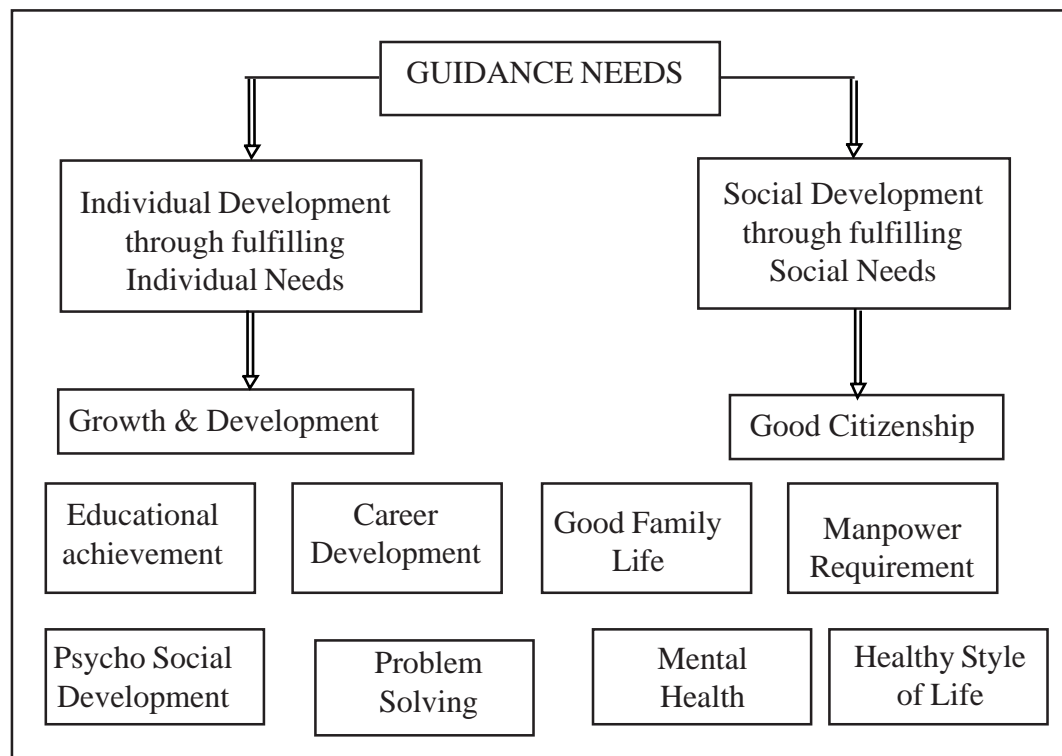


Fig. 2.2: Individual and Social Needs of Guidance

Now let us describe these in detail.

2.2.2.1 Need for Guidance at Micro Level

Under this we’ll discuss the various needs at the micro/individual level for which guidance is required.

- 1) **Growth and development:** Guidance helps in the proper growth and development of a person. It helps him to keep himself on the right path of growth and development. It helps the person to become aware of himself,

to explore his potentials and to improve his personality. It contributes to the knowledge and development of the self.

- 2) **Educational achievement:** Guidance provides assistance in matters related to one's education. It takes care of the development of abilities and skills which facilitate learning and achievement. Guidance helps in the identification and remediation of subject matter difficulties and deficits in learning skills. It also equips children with the habits and skills for lifelong learning.
- 3) **Career development:** Individuals need guidance for proper career choice and career development. It is achieved through development of healthy and positive attitudes, habits, values, etc. towards work through broadening awareness of the world of work, planning and preparing for one's career.
- 4) **Psycho-social development:** There is a need to provide assistance to the individual for understanding and developing a positive self-image and development of social skills for leading an effective and satisfying personal-social life.
- 5) **Problem Solving:** When problems are not solved, it creates tension and anxiety and leads to adjustment problems in life. Hence, for a tension – free life, we need guidance to learn how to solve problems or deal with problems effectively.
- 6) **Mental health:** It refers to our state of mind. It is the adjustment of an individual to himself and his surrounding. A sound mental health helps us to adjust successfully to our life. Hence we need guidance to develop and maintain a sound and positive mental health.
- 7) **Healthy style of life:** Guidance is needed to promote a healthy style of life. A good person is respectful of others, has sincerity of purpose and is honest in life. Virtues of a good personality can be developed with the help of guidance.

2.2.2.2 Need for Guidance at Macro Level

- 1) **Guidance for good family life:** Guidance is needed for living a good and happy family life. It includes understanding of family relationships, attitudes towards home and family members and role of family for healthy growth.
- 2) **Guidance for good citizenship:** As human beings live in a social structure they need to know about their roles and responsibilities as a good citizen. The society needs to guide the people that they can enjoy the fruits of their rights but only if they fulfill their duties and responsibilities. Thus, guidance is needed in creating an understanding of socio-cultural values and awareness of social issues, concerns and problems, overcoming prejudices, developing right attitudes and values of co-operation, tolerance, righteousness and social justice for peace and equality. Guidance helps in promoting ideas and values of a democratic and secular constitution and promoting unity and national integration.
- 3) **Guidance for channelisation of requirements of human resource:** Society is full of varied natural resources. However, for the progress and prosperity of the society, these resources need to be exploited by an efficient work

force. Hence, there is a need for the efforts at development and channelisation of individual potential to build up a honest and efficient human resource which can contribute to national growth and betterment of society. Thus, guidance is needed for matching manpower requirements with the demands of the economy (national and global).

We can see from the above discussion that guidance helps in the development of individuals as well as the society through fulfillment of individual and social needs.

Self Assessment Questions

1) What are the aims/goals of guidance and counselling?

2) Explain the self-situational field in the context of guidance and counselling.

3) State two individual and social needs each.

2.2.3 Scope of Guidance and Counselling

Guidance and counselling has a vast scope, touching almost all the areas/aspects of human life. Barki and Mukhopadhyay (1995) has suggested the following as the scope of guidance and counselling.

- assisting students to develop their own academic and non academic plans and
- arrive at right decisions to implement the plans.

It does not attempt at providing any set solution to their problems. Students have to find solutions to the problems after getting guidance from a professional.

- helping the individual to realise his/her potentialities and
- making optimum contribution to the growth of the society.

It is the rightful obligation of every individual as a citizen of a country to do the following: .

- helping the individual to solve his/her own problems and make proper choice and adjustment. It is important to resolve problems of an individual to make him/her understand the societal requirements and his/her contributions to meet the same.
- providing assistance to teachers in understanding their students. This is a very important function of guidance and counselling services as the work of guidance and counselling and teaching are complementary to each other.

Therefore, guidance and counselling programme must encourage and stimulate better teaching by enabling teachers to gain a better understanding of their students.

- enabling students to acquire abilities which promote self direction and self realisation.
- developing in students qualities such as perseverance, dedication, sincerity, devotion, positive outlook, respect for views of others, etc. which are essential for making significant contributions.
- Focusing on the needs and aspirations of students.

Besides the educational field, guidance and counselling has its application in other areas also ranging from health, recreational, marital to career and personal – social. It is also provided to the gifted, retarded, visually impaired, hearing impaired, socially disadvantaged as well as to the average children.

2.2.3.1 Types of Guidance and Counselling

In the context of the scope of guidance discussed above, it would be appropriate to mention here that broadly we have three types of guidance and counseling such as educational guidance and counselling, career guidance and counselling, and personal-social guidance and counselling. A brief description about each of these is given below.

- 1) **Educational guidance and counselling:** Educational guidance gives all kind of information that the children need to join the type of school most suitable for them. It guides children as to what to study and how to study it effectively. It also helps them with regard to choice of co-curricular activities. It guides the children to perform their best in the school and provides remedial measures and counselling to help the children achieve academic excellence.
- 2) **Career guidance and counseling:** This is defined as the assistance given to the children to know the world of vocations, the entry point requirements of various jobs, job facilities, job nature etc. and then choose a right job for them.
- 3) **Personal social guidance and counseling:** This helps us in understanding ourselves and others in our surrounding. It helps the person to know his

strengths and weaknesses and to develop an effective personality. Personal guidance helps us to know how to make friends and establish god relationships, how to manage time, how to be happy in life and so on. Personal social guidance and counselling helps us to solve problems, tackle stress and anxiety, face frustrations and conflicts and to build up confidence and high morale.

Of course, personal guidance forms the basis of all types of guidance. Educational and career guidance will be of no use when there are personal problems to be attended to. Thus all the three types of guidance and counselling go hand in hand.

2.2.3.2 Functions of Guidance and Counselling

The foremost answer to the ‘why’ of guidance services is a basic concern for the individual. In some cases this concern is for the person who has already developed serious problems, and in others it is for the individual who, although developing normally, would benefit from having such specialised services available. Thus we can say that with regard to the different needs discussed in the above section, guidance and counselling can have the following functions:

- Appraisal and self understanding
- Orientation
- Developmenta/educative
- Adjustment/remediative

Each of these functions are there for each type of guidance described above. Whether the child is learning in school, or is trying to choose a career for himself or is engaged building up relationships of a personal – social nature to live a happy life, the need for self understanding, orientation, development and adjustment is apparent.

Self Assessment Questions

1) Describe briefly the scope of guidance and counselling in your own words.
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2) Why is educational guidance important for students?
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3) What do you mean by personal and social guidance and counseling?

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4) What are the different functions of guidance and counseling?

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2.3 ASSUMPTIONS OF GUIDANCE AND COUNSELLING

There are certain basic assumptions and philosophy underlying guidance and counselling service. These are required to be kept in mind to do justice to the profession of guidance and counselling and render effective and appropriate guidance and counselling.

Following are some of the assumptions:

- Human nature is basically good.
- All human beings are worthy of respect and have dignity.
- All individuals have capability to adjust even though they may have to change and modify their behaviour.
- All need freedom of choice to take their own decisions and this need should be recognised by others.
- Each individual is unique and has potentials.

2.4 PRINCIPLES OF GUIDANCE AND COUNSELLING

As you know guidance and counselling being a professional activity is based on certain well accepted principles. The following are some of the principles of guidance and counselling evolved from psychology, sociology, education and other social science disciplines:

- 1) **Guidance and counselling is unique to an individual:** Each individual is a unique one. We know that no two individuals are alike. They differ in abilities, interests, aptitudes, personality traits, values, attitudes etc. This fact is to be taken into consideration while providing guidance and

counselling to a student. The implication of this principle is that a technique or a strategy which may be used for assisting one individual may not be applicable in the case of another. Thus, guidance and counselling is individual specific.

- 2) **Guidance and counselling is concerned with the ‘total individual’:** Focus should be on the all round development of an individual rather than only a segment of his/her personality. This means that any situation or problem of an individual must always be looked at with a total perspective thus, leading towards a total personality growth.
- 3) **Guidance and counselling is always goal directed:** Goal setting is an important endeavour of guidance and counselling. Setting realistic goals and working towards the same is one of the basic requirements in any guidance counselling situation.
- 4) **Guidance and counselling is a professional service:** A professionally trained person only can render guidance and counselling. It will harm the clients more if it is provided by untrained persons.
- 5) **Guidance and counselling should be based on a thorough knowledge of characteristics of the stages of human growth and development:** Each stage of human life has its own characteristics and developmental tasks to be achieved.
- 6) Achievement of these tasks, together with the effects of the interaction of the environment with the person are the deciding factors that shape the total personality of the person at a particular stage of life.
- 7) **Guidance and counselling is meant for all those who need help:** It is well known that guidance and counselling is required by every individual at all stages of his/her development irrespective of the age, caste, sex, occupation, status etc. It should be given to all those who need assistance at any point of time in their life span.
- 8) **Guidance and counselling is not specific to any stage of development:** It is required in all stages of one’s life. Human beings need guidance concerning different things at each stage of their life. Guidance and counselling is a continuous process. It is believed that guidance and counselling cannot be restricted only to the time of solving the problems.
- 9) The main emphasis is on helping the student to achieve an all round development. When these are undertaken for the explicit purpose of enabling individuals to overcome problems, the services may have to be terminated after the solution has been found. However, efforts require to be continued in terms of programmes to prevent the recurrence of the same problem. There is nothing like a one shot and one time guidance programme.
- 10) **Guidance and counselling should be based on reliable data:** Information about the individual/student is the basis for guidance and counselling services. Therefore, a counsellor should have reliable data/information about the individual. The counsellor should make efforts to collect the information from the appropriate sources (parents/guardians, teachers, peers etc.) using validated and reliable psychological tests and tools.

- 11) **Guidance and counselling should have a flexible approach:** By flexibility we mean flexibility in the use of tools for getting data, selection of methods/strategies for guiding, approaches for monitoring etc. An approach tried out for a student would be a learning experience for another situation providing insights into similar problems of other students.

Hence guidance and counselling programmes need to be planned following the above principles so that it caters to every individual's needs and requirements.

Self Assessment Questions

- 1) State the assumptions underlying guidance and counselling.

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- 2) State any two principles of guidance and counselling.

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- 3) Explain the statement: guidance counselling is not specific to any stage of development.

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2.5 PURPOSE OF GUIDANCE AND COUNSELLING PROGRAMME

A guidance programme is developmental, sequential and focuses on attainment of outcomes of three domains of an individual/student viz. personal-social development, educational-academic preparation and career planning. In this section we'll discuss purpose of guidance and counselling programme in educational institution. Review of literature suggests the following four main objectives for the guidance and counselling programme:

- Best development of the individual

- Helping the student to grow in self guidance and individual maturity
- Helping maximize student's satisfactions and social productivity
- Assist students to learn to live better lives.

Now let us briefly describe the relationship between guidance and education.

2.5.1 Guidance and Education

As we all know that education helps the child to develop all aspects of his/ her personality viz. intellectual, physical, psycho-social, moral, vocational and aesthetic. This process is mainly done in schools/ educational institutions beside family, and society. In school the instructional objectives of education are met. In order to achieve all its objectives including the developmental and social aspects, educational process needs to be accompanied by guidance. Guidance supplements schooling and helps in meeting the needs of children other than the instructional.

Thus, guidance and education are related to each other integrally. The only distinction which can be made between these two is in terms of the activities taken under these two processes. The main focus of education is on curricular and co-curricular activities in educational institution. On the other hand the activities of guidance are developmental and adjustive in nature. The aim of guidance is to help the child in making maximum use of his/ her potentials and capacities. Thus, guidance helps in the process of self- actualisation. Education as such is a broader concept which encompasses guidance when we take a total view of personality development.

Certain sociological forces in our society such as industrialisation, urbanisation, population growth and mobility and occupational specialisation have made demands upon education which have had implications for guidance in educational system. On the other side alarming cases of mental illness, juvenile delinquency and crime in our society require preventive and remedial programmes to personalise education in the schools, particularly in the early years. Likewise, preventive action is expected to save the school dropout from his/her social and economic plight. Guidance is understood as an integral part of education. It is considered as a specialised service.. Guidance assists the students in making intelligent choices and adjustments in life.

The guidance point of view in education brings instruction closer to guidance. The main purpose of instruction is to enable the child to learn, and the teacher facilitates the learning process. A teacher having guidance view point takes care for developing student's interest, habits and attitudes towards learning, as well as motivating them to learn.

When we talk about instruction and guidance, the focus of instruction is on communication of societal expectations whereas guidance focuses on a unique self-development. The teaching-learning process facilitates the acquisition of concepts, facts, skills, and thought processes. On the other hand guidance is concerned with the self that is, the self-concept, attitudes, feelings, values, needs, goals, etc. Guidance is viewed as part of the learning process, and consequently as leading to behaviour change. However, these outcomes emerge primarily through the individual as an active being with internal growth forces that lead to self-discovery, development and release of potential.

The whole educational process may be viewed as being implemented through three basic functions—administration, instruction, and guidance. Through administrative arrangements the teacher and learner are brought together in a physical environment presumed to be conducive to learning. Facilities, equipment, and curriculum materials provide the setting for the instructional and guidance functions to be activated. According to Witmer (1967) teacher has to bear following five responsibilities:

- Personalising pupil-teacher relationship
- Creating a wholesome psychological environment
- Understanding child growth and development
- Individualising curriculum content and instructional techniques and
- Working as a team member in the organisation and administration of guidance programme.

2.5.2 Purposes of Guidance and Counselling Programme in Educational Institutions

The basic purpose of the school guidance programme is to help each student as she/he progresses through school (Saraswat, & Gaur, 1994).

- To achieve a clear understanding and acceptance of himself/herself – his/her strengths, limitations, interests, aptitudes, skills, abilities, attitudes and drives.
- To develop his abilities and interests to the extent possible, by providing him appropriate experiences.
- To understand the choices he faces – the opportunities open to him and the qualifications required for the goal he sets
- To make his own decisions and plans on the basis of self understanding, a knowledge of the choices open to him.
- To take action on the plans he has developed and to achieve adjustment in the new situation.
- To accept the responsibility for his own decisions.

The school guidance programme has, as one of its basic objectives, the task of helping each student in making wise decisions and solving the problems. Witmer (1968) has suggested *three bases* for establishing guidance and counselling programme in schools.

- Philosophical Basis:** The first basis is what we believe about children, their growth and role of school in facilitating that growth. This basis includes:
 - Commitment to the individual
 - Search for meaning
 - Freedom to Grow
 - Opportunity for optimal development
- Psychological Basis:** The second basis is the psychological nature of children, their common and exceptional needs for self development in a social setting. This basis includes:

- Individual differences
 - Developmental needs of all pupils
 - Exceptional needs
 - Learning difficulties
 - Behaviour and adjustment problems
- iii) **Social Conditions:** Third, a need for which the school must assume some responsibility is the urgency to remedy current social conditions through a strong preventive educational programme. The conditions are as follows:
- Culturally disadvantaged
 - Dropouts and unemployment
 - Crime and juvenile delinquency
 - Mental illness

According to Vashist, (1995) the following may serve as the objectives for establishing a school guidance programme.

- The student is encouraged to participate in student government to the mutual benefit of the school, community, and the individual.
- The guidance program should develop skills in effective leadership and cooperative group participation in line with individual needs.
- Assistance should be given to all student organisations in developing programs which will benefit the school community as well as individual needs.
- The student should be given help to interpret his interests and needs in relation to classroom and extra-classroom policies and programs.
- Assistance should be given to students in making adjustments to financial problems in such a way that they can continue their education.
- The guidance program should make possible the attainment of personally successful and socially acceptable living in an attractive and congenial environment.
- Students should be encouraged to supplement classroom learning with a variety of experiences which will develop social responsibilities and good citizenship.
- Students should be assisted in making a choice of subjects which will give them a liberal education yet specialised training.
- Assistance should be offered to students in making wise decisions in the selection of vocational objectives.
- The guidance program should assist students to remove personal obstacles which prevent them from making maximum use of their opportunities for growth.
- Students should be provided with occupational information in relation to their preparation, aptitudes, and abilities.

- Assistance should be given to students in finding adequate employment in the industrial, business and professional fields.
- Assistance should be given in the development of a student health program which will have educational, preventative, and clinical aspects.

More specifically, such a program should:

- a) protect the well from the sick;
- b) detect structural and functional defects and secure treatment for them;
- c) discover defective habits and attitudes, and supply appropriate information and advice for their correction;
- d) teach hygiene for present and future living through the scientific information and advice given the student regarding his health needs.”

According to Dash (2003) following are the reasons for planning and implementing guidance and counselling programme in schools:

Discovering students’ potentialities, abilities, interest etc. to assist them in proper development of these for the contribution to the society and country.

- 1) Understanding and exploiting students’ abilities by teachers to maximise their scholastic achievement. It thus, minimizes the chances of failures and wastage of educational interventions, and reduces frustrations in students.
- 2) Improving the psychological and physical health and efficiency of students thus, assisting them to overcome their defects, deficiencies, handicaps, disabilities, etc.
- 3) Identifying gifted students and developing enrichment programme to stimulate them to pursue excellence in their respective areas.
- 4) Strengthening discipline by helping the teacher to understand the causes of indiscipline exhibited by students thus, protecting students from unwarranted punishment.
- 5) Helping students in selecting appropriate subject.
- 6) Solving recreational purposes to decrease possibilities of bad health and inefficiency.
- 7) Developing Parent-Teacher Co-operation to understand and help the child.
- 8) Helping the physically disabled children to make his/her decisions and to solve his/her problems without assistance.
- 9) Helping students to acquire the knowledge, develop the habits and skills and attain the attitudes and ideals that are very much essential for adjustment in modern life.
- 10) Developing right attitude and interest on the basis of individual difference.
- 11) Helping in adjustment to school
- 12) Guidance through school subjects

2.5.2.1 Objectives of Guidance at Different Stages of Education

Guidance at different stages of education has different purposes. Let us see the objectives of guidance at the elementary and secondary stage.

At elementary stage: It is generally believed that guidance is required at the time of career planning. But we all know that guidance is needed from the very beginning when the child enters the school. The main objectives of guidance programme at this level are:

- helping pupils to make a satisfactory transition from home to school.
- diagnosing difficulties in the learning of basic educational skills.
- identifying pupils in need of special education (e.g. the gifted, the backward, the physically handicapped).
- helping potential drop-outs to stay in school.
- guiding pupils to develop insight into the world of work and favourable attitudes towards work.
- assisting in plans for their further education or training.

At secondary stage: The main objectives of the guidance services at this level are to help students in

- identifying and developing their abilities and interests.
- understanding their strengths and limitations and doing scholastic work according to their abilities.
- obtaining information about educational and vocational opportunities and requirements.
- making realistic educational and vocational choices and plans considering all relevant factors.
- Resolving their personal and social problems.
- helping students in selecting appropriate vocational career.

2.5.2.2 Implications of Guidance Programme in Educational Institutions

The main concern of school guidance and counselling programme is the mental and physical health and personality development of each student in the school. Therefore, the guidance and counselling programme has to focus on all students rather than only those having educational, personal-social-emotional problems. Guidance is integrated in the total process of education. One of the ultimate goals of guidance is to develop a child with a well-integrated personality. It is the purpose of the guidance programme to help each individual make the best possible adjustment between his/her own needs and the demands of the society in which he/she lives. Therefore, the immediate objective in guidance is to help each student meet and solve his/her problems as they arise. One of the ultimate objectives of all guidance is self-guidance.

The acceptance of the responsibility for guidance and counselling programme as described above suggests the following implications for the school (Shrivastava, 2003):

For the individual child

- To provide conditions that will give every student a maximum opportunity to feel socially secure, free from abnormal fears and anxieties, happy in the belief that his/her achievements are worthy and acceptable.
- To provide opportunities for each student to find success.
- To develop those understandings and attitudes about the student (abilities, aptitudes, interests, and achievements) that foster sound physical and mental health.
- To develop attitudes toward desired social behaviour.
- To develop poise, resourcefulness, and increasing self-direction.
- To develop interests of intellectual, social, and recreational value.
- To acquire educational, vocational, and personal-social information necessary in making decisions concerning present and future plans.
- To aid in the selection of an appropriate and satisfying career which is compatible with the student's interests, aptitudes, values and aspirations.
- To develop self-control in terms of the best interests of the group and the attitudes and abilities of cooperating successfully with others-a sense of personal responsibility for group welfare.
- To develop an understanding and a wholesome respect for the acceptance of one's own capabilities and limitations, as well as those of other people.
- To develop self-confidence and self-respect.

For the organisation and operation of the school

- To place importance to the needs of students beside other considerations of school procedure.
- To provide a curriculum and working conditions where each child may work effectively to his/her full capacity.
- To provide students related information necessary for determining appropriate instructional materials, conditions and experiences.
- To provide professional service to facilitate teachers in developing the attitudes, skills, and techniques necessary for effective classroom transaction.
- To provide health services that will aid in detecting physical conditions that may be causing maladjustment.
- To provide materials and facilities for testing and recording data necessary to understand the students' needs, aptitudes, and interests.
- To provide counselling with parents where it is needed in order to help in the adjustment of the students.
- To provide referral services for those students who need services of a professional.

Self Assessment Questions

1) Mention the three bases for establishing guidance and counselling programme in the school.

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2) State any five reasons for planning guidance and counselling programme in school.

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3) Describe the objectives of guidance at the elementary stage of education.

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2.6 LET US SUM UP

Planning guidance and counselling programme in educational institutions is based on certain rationale and has specific purposes. The onset of industrialisation, and growing complexities of life has created the need for guidance in every sphere of life particularly during the school life. Guidance as a professional service helps an individual to be self directive and capable of taking his/her own decisions. Through guidance and counselling services we can help the student find solutions to his/her problems through creating an understanding of self and the situation. In this unit we learned about the goals of guidance and counselling. The scope of guidance and counselling and the needs of guidance were discussed. Guidance and counselling are based on certain basic assumptions and principles which need to be considered for providing effective guidance to individuals. The relationship between guidance and education were also highlighted. Guidance supplements schooling and helps in meeting the needs of children other than the instructional. Finally, the objectives of guidance and counselling programme at the elementary and secondary stage of education were discussed.

2.7 UNIT END QUESTIONS

- 1) Discuss the rationale for guidance and counselling programme.
- 2) Describe in detail the need for guidance at the individual level.
- 3) Discuss the scope of guidance and counselling.
- 4) Explain the principles of guidance and counselling.
- 5) Discuss the main reasons of integrating guidance in education system.
- 6) Discuss the purposes of guidance and counselling in educational institution.

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UNIT 3 ORGANISING AND EVALUATION OF GUIDANCE AND COUNSELLING PROGRAMME

Structure

- 3.0 Introduction
- 3.1 Objectives
- 3.2 School Guidance and Counselling Programme
 - 3.2.1 Developmental Tasks at Different Stages of Education
 - 3.2.2 Components of Guidance and Counselling Programme
 - 3.2.3 The Guidance Calendar
- 3.3 Organising Guidance and Counselling Programme at Elementary Stage
 - 3.3.1 Developmental Tasks for Early and Middle Childhood
 - 3.3.2 Objectives and Activities for Elementary Stage
 - 3.3.2.1 Objectives and Activities for Academic Development
 - 3.3.2.2 Objectives and Activities for Career Development
 - 3.3.2.3 Objectives and Activities for Personal –Social Development
- 3.4 Organising Guidance and Counselling Programme at Secondary Stage
 - 3.4.1 Developmental Tasks at Secondary and Senior Secondary Stages
 - 3.4.2 Objectives and Suggested Activities for Secondary and Senior Secondary Stages
 - 3.4.2.1 Objectives and Activities for Academic Development
 - 3.4.2.2 Objectives and Activities for Career Development
 - 3.4.2.3 Objectives and Activities for Personal –Social Development
- 3.5 Evaluation of Guidance and Counselling Programme Activity
- 3.6 Let Us Sum Up
- 3.7 Unit End Questions
- 3.8 Suggested Readings

3.0 INTRODUCTION

Guidance and counselling programme plays an important role in educational institutions. The main function of this programme is to assist the students in self-understanding, making intelligent choices and adjustment in life. In Unit 2 you have studied the assumptions and principles of guidance and counselling. According to the assumptions and principles of guidance and counselling, the ability of an individual to make intelligent choices and adjustments in life has to be developed. For this purpose a counsellor/ teacher counsellor has to know the developmental tasks at each stage and the objectives to plan the activities. In this unit we have described the components of guidance and counselling programme, developmental tasks and the guidance calendar to help you to design a comprehensive programme to render guidance and counselling services to all students to help them in their academic, career and personal development. Few exemplar activities are also suggested.

3.1 OBJECTIVES

After completing this unit, you will be able to:

- Describe components of guidance and counselling programme;
- Plan the guidance calendar;
- Define developmental tasks;
- Identify developmental tasks at elementary stage of education;
- Formulate objectives of guidance and counselling activities at elementary stage;
- Identify guidance and counselling activities at elementary stage;
- Identify developmental tasks at secondary and senior secondary stages;
- Formulate objectives of guidance and counselling activities at secondary and senior secondary stages; and
- Identify guidance and counselling activities at secondary and senior secondary stages.

3.2 SCHOOL GUIDANCE AND COUNSELLING PROGRAMME

In our country generally guidance and counselling programmes are of remedial nature, provided to only those students who have some problem and who approach professional (counsellor) / teacher counsellor for help. Comprehensive guidance programmes do not exist in most schools as of now. and therefore, all students are not benefitted by it. Further, guidance and counselling programmes are mostly organised at secondary and senior secondary stages. Seeking guidance is a universal need and therefore, it should be made available to all students for their all round development. Guidance and counselling programmes should be designed in such a manner that these enable individual student to cope up with his/her developmental needs specific to particular age levels.

3.2.1 Developmental Tasks at Different Stages of Education

Every stage of development of an individual has certain personal development goals or tasks. Students have to make successful adjustments in response to personal needs and societal demands at various life stages. The school should contribute to the accomplishment of these. Therefore, it is necessary that guidance activities/ programmes should be developed keeping in view the specific developmental tasks to be mastered at each life stage of an individual (Humes & Hohenshil, 1987). According to Havighurst (1972) a developmental task is “a midway between an individual’s need and a societal demand and as arising at or about a certain period in the life of an individual.’ As per this view if an individual has to function effectively, he/she has to master these developmental tasks at each life stage. This contributes to his/her happiness in the present and also increases the chances of his/ her success and happiness in the future. A counsellor should keep these developmental tasks in mind while planning guidance activities/ programmes (Havighurst, 1972, Gysbers, & Henderson, 1988, and Myrick, 1987).

We know that a developmental task is a skill that an individual must learn at a particular time in his/her life if he/she is to function adequately as an individual and as a member of society. All developmental tasks are interrelated. The individual works at them more or less constantly no matter what other pressures may be imposed upon him/her. His/her goals may or may not always coincide with the goals of the institution. A student has to accomplish a development task at its appropriate time to avoid any difficulty in future life stages. Teachers should know about these developmental tasks to help students while they are making efforts to accomplish these.

Above description suggests that the maturational and societal demands are different at different life stages of an individual. Therefore, the nature of guidance activities would differ according to these stages, nature of student population and the type of school. However, some broad guidelines for developing guidance programmes have been provided by Bhatnagar and Gupta (1999). Table 3.1 shows the sequential nature and focus of guidance activities at different stages of school (Bhatnagar and Gupta, 1999).

Table 3.1: Guidance at different stages of education

Stages of education	Elementary and middle	Secondary	Senior Secondary
1. Focus	Developmental preventive	Preventive	Remedial
2. Objectives	Self awareness career awareness	Self understanding understanding career	Self identity career identity
3. Outcomes	Beginning competencies skills, attitudes, and values	Identify personal career concerns and goals	Self and career related decisions

According to Bhatnagar and Gupta (1999) the early stage of education being formative, aims at developing competencies, skills and attitudes to help students cope with early stage developmental tasks. These tasks help in handling the developmental tasks of later stages. During the middle and secondary school stages physical and mental growth are at a faster rate; hence exploratory activities help students to acquire a clear self and career identity. Efforts at resolving the identity crisis would help the students make adjustments and cope with various personal and career concerns of this stage. Guidance and counselling services provided in the early years help in creating initial awareness of personal-social and career related tasks.

<p>Self Assessment Questions</p> <p>1) What is developmental task according to Havighurst?</p> <p>.....</p> <p>.....</p> <p>.....</p>
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2) Discuss guidance at different stages of education.

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3.2.2 Components of Guidance and Counselling Programme

Before a counsellor/teacher counsellor plans the activities, he/she should know the essential components of guidance and counselling programme. Gordon (1999) emphasised that the activities of the guidance and counselling programme will depend upon the following components:

- 1) **Individual planning:** This includes the guidance and counselling activities meant to assist all students to plan, monitor and manage their own personal development. Activities of this component of the programme are offered to all students, and are meant to assist them in the development and implementation of their personal, academic, social and career aspects, in accordance with the skills and information they gather. This component generally offers students the opportunity for self-appraisal, and to plan for the world of work. Individual or group activities help students to understand themselves and the environment.

- 2) **School guidance and counselling curriculum:** This refers to a curriculum designed to serve all students of a particular grade level or group. The main purpose of this curriculum is to provide knowledge and life skills to students. The curriculum emphasises decision-making, self-knowledge, career exploration and career development. Following three major areas are included in the curriculum:
 - a) Learning to live (understanding and appreciating the self, home, family and others; developing a sense of community; making decisions and setting goals; and understanding safety and survival).
 - b) Learning to learn (making decisions, setting goals, and taking action; understanding interaction between home, family, school and community; and understanding factors which affect school achievement).
 - c) Learning to Work (learning the relationship between personal qualities and work; exploring careers; learning how to use leisure time; learning the relationship between education and work; learning to work together; and learning how the community relates to work).

This curriculum should state the goals for guidance instruction as well as student outcomes. It is essential to educate parents and the community and also establish collaboration with them for successful implementation of guidance curriculum. The curriculum is delivered through the following activities:

- a) Classroom activities – The guidance and counselling curriculum should be taught in the regular classroom.

- b) Group activities – Group guidance and counselling activities, such as class talks, career talks, career exhibition/fairs, visits to work places, role plays, audio/video shows etc. should be organised.
 - c) Parent education – Parent education/orientation is essential to associate parents in guidance activities. This is done through conferences/seminars and meetings.
- 3) **Responsive Services:** The third component of guidance and counselling programme is responsive services to facilitate healthy personal, social, educational and career development of students. This includes preventive, developmental and remedial guidance and counselling as well as consultation and referral services. Counselling is either individual or in groups. Consultation would be with parents, teachers and other professionals, while referrals would be to other specialists or programmes.
- 4) **Counselling service:** The main purpose of counselling is to establish a relationship leading to personal development and decision-making. This is done through self- understanding and self - knowledge and knowledge of the environment. The service provides an opportunity for verbal interaction between the counsellor and the client, to assist the client to deal with a specific problem which could be physical, academic, emotional/personal, and/or social. Basically, this service offers clients the chance to make decisions and solve problems. The counselling service recognises the uniqueness, dignity, value and respect of an individual. The provision of such a service acknowledges the fact that students need assistance to cope with the complexities of life. Classroom teaching alone may not meet the needs of the client effectively.
- 5) **Referral Service:** Some problems and concerns require services of well-trained and skilled professionals who have expertise in assisting these individuals. There should be network of referral services, which include social workers, doctors, psychiatrists, psychologists, priests, police and others.
- 6) **Consultation Service:** It is important to know that clients are not only students but children, sports persons, boys and girls, working with a number of people who wish to contribute in the welfare of students. Therefore the counsellor or guidance teacher should consult parents, subject teachers and other school staff, librarian, warden and hostel staff to ascertain various changes in students' behaviour that might have occurred. Consultation with teachers is an important means of increasing teacher awareness of issues their students face. Such consultations may also demand referral.
- 7) **Appraisal:** This service gathers personal information about the learner, and assists the individual to understand himself/herself better and provides essential facts about the learner to the counsellor, or guidance teacher for decision-making.
- 8) **Placement and follow-up:** The main purpose of this service is to assist students to achieve their career goals, e.g. by assisting them with subject selection, or placement, in a class or school, based on the subjects offered. It takes into account the interests, aspirations and abilities of the learner.

This service offers the counsellor/guidance teacher an opportunity to collect, analyse, and use, a variety of personal, psychological and social data about the students using testing and non-testing techniques.

- 9) **Research and evaluation service:** Research and evaluation are designed to determine the effectiveness of a guidance programme. It is through active research that counsellors or guidance teachers can upgrade their programmes, to ensure that they address the needs of the clients.

- 10) **Systems support:** A comprehensive guidance and counselling programme needs support of the system such as staff development, the necessary resources and facilities, finance, and policy support. The above support is essential and should be considered while designing the programme to ensure its proper implementation. The guidance programme should also identify other programmes that need its support, such as special education, vocational education, etc.

Self Assessment Questions

- 1) Elaborate following components of guidance and counselling in your own words.
 - a) Individual planning
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 - b) School guidance and counselling curriculum
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 - c) Responsive Services
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- 2) What is meant by Systems Support?
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3.2.3 The Guidance Calendar

Guidance calendar is governed by the needs of the students and meant to complement classroom activities. A Guidance calendar facilitates planners to manage guidance activities efficiently taking into account the time of the year most suitable for certain activities. It also ensures the appropriate use of resources. The guidance calendar is part of a school guidance programme and shows all guidance activities (such as class talks, career talks, tours/visits, career exhibition/fairs, talent shows, seminars, drama, etc.) that are planned in the school to fulfill

needs of students other than the curricular and co-curricular and which cannot be met in a classroom. Activities may be planned weekly, fortnightly, monthly, quarterly, or annually depending upon the objectives and requirements. The guidance calendar helps in avoiding overlapping with other school activities, and also give advance information to the administration and the target groups. While developing the calendar, the date, time, target group, guidance service activity, and human and material resources should also be indicated. As we know that guidance is a cooperative service; staff, parents and community members should be involved in drawing up the calendar.

Self Assessment Question

- 1) Describe guidance calendar and elaborate its need in a comprehensive guidance and counselling programme.

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3.3 ORGANISING GUIDANCE AND COUNSELLING PROGRAMME AT ELEMENTARY STAGE

As you know the elementary stage include classes 1 to VIII and the age range of students is 5 - 13 years. Guidance Programme at this stage helps students to acquire the developmental tasks successfully. It is important to identify students' academic and personal – social needs as early as possible to facilitate them in learning and academic achievement. A counsellor/teacher counsellor can help in this regard. At each stage of education three basic needs (Academic, career and personal social) have to be fulfilled by organising guidance and counseling activities.

3.3.1 Developmental Tasks for Early and Middle Childhood

Havighurst (1972) has suggested the developmental needs of individuals according to their life stages. At each stage of development there are certain developmental tasks; and guidance and counselling programme formulates the objectives and plans different activities which can help students in mastering these tasks. We can take some direction from the following developmental tasks for early and middle childhood while planning guidance and counselling programme:

- 1) Learning physical skills necessary for ordinary games.
- 2) Building wholesome attitudes towards oneself as a growing organism.
- 3) Learning to get along with age mates.
- 4) Learning an appropriate masculine or feminine social role.
- 5) Developing fundamental skills in reading, writing and calculating.
- 6) Developing concepts for every day living.

- 7) Developing conscience, morality and values.
- 8) Achieving personal independence.
- 9) Developing attitudes toward social groups and institutions.

Considering above developmental tasks we can design the guidance and counselling activities. However, Gibson and Mitchell (1986) emphasised that the activities should be developed keeping in view the following characteristics of children at this stage.

Elementary school children have not by now developed any group identifications. They are still experiencing continuous growth, development and change.

- He/she is continuously integrating experiences.
- He/she has a limited ability to verbalise and to reason as reasoning powers are not yet fully developed.
- His/her ability to concentrate over long periods of time is limited. The child's enthusiasm and interest can easily be aroused.
- Their decisions and goals serve immediate purposes as they have difficulty in visualising long range plans.
- Open display of their feeling is noticeable.

3.3.2 Objectives and Activities for Elementary Stage

We have to formulate the objectives to facilitate individuals to achieve above developmental tasks. We have to plan activities according to the needs and objectives. We categorize these development tasks into following three main heads for our convenience:

- i) Objectives and activities for academic development
- ii) Objectives and activities for career development
- iii) Objectives and activities for personal social development

The following guidance activities are only exemplar. Teachers/ counsellors can further modify/adapt/add activities according to the resources available to them.

3.3.2.1 Objectives and Activities for Academic Development

- 1) **Facilitating students adjust in school:** This objective will be to help students to make smooth transition from home to school and understand the relationship between performance in classroom and success in school.

Suggested activities:

- Organising meetings for parents about school rules, programme policies, services, facilities etc.
- Orienting parents and children by providing booklets, handouts, brochures, and diaries about school rules, programmes and its activities.
- Arranging school visits of parents along with children.
- Showing displays/exhibits of children's work.
- Showing films on school activities and programmes.

- Arranging orientation talks for parents about school's programmes and activities.
- Making small play groups to provide opportunities to children for interaction with peers.
- Making children talk about their role model, favourite persons, play activities, hobbies, pets etc:
- Using puppet theatre, songs etc. to orient the children about school activities

2) **Developing basic academic skills:** Students may be helped through this objective to use basic academic skills (reading, writing and arithmetic) to achieve success in academics; develop communication skills and demonstrate ability to work independently as well as in cooperation with peers.

Suggested activities:

- Orient teachers about learning aids, tools and techniques to improve academic skills of students and motivate them to use these to facilitate children.
- Administer testing and non-testing tools and techniques to identify deficits in learning of basic academic skills in children.
- Form study groups and encourage students to participate to enhance their academic skills.

3) **Increasing enrolment and reducing drop-out:** Guidance activity may motivate students to continue education, may be through formal or alternative systems of education.

Suggested activities:

- Interacting with teachers and parents to identify academic and personal problems of students who are intending to leave school.
- Identify community resources and communicate to parents to help such students overcome financial and / or other problems in continuing education.
- Providing information individually or in group to such students about other systems of education (open school and non-formal system) to meet the educational needs of students.

4) **Improving relationship between teacher and student:** Improved relationship between students and teacher would make the students comfortable while interacting with the teacher generally and at the time of any academic or personal difficulty. Improved relationship will increase among students a feeling of belongingness and being understood and welcomed by the teacher in school. Teacher–students relationship needs to be more congenial in case of students belonging to rural background from socially disadvantaged groups and girls.

Suggested activities:

- Collecting information about students' personal and family background and developing Students Personal Information Blank / Cumulative

Record Card. It can be obtained through interaction with the students, their parents/ family members, teacher, peers etc. Anecdotal records, observation, rating scales can be used for gathering such information.

- Orientation of teachers through talks, discussion, case presentation, seminar etc. on how to reinforce desirable characteristics, behaviours and habits in students.
- Orientation of teachers through video films on creating a warm climate in the classroom to develop positive self-concept in students.
- Orientation of teachers using role play, etc. to develop listening skills and skill of using body language to communicate warmth and affection to students.

5) **Identifying learning difficulties in students:** This would facilitate students to get special attention of teachers and would facilitate teachers to individualise teaching-learning process.

Suggested activities:

- Conducting achievement test for identification of children not achieving minimum levels of learning (MLL) in language, arithmetic and environmental sciences.
- Meeting with teachers and parents for identification of children with learning problems such as lack of motivation, poor concentration, difficulties in writing and reading, poor handwriting, poor memory, etc.
- Administering diagnostic tests or using observation for identification of children with visual-auditory perceptual deficits, attention deficits, hyper activity, etc.
- Orienting teachers in using 'multisensory and other individualised approaches in teaching for children with a variety of learning problems.
- Planning and organising special physical activity for hyperactive children to burn up their excessive physical energy.

6) **Developing skills for taking tests and other evaluation:** This would help students to develop study habits, management of time and task. They would feel relaxed and get prepared at the time of test.

Suggested activities:

- Organise class talk on advantages of class work and homework to make students to understand the need and importance of completing class work and home work.
- Help students to develop individual study plan and follow the plan to avoid anxiety and stress at the time of tests/evaluation.
- Orient students about different techniques of maximizing learning and memory of different concepts and contents.

7) **Developing skills to make decisions:** This would encourage thinking in students. They would explore new ideas and answers; learn to take responsibility for their decision and actions. The activities to achieve this objective would inculcate competence and confidence in students.

Suggested activities:

- Present problems related to daily routine and ask students to make their own decision to solve the problem. The problems need to be according to age and context of students.
- Organise class talk on relationship between school subjects and future educational opportunities to facilitate students in setting academic goals.

- 8) **Developing study habits/skills and attitudes:** This would benefit students in achieving success in academics. Developing positive attitude towards studies will enhance academic performance and they would be able to utilise their time properly for studies and other activities.

Suggested activities:

- Organise class talks, workshop and brainstorming sessions to develop interest and positive attitude towards developing study habits and skills.
- Organise sharing of experiences of successful students on effective study habits to motivate other students to follow.
- Collect good books on developing good habits and motivate students to read.

- 9) **Identification of children with special needs and helping them:** This would help such students to cope with their problems and progress in academic area with special provisions and facilities. This would also help these children to make adjustment to home, school and community at large.

Suggested activities:

- Use psychological tests, observations and interview with students, parents and teachers to identify and diagnose the type and degree of disability.
- Organise a class talk on problems of such children to create awareness among other classmates and teachers to facilitate these children in learning and performing in academics and other activities.
- Organise awareness programmes for parents and other community members about the type, causes, degree and of disabilities and strategies to deal with them.
- Organise counselling sessions to develop self-esteem and self-awareness among these children.
- Collect information about the schemes/facilities offered by government and non-government organisations and supply to these children and their parents.
- Prepare referral to appropriate agencies/professionals if required.

- 10) **Identification and helping children with special abilities/talents:** These children would be benefitted by getting special treatment from the school administration to further enhance their abilities/talents.

Suggested activities:

- Use psychological tests, observation and interview with students, teachers and parents to identify children with such talents.

- Collect information about opportunities/facilities on such talents and supply information to parents and students.
- Prepare referral to appropriate agencies/professional for their placement.

Self Assessment Question

- 1) Suggest two activities which you would like to organise in school for each of the following objectives:
- a) Facilitating students adjust in school.
.....
.....
 - b) Developing basic academic skills.
.....
.....
 - c) Improving relationship between teacher and student.
.....
.....
 - d) Identifying learning difficulties in students.
.....
.....
 - e) Developing study habits/skills and attitudes.
.....
.....
 - f) Identifying and helping children with special abilities/talents.
.....
.....

3.3.2.2 Objectives and Activities for Career Development

- 1) **Assisting students to develop general awareness about the world of work, work attitudes, values and habits:** This would create awareness among students about different types of work in the world of work.

Suggested activities:

- Organising competitions such as chart/poster, essay, debate, projects on topics related to develop work values, attitudes and habits.
- Asking students to prepare write-ups on the job/professions of family members, relatives, people in the neighbourhood, etc.
- Organising role play, puppet show, fancy dress show, visits to work places, etc. to orient students about the work different professionals do.

- Preparation of scrapbook on their interest areas with pictures of workers and if possible interview with workers and employers.
 - Screening of video films on different aspects of work.
- 2) **Developing work attitude, values and habits:** Students would be able to inculcate proper attitudes and values towards all kinds of work and develop habits and characteristics required to do particular type of job/work. They will be able to develop team spirit, cooperation and problem solving skills.

Suggested activities:

- Organise exhibitions, games/sports, etc. and engage students in group work to develop team spirit, time management, problem solving skills etc.
- 3) **Developing decision-making skill in selection of courses:** Students will be helped to understand the relationship between educational achievement and success in career. This will help them to make career decision and set goals and identify their interests, abilities and skills and relate with current career options.

Suggested activities:

- Identify the interests of students using interest inventories and give them assignment or projects (individual or group) to collect information on the jobs/ occupations related to their interest.
 - Help students to explore the suitable options in selecting educational courses.
- 4) **Exploring career options:** This objective would facilitate students to explore various sources to collect career information and develop strategies to achieve career goal.

Suggested activities:

- Organise visits to work places to provide opportunities to students observe actual work setting; utilise library sources, newspapers and internet.
 - Orient students to utilise library sources, newspapers cuttings, internet etc. to get detailed information about the career in which they are interested.
 - Organise class talks, group discussion or interaction with experts on topics like need and process of career planning; developing life skills; developing hobbies/use of leisure time; developing good work habits/values/attitudes, etc.
- 5) **Exposing student towards a wide variety of career choices:** Students need to know about the diversity in career options/choices. They can analyse the traditional and emerging occupations and relate to their choice based on the knowledge of world of work and its requirements.

Suggested activities:

- Organise class talks/career talks of professionals/ entrepreneurs to give detailed and first hand information about their respective occupations and the life styles.

- Assigning projects (group or individual) to students related to their subject matter and occupations related to them.
 - Provide opportunities to students to observe the actual work situation and interviewing the workers and the employers.
 - Preparing occupations based folders/ leaflet, posters/charts by the students and display for larger dissemination.
 - Organise career exhibitions/career fairs, etc.
- 6) **Self understanding and its relationship with world of work:** This will help students to know their strengths and limitations and their relationship with career choices.

Suggested activities:

- Assessment of students personal characteristics (abilities, special abilities, interests, personality characteristics, attitudes, values etc.) using psychological tests, observation and other non-testing tools (rating scale, anecdotal records, etc.)
- Providing career (educational and occupational both) information through organising career talks, career exhibition or display of charts/posters, leaflets/folders, interaction with professionals/entrepreneurs, field visits etc.

<p>Self Assessment Question</p> <p>1) According to you which two objectives are very important for career development of students at this stage?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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3.3.2.3 Objectives and Activities for Personal – Social Development

- 1) **Developing a positive self-concept, appreciation and respect for all human beings including peers irrespective of caste, creed, religion, sex and socio-economic status:** Through this objective, students would understand themselves (positive self-image) and the people in their surroundings; develop respect for all in the society; interdependence of communities; characteristics/peculiarities of different individuals/communities; and appreciate ethnic and cultural diversity. This also facilitates exhibiting proper behaviour and feelings in a social group.

Suggested activities:

- Organising self-expression activity in the class room on ‘who am I?’, ‘My characteristics’, ‘My weaknesses/limitations’, ‘My likes and dislikes’, ‘I am proud of’, ‘I enjoy’, etc.

- Organise sharing of experiences of students on ‘our festivals’, ‘our special food’, ‘My family’, ‘our customs’, ‘stories related to our religion’, etc.

2) **Building social skills:** Students learn to distinguish between socially desirable and undesirable behaviour, learn to identify feelings and emotions and possible ways to express their feelings with others.

Suggested activities:

- Organise group discussion or role-play or story telling on appropriate and inappropriate behaviours and their impact on peers, parents, siblings and others.
- Ask students to prepare write-ups on feelings and behaviours of elders towards them and what modifications they would like in their feelings and behaviours.

3) **Preventing violence and substance abuse and inculcate conflict resolution skills:** This objective is to help students to learn about the violent activities/behaviours and their effect on themselves and others, drug abuse and how to keep them away from such negative actions, and how to inculcate skills to resolve conflicts.

Suggested activities:

- Organise role play, story telling, video film shows on incidences of violence, fighting, bullying, negative remarks/teasing, and seek responses of students.
- Organise group discussion/workshop or brain storming on preventing violent behaviour, drug abuse, smoking and other group/gang activities.
- Preparation of charts/posters, news papers cuttings on such incidences and organise exhibition to create awareness about violence, drug abuse and other bad habits.

4) **Educating for building character and moral awareness:** This would help students in developing self-discipline and using right ways of approaching problems in life.

Suggested activities:

- Citing stories and role models to enumerate importance of developing good traits and values.
- Identification of personality traits/values, habits, attitudes in role models for effective and successful living.
- Using value clarification exercises e.g. choosing among equally competing alternatives.
- Presenting hypothetical or real life difficult situations to create moral awareness e.g. should a child tell lie to protect his/her peer or sibling from punishment, use violence to protest, stealing to help someone in need etc.

5) **Enhancing personal-social development:** This will help students in differentiating between different types of situations involving interpersonal relationships and respond appropriately.

Suggested activities:

- Organising role-play, group discussion or class talks to make students understand difference between aggressiveness, assertiveness and shyness.
- Organising brainstorming session to develop an action plan for setting realistic goals and strategies to achieve these goals.

- 6) **Making students aware about the physical changes taking place at particular age levels:** This will lead to the acceptance of physical changes taking places during growth according to the age and realising individual differences in physical growth.

Suggested activities:

- Organise talks of medical experts/developmental psychologists on physical growth and development.
- Organise group discussion/panel discussion of medical experts/developmental psychologists on significant physical changes and their implications on physical, personal, social and emotional aspects of an individual during pre-adolescent and adolescent periods.
- Provide situations where students can talk about the physical changes experienced by them. This will help them in understanding the concept of individual differences in this respect.

- 7) **Making the students understand the preference of making friends at pre-adolescent and adolescent periods:** This will help students to understand why same sex friends are preferred by them during pre-adolescence stage and friends of opposite sex during adolescence stage. This will help in reducing anxiety about opposite sex, creating healthy friendship by paying less importance to gender considerations.

Suggested activities:

- Organise class talks of professional to explain them the issues related to sexuality and attraction towards opposite sex to be a normal phenomenon.

- 8) **Making the students at pre-adolescent stage understand the traditional sex role stereotypes and breaking them:** This will help students to understand the need of gender neutral roles in present day world and breaking sex stereotypes for a healthy development of the society.

Suggested activities:

- Organise discussion among students on characteristics of males and females and their implications for sex-role stereo-typing.
- Organise role play and/or screen video films to help students understand the sex-role stereo-types prevalent in the society and how to strengthen gender neutral roles.

- 9) **Developing skills to face demands of adolescence stage:** This will facilitate students to take holistic approach to life, respecting alternative points of view, developing communication skills using speaking, listening and non-verbal behaviours.

Suggested activities:

- Organise group discussion, workshop, talks of professionals, role-play etc. to develop effective communication skills.
- Organise role-play, puppet show or case study method to make students realise the need of maintaining good relationship with parents, siblings, friends/peers, teachers and others in the society.
- Organise role-play to develop skills for developing effective interpersonal relationship.
- Organise talks of professionals to teach techniques to develop coping skills to deal with problems, managing stress and resolving conflict.
- Provide personal or group counselling to those students who are facing/suffering from such situations/problems.

10) **Developing basic skills to develop friendship and deal with peer pressure:**

This will help students to select friends as per their likings and requirements and how to cope with peer pressure.

Suggested activities:

- Develop and use a questionnaire to know the opinion of students about the need of friends, qualities they expect in friends etc.
- Help students to identify and develop friendship with like minded peers.
- Organise class talk on the concept of positive and negative peer- pressure and how to cope with negative peer pressure.
- Organise workshop to overcome negative peer pressure to develop a healthy independent personality.

11) **Making students understand that they are responsible for their behaviour:**

This will help them in taking appropriate decision while choosing between options having different results.

Suggested activities:

- Collect problem situations and present to students and ask them to think about the action they would take and the outcomes of their actions.

Self Assessment Question

1) Suggest two activities which you would like to organise in school for each of the following objectives:

i) Developing a positive self-concept, appreciation and respect for all human beings including peers irrespective of caste, creed, religion, sex and socio-economic status:
.....

ii) Preventing violence and substance abuse and inculcate conflict resolution skills:

Educating for building character and moral awareness

Developing skills to face demands of adolescence stage

3.4 ORGANISING GUIDANCE AND COUNSELLING PROGRAMME AT SECONDARY STAGE

In previous section of this unit we have discussed the developmental tasks at elementary stage (classes I to VIII) and the objectives of guidance programme to facilitate proper development during this stage. In this section, we are focusing on the secondary stage (IX and X) and Senior Secondary Stage (XI & XII). The age groups include children between 14+ to 18+ years. We know that during these stages the physical growth is very fast and psychological changes also take place accordingly. At this stage children demand more independence and desire to adopt adult ways of behaviour, their life–styles etc. According to the ASCA model (2003), the period of secondary and senior secondary stage is full of growth, promises, excitement, and hope. On the other hand children at this stage also face frustration, disappointment, stress, conflict etc. As senior secondary stage is final phase of transition from adolescence to adulthood, the students explore all aspects of life. They need to be prepared to leave school and plan to enter the larger world. Another important aspect of this stage is getting membership in the peer group. For adolescents, the peer group holds an important place.

Gibson and Mitchell (1986) have categorized the priority concerns of adolescents into following ways (i) Developing as a social being, (ii) Developing as a unique, and (iii) Developing as a productive being.

3.4.1 Developmental Tasks at Secondary and Senior Secondary Stages

- 1) **General Developmental Tasks:** Havighurst (1972) has identified following general developmental tasks for these stages
 - Acquiring new and more mature relations with age mates.
 - Learning an appropriate social sex role and responsibility.
 - Acquiring emotional independence from parents.
 - Preparing for an occupation.
 - Acquiring a set of values.
 - Selecting a partner.
- 2) **Vocational Developmental Tasks:** Corresponding to the general developmental tasks Super et al (1957) have suggested following vocational developmental tasks for vocational life stage which he termed as the exploratory stage:
 - Acquiring identity as a worker
 - Choosing and preparing for an occupation
 - Getting work experience as a basis for vocational choice
 - Assurance of economic independence.

3.4.2 Objectives and Suggested Activities for Secondary and Senior Secondary Stages

Before you plan activities at these stages, you should know about the characteristics of such schools in our country.

Following are a few characteristics (Bhatnagar & Gupta, 1999):

- A large number of students than the capacity of a classroom.
- Heterogeneous group of students due to geographical and social mobility of people.
- More emphasis on academic pursuits and achievements by parents and school management due to school leaving stage.
- Lack of space, finance and trained guidance personnel for organising systematic guidance and counselling programme.

In the backdrop of above constraints a counsellor/teacher has to formulate the objectives and plan guidance activities for academic, career and personal-social development of students. Schools may vary in formulating the objectives as per the requirements and in organising activities accordingly. Following are few among many objectives and activities which a school may plan.

Activity-1

Conduct a survey of secondary and senior secondary schools in your area and identify the characteristics which may affect the effectiveness of guidance and counselling programme.

3.4.2.1 Objectives and Activities for Academic Development

- 1) **Developing study skills:** The students are assisted to become independent learners; they learn to manage time for studies and co-curricular activities and hobbies, they learn skills of speaking, listening and non-verbal behaviour for effective communication.

Suggested activities:

- Organise workshop/small group activity of students on how to obtain academic/curricular information using various sources, manage and apply the information.
- Organise class talks of professionals on development of study habits, time management, gathering information / knowledge, increasing memory etc.
- Organise group discussion sessions to encourage students to talk, discuss and listen to others on various topics.
- Assigning projects (individual or group) to develop interest in seeking information on difficult concepts/topics to encourage self-learning.

- 2) **Facilitating and strengthening self-understanding, self-acceptance and self-direction:** This will help them to make appropriate academic and personal decisions. This will also help them in making successful academic adjustment.

Suggested activities:

- Assessment of students' personal attributes such as their abilities, aptitudes, attitudes, values, personality characteristics and also information like family background using testing non-testing tools and techniques.

- 3) **Assisting students to solve their educational, personal and career related issues:** Students are benefitted by knowing educational and personal requirements of occupations and making decision to opt for a particular educational course.

Suggested activities:

- Organise career talks, group discussion, and exhibition to help students relate personal characteristics to requirements of education and occupations.

- 4) **Identification of children with special needs and helping them:** This would help such students to cope with their problems and progress in academic area with special provisions and facilities. This would also help these children to make adjustment to home, school and community at large.

Suggested activities:

- Use psychological tests, observations and interview with students, parents and teachers to identify and diagnose the type and degree of disability.
- Organise a class talk on problems of such children to create awareness among other classmates and teachers to facilitate these children in learning and performing in academics and other activities.
- Organise awareness programmes for parents and other community members about the type, causes, degree of disabilities and strategies to deal with them.

- 5) **Identification and helping children with special abilities/talents:** These children would be benefitted by getting special treatment from the school administration to further enhance their abilities/talents.

Suggested activities:

- Use psychological tests, observation and interview with students, teachers and parents to identify children with such talents.
- Collect information about opportunities/facilities on such talents and supply information to parents and students.
- Prepare referral to appropriate agencies/professionals for their placement.

<p>Self Assessment Question</p> <p>1) According to you which four objectives are very important for academic development of students at this stage under guidance and counselling programme?</p> <p>i)</p> <p>.....</p> <p>ii)</p> <p>.....</p> <p>iii)</p> <p>iv)</p>

3.4.2.2 Objectives and Activities for Career Development

- 1) **Assisting students in career exploration and career planning:** The Students will understand the importance of qualities such as shouldering responsibility, punctuality, integrity, hard work, values etc. to become successful at workplace. With this objective, students make assessment of their career plans according to their educational qualifications, develop competency in their interest area and develop career maturity.

Suggested activities:

- Organising career talks, discussion, field visits (interaction with workers and exposure to workplace) for career exploration.
- Screening of video film to give exposure.
- Assign projects to students on careers related to their abilities, interests and personality characteristics.
- Help students to surf internet for career exploration under supervision and guidance of the counsellor/teacher counsellor.
- Orient parents and teachers to help them in self-understanding, career exploration and career planning.

- 2) **Helping students make realistic vocational choices and setting goals considering all relevant factors:** This will help students to develop competencies in their interest areas, assessing their career plans according to the educational qualifications and also to develop career maturity.

Suggested activities:

- Organise discussion/workshop with career experts, career exhibition, to provide career information to relate personal factors to the requirements of various training courses and occupations.

- 3) **Identification of students with special needs and learning difficulties and helping them in career development:** This would help such students to assess themselves and accordingly make vocational choices.

Suggested activities:

- Use psychological tests, observations and interview with students, parents and teachers to identify and diagnose the type and degree of disability.
- Collect information about the schemes/facilities offered by government and non-government organisations and supply to these children and their parents.
- Prepare referral to appropriate agencies/professional for their placement.

- 4) **Helping students in selecting educational courses and career within a broad occupational field keeping in view all relevant factors:** This will give a wide range of educational and occupational information to facilitate students in selecting proper academic/vocational / training course.

Suggested activities:

- Use group methods (career talk, career conference, career exhibition/day, visits to work place etc.) to help students to obtain detailed information about many traditional and emerging occupations.

- Orient students to use assignments, interview or observation to obtain first hand information from the workers/professionals working in the areas of their interest.

Self Assessment Question

- 1) Suggest two activities which you would like to organise in school for each of the following objectives:
 - i) Assisting students in career exploration and career planning:
 - ii) Helping students make realistic vocational choices and setting goals considering all relevant factors:
 - iii) Identification of students with special needs and learning difficulties and helping them in career development

3.4.2.3 Objectives and Activities for Personal – Social Development

- 1) **Enhancing understanding about the self:** Students would develop ability to do planning for life goals (short and long term), and learn coping skills to manage life events.

Suggested activities:

- Use assessment procedures (testing and non-testing) to develop understanding about the self (abilities, aptitudes, interests, personality characteristics, etc.)
- Organise group discussion, workshop, to enhance self-awareness and self-esteem.

- 2) **Developing social skills:** Students will be benefitted to know the importance of effective interpersonal relationship and communication skills, rights and duties as a productive member of the society and learn to identify and discuss changing personal, social and family roles.

Suggested activities:

- Organise training session to improve communication skills, assertiveness, interpersonal skills etc.
- Organise debates, group discussion, role play/drama, etc. on social issues such as relationship between rules, laws, and protection of rights of an individual.

- 3) **Preventing violence and substance abuse and helping students resolving conflicts:**

This objective is to help students to learn about the violent activities/ behaviours and their effect on themselves and others; drug abuse and how to keep them away from such negative actions, and how to inculcate skills to resolve conflicts.

Suggested activities:

- Organise role play, story telling, video film shows on incidences of violence, fighting, bullying, negative remarks/teasing, and seek responses of students.

- Organise class talk on types of violent behaviours and their implications.
- Organise group discussion/workshop or brain storming on preventing violent behaviour, drug abuse, smoking and other group/gang activities.
- Arranging talks of medical experts/professional on drug abuse and its consequences on academic, career and personal social development.
- Organise visit to de-addiction center and create awareness about the negative impact of drugs on career and personal – social development
- Presentation of case studies of drug addicted people and organise discussion
- Assign projects to students to interview people suffering from drugs.

Preparation and display of charts/posters, news papers cuttings on such incidences and organise exhibition to create awareness about violence, drug abuse and other bad habits.

- 4) **Helping students with special needs in social skills:** This will help the students with special needs in developing social skills and personal skills.

Suggested Activities

- Organise counselling sessions to develop self-esteem and self-awareness among these children.
- Creating awareness among the peer group and doing group work involving children with special needs

- 5) **Identification of exceptional/gifted children and assist them in furthering special ability:** These children would be benefitted by getting special treatment from the school administration to further enhance their abilities/ talents.

Suggested activities:

- Use psychological tests, observation and interview with students, teachers and parents to identify children with such talents.
- Collect information about opportunities/facilities on such talents and supply information to parents and students.

3.5 EVALUATION OF GUIDANCE AND COUNSELLING PROGRAMME/ACTIVITY

Evaluation of comprehensive guidance and counselling programme is important to know its effectiveness. While evaluating the programme we have to keep following points in mind:

- a) Programme Objectives: The first point in evaluation is to know how far the objectives have been successful in fulfilling the needs of the target group.
- b) Programme Content: Is the content relevant to the programme objectives and does it cover those objectives adequately?

- c) Programme Methodology: Here we are concerned with “How is the whole programme organised”? Are there better methods than the used to cater to the needs of the group? Is the frequency and duration of the activity in the programme appropriate?

While evaluating individual or group activities you may use one or more evaluation methods appropriate to the activity as described in Unit 4 of this block. The feedback from the target group can be obtained using check list, rating scale, questionnaire, interview schedule etc.

3.6 LET US SUM UP

Although a guidance programme should be designed as a constellation of services to improve the overall adjustment of a pupil, very few counsellors in India are able to organise comprehensive guidance programmes due to various reasons. To organise such a programme it is essential to systematically plan and administer guidance activities in order to achieve its objectives. Guidance activities have to be planned keeping in mind the developmental needs of the child and societal demands and expectations. In order to organise a suitable guidance programme, the needs and problems of students should be surveyed. This is important because programme goals, objectives, implementation strategies, evaluation techniques would all depend upon the needs of the target group. The school counsellors, therefore, should be well versed with need assessment procedures. They should also make a survey of resources in and outside school in order to utilise them in their work.

In India, there are various models of guidance services. Some schools have full time counsellors while some have teacher counsellors and a large number of them have careers teachers only.

The nature of guidance needs and problems of different populations vary. Accordingly the guidance programme structure and organisation would also vary.

The content of guidance programme will also differ at different stages of development since the developmental tasks which the individual has to cope with differ at different stages. Various psychologists have identified these developmental tasks for different cultures. The guidance workers should have an understanding of these in order to plan relevant activities for a particular stage of development in a particular culture.

Ideally, the guidance programme should be planned from elementary through senior secondary stages. However, in India due to various constraints, these programmes have not been introduced at the elementary stage. All the same, the importance of this stage can not be undermined. This being the formative stage, various developmental and preventive activities would lay the foundation of desirable habits, attitudes, skills and competencies required for the development of a healthy personality. Onset of puberty causes a lot of turmoil in an adolescent’s psyche. Appropriate activities to help the perturbed adolescent youth cope with the demands of this stage need to be organised.

The secondary stage brings additional concerns for students in terms of various educational and career related decisions. Choice of suitable subjects has to be

made keeping in mind the future career options. The major focus of a counsellor's job is therefore, at this stage to help the students understand their aptitudes, interests and values, assist him in understanding the world of work and its demands. Group guidance and individual counselling are therefore used by a counselor for assessment, imparting career information and providing help in taking decisions related to career and personal-social concerns. The follow up of the out-going students is a source of educational and career information to the counsellor. It also helps him/her in evaluating the impact of various guidance activities. It should therefore form an integral part of a guidance programme. Research and evaluation studies should also be taken up by the counsellor to bring about improvements in the school guidance programme.

3.7 UNIT END QUESTIONS

- 1) Conduct a need analysis survey of students at elementary level and prepare a calendar of guidance and counselling activities.
- 2) Briefly describe the components of guidance and counselling programme.

3.8 SUGGESTED READINGS

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UNIT 4 METHODS OF EVALUATION

Structure

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- 4.1 Objectives
- 4.2 Evaluation
 - 4.2.1 Meaning of Evaluation
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4.0 INTRODUCTION

In the previous units of this block you have studied the development and organisation of guidance programme activities. You have done assessment before planning guidance programme and planned activities considering the needs of students at particular age/stage. While planning the guidance programme you also have to keep in mind how you are going to assess the effectiveness of your programme including the activity. Like any other programme, guidance and counseling programme also needs to be evaluated. Evaluation in guidance and counselling refers to the measures used to assess the effectiveness of guidance and counselling programme. Evaluation of guidance and counselling programme not only helps in developing effective and meaningful guidance and counselling programme but also helps counsellors enhance their skills.

As a counsellor/ teacher counsellor you have to follow a systematic way of determining effectiveness of the activities in terms of the outcomes achieved. Therefore, evaluation of guidance programme is also essential. In this unit, we

have described the concept of evaluation, its purpose, principles, characteristics, and types. We have also dealt with the approaches, models and methods of evaluation.

4.1 OBJECTIVES

After completing this unit, you will be able to:

- describe the meaning and importance of evaluation in genera;
- explain the purposes, principles, characteristics and types of evaluation;
- describe the criteria of evaluation specific to guidance and counselling programme;
- identify a suitable evaluation model for evaluation of guidance and counselling programme;
- enlist the steps involved in conducting evaluation; and
- select the appropriate methods, tools and techniques of evaluation as per the requirement of particular guidance activities.

4.2 EVALUATION

Evaluation is a very significant step in any programme/activity organised. It gives us feedback for reflecting and improving the programme or activity. Hence equal importance is to be given to the planning of evaluation as well as to how to conduct the programme/activity. Here we'll be describing the meaning, purpose, principles, characteristics, types and requirements of an effective evaluation in the coming sections.

4.2.1 Meaning of Evaluation

In simple terms, evaluation means measuring the effectiveness of any programme, activity, performance, in terms of its pre-determined goals or objectives. According to Webster's dictionary "Evaluation is the act or result of evaluating or examining and judging the worth, quality, significance, amount, degree or condition of something". Evaluation is done with a view to correcting, improving, changing, rating or pricing. Evaluation of a guidance programme not only helps school counsellor in determining the extent to which a counselling programme has made a positive impact on students, it also helps in identifying the problems/ barriers that obstruct the desired success of the programme. Thus, evaluation helps in guiding the counsellor to develop effective guidance programme according to the objectives.

4.2.2 Purpose of Evaluation

According to Vacc, Rhyne and Poidevant (1993) the main purpose of evaluation is to acquire an understanding of how present guidance services are being utilised and to determine areas that need additional emphasis. Evaluation may be done due to following purposes:

- i) To find the need and meaningfulness of a programme/ activity.
- ii) To identify the strengths and / or weaknesses of a programme/activity.

- iii) To assess the degree of satisfaction of the target group with the services rendered/ activity organised.
- iv) To analyse the kind of interventions to be used for a particular group of students.
- v) To observe the progress of desired change to be brought in students with the help of guidance and counselling programme.
- vi) To set a baseline for remedial actions and to improve subsequent efforts.
- vii) To assist school administration/counsellor /teacher to assess proper use of facilities, budget and other resources.

Thus, evaluation is done to determine the value of various activities and the resources used, in order to make decisions about the programme for the future.

Self Assessment Question

1) Define the word evaluation in your own words.

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2) State any three purposes of evaluation.

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4.2.3 Principles of Evaluation

Evaluation of any programme / activities is based on certain principles. For a true evaluation following principles should be kept in mind. An effective evaluation requires:

- i) Establishment of predetermined goals or objectives, against which evaluation is done.
- ii) Making evaluation more meaningful by setting up valid criteria.
- iii) Application of the evaluation criteria, which make use of appropriate tools and techniques necessary.
- iv) Involvement of all stakeholders (such as students, peers, parents, teachers, school management etc.) in guidance programme.
- v) Proper feedback and follow-up to improve and/or develop guidance programme.

- vi) Continuous evaluation to rectify the weaknesses / problems in the programme.
- vii) Establishment of credibility and confidentiality so that students, parents and peers share the information willingly with the counsellor.

4.2.4 Characteristics of Evaluation

Sharma (1999) had listed following characteristics of evaluation:

Evaluation is intended to contribute to the solution of a particular kind of practical problem.

Evaluation is a decision-oriented study in which the evaluator is asked to provide information wanted by a decision maker – a government policy maker, school management. Thus, evaluation is a commissioned study.

Evaluation is an idiographic activity, i.e. descriptive of the particular activities. It is not nomothetic i.e. law giving.

Explanation of the phenomenon being evaluated is not the primary purpose of evaluation. A proper and useful evaluation can be conducted without producing an explanation of ‘why’ the programme being evaluated is good or bad or ‘how it operates to produce its effects.

4.2.5 Goals of Evaluation

The goal of evaluation, particularly in education and guidance, is to determine the worth of its materials, programmes and activities. In other words evaluation seeks directly to assess social utility.

Education and/or guidance programme evaluation is concerned with a phenomenon which has limited generalisability across time and place. It has to be done considering specific objectives of the programme and the target group for which the programme is planned.

Value questions are the sine-quo-non in evaluation and usually determine what information is sought. For example, the acquisition of knowledge and improvement of self-concept are clearly value laden.

Education and guidance are multi-disciplinary. The evaluator should appreciate the view about guidance held by other socially relevant disciplines. In this way the evaluator of guidance programme can become sensitive to the wide range of phenomenon to which he/she must attend if he/she is to properly assess the worth of a guidance and /or educational programme.

The evaluator’s role is largely that of a methodological expert applying inquiry techniques to the solution of a particular type of practical problem. Consequently, the evaluator should have sound knowledge of statistical analysis techniques, measurement and psychometrics and methods of evaluation.

<p>Self Assessment Questions</p> <p>Fill in the blanks</p> <p>1) The goal of evaluation, particularly in education and guidance, is to determine</p> <p>2) In other words evaluation seeks directly to</p>

- 3) The evaluator’s role is largely that of a applying inquiry techniques to the solution of a particular type of practical problem.
- 4) Consequently, the evaluator should have sound knowledge of
.....

4.2.6 Types of Evaluation

Evaluation can be formative, summative or diagnostic based on what one wants to achieve.

i) **Formative Evaluation**

Formative evaluation is done during the programme / activity before its completion. It is conducted more than once depending upon the length of activity. Formative evaluation is quite helpful in the early stage of development of a programme as it helps in improving the programme.

ii) **Summative Evaluation**

As the name indicates, it is done at the end / completion of the programme/ activity. It is helpful in knowing the effectiveness of the whole programme. In this case the counsellor comes to know about the worth of programme at the end of the programme.

iii) **Diagnostic Evaluation**

Diagnostic evaluation is done at any time in the programme to pin point anything wrong in the programme. This helps the counsellor in correcting the problems immediately, thereby, improving the programme/activity.

Above three types of ‘evaluation’ are essential and should be kept in mind while planning and developing school guidance and counselling programme.

Self Assessment Question

- 1) Describe following evolution in one sentence
 - i) Formative Evaluation
.....
 - ii) Summative Evaluation
.....
 - iii) Diagnostic Evaluation.
.....

4.2.7 The Essential Requirements for Effective Evaluation

The essential requirements for an effective evaluation of guidance and counselling programme are mentioned below.

Goals and objectives of the guidance programme should be well stated and defined.

- The objectives should be observable and measurable.
- The method of evaluation should be valid.

- The process used for evaluation should be reliable.
- The person conducting the evaluation should be expert in evaluation process.

4.2.8 Criteria for Evaluation

As you know criteria are a set of principles, standards or a measure against which assessment and evaluation are done. In evaluation of guidance and counselling programme/activities, pre-determined criteria help in assessing whether the services rendered are in line with the objectives framed. Therefore, it is very essential that while planning and developing guidance and counselling programme, criteria for evaluation are also properly determined. It will help in making the programme effective. Criteria also help in identification or developing tool for evaluation such as checklist, interview schedule, questionnaire or a rating scale. You can select appropriate tool for collection of data from the students/teachers/parents etc. to evaluate the programme/activity against the criteria formulated. The obtained data are to be analysed and interpreted against the realisation of goals of the guidance and counselling programme/activities. Sometimes the criteria set for the goal are directly observable and measurable, for example, the problem of under achievers in class XI. Here the goal of guidance and counselling programme is to enhance achievement of students. It can be easily observed in terms of their increased attendance in class room, their achievement score/grade, their attitude towards studies and teacher etc. The academic achievement can also be measured using standardized tests or teacher made tests. This kind of evaluation is easy to do.

Sometimes counsellor faces problem when the goals to be achieved are not easy to assess. Therefore, a counsellor should be very careful while setting the goals of guidance and counselling programme. It will help in determining criteria for achieving goals. As a counsellor you should set such criteria which can easily be measured. You should also know that the criteria are different for measuring achievement of different goals.

4.3 EVALUATION OF GUIDANCE AND COUNSELLING PROGRAMME

In the comprehensive school guidance and counselling programme, evaluation is an important component. Unless we evaluate the different components of the programme, we'll not be in a position to comment on the effectiveness of the programme. Hence you should have a thorough understanding of the procedure of evaluation. Below you'll learn about how to carry out the evaluation and the different models of evaluation followed to evaluate guidance and counselling programmes.

4.3.1 Evaluation Perspectives

To achieve accountability, evaluation is needed with regard to the nature, structure, organisation and implementation of school guidance programme; the school counsellor and other personnel who are implementing the programme; and the impact of the programme on students. Thus, the overall evaluation of school guidance programme needs to be approached from three perspectives:

- i) programme evaluation,

- ii) personnel evaluation, and
- iii) results evaluation.

i) **Programme Evaluation**

According to Siddiqui (2009) when we conduct evaluation of the programme two questions arise:

- i) Is there a written guidance programme in the school?
- ii) Is the written guidance programme the actual implemented programme in the school?

If there is any discrepancy between the written programme and the implemented programme, it will be known while programme evaluation is being done.

We need *programme standards* to conduct programme evaluation. By programme standards we mean acknowledged measures of comparison or the criteria used to make judgments about the adequacy of the nature and structure of the programme as well as the degree to which the programme is in place. For example, here is a programme standard:

The school district is able to demonstrate that all students are provided the opportunity to gain knowledge, skills, values, and attitudes that lead to a self-sufficient, socially responsible life.

To make judgments about guidance programmes using standards, evidence is needed concerning whether or not the standards are being met. In programme evaluation such evidence is called documentation. Using the standard listed above, evidence that the standard is in place might include the following:

A developmentally appropriate guidance curriculum that teaches all students the knowledge and skills they need to be self-sufficient and lead socially responsible lives.

Yearly schedule that incorporates the classroom guidance plan.

Documentation of such evidence could include:

- guidance curriculum guides
- teacher's and counsellor's unit and lesson plans
- yearly master calendar for the guidance programme
- curriculum materials

ii) **Personnel Evaluation**

Personnel evaluation is based directly on the job task descriptions and usually has two parts: a formative part (supervision) and a summative part (evaluation). The job task description identifies the performance areas to be supervised and evaluated.

- For instance, the job description of a school counselor would include the following roles:
- implementing the guidance curriculum;
- counseling individuals and small groups with immediate needs and specific problems;

- consulting with parents and teachers;
- referring students to appropriate community agencies;
- coordinating, conducting, and being involved with activities that improve the operation of the school;
- evaluating and updating the guidance programme; and
- continuing professional development.

Accordingly the evaluation can focus in these areas.

iii) **Results Evaluation**

We need to evaluate the results of the guidance programme. According to Johnson (2003) the results may be long-range, intermediate, immediate, and unplanned. Long-range results focus on how programmes affect students after they have left school. Usually long-range results are gathered using follow-up studies. Intermediate results focus on the knowledge and skills all students may gain by participating in the guidance programme. Immediate results are the knowledge and skills students may gain from participating in specific guidance activities. Siddiqui suggested use of a confidence survey to conduct immediate evaluation, to measure mastery of guidance competencies. In this format guidance competencies are listed and students are asked to rate how confident they are that they have mastered the competencies. The confidence survey can then be used as a pre-post measure. The obtained scores can be related to such measures as academic achievement and vocational identity.

Finally, the possibility of unplanned for results that may occur as a consequence of guidance activities conducted as a part of the guidance programme also need to be taken into account.

4.3.2 Basic Steps of Evaluation

The process of evaluation is a cyclic process which includes steps like identification of objectives or programme goal; planning; analysis; reflection and follow-up. This cyclic process is depicted in the Figure below.

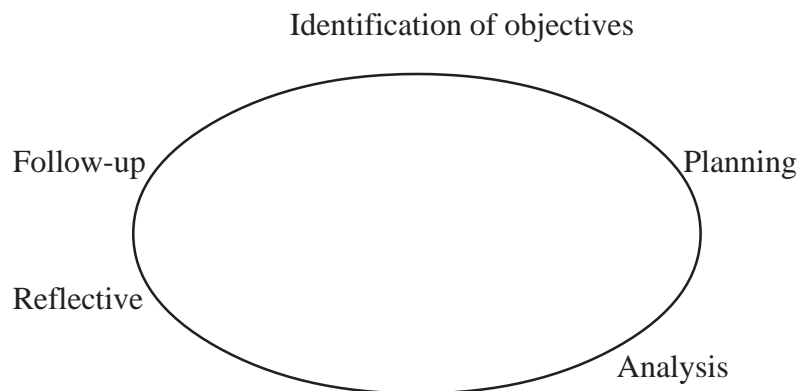


Fig.4.1: Basic Steps of Evaluation Process

Identification of programme objectives

Evaluation in terms of achievement of the objectives is most difficult in the guidance area of education. In the first place, no standard set of objectives has been formulated. Objectives may differ from school to school and from counsellor to counsellor. The objectives become the basis for defining suitable criteria for

evaluation and the nature of the evidence needed to measure the degree of achievement of these programme objectives. It is difficult to formulate objectives in terms of specific human behaviour because one individual may achieve the objective one way and another individual by a different way.

Until the objectives of guidance are clearly defined by a school it is difficult to measure the outcomes. Therefore, the first step in programme evaluation is to identify the programme objectives and also an assessment of what is to be evaluated. The focus can be on the total guidance and counselling programme or on any particular activity. A counsellor should state the objectives in clear, concise and measurable terms.

Planning

Once you have formulated the objectives of programme evaluation, the next step is to develop the overall plan of evaluation. Planning includes the following:

- a) *Type of evaluation:* You have to decide which type of evaluation will be done, formative, summative or diagnostic. We have already discussed the details of evaluation.
- b) *Criteria:* Specific objectives and criteria for judgment and appropriate assessment strategies must be established to obtain information from stakeholders (students, teachers, parents). Criteria are the basis for determining the extent to which programme objectives have been achieved. Since all primary programme objectives are related to student behaviour and development, the primary criteria inevitably relate to programme outcomes in terms of what happens to students. On the other hand, secondary objectives relate to programme provisions and therefore, it is important that realistic, meaningful and feasible criteria are established while planning the evaluation process.
- c) *Evaluation strategies:* It will depend upon the goals and objectives of guidance and counselling programme whether you will use survey, case study or experimental method, and also to whether you will construct tools (test/inventories) or use standardized ones. The counsellor also has to specify the type of data and method of data collection.
- d) *Procedures / techniques and tools for collecting data:* For collection of data, procedures and tools such as tests, case conferences, interviews, observation, group discussion, anecdotal records, questionnaire, inventories, diaries etc. can be used.

Travers (1949) had suggested different procedures for collecting data. According to him *subjective data* are obtained through self reporting or own assessment by an individual using rating scales, questionnaire and/or check list. *Objective data* such as academic grades, regularity in attending classes etc. can be obtained through records maintained in the schools.

Analysis

Inferences and conclusions can be drawn from the data only after a thorough analysis of data to determine all facts and relationship. In this phase the analysis of data is done to determine the extent of success, examine weaknesses or

strengths. It enables the counsellor to make recommendation or suggestions to further modify the future programme/activity. Therefore, analysis of data / outcome is an essential component of evaluation.

Reflection

Introspective thinking on the outcome of the analysis is very important for an effective guidance and counselling programme. The counsellor and school management/guidance committee have to consider the results of analysis to be correlated with the direction of the guidance and counselling programme. This will provide way for further follow-up and would also help in improvement of the programme in future.

Follow-up

Based upon the data analysis and reflection on outcomes of the programme, this stage of evaluation process deals with the actual implementation of the modified guidance and counselling programme. Follow-up of a programme helps the counsellor/ school management in correcting weaknesses/ limitations faced in the programme and to develop a programme which is more meaningful and beneficial to the students.

Self Assessment Question

- 1) Sequentially arrange the steps of evaluation procedure
 - a) Reflection
 - b) Analysis
 - c) Planning
 - d) Follow-up
 - e) Identification of programme objectives

4.3.3 Models of Evaluation

There are various models suggested for evaluation of guidance and counselling programme such as,

- i) Goal Attainment Scaling Model (Glicekn, 1978)
- ii) Discrepancy Evaluation Model (Pine, 1975)
- iii) Accountability Bridge Model (Astramovich, Coker and Hoskins, 2007)

Here we'll describe the Accountability Bridge Model.

4.3.4 Accountability Bridge Model

This model of evaluation was developed by Astramovich, Coker and Hoskins in 2007. Under this model (as depicted in Fig. 4.2) there are two recurring cycles of evaluation– i) Programme Evaluation Cycle; and ii) Context Evaluation Cycle.

- i) **Programme Evaluation Cycle:** In this cycle there are four stages – Planning, Implementation, Monitoring and Assessment.
 - a) **Planning stage:** In this stage guidance and counselling programmes are planned. In addition to it, planning is also done for the types of intervention required and the resources needed for implementation of the programme.

- b) **Implementation stage:** The guidance and counselling programmes are actually executed based on the plan formulated in this stage. Any drawback in the programme is rectified, by way of formative evaluation, done with the help of feedback received from the Context Evaluation Cycle.
- c) **Monitoring and Refinement Stage:** The evaluator/counsellor monitors the programme thoroughly to find out whether any adjustment is needed.
- d) **Outcome Assessment Stage:** In the outcome assessment stage the evaluator/counsellor makes a final assessment of the outcome of the programme or intervention provided to students.
- ii) **Context Evaluation Cycle:** The second cycle also involves following four stages:
- a) **Feedback from stakeholders:** In the *stage* of feedback from the stakeholders, the outcomes are communicated to the stakeholders and the feedback is obtained from them.
- b) **Strategic planning:** The next stage is the strategic planning stage, in which school counsellor engages in strategic planning which can include a thorough examination and possible revision of the vision, mission and purpose of the overall school counselling programme.
- c) **Needs assessment:** During this stage the counsellor gathers the needs/requirements from different sources, apart from students and parents, which would be of help in redesigning and reformulating the overall counselling programme.
- d) **Service objective:** This stage incorporates the results of all the previous stages and, based on the outcomes, feedback and assessment of needs, strategies for further intervention are designed. After establishing the service objectives, the evaluation cycle restarts, with the feedback from Context Evaluation Cycle reaching the planning stage of the Programme Evaluation Cycle.

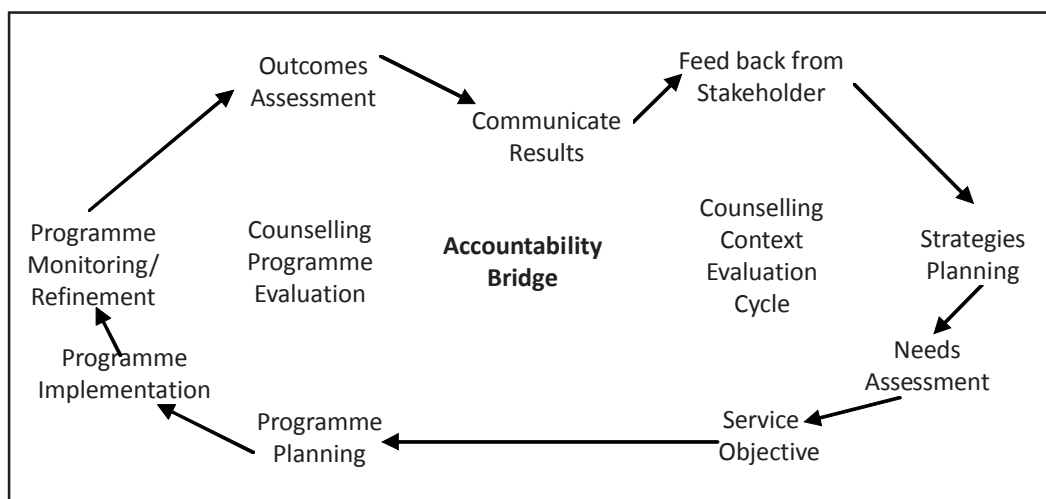


Fig. 4.2: Accountability Bridge Model

The Accountability Bridge Model can be an effective model of evaluation. It communicates the outcomes of the programme evaluation to the various stakeholders involved in the process of guidance and counselling. Communication of the outcome can be made in the forms of reports, summaries, presentations and discussions. The model also indicates the importance of the views of various stakeholders such as students, parents, school authorities, and teachers who have key roles to play in making the counselling programme effective.

Self Assessment Question

- 1) Match the following
 - i) Goal Attainment Scaling Model a) Agramovich, Coker and Hoskins
 - ii) Discrepancy Evaluation Model b) Glicekn
 - iii) Accountability Bridge Model c) Pine

4.3.5 Approaches to Evaluation of Guidance and Counselling Programme

There appears to be at least three distinct, although not mutually exclusive approaches to conducting studies of programmes and studies of students, namely, i) the appraisal approach; ii) the assessment approach; and (iii) the evaluation approach. The distinction among these approaches lies in the purpose of approach.

- 1) **Appraisal approach:** The appraisal approach serves the purpose of determining the status of programmes and students. Surveys are conducted to determine the status and development level of programme provisions, activities procedures, techniques or of student characteristics such as aptitudes, interests, personality traits etc.
- 2) **Assessment approach:** The assessment approach aims to measure changes in programmes and activities. Through periodical surveys data is collected to identify and describe the nature and extent of change in programme provisions and student characteristics.
- 3) **Evaluation approach:** The evaluation approach is designed to determine the worth and effectiveness of programme provisions primarily in student behaviour and development and in addition, advances in educational functions like instruction. For this approach experimental studies and case studies appear to be more appropriate.

As a counsellor you should undertake evaluation of guidance programme by implementing these three approaches in the order in which they have been mentioned above. You should first determine what is being done and what exists; then determine what changes are being made for improvement and what needs to be done; and lastly determine the worth and effectiveness of the programme and programme elements in achieving objectives set for improvement in students' behaviour or performance.

Self Assessment Question

1) Briefly describe three approaches of evaluation.

a) Appraisal approach

.....

b) Assessment approach

.....

c) Evaluation approach

.....

4.4 METHODS OF EVALUATION

Evaluation of guidance and counselling programme may be done using methods such as survey, case study and experiment. Whatever method you use for evaluation of guidance and counselling programme; you should have a thorough understanding of the type of data to be collected and the tools available for collection of data. There are three types of data you may collect while evaluating the programme. These are described very briefly here:

- 1) **Enumerative data:** These include recording the extent of time devoted to providing various guidance services or frequency of guidance activities conducted during a particular period of time. The data is obtained on number / frequency of counselling sessions, group guidance activities, etc.
- 2) **Process data:** Process data include information on the personal characteristics and professional skills of the counsellor, such as time management skills, communication skill, organisational / coordination skills.
- 3) **Outcome data:** Information regarding behavioural changes occurred due to the introduction of guidance and counselling programme and involvement of the counsellor are known as outcome data. For example, personal development of student, improvement in students' grade, increased self – esteem of student etc.

The following methods are generally used for collecting data to measure the effectiveness of a programme. The feedback/ information about the effectiveness of the programme / activity can be obtained from the students (present and school leavers), parents, school staff, employers, etc.

4.4.1 Case Study Method

In this method the progress made by an individual in achieving the desired modifications after receiving the Guidance and Counselling programme is recorded. Case study method is individualistic and time consuming, but it can provide in-depth information about the progress made due to intervention.

Although generalisation of data obtained through this method is not possible but it may be used for specific groups and specific categories. Following are few issues which may be studied using case study approach:

Although individual case studies cannot be statistically analysed for evaluation of guidance services however, data on small group of students with certain common characteristics can be treated statistically. Bhatnagar and Gupta (1999) had suggested following issues which can be studied using case study approach:

- Potential drop outs
- Under-achievers
- Talented and gifted students in all areas
- Disadvantaged students
- Socio-metrically identified as Rejected and Isolates
- First generation learners
- Economically backward students
- Mentally retarded
- Physically handicapped
- Uncooperative students
- Students with highly specialised interests.

Careful analysis of data obtained through this method may provide sufficient information for formulation a hypothesis. This can be tested using experimental studies.

You may collect following type of information while using case study method:

- Preliminary information
- Name, age, sex of the student (SES)
- Education and occupation of parents etc.
- i) **Past History:** Birth history, birth order of the child/individual, development after birth in terms of physical, intellectual, social – emotional development; relationship with parents, siblings and friends.
- ii) **Present status/ development:** Record of curricular achievement, participation in co-curricular activities.
- iii) **Home and school environment:** Personal characteristics and attributes such as abilities, aptitudes, interests, attitudes, achievement level, personality characteristics, etc.

Above data help the counsellor to make evaluation against the background information and the present status/ condition of an individual. This facilitates evaluation of guidance and counselling programme and help in understanding the students in the context of the past.

4.4.2 Survey Method

This method is used in an evaluation study when data are required to be obtained from a large group of stakeholders such as students, parents, teachers etc. receiving

any group guidance or counselling programme. Through this method you can collect data about the perception of students, teachers, parents and others about the guidance and counselling programme using questionnaire / rating scale / interview schedule. Survey method is used most widely in evaluation of guidance and counselling programme / activity because it is flexible and conducted on the total target group or on the representative sample of it.

Following are major steps required to conduct survey:

- i) Identify the objectives of evaluation of guidance and counselling programme
- ii) Form a guidance committee to help counsellor to obtain data from the stakeholders
- iii) Identify the sample size and population
- iv) Select the tool (s)
- v) Administer the tools and obtain data
- vi) Compile and analyse the data
- vii) Generalise the data
- viii) Formulate recommendations

Although you can obtain data from a large number of persons using this method, however, it is difficult to ensure reliability of data as true sample is difficult to obtain.

Some of the drawbacks of survey method are subjectivity in responses, tendency of students to give socially desirable responses, selection of true sample etc. This method lacks experimental validation and it is difficult to establish the causal relationship. Survey method is comparatively time consuming and expensive.

4.4.3 Experimental Method

For scientific evaluation of any programme or intervention experimental method is the most appropriate method to determine the worth and effectiveness of programme activities and in improving guidance and counselling programme. This method is a planned attempt to study the effect of intervention on one or more groups of students/ individuals. Experimental method needs a systematic procedure to follow and sometimes it is difficult for a counsellor to arrange all these conditions. However, this method can be used for some services/activities. There are two designs which are generally followed by an experimenter: i) pretest-post test design and ii) experimental-control group design. You must have read about these designs in experimental psychology and know the characteristics of these designs and the conditions on which experiments are conducted in pre-test and post test design and experimental and control group design. Here we are describing these designs with specific reference to evaluation of guidance and counselling programme/ activity.

- i) **Pre-Test/ Post Test design:** As you know, in this experimental design there is only one group of students and any guidance and counselling intervention is given to this group only.
 - a) *Pre-test:* In this condition before introducing intervention (guidance and counselling activity or programme), pre testing through

questionnaire, rating scale, attitude scale or psychometric test is administered to find out the initial level of the group about certain concepts or behaviour or information.

- b) *Introducing Intervention:* Once the pre-test data is collected the next step is to introduce the guidance and counselling activity. This should be done immediately after the pre-test to avoid effect of any other variable.
- c) *Post-test:* After introduction of guidance and counselling activity, the post test using the same tool as in pre-test stage is administered to find out the changes in the level of attainment, behaviour or attitude. If you find significant increase in level of attainment, positive behaviour or attitude, then it can be concluded that the guidance and counselling intervention has been successful. If you do not find any change in post-test results, you have to think about the modifications to be made in the intervention.

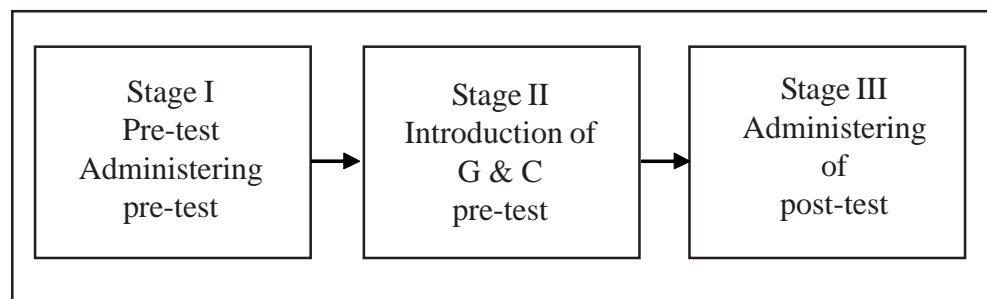


Fig. 4.3: Stages in Pre-Test / Post-Test Experimental Design

In this design it is not possible to check influences of other factors other than the intervention.

- ii) **Experimental / Control Group Design:** In this experimental design, two groups from the same population are selected and certain variables are controlled to avoid effect of these variable on the outcome other than the intervention. Which variables will be controlled would depend upon what the counsellor/teacher counsellor wishes to measure (behaviour, attainment, attitude etc.).

The two groups in this design are selected on the basis of pre-test scores and then their personal – social characteristics and other variables are also taken care of.

Experimental Group: The participants of this group are exposed to a particular intervention (independent variable) in the form of guidance and counselling activity.

Control Group: The participants of this group are not exposed to any intervention.

After the intervention in the experimental group, post test is administered to both the groups on the pre-determined criteria to find out the changes in the outcomes of both the groups. If the scores obtained by experimental group are significantly higher than the control group, it can be concluded that the intervention has positive impact on bringing desirable changes in the behaviour, attitudes or attainment of students.

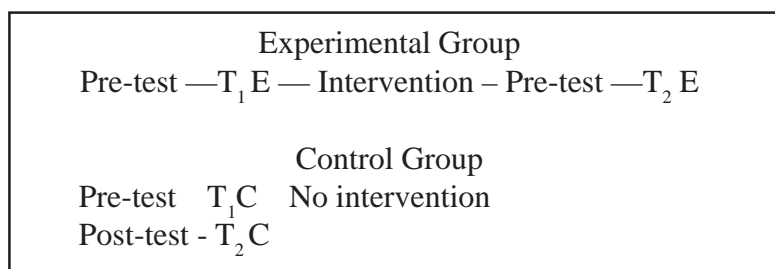


Fig. 4.4: Two Groups Design

The major difficulty in this design is in matching experimental and control groups because two identical groups are required to measure the effect of intervention on the experimental group. However, matching of groups can be done using random sampling.

Some other useful tools and techniques for evaluation of guidance programmes are checklists, rating scales, questionnaires, interview schedule and observation schedule. Checklists are useful in guidance evaluation. They can be used to obtain several objective evaluations regarding the same points from counsellors, teachers, parents as well as students. In this way insight into the perceptions of different people about testing, counselling, group guidance programmes and parent participation is obtained.

The data collected from the evaluation study needs to be organised, interpreted and used for the purpose for which the study was conducted. Findings are required to be summarized and shared with the staff member, authorities, etc. for utilisation. Follow up of evaluation is also important as to know how far the recommendations made on the basis of evaluation have been implemented and fulfilled.

4.5 TYPES OF STUDIES UNDER EVALUATION OF GUIDANCE AND COUNSELLING PROGRAMME

As you have to evaluate guidance and counselling programmes/activities, you have to keep following three variables which are important for such studies—sex, scholastic aptitude and/or scholastic achievement. For such studies you have to collect data under the following heads to study the effect of guidance and counselling programmes/activities as suggested by Sharma (1999):

- Number of boys and girls enrolled by grades, ability and/or achievement groups.
- Percent of boy and girl drop outs by grades, ability and/or achievement group.
- Post secondary school plans by class X students by sex, ability and/or achievement groups.
- Number of secondary school leavers who entered senior secondary school education and colleges.

State-wide studies of students can be conducted on representative samples of student population on issues like early school leavers, under achievement, factors which influence student behaviours and development, relationship between

guidance objectives and (a) qualifications and competencies of guidance personnel, (b) organisation of guidance services, (c) Counsellor student ratio, (d) procedures employed in counselling interviews, (e) influence of community involvement, (f) influence of school state policy and provision.

4.5.1 Studies of Students Based On a Sample of Student Population

The school, district, and state may determine issues for comprehensive research according to their needs. However, some important issues are listed below:

- 1) Studies of early school leavers with particular attention to reasons for drop out and characteristics of drop outs which can be used to identify potential drop outs.
- 2) Studies of student-achievement in secondary school and senior secondary school with controls on such variables as aptitudes, abilities, interests and other characteristics on which data are available and can be easily obtained.
- 3) Studies of factors which influence student behaviour and development, like the following:
 - i) Socio-economic factors.
 - ii) Parental involvement and influence on educational and career choices.
 - iii) Influences of peers and teachers.
 - iv) Motivation-particularly as it relates to school achievement, educational and career choices.
- 4) Studies of relationship between guidance objectives and such factors as:
 - i) Qualifications and competencies of guidance personnel.
 - ii) Organisation of guidance services.
 - iii) Counselor-student ratio.
 - iv) Procedures employed in counseling interviews like interpretation of test results, occupational information.
- 5) Periodic follow-up studies of secondary school leavers to maintain continuous information regarding post secondary school education, training, employment etc. for at least 3 years after passing school.
- 6) Evaluation of procedural view points like the following:
 - i) Relative effectiveness of using different kinds of personnel and combinations of specialised and non-specialised personnel.
 - ii) Relative effectiveness of combinations of individual counselling and group guidance.
 - iii) Influence of community involvement.
 - iv) Influence of state policy and provision for guidance.

4.6 LET US SUM UP

Evaluation is the systematic investigation of the worth or merit of some object. Guidance services serve students both directly and indirectly and guidance programmes relate to the development and behaviour of students. In terms of

goals, we may say that evaluation attempts to answer questions of worth of certain entities like processes, procedures, personnel, programmes etc. The true measure of the worth of guidance programme can be in terms of behavioural changes of clients and their parents. The acceptance and support as well as growth and development of guidance function in education is very likely to depend upon evidence that it can accomplish the purposes and produce the results claimed. This means that continuous and critical evaluation of all aspects of guidance programmes in terms of objectives and projected outcomes is necessary.

In this unit, you learned about the meaning, purpose, principles, characteristics and types of evaluation. The requirements for an effective evaluation were described. You also came to know about how to carry out an evaluation study: the steps involved and the approaches of evaluation. There are three approaches to conduct studies of programmes and studies of students: such as the appraisal approach; the assessment approach; and the evaluation approach.

Guidance services serve students both directly and indirectly and guidance and counselling programmes relate to student behaviour and development. Therefore, the effectiveness of guidance programme can be judged in terms of behavioural changes of students and related persons. You also learned about the various methods of evaluation such as case study, survey and experimental method. The choice of the method will depend on the objective and criteria of evaluation.

4.7 UNIT END QUESTIONS

- 1) Describe the meaning of evaluation and discuss the need of evaluating the guidance and counselling programme.
- 2) Describe the various steps for evaluating the guidance and counselling programme.
- 3) Which method will you use for evaluating career information service and how?
- 4) Describe the use of formative, summative and diagnostic evaluation in guidance and counselling programme.
- 5) Describe the accountability bridge model of evaluation.

4.8 SUGGESTED READINGS

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