

B.Sc PSYCHOLOGY

5th SEM CORE COURSE

UNIVERSITY OF CALICUT

PSY5B04- PSYCHOLOGICAL COUNSELLING

2019 ADMISSION

Prepared by

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COURSE CODE	PSY5B04
TITLE OF THE COURSE	PSYCHOLOGICALCOUNSELLING
SEMESTER IN WHICH THE COURSE TO BE TAUGHT	5th
NO. OF CREDITS	3
NO. OF CONTACT HOURS	48 (3hrs/week)

Objectives of the course:

- To acquire theoretical knowledge in the areas of psychological counseling
- To understand the applications of counseling in various settings
- To practice counseling techniques through role plays

Course Details

MODULE NO.	NAME OF MODULE	MODULE HOURS
1	Couselling and Helping	16
2	Approaches to counselling	8
3	Counselling Skills and Techniques	14
4	Applications of Counselling in various settings	10

MODULE 1: Counselling and Helping

- **Counselling** is a process by means of which the helper expresses care and concern towards the person with a problem, and facilitates that person's personal growth and brings about change through self-knowledge.
- **ELEMENTS OF COUNSELING**
 - **The counselor** – A person who is professionally capable to extend help.
 - **The counselee** – The person who seeks help and lets himself/herself be subjective for counseling.
 - **The counseling environment** – A place to facilitate counseling.
- **GOALS OF COUNSELING**
 - **Insight:** The acquisition of an understanding of the origins and development of emotional difficulties, leading to an increased capacity to take rational control over feelings and actions (Freud: 'where id was, shall ego be').
 - **Relating with others:** Becoming better able to form and maintain meaningful and satisfying relationships with other people: for example, within the family or workplace.
 - **Self-awareness:** Becoming more aware of thoughts and feelings that had been blocked off or denied, or developing a more accurate sense of how self is perceived by others.
 - **Self-acceptance:** The development of a positive attitude towards self, marked by an ability to acknowledge areas of experience that had been the subject of self-criticism and rejection.
 - **Self-actualization or individuation:** Moving in the direction of fulfilling potential or achieving an integration of previously conflicting parts of self.
 - **Enlightenment:** Assisting the client to arrive at a higher state of spiritual awakening.
 - **Problem-solving:** Finding a solution to a specific problem that the client had not been able to resolve alone. Acquiring a general competence in problem- solving.
 - **Psychological education:** Enabling the client to acquire ideas and techniques with which to

understand and control behaviour.

- **Acquisition of social skills:** Learning and mastering social and interpersonal skills such as maintenance of eye contact, turn-taking in conversations, assertiveness or anger control.
- **Cognitive change:** The modification or replacement of irrational beliefs or maladaptive thought patterns associated with self-destructive behaviour.
- **Behaviour change:** The modification or replacement of maladaptive or self-destructive patterns of behavior.
- **Systemic change:** Introducing change into the way in that social systems (e.g. families) operate.
- **Empowerment:** Working on skills, awareness and knowledge that will enable the client to take control of his or her own life.
- **Restitution:** Helping the client to make amends for previous destructive behavior.
- **Generativity and social action:** Inspiring in the person a desire and capacity to care for others and pass on knowledge (generativity) and to contribute to the collective good through political engagement and community work.

Conditions facilitating effective counselling

- **Unconditional Positive Regard**

Unconditional positive regard is the therapist's unqualified attitude of acceptance and a non-possessive caring toward the client and toward the client's feelings and experiences.

- **Empathy**

Empathy or empathic understanding involves a deep, accurate awareness of the client's emotional and cognitive world. It is the ability of the counselor to see deeply into the subjective experience of the client and to sense the client's private world.

- **Genuineness**

Genuineness, which has also been called congruence, realness, and transparency, is the state

or condition in which the counselors are themselves in the context of the counseling relationship.

Characteristics of Counsellor

- **Interpersonal skills**

Counselors must be able to express themselves clearly and effectively. It is important not only to be able to educate clients about therapeutic topics, but also to gauge the client's understanding at any given time.

- **Trust**

According to Hill and Knox (2001), most people determine whether they can trust someone within 50 milliseconds of meeting them. Counselors must be able to communicate verbally and nonverbally that they are trustworthy

- **Flexibility**

A good counselor will create a meaningful treatment plan that is individualized for each client. This means the counselor shouldn't follow a rigid schedule of treatment or have a "one size fits all" approach.

- **Hope and optimism**

A good counselor will set realistic goals that engage the client and inspire a more optimistic outlook.

- **Multicultural sensitivity**

The American Psychological Association recommends that therapists adapt treatment to a client's cultural values and show respect for differences, beliefs, and attitudes.

- **Self-awareness**

When counselors can identify and manage responses to their own issues, they will be less likely to react to them during sessions, and it will eliminate any detrimental effects on therapy.

- **Active Listening**

Active listening is the process by which an individual secures information from another individual or group.

- **Counselee characteristics**

- **Readiness to change**

One of the most important predictors of successful therapy is the client's readiness to change.

- **Deference**

Deference is the client's submission to the thoughts, opinions, and ideas of another person (in this case, the counselor) who is seen as "superior."

- **Self-awareness**

Self-awareness allows clients to set achievable goals based on their personal strengths and weaknesses. It also allows clients to make positive behavior changes and experience better personal and interpersonal relationships.

- **Self-disclosure**

Most individuals struggle to share difficult parts of themselves. Still, for anything to get accomplished in counseling, a client must be willing to self-disclose personal information, feelings, and insights

Egan's Model – Problem-management

Gerard Egan proposed a 3 stage model or framework known as "Egan's skilled helper model" as a useful tool in helping to solve their own problems through empowerment and help them develop future opportunities.

Stage 1 – Current picture

'What is going on?'

- Primary concern to provide a safe place for the "speaker" to tell their story in their own way.
 - Contains 3 part

- a) An expansive part
- b) A challenging part
- c) Focusing and moving forward

Stage 2 - Preferred picture

‘What do I want instead?’

► The helper assists the speaker in identifying what they want to do

- a) Creative part
- b) Reality testing part
- c) Moving forward

Stage 3 – The way forward

‘How will I get there?’

- a) Another creative part
- b) Focusing in on appropriate strategies

MODULE 2: Approaches to counselling

Person-centered counselling

- The person-centered approach was developed from the concepts of humanistic psychology. The humanistic approach “views people as capable and autonomous, with the ability to resolve their difficulties, realize their potential, and change their lives in positive ways”
- Carl Rogers (a major contributor of the client-centered approach) emphasized the humanistic perspective as well as ensuring therapeutic relationships with clients promote self-esteem, authenticity and actualisation in their life, and help them to use their strengths.
- The person-centered approach was originally focused on the client being in charge of the therapy which led to the client developing a greater understanding of self, self-exploration, and improved self-concepts. The focus then shifted to the client’s frame of reference and the core conditions required for successful therapy such as ensuring the therapist demonstrates empathic understanding in a non-judgmental way.
- Currently, the person-centered approach focuses on the client being able to develop a greater understanding of self in an environment which allows the client to resolve his or her own problems without direct intervention by the therapist. The therapist should keep a questioning stance which is open to change as well as demonstrating courage to face the unknown. Rogers also emphasized the attitudes and personal characteristics of the therapist and the quality of the client-therapist relationship as being the determinants for a successful therapeutic process.

Goals of therapy

The goals of person-centered therapy are:

- To facilitate client’s trust and ability to be in the present moment. This allows the client to be honest in the process without feeling judged by the therapist.
- To promote client’s self-awareness and self-esteem.
- To empower the client to change.

- To encourage congruence in the client's behaviour and feelings.
- To help people to gain the ability to manage their lives and become self-actualised.

Techniques

- **Congruence** - Congruence is whether or not therapists are genuine and authentic in what they say and do.
- **Unconditional positive regard** - Unconditional positive regard refers to the therapist accepting, respecting and caring about clients.
- **Empathy** - Empathy is a skill used by person-centered therapists to show understanding of the clients emotions.
- **Non-directiveness** - Non-directiveness refers to allowing clients to be the focus of the therapy session without the therapist giving advice or implementing strategies or activities.

Psychoanalytic counselling

- Psychoanalytic therapy is a form of talk therapy based on Sigmund Freud's theories of psychoanalysis.
- The approach explores how the unconscious mind influences your thoughts, feelings, and behaviors.
- Specifically, it examines how your experiences (often from childhood) may be contributing to your current experience and actions. Psychoanalytic approaches to emotional disorders have advanced a great deal since Freud's time.

Techniques

- **Dream interpretation:** According to Freud, dream analysis is by far the most important psychoanalytic technique. He often referred to dreams as "the royal road to the unconscious." Psychoanalysts may interpret dreams to get insight into the workings of your unconscious mind.
- **Free association:** Free association is an exercise during which the psychoanalyst encourages

you to freely share your thoughts. This can lead to the emergence of unexpected connections and memories.

- **Transference:** Transference occurs when you project your feelings about another person onto the psychoanalyst. You'll then interact with them as if they were that other person. This technique can help your psychoanalyst understand how you interact with others.

Benefits

- Focuses on emotions
- Explores avoidance
- Identifies recurring themes
- Exploration of past experienced
- Explores interpersonal relationships
- Emphasizes the therapeutic relations
- Free-flowing

Cognitive counselling

- Cognitive Therapy is a therapeutic technique that focuses on identifying and mending negative beliefs and automatic assumptions that are contributing to a poor (or clinically unwell) state of mental health.
- **Cognitive therapy (CT)** is a type of psychotherapy developed by American psychiatrist Aaron T. Beck.

Types of cognitive therapies

- Hypothesis testing
- Recognizing negative thoughts
- Filling gaps
- Distancing

Behavioral counseling

- Behavioral therapy is rooted in the principles of behaviorism, a school of thought focused on the idea that we learn from our environment. This approach emerged during the early part of the 20th-century and became a dominant force in the field for many years. Edward Thorndike was one of the first to refer to the idea of modifying behavior.
- Behavior counseling is action-based.
- Behavioral therapy tends to be highly focused. The behavior itself is the problem and the goal is to teach people new behaviors to minimize or eliminate the issue.

Types of behavioral therapy

- **Applied behavior analysis** uses operant conditioning to shape and modify problematic behaviors.
- **Cognitive behavioral therapy (CBT)** relies on behavioral techniques, but adds a cognitive element, focusing on the problematic thoughts behind behaviors.
- **Cognitive behavioral play therapy** utilizes play to assess, prevent, or treat psychosocial challenges. The therapist may use play to help a child learn how to think and behave differently.
- **Dialectical behavioral therapy (DBT)** is a form of CBT that utilizes both behavioral and cognitive techniques to help people learn to manage their emotions, cope with distress, and improve interpersonal relationships.
- **Exposure therapy** utilizes behavioral techniques to help people overcome their fears of situations or objects. This approach incorporates techniques that expose people to the source of their fears while practicing relaxation strategies. It is useful for treating specific phobias and other forms of anxiety.
- **Rational emotive behavior therapy (REBT)** focuses on identifying negative or destructive thoughts and feelings. People then actively challenge those thoughts and replace them with

more rational, realistic ones.

- **Social learning theory** centers on how people learn through observation. Observing others being rewarded or punished for their actions can lead to learning and behavior change.

Techniques

- **Classical Conditioning:** involves forming associations between stimuli. Previously neutral stimuli are paired with a stimulus that naturally and automatically evokes a response. After repeated pairings, an association is formed and the previously neutral stimulus will come to evoke the response on its own.
- **Aversion therapy:** This process involves pairing an undesirable behavior with an aversive stimulus in the hope that the unwanted behavior will eventually be reduced.
- **Systematic desensitization:** In this technique, people make a list of fears and then learn to relax while concentrating on these fears. Starting with the least fear-inducing item and working their way to the most fear-inducing item, people systematically confront these fears under the guidance of a therapist. Systematic desensitization is often used to treat phobias and other anxiety disorders.
- **Flooding:** This process involves exposing people to fear-invoking objects or situations intensely and rapidly. It is often used to treat phobias. During the process, the individual is prevented from escaping or avoiding the situation.

Operant Conditioning

- Operant conditioning focuses on how reinforcement and punishment can be utilized to either increase or decrease the frequency of a behavior. Behaviors followed by desirable consequences are more likely to occur again in the future, while those followed by negative consequences become less likely to occur.
- Behavioral therapy techniques use reinforcement, punishment, shaping, modeling, and related

techniques to alter behavior. These methods have the benefit of being highly focused, which means they can produce fast and effective results.

Uses

Behavioral therapy can be utilized to treat a wide range of psychological conditions and disorders, including:

Bipolar disorder

Alcohol and substance use disorders

Anxiety

Attention-deficit/hyperactivity disorder (ADHD)

Autism spectrum disorders

Borderline personality disorder (BPD)

Depression

Eating disorders

Panic disorder

Phobias

Obsessive-compulsive disorder (OCD)

Eclectic approach

- Eclectic therapy is an approach that draws on multiple theoretical orientations and techniques. It is a flexible and multifaceted approach to therapy that allows the therapist to use the most effective methods available to address each individual client's needs. It is also sometimes referred to as multi-modal or integrative therapy.

Types of eclectic therapy

- Brief eclectic therapy: As the name suggests, this is a short-term form of eclectic therapy that often incorporates aspects of psychodynamic and cognitive behavioral treatments that are applied over a limited number of sessions, often to address a specific problem. This approach

has been used to treat PTSD by helping people make meaning out of their traumatic experience and develop new coping strategies.

- Cognitive-interpersonal therapy: This approach utilizes aspects of cognitive behavioral therapy to help people understand how their thoughts influence their relationships.
- Multi-modal therapy: This type draws on elements of social-cognitive learning theory and integrates a number of techniques from other therapies. An individual's specific needs are assessed by looking at their behavior, affect, senses, visualizations, cognition, relationships, and physical health.
- Transtheoretical therapy: This approach focuses on understanding the stages and process of making a change. Using this knowledge, people are then able to work on achieving their goals, improving their relationships, and creating positive changes in their lives.

Benefits of Eclectic Therapy

- Individualized approach: Because this approach to therapy is so adaptable, your therapist can design a treatment plan that is suited to your specific, unique needs.
- Engagement: The use of multiple techniques may help people feel more interested and engaged in the therapy process.
- Flexible: Because your therapist can assess your needs and select the approaches and techniques they think will help you the most, it is possible to switch between techniques to address one or more needs. For example, your treatment might involve treating a phobia but also address problems with chronic stress.

Module 3: Counselling Skills and Techniques

Physical arrangements

Counseling may take place anywhere but some kind of physical setting may promote and enhance the counseling process better than others. The optimal condition provide a conducive environment to both counselor and counselee which include a room with quiet colors, lighting that is neither too flashy and bright nor too dull and depressing clutter free with harmonious 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.

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. The counsellors 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.
- The distance between the counselor and client 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.
- Counselors should not be interrupted while conducting sessions. All phone calls should be held. If possible, counselors should put do-not disturb sign on the door to keep others from entering.

COUNSELOR ATTITUDE

One of the vital components of counseling is the attitude of the counselor. Some attitudes, such as being closed to new experiences, can impede the counselling process. Other attitudes, such as an openness to learning, can be valuable to the counseling process. The counselor attitudes of

particular relevance to effective counseling fall into five categories:

1. Openness toward self – Willingness to learn, try new things, and to see alternatives.
2. Openness toward clients – Viewing them as individuals seeking assistance, as complex individuals who are not helpless, and as partners in the process.
3. Openness toward colleagues – Viewing them as colleagues, not competitors, with experiences and ideas that are valuable.
4. Openness toward supervisors – Viewing them as colleagues with unique and relevant experiences.
5. Openness toward counseling – The counseling process is often a developing, evolving process wherein the client's skills and resources are developed. The counselor does not solve the problem, but offers alternatives and teaches/facilitates the client's problem solving process.

OPENING TECHNIQUES

The means by which a therapist establishes initial rapport and trust at the beginning of a professional relationship with a client in therapy or at the beginning of each session individual or family therapy. Also called opening moves.

Greeting

- Your active presence is a kind of social- emotional presence which speaks in unequivocal terms your willingness to work with the client. Since you commit yourself to his/her welfare you should both verbally and non-verbally communicate the warmth and willingness of being with the client and working with him/her.
- Since much depends upon the reception one receives at the hand of a counsellor, the counsellor should take the initiative to welcome the clients warmly without being affected too much in his manners.
- A natural way of greeting that is expressive of genuineness and concern is called for. Clients feel either encouraged or put out depending upon the tone of interaction during the first five

minutes or so.

- Every culture has its own ceremony of receiving a guest. That ceremony which is appropriate to your culture cannot be dispensed with in receiving a client.
- In welcoming you shake hands with the person whom you are meeting. Here who extends the hand first is significant. The person who is pleased with the arrival of another person is happy to extend his hand to shake hands with the newcomer. Therefore it will always give the feeling of being wanted for the client if you take the initiative to extend your hand and gently shake hands with her. There are different styles in shaking hands. They are unconsciously purposeful.
- A man of dominant character, or at least the one who wants to dominate the other, places his palm over the palm of the other thus indicating that he wants to take control of the situation.
- The one whose hand is down, palm looking upward, and is submissive and he gives the control to the other dominant person.
- A partnership handshake with respect and rapport will be a vice-like handshake with both palms remaining in the vertical position.
- With your clients we do not expect that you dominate nor should you be submissive but deal with respect as a partner or collaborator.
- Then you have the politician's handshake which is otherwise called glove handshake that is just holding the right hand of the other with both the hands. The one doing it wants to give the impression that he is honest and trustworthy and affectionate. But to do that with a stranger at the first instance may be misunderstood. Perhaps with a very well-known person this gesture will be understood but not with strangers. If you are meeting a client for the first time it may not be advisable to use a glove handshake.
- The right orientation to handshake could be holding it warmly without being too cold or too aggressive with sufficient interlocking of the palms instead of the fingertips.
- To show depth of feeling towards the other, sincerity and trust, people use double handed

handshake. While holding the hand of the other with your right hand, you hold with your left hand the wrist or elbow or upper arm or shoulder often other.

Non-verbal skills

Nonverbal communication plays a significant role in our lives, as it can improve a person's ability to relate, engage, and establish meaningful interactions in everyday life. A better understanding of this type of communication may lead people to develop stronger relationships with others.

Often referred to as body language, non-verbal communication can take many forms and may be interpreted in multiple ways by different people, especially across cultures.

Even a lack of such nonverbal cues can be meaningful and, in itself, a form of non-verbal communication.

The acronym **SOLER** can be used to help you to show your inner attitudes and values of respect and genuineness towards a client -

S: Squarely face your client

Adopt a bodily posture that indicates involvement with your client. (A more angled position may be preferable for some clients - as long as you pay attention to the client.) A desk between you and your client may, for instance, create a psychological barrier between you.

O: Open posture.

Ask yourself to what degree your posture communicates openness and availability to the client. Crossed legs and crossed arms may be interpreted as diminished involvement with the client or even unavailability or remoteness while an open posture can be a sign that you are open to the client and to what s/he has to say.

L: Lean toward the client (when appropriate) to show your involvement and interest.

To lean back from your client may convey the opposite message.

E: Eye contact with a client conveys the message that you are interested in what the client has

to say.

If you catch yourself looking away frequently, ask yourself why you are reluctant to get involved with this person or why you feel so uncomfortable in his/her presence. Be aware of the fact that direct eye contact is not regarded as acceptable in all cultures.

R: Try to be Relaxed or natural with the client.

Don't fidget nervously or engage in distracting facial expressions. The client may begin to wonder what it is in himself/herself that makes you so nervous. Being relaxed means that you are comfortable with using your body as a vehicle of personal contact and expression and for putting the client at ease.

Rapport building

Rapport is the emotional connection between counselor and client. A relationship characterized by agreement, mutual understanding, or empathy that makes communication possible or easy. Rapport-building begins at the initial counseling session and continues as the counselor builds a strong foundation for all future therapeutic work. This part of the process, along with building trust, is not rushed or forced. Rapport is beneficial throughout the therapeutic relationship.

LISTENING TECHNIQUES

Active listening

Active listening is a communication skill that involves going beyond simply hearing the words that another person speaks, but also seeking to understand the meaning and intent behind them. It requires being an active participant in the communication process.

Active listening techniques include:

- Being fully present in the conversation
- Noticing (and using) non-verbal cues
- Paraphrasing and reflecting back what has been said

- Withholding judgment and advice

In communication, active listening is important because it keeps you engaged with your conversation partner in a positive way. It also makes the other person feel heard and valued. This skill is the foundation of a successful conversation in any setting—whether at work, at home, or in social situations.

7 Active listening techniques

The word active implies that you are taking some type of action when listening to others. This involves the use of certain strategies or techniques to consider.

- **Be fully present**

Active listening requires being fully present in the conversation. This enable you to concentrate on what is being present involves listening with all your sense and giving your sense and giving your full attention to the speaker. To use this active listening technique effectively, put away your cell phone, ignore distractions, avoid daydreaming, and shut down your internal dialogue. Place your focus on your conversation partner and let everything else slip away.

- **Pay Attention to Non-Verbal Cues**

As much as 65% of a person's communication is unspoken. Paying attention to these nonverbal cues can tell you a lot about the person and what they are trying to say. If they talk fast, for instance, this could be a sign that they are nervous or anxious. If they talk slowly, they may be tired or trying to carefully choose their words. During active listening, your non-verbal behaviors are just as important. To show the person you're truly tuned in, use open, non-threatening body language. This involves not folding your arms, smiling while listening, leaning in, and nodding at key junctures. It can also be helpful to pay attention to your facial expressions when active listening so that you don't convey any type of negative response.

- **Keep Good Eye Contact**

When engaged in active listening, making eye contact is especially important. This tells the other person that you are present and listening to what they say. It also shows that you aren't distracted by anything else around you. At the same time, you don't want to use so much eye contact that the conversation feels weird. To keep this from happening, follow the 50/70 rule. This involves maintaining eye contact for 50% to 70% of the time spent listening, holding the contact for four to five seconds before briefly looking away.

- **Ask Open-Ended Questions**

Asking "yes" or "no" questions often produce dead-end answers. This isn't helpful during active listening as it keeps the conversation from flowing. It also makes it difficult to truly listen to the other person because there isn't much you can gain from a short, non-descriptive response. Open-ended questions encourage thoughtful, expansive responses, which is why they are often used by mental health therapists.

- **Reflect What You Hear**

After the person has spoken, tell them what you heard. This active listening technique ensures that you've captured their thoughts, ideas, and/or emotions accurately. It also helps the other person feel validated and understood while keeping any potential miscommunications to a minimum.

- **Be Patient**

Patience is an important active listening technique because it allows the other person to speak without interruption. It also gives them the time to say what they are thinking without having you try to finish their sentences for them. Being patient involves not trying to fill periods of silence with your own thoughts or stories. It also requires listening to understand, not to respond. That is, don't prepare a reply while the other person is still speaking. Also, don't change the subject too abruptly as this conveys boredom and impatience. During active

listening, you are there to act as a sounding board rather than to jump in with your own ideas and opinions about what is being said.

- **Withhold Judgment**

Remaining neutral and non-judgmental in your responses enables the other person to feel comfortable with sharing their thoughts. It makes the conversation a safe zone where they can trust that they won't be shamed, criticized, blamed, or otherwise negatively received.

FORM OF POOR LISTENING

Effective listening is not a state of mind, like being happy or relaxed. It's not something that "just happens." It's an activity. In other words, effective listening requires work. Let's first take a look at the opposite of active listening. All of us have been, at one time or another, both perpetrators and victims of the following forms of inactive or inadequate listening.

Non-listening; Sometimes we go through the motions of listening but are not really engaged.

Partial listening: This is listening that skims the surface. The helper picks up bits and pieces, but not necessarily the essential points the client is making.

Tape-recorder listening: What clients look for from listening is not the helper's ability to repeat their words. Any kind of recorder could do that perfectly. People want more than physical presence in human communication; they want the other person to be present psychologically, socially, and emotionally. Sometimes helpers fail to visibly tune in and listen; they are not totally present. Clients pick up on signs of non-listening and lack of total presence.

Open-ended questions

Questioning is an important part of counseling. It helps us understand the client's situation and it helps us assess clinical conditions.

- Questions during the counseling session can help to open up new areas for discussion. They can assist to pinpoint an issue and they can assist to clarify information that at first may seem ambiguous to the counselor.

- Questions that invite clients to think or recall information can aid in a client's journey of self-exploration.
- Counselors should be knowledgeable about the different types of questioning techniques, including the appropriate use of them and likely results. It is also important to be aware and cautious of over-questioning.
- In determining effective questioning techniques it is important to consider the nature of the client, their ongoing relationship with the counselor and the issues at hand.
- Open Questions: An open question is likely to receive a long answer. Although any question can receive a long answer, open questions deliberately seek longer answers, and are the opposite of closed questions.
- Open questions encourage the client to speak and offer an opportunity for the counselor together information about the client and their concerns.
- Typically open questions begin with - what, when, where, why, how or could.
- It should be noted that care must be taken by the counselor when asking 'why' questions. 'Why' questions can provoke feelings of defensiveness in clients and may encourage clients to feel as though they need to justify themselves in some way.

Hence, open questions have the following characteristics -

- They ask the respondent to think and reflect.
- They will give you opinions and feelings.

Silence in Counselling

Silence in counselling allows the client to speak about their issues without interruption (sometimes a new experience for them). Silence also enables the client space to process their thoughts and feelings without distraction. This helps them gain clarity on the difficulties they face and consider a possible way forward.

Focusing

Focusing is a counselling skill that involves actively listening to what the client is bringing, and then choosing an area to focus down on.

- Focusing is like zooming into a detail in a photograph.
- The counsellor zooms in on the emotions behind the story, or narrative, that the client is bringing.
- First, the counsellor aims to maintain the focus on the client's agenda and needs in the counselling session.
- One of the places we might choose to focus on is if the client brings up a feeling word.
- It often happens in counselling that the client will come in with a story, Although they bring in the weight of this material, there is also an element of safety in staying in the story, because there's a distance between this and the feelings that underlie this. Some of these feelings may be really painful. And that's our work as counsellors -to be there in those painful feelings with people.

Probing

- Probing involves statements and questions from the counselor that enable clients to explore more fully any relevant issue of their lives.
- Probes can take the form of statements questions requests single word or phrases and non-verbal prompts.
- In broad terms probing questions often begin with "What" or "How" because they invite more detail.
- Questions that begin with "Do you" or "Are you" invite personal reflection "Why" questions can be problematic.
- They may put the respondent on the defensive or result in little useful information and require additional probing.

Probes serve the following purposes-

- To encourage non-assertive or reluctant clients to tell their stories.
- To help clients to remain focused on relevant and important issues.
- To help clients to identify experiences behaviors and feelings that gives a fuller picture to their story in other words to fill in missing pieces of the picture.
- To help clients to move forward in the helping process.

Summarizing

- Summarizing means that the counselor concisely reiterates several of the major highlights from the client's discussion.
- By tying together the different elements from a client's session summarizing can help a counselor review overall progress.
- Summarizing can also allow the counselor and the client to recognize a theme in what the client is saying.

Purposes of a Summary:

- To clarify emotions for both the helper/counselor and the client.
- To tie together multiple elements of client messages.
- To review the work done so far and to take stock.
- To bring a session to a close by drawing together the main threads of the discussion.
- To interrupt excessive rambling.
- To start a session.
- To end a session.
- To pace a session.
- To review progress.
- To serve as a transition when changing topics.
- To move the counseling process forward.

Empathetic responding

- Responding, in a counseling environment, requires that the counselor's attention is focused on the client's feelings and verbal expression at all times.
- Responding in a positive manner requires focus, concentration and an interest in the other person, and what is being expressed.
- A counselor must provide this supportive service throughout a client's counseling experience.
- Being encouraging, motivating, reassuring, coaxing, being challenging and praising all provide the client with a positive response to their comments.
- Asking questions, making statements and suggestions, offering solutions and informing also provide effective methods of good response. Offering a nod of the head, an um-hmm or by encouraging the client to continue speaking by saying "And then?" provide a further positive response.

PARAPHRASING

Paraphrasing means re-wording (not the same words) speakers' verbal utterances.

- Paraphrasing occurs when the counselor states what the client has just said, using fewer words but without changing the meaning of what the client said.
- A good paraphrase can provide mirror reflections that are clearer and more to the point than original statements. If so, clients may show appreciation with comments such as "That's right".

Purposes of Paraphrasing

- To convey that you are understanding him/her.
- Help the client by simplifying, focusing and crystallizing what they said.
- May encourage the client to elaborate.
- Provide a check on the accuracy of your perceptions.

When to Use paraphrasing:

- When the client is in a decision making conflict.
- When the client has presented a lot of material and you feel confused.

REFLECTING

Reflecting is the process of paraphrasing and restating both the feelings and words of the speaker.

The purposes of reflecting are:

- To allow the speaker to 'hear' their own thoughts and to focus on what they say and feel.
- To show the speaker that you are trying to perceive the world as they see it and that you are doing your best to understand their messages.
- Reflecting does not involve you asking questions, introducing a new topic or leading the conversation in another direction.
- Speakers are helped through reflecting as it not only allows them to feel understood, but it also gives them the opportunity to focus their ideas. This in turn helps them to direct their thoughts and further encourages them to continue speaking.

ACCEPTANCE

- The counselor simply acknowledges the client's previous statement with a response such as "yes" or "uhuh." The client is verbally encouraged to continue, but without content stimulus from the counselor.
- Simple acceptance technique has at least four major observable elements.
- The first is simple attending behavior, largely maintaining eye contact. Eyes are very expressive for most people and are a key vehicle for counselors to express acceptance and caring.
- Second is the facial expression and nodding of the counselor. The counselor must convey genuine interest in her or his face. The counselor who puts on a feigned expression of interest will be discovered by the sensitive client.

- Third, tone of voice and inflection tell the client whether the counselor is accepting, even if he or she uses conceptually meaningless vocalizations such as "mm" instead of words. Of course, counselors who speak so quietly that clients must strain to hear them hamper the process by conveying an impression of disinterest. But the counselor who speaks with an overbearing voice conveys an impression of dulled sensitivity to the expressions of the client or is exhibiting his or her own needs for controlling the interview.
- Distance and posture are a fourth consideration in acceptance. If the counselor leans over and sits comfortably close to the client, the client will infer a friendly attitude. This conveying of "towardness" as opposed to "away-from-ness" by posture is important, since the former attitude conveys the qualities of openness and sincerity of the counselor.

STRUCTURING

- Structuring' is a term used to describe how counsellors and trainees let clients know their respective roles at different stages of counselling.
- Structuring occurs throughout counselling and even prior to counselling.
- Effective structuring leads to positive outcomes as well as preventing or minimizing the chances of negative outcomes. The functions of structuring in initial sessions include: reducing anxiety by clarifying roles, explaining the purpose of the initial session, establishing the expectancy that clients will work on rather than just talk about problems, providing an introductory rationale for working within the life skills counselling model, establishing the possibility of change, and, if necessary, communicating limitations concerning the counselling relationship such as any restrictions on confidentiality.
- If they provide too much structuring, clients may feel stifled by their agendas and reluctant or

unable to reveal their own. Trainees may establish a 'teacher knows best' emotional climate that is conducive to dependency and resistance.

- Too little structuring also has dangers. Clients may feel anxious and confused. Trainees too may be anxious and confused. In addition, clients may perceive that trainees have nothing of value to offer.
- Structuring can strengthen collaborative working relationships by establishing agendas or goals for the counselling process as well as obtaining agreement on how to proceed.

LEADING

- Changing client perceptions requires persuasive skill and direction from the counselor. Such input is known as leading.
- The term was coined by Francis Robinson (1950) to describe certain deliberate behaviors counselors engage in for the benefit of their clients.
- Leads vary in length, and some are more appropriate at one stage of counseling than another.
- Welfel and Patterson (2005) list a number of leads that counselors can use with their clients. Some, such as silence, acceptance, and paraphrasing, are most appropriate at the beginning of the counseling process.
- Others, such as persuasion, are directive and more appropriate in the understanding and action phases. The type of lead counselors use is determined in part by the theoretical approach they embrace and the current phase of counseling.
- Minimal leads (sometimes referred to as minimal encouragers) such as "hmmm," "yes," or "I hear you" are best used in the building phase of a relationship because they are low risk.
- Maximum leads, such as confrontation, are more challenging and should be employed only after a solid relationship has been established.

REASSURANCE

- Counseling involves providing clients with reassurance, which is a way of giving them courage to face a problem or confidence that they are pursuing a suitable course of action.
- Reassurance is a valuable principle because it can bring about a sense of relief that may empower a client to function normally again.
- The counselor states that, in his or her judgment, the client's concern is not unusual and that people with similar problems have succeeded in overcoming them. The client may feel that the reassurance is supportive but may also feel that his or her problem is discounted by the counselor as unimportant.

SUGGESTION

- Suggestion of thoughts is an influence in the course of which a person changes his own attitudes, beliefs, intellectual attitude towards an event, action or object. Also, the suggestion of thoughts involves the acquisition by man of new installations, for example, the emergence of desires and aspirations, which he did not have before.
- The person exercising influence must sincerely believe in what inspires his ward. If this does not happen, the result of suggestion will be questionable.
- Indirect suggestions are a kind of influence on a person, in which he has a choice: to accept or reject the suggestion. This kind of suggestion is necessary in order to direct the behavior, emotions or thoughts of the client in the direction that he avoid.

CHALLENGING, INTERPRETATION AND CONFRONTATION

- Challenge in counselling is the skill of highlighting incongruence and conflicts in the client's process. By the the confronting or challenging the client, it can open opportunity for therapeutic exploration.
- Interpretation, or interpreting, is an activity that consists of establishing, either simultaneously (known as simultaneous interpretation) or consecutively (known as consecutive

interpretation), oral or gestural communications between more speakers who are not able to use the same set of symbols.

- Confrontation is an open, honest identification of the client's self- defeating patterns or manipulations. The counselor shares how those inappropriate behaviors produce negative consequences in interpersonal relationships. It is for the client to integrate the conflicting aspects of his or her being.

ROLE PLAYING

- A counselor can use the very powerful technique of role play to bring an individual back to the very moment where the person derailed off course so to speak.
- Therapeutic role-playing has proved to be an effective treatment for phobia sufferers, who often believe that a feared situation is inherently dangerous.
- This type of therapy allows a therapist and patient to act out scenarios that are difficult for the phobia sufferer. Through role-playing, the patient learns new behaviors to help overcome their particular phobia.
- Role-playing takes place between two or more people, who act out roles to explore a particular scenario.

ADVICE AND INFORMATION GIVING STRATEGIES

- When a counselor gives advice, especially in the first session, it may in effect deny a client the chance to work through personal thoughts and feelings about a subject and ultimately curtail his or her ability to make difficult decisions. A response meant to be helpful ends up being hurtful by disempowering the client.
- Sack (1985) suggests that advice giving need not always be destructive. He notes that there are emergency situations (as in crisis counseling) when, for the client's immediate welfare and safety, some direct action must be taken, which includes giving advice. He cautions counselors, however, to listen carefully to make sure the client is really asking for advice or

simply being reflective through self-questions.

- Sack (1985) concludes that counselors must examine their roles in counseling to “free themselves of the limitations and pitfalls of giving advice and move toward employing a variety of responses that can more appropriately address their clients’ needs”.
- When a counsellor gives advice, this is more about meeting their own needs for control, power, and self-esteem. It undermines the client's abilities and teaches them to distrust their own inner wisdom and personal resources for deciding what the best course of action is.
- Information giving involves providing the client with factual information that may assist them in some way (such as details of a community support group or accommodation).
- Sometimes clients are not sure where to start to look for the information they need, so counsellors can help their clients find that starting point.

TERMINATING SKILLS

- Termination” is a process that comes with closing the therapy session. For some, it might seem foreign or totally unnecessary, but this is the 4th and final phase of a successful therapy session.
- It’s a critically important time for both you and your counselor because it signifies the end of a long journey working together – filled with challenges and hope.
- **Termination is when:-**
 - No clear cut ending, but no need to continue beyond usefulness.
 - Awareness by the counselor and the client that the work is accomplished.
 - Counselors may take the same number of sessions in termination as in rapport building.Termination must be mutually agreeable and planned
- If terminated prematurely by client, the counselor should:
 - Make possible referrals
 - Offer assistance if and when needed

– Remind the client that it was their choice

Types of Termination

1. *Suggested termination* - with client agreement

2. *Imposed termination*

- Continuing is against client best interest
- Client is deteriorating, not progressing
- Incompatibility with the therapist

3. *Situational termination*

- Client moves
- Employment or insurance changes

TIMING

Timing is always important with respect to the development of a therapeutic trust, as well as the client's ability to handle advanced techniques with respect to his or her progress in counseling. Confrontation is not an effective tool in the initial stage of counseling when a therapeutic context does not exist in which the client can understand the meaning and purpose of the confrontation.

PACING

Pacing allows the therapist to track and monitor the intensity of a client's emotional upset. It also helps increase the client's awareness about how they are genuinely reacting to what's unfolding in session. When either the therapist or the client recognizes that the session is starting to feel like a "runaway train" there is an opportunity to temporarily "put on the brakes". This allows for de-escalation so the client can pause and then continue to move ahead, feeling safe in the work as they do so.

ADVANCED EMPATHY

Advanced empathy enables the client to see new perspectives on their behaviors experiences and feelings (Dryden, 1996).

- The intense listening, probing and clues from client's expressions and body language or how they view their experiences or their behaviours allows the counsellor to see or sense feelings or meanings that the client is scarcely aware of.
- The sharing of these blind spots may enable the client to move on.
- An advanced empathic response may be a tentative questioning response 'I think what I'm hearing is...' While this indicates real understanding it can also challenge as well.
- What the counsellor reflects to the client is not her opinion of what is going on but is securely based in what is flowing from the client at that time, it is a sensing.
- This may open up whole new areas, shedding light on a situation.
- It may enable the client to see themes, help them to give expression to their feelings or see the bigger picture. It encourages clarity.
- In advanced empathy what the counsellor is communicating to the client is the felt sense. The felt sense is what is on the edge of the awareness between the known and the unknown. The known being what we recognise as our behaviours and feelings. The unknown contains deeper levels of feelings.
- Underlying feelings are often not strong feelings like anger or sadness they are more like sensations, tightness, welling up or warmth. To access the unknown, the underlying feelings, the counsellor must focus on the edge of the client's awareness.
- The real therapeutic value of advanced empathy is helping the client to become aware of feelings and meanings. The challenging and new perspectives that emerge with the use of this skill depend on the formation of a trusting relationship where the client feels cared for and understood.
- Growth occurs in clients experiencing person-centred counselling, as the client moves

towards a more autonomous existence, which is more in keeping with their true self.

Changes happen in the way the client feels and experiences life. The trust and value

themselves more which changes the way they conduct relationships and the decisions they make.

DIVERGENT THINKING

Divergent thinking refers to a way of solving problems wherein a variety of possible solutions are proposed in an effort to find one that works.

- This is in contrast to convergent thinking, which relies on focusing on a finite number of solutions rather than proposing multiple solutions.
- Divergent thinking takes its name from the idea that a theoretically limitless number of sometimes even unrelated solutions can be generated in an effort to find the best one.
- Divergent thinking is an important aspect of creative thinking. The creative process doesn't always take you directly to the best solution but, by encouraging a variety of possible solutions, new ideas are more likely to emerge.

GOAL SETTING IN COUNSELING

- It is essential to recognize that a person seeking help always has an aim, or a goal, in entering a counselling relationship.
- A counselling goal can be defined as a preferred state of affairs, or outcome, that the person seeking help and their counsellor have agreed to work towards.
- There is always something that a person wants or desires, some area of discomfort with life that they wish to change, that brings a person into counselling situation.
- The concept of goal can be used to refer to aims and objectives that may be all encompassing, or quite specific. Life goals are overarching issues or existential questions that give shape to a person's life.

- Life goals reflect personal issues that permeate all aspects of a person's life or social niche. For instance, 'moving beyond the memory of abuse' may be associated with difficulties and tensions in intimate and work relationships in the capacity to be alone, and in the capacity to make plans for the future.

- It is important to be clear about the difference between the concept of goal, and the similar concept of problem.

- A personal goal is always phrased in an active and positive way, whereas problem language talks of burdens and inadequacies.

- A goal can be regarded as similar to a personal quest - a question that the person is trying to explore and answer.

- It can be useful, therefore, for a counsellor who is talking with a person about their goals to try to use active, positive language which reinforces the person's strengths, so that counselling goals are not perceived as indicators of failure but as opportunities for development and connection.

- There are at least three reasons why a person may not be able to explain clearly what their goals are.

- First, the goal or purpose may be associated with a vague feeling.
- A second difficulty that some people have in talking about what they want is that they know what their goal is, but are afraid or ashamed to acknowledge it.
- A third type of difficulty that some people have in expressing their goals for counselling is that they may never have had the opportunity to reflect on what they want, so they can only convey a confusing jumble of reasons.
- In situations where a person has difficulty being clear about their goals, it is important for a counsellor to be willing to work with the person around the best mutual understanding of their aims that is possible, rather than wait until a fully crystallized goal statement can be

formulated. What is important is for the person seeking help, and the person offering counselling, to have a sufficient level of agreement over the goals they are working together to pursue, so that they are 'on the same wavelength'.

DECISION MAKING AND PROBLEM SOLVING

There are many techniques that have been developed by counselors, psychotherapists, psychologists, management consultants and others to facilitate and support processes of problem-solving, planning and decision-making.

- The single most useful method that can be employed in relation to decision-making is probably 'just talking'.
- Making it possible for a person to look at a choice from all angles, and explore how they feel about all the options, in a situation where the listener has no preconceived ideas about which course of action is right or wrong, is enormously helpful.
- However, it can also be that sometimes the person circles endlessly around a problem or decision without arriving at any conclusions.
- It is therefore valuable to be able to offer clients some kind of structure through which they can organize the activity of decision-making.
- An initial period of exploratory discussion can be useful, even if the counsellor feels sure that sooner or later some structuring devices will need to be introduced.
- There are many common-sense cultural resources that can be used to structure conversations around decision-making and problem-solving.
- Some people find it helpful to construct some kind of 'balance sheet' and then weighted in terms of which is the most important.
- A slightly more elaborate version of a balance sheet is a force-field analysis, where the forces pressing in different directions can be mapped on a piece of paper. This technique can be helpful in identifying the sources of different forces.

- In some situations; for example, when a person is thinking about a career choice, a SWOT (strengths, weaknesses, opportunities and threats) analysis may be valuable.
- Another useful strategy in relation to decision-making is to introduce the concept of implications.
- Using a brainstorming approach ('let's just imagine – without censoring any ideas that come up – what might happen if you decided to ...') or a mapping technique, the person can be encouraged to look beyond the immediate consequences of a decision, and consider the long-term consequences.
- Alternatively, it may be that some imagined long-term consequences catastrophic ('if I quit this job I'll never find another one') can be seen as being not too awful once they are openly discussed with a counsellor.
- A further widely used strategy is to prioritize aspects of the issue; for example, identify the satisfaction of the possible solutions that have been generated in respect of a problem.

MODULE 4: Applications of Counselling in various settings

School Counselling

School counsellors provide counselling programs in three critical areas: academic, personal/social, and career. Their services and programs help students resolve emotional, social or behavioural problems and help them develop a clearer focus or sense of direction. Effective counselling programs are important to the school climate and a crucial element in improving student achievement.

Objectives of school counselling

- ☐ To help students acquire the skills of collecting and using information.
- ☐ To help students who are underachieving, use their potentials to the maximum.
- ☐ To help students develop the skills of self-study, self-analysis and self- understanding.
- ☐ To help all students in making appropriate and satisfactory personal, social educational choices.
- ☐ To assist students in the process of developing and acquiring skills in problem solving and decision making.

Career Counselling

- Career counselling is ongoing face-to-face interaction performed by individuals who have specialized training in the field to assist people in obtaining a clear understanding of themselves (e.g., interests, skills, values, personality traits) and to obtain an equally clear picture of the world of work so as to make choices that lead to satisfying work lives. Career counsellors help clients within the context of a psychological relationship with issues such as making career choices and adjustments, dealing with career transitions, overcoming career barriers, and optimizing clients' work lives across the life span.
- Career counsellors are cognizant of the many contextual factors present in the lives of their clients and of the ways in which social and emotional issues interplay with career issues.
- It was Frank Parsons who developed a systematic way of helping individuals to find

appropriate work that still has much influence on the way in which career counselling is conducted today.

- Parsons theorized that there were three broad decision-making factors:
 - ☐ A clear understanding of oneself, including one's aptitudes, abilities, interests, and limitations.
 - ☐ A knowledge of the requirements, advantages, disadvantages, and prospects of jobs.
 - ☐ Ability to reason regarding the relation of these two sets of facts.

Guidance of career counselling

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. It can also include:

- ☐ 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
- ☐ Information resources such as careers libraries
- ☐ Telephone helplines.

The activities of guidance that can be carried out or organized 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.

- Referral to other agencies, including professional guidance services.

College counseling

Beginning of adult life for most involve understanding how college students of all ages learn, grow, and develop. Developmental struggle during this period autonomy identity and intimacy.

Traditionally these are 4 main models of counseling services:

1. Counseling as psychotherapy: Long term counseling for a small percentage for students focusing on personality changes.
2. Counseling as vocational guidance: career counseling for college students helps academic and vocationally undecided students. Counseling traditionally defined as : Diverse and sole of the counselor dealing with broad range of long term and short terms counseling services involves personal academic and career concerns.
3. Counseling as consultation: working with various organizations and personals who have direct impact on students mental health (parents, teacher, administrators) which involves indirect services to students through strategic interventions.
4. Counseling as global: It has 3 main areas: • Target (individual, primary group, institution or community) • Purposes (remedial, preventive or developmental) • Methods (direct, consultation, and training or media). Lewing and Cowger (1982) identified 9 counseling functions for college counselors
6. Academic and educational counseling.
7. Vocational counseling (career guidance).
8. Personal counseling (personal problems such as emotional, social, etc.)
9. Testing (psychological assessments).
10. Supervision and training.
11. Research.
12. Teaching.

13. Professional development.

14. Administration.

Major concerns are:

- Personal and social adjustment: It involves relationship difficulties, self-esteem, existential concerns, depression other psychological issues, sexual harassment and above, alcohol and drug problems.
- Academic and career concerns: It involves poor study skills, low grades and decreased school performance etc.
- Stress and anxiety problems, eating disorders, impulsivity, anger management, poor communication etc.
- Clients with different needs: Older students, married students and with children, students with disabilities, minority culture students.

Premarital counselling

Premarital counseling is a specialized type of therapy that helps couples prepare for marriage.

By participating in premarital counseling prior to their wedding, couples can begin to build a healthy, strong relationship that helps provide a healthier foundation for their union. Premarital counseling can help couples of any gender, race, or religion identify and address potential areas of conflict in their relationship. Additionally, counseling can prevent small issues from escalating into serious concerns at some point in the future.

Premarital therapy also helps couples identify their expectations for the marriage and address any significant differences they might have.

Goals and Objectives of Premarital Counseling

1. Change the view of the relationship – During the therapeutic process, the counselor helps each partner examine the relationship in a more objective manner and assists the couple in learning how to perceive their interactions in a positive light.
2. Understand how cultural issues affect a relationship – Family-of-origin and cultural beliefs affect how the partners understand all the relationships in their lives. It also affects day-to-day behaviors, such as eating, working, and managing money. Differences in cultural expectations

can cause difficulties in the relationship. The sooner the couple learns to identify and manage these differences, the better. A counselor can help reveal these problems and teach the couple how to use the art of compromise.

3. Eliminate dysfunctional behavior – Premarital counseling helps couples identify and correct dysfunctional behaviors, such as issues with dominance and control and addiction.

4. Improve communication – Effective communication is one of the most important factors in a healthy relationship.

5. Identify strengths – A premarital counselor can help the couple identify strengths in the relationship as a whole or in each individual partner. A thorough understanding of the stronger aspects of the union helps build resilience and a solid foundation upon which to build the marriage.

6. Decrease emotional isolation and avoidance – Many people have difficulty expressing their feelings, so some partners simply avoid doing so. This type of isolation almost always leads to serious problems in the relationship. A premarital therapist assists the couple in learning how to express their feelings in a way that draws them together rather than further apart.

Benefits of Premarital Counseling

The many advantages of premarital therapy include:

- Helps build and strengthen conflict resolution skills – Conflict resolution skills are critical for a healthy marriage. Premarital therapy offers couples away to identify potential conflicts and how to develop the skills necessary to get through tough battles.

- Identifies issues early – Different expectations have a disastrous effect on most marriages. Marriage therapy assists couples in determining and discussing their expectations early on. If the couple has different expectations, then the counselor can work with them to identify ways to cope with those differences.

- Helps couples avoid toxic resentment – When couples believe they are no longer in love, it's

usually simply that they have allowed resentment to build up in the relationship. Resentment is toxic to happiness, and during premarital therapy, couples learn ways to avoid this type of emotional poison.

- Reduces fears about the longevity of the marriage – Statistical evidence proves that marriages end every day, which is concerning to a couple contemplating the prospect. Premarital therapy helps the couple identify and confront fears about forming and maintaining a successful relationship.

HIV/AIDS Counselling

- AIDS stands for Acquired Immune Deficiency Syndrome, a disorder in which immune system is gradually weakened and eventually disabled by the Human Immunodeficiency Virus (HIV).
- HIV testing and counseling services are a gateway to HIV prevention, care and treatment.
- Counseling in HIV and AIDS concentrates specifically on emotional and social issues related to possible or actual infection with HIV and to AIDS.
- With the consent of the client, counselling can be extended to spouses, sex partners and relatives (family level counselling, based on the concept of shared confidentiality).
- HIV counselling has as its objectives both prevention and care.
- HIV and AIDS counseling can have two general aims:
 - 1) Prevention of HIV transmission
 - 2) Provision of counselling services to the AIDS patients and their family.

Prevention of HIV Transmission

- It is vital that HIV counseling should have these dual aims because the spread of HIV can be prevented by changes in behaviour.
- One to one prevention counseling has a particular contribution in that it enables frank discussion of sensitive aspects of a patient's life—such discussion may be hampered in other settings by the patient's concern for confidentiality or anxiety about a judgmental response.

- Also, when patients know that they have HIV infection or disease, they may suffer great psychosocial and psychological stresses through a fear of rejection, social stigma, disease progression, and the uncertainties associated with future management of HIV.
- Good clinical management requires that such issues be managed with consistency and professionalism, and counseling can minimize both morbidity and reduce its occurrence.
- All counselors in this field should have formal Counseling training and receive regular clinical supervision as part of adherence to good standards of clinical practice.

General Awareness

- A public awareness is the need of the hour to control the spread of this serious infection and disease which has physical, social, emotional and occupational implications.
- The behavioural changes that minimize the risk of developing AIDS are fairly straight forward, although making the changes is often more easier said than done.
- The more sexual partners a person has, the higher the risk that he or she will be exposed to the HIV virus. Thus, people can reduce their risk by following the practice of safe sex and being careful in matters of blood transmission, use of syringes etc.

Counselling can aim at the following points to spread the awareness about HIV/ AIDS:

- Determining whether the lifestyle of an individual places him or her at risk
- Behaviour that put people at risk for AIDS /HIV

Working with an individual so that he or she understands the risks

- Helping to identify the meanings of high risk behaviour
- Information about myths and facts for HIV/AIDS
- How AIDS/HIV is transmitted
- Civic right issues related to HIV/AIDS
- Prevention and treatment for HIV/AIDS Counselling to HIV Affected Persons
- Diagnosis of HIV infection brings with it profound social, emotional and medical consequences.

- The adjustment to HIV infection involves constant stress management in family life and work place.
- The counselor need to be very sensitive about the feelings of the patients' and should have empathic and positive attitude towards AIDS patients.
- A good rapport must be made which will help in breaking the diagnostic news of HIV in a positive way.
- The counselor must discuss and remove the misunderstandings about HIV transmission.
- Help to developing a strong self- image, to cope with the hard ship of life without taking recourse to faulty methods of finding happiness or depression.
- Counseling should be given to prevent further deterioration or onset of full blown AIDS, so as to remain healthy and live longer, by taking good personal care in terms of food, medicines etc.
- The primary challenges that they face are a changed new lifestyle they have to follow such as accepting the possibility of shortened lifespan; coping with stigmas attached to the illness; reactions of others; coping with the personal relationships, adopting methods to remain emotionally healthy; initiating changes in behaviour to prevent HIV transmission.
- Whenever a person comes for HIV testing, there should be a pre-test and post-test counseling. Patients may present for testing for any number of reasons, ranging from a generalized anxiety about health to the presence of HIV related physical symptoms.

Counseling for the terminally ill

A terminal illness is a disease that cannot be cured or treated (for an improved prognosis) and is thus likely to cause death within no more than a few years. A person diagnosed with a terminal illness is often likely to experience a wide range of emotions, such as grief, regret, or sadness, among others.

- Family members, romantic partners, and friends are also often affected by an individual's diagnosis, and it may be beneficial for both the individual with the illness and the members of

their support system to seek the help of a professional counselor to discuss their feelings and otherwise come to terms with the diagnosis.

- One of the most difficult areas for counselors to work is in hospice settings with individuals who are dying.
- Tasks of counselors include helping the dying individual prepare for the reality of death.
- This is done through education and supportive therapeutic interventions about the dying process that address the physical, emotional, social, spiritual, and practical needs

Physical needs

- Pain management is one of the most important concerns of hospice care. In addition to pain medication, the use of traditional psychological interventions such as biofeedback, hypnosis, relaxation and imagery techniques are used to provide skills that increase the client's awareness and control of pain.
- Clients often experience a loss in strength, increased fatigue requiring greater sleep and rest, a decrease in appetite due to nausea, constipation and pain.
- The loss of functional ability as the illness progresses is important for counselors to address.
- The client is no longer able to do the things he/she was once able to do and may feel depression or feel they are a burden to caregivers.
- As the illness progresses, the body often undergoes changes that are either a normal part of the dying process or a reaction to treatment; these changes can affect body integrity, the ability of the body to function normally.

Emotional needs

- Dying individuals cope with intense emotions such as anger, fear, guilt, and grief. Dying individuals benefit from counseling as much as anyone and these emotions are both a normal part of the process of dying and can be alleviated by sensitive intervention.
- Addressing the anticipatory grief of the individual is critical for counsellors.

- Issues of anticipatory grief include helping clients redefine life as it currently is, facilitating communication about feelings of being a burden, supporting clients as they struggle with change, encouraging the search for meaning, and allowing the client to live day-by day.

Social needs

- The dying individual needs social involvement as much as he or she did before the illness.
- Interventions by a counselor can facilitate the ability of friends and family to enable the dying individual to maintain a social life in the face of physical limitations.
- The process of finishing business is an important part of this social realm. Tasks such as interacting with important others to resolve old disagreements, connecting with long-term friends, and asking forgiveness are all important to the dying individuals' peace of mind
- Counselors working with dying children need to be aware of the unique social needs of children to provide developmentally appropriate care.

Group counselling

Group counselling is a form of psychotherapy that usually involves four to ten participants and one or two group therapists. Most groups meet regularly at same time for one to two hours. During that time, the members of the group discuss the issues that are concerning them and offer each other support and feedback.

Types of group counselling

1. Psychoeducational group

Psychoeducational group therapy focuses on educating members about their condition and providing them with new coping strategies. These groups usually focus on a specific condition, such as substance use disorder, anxiety, or phobias.

2. Skills development groups

Skills development groups focus on introducing and improving the skills that members need to cope with certain mental health conditions. These groups may incorporate aspects of

psychoeducational groups. Still, the overall goal involves strengthening the members behavioral and cognitive resources to help them make positive choices and avoid harmful situations.

3. Cognitive behavioral groups

Cognitive behavioral group therapy attempts to restructure the beliefs a person has that lead to negative or harmful behaviors.

4. Support groups

Support groups can help people cope with significant life changes, such as the loss of a loved one. In support groups, members give and receive unconditional acceptance.

The group also encourages its members to reflect on their personal beliefs and behaviors.

5. Interpersonal process groups

The interpersonal process group model uses the psychodynamic approach to promote positive change.

Psychodynamics is a school of psychology that views a person's early life experiences and subconscious beliefs and feelings as the foundation of their personality and behaviors.

Aim of group counselling

One of the major goals of group therapy is about bringing people who do share similar experiences. Group therapy primarily focuses on a specific mental health concern, such as social anxiety or even depression.