

GUIDANCE AND COUNSELLING

ANSWER KEY

QUESTION:

LEssay:

1. a) Define and purpose of guidance and counselling? (7)
- b) Types of counselling approach? (8)

LSHort notes: (any 2):

1. Management of crisis and referral?
2. Principles of Guidance and counselling?
3. Counselling process steps?

ANSWER KEY

1. A) DEFINE AND PURPOSE OF GUIDANCE AND COUNSELLING?

DEFINITION OF GUIDANCE:

Guidance is a process which helps an individual to develop his personality fully and enables him to serve the society to the best of his capabilities and talents. -woodworth

DEFINITION OF COUNSELING:

Counseling is a series of direct contacts with the individual which aims to offer him assistance in changing his attitude and behaviour. -Carl Rogers

PURPOSE:

1. Providing the needed information and assistance:

It is directed at providing and seeking information between two individuals as well as offering the desired assistance to an individual who requires help.

2. Helping in individual to make wise choices:

It is primarily offered to make an individual capable of judging each aspect of a situation and finally making a wise decision to use the available opportunities efficiently.

3. Improve the understanding of self:

Helps the individual get a true understanding of self, where he becomes capable of evaluating each situation with full intellectual capabilities leading to holistic development.

4. Facilitate the adjustment:

The most fundamental essentiality of an individual in personal and professional life. The most efficient tool for facilitating the assessment and management of adjustment problems of individuals in demanding situation.

5. Helps in adapting to the changes or new environment:

Helps to adapt tradition and the rules and regulations in a particular situation.

6. Making self sufficient and independent:

Provide opportunities for learning the essentials of self direction with respect to educational, vocational and personal- social aspects of life.

7. Efficient use of capabilities and talent:

The maximum use of their capacities, interest and other abilities to achieve personal and academic goals.

8. Promote the optimal personal and professional development:

Helps individual have balanced physical, psychological, emotional and social growth and development.

9. **Helps in overall development and to live productive life.**

1. B)TYPES OF COUNSELLING APPROACH?

i)Directive counselling approach:

The directive counselling approach is also known as prescriptive counselling or counsellor centred approach of counselling. The counsellor tries to direct the patients thinking by informing, explaining, interpreting and advising.

- **A need-based approach:**
It is assumed that the directive counselling approach is a need-based approach.
- **Problem focused rather than patient focused approach:**
The existing problems of the individual are targeted in this approach. It is solely a remedial measure to solve an individual's acute problem.
- **Used for patients incapable of solving their problem:**
The counsellor uses his intellectual abilities to solve these problems by offering the best possible solutions.
- **Task of a competent counsellor:**
To minutely analyse an individuals problems and offer the best possible solutions using his intellectual and counselling competence.
- **Making the best possible use of counselee's intellectual abilities and resources:**
It is still assumed that the counsellor must make the best possible use of the counselee's intellectual abilities, strengths and resources.

ADVANTAGE:

- Saves time.
- It emphasizes the problem and not the individual.
- The method used in directive counselling are direct, persuasive and explanatory.

ii)NONDIRECTIVE APPROACH:

It is the counselee-centred or patient-centred humanistic approach. The counselee makes the final decision for the self and solve their problems. The principles of acceptance and tolerance are extremely important in this approach.

STEP:

- **Defining the problem situation:**
Focused to help the individual to solve that particular problem. Counselee given freedom to express his feelings.
- **Identifying counselee's feelings:**
The counsellor carefully records the positive as well as negative feelings of the counselee. This helps the counsellor estimate the gravity of the present problem and the counselee's available resources to manage the problem.
- **Developing counselee's insight:**
The insight helps the counselee set realistic goals to solve the problem.

- **Termination of counselling:**

The counselling relationship because either the problem is managed or the counselee is now capable of solving his problem with insight if it recurs.

ADVANTAGE:

- ✓ Process to make an individual capable of making adjustments.
- ✓ No tests are used so one avoids all that is laborious and difficult.

iii) ECLECTIC APPROACH:

The counsellor makes use of both directive and nondirective counselling that may be considered useful for the purpose of modifying the patients ideas and attitudes.

STEP:

- ✓ **Establishing rapport:**
Rapport establishment helps the counsellor understand the counselee problems, strengths and weaknesses more deeply and extensively.
- ✓ **Diagnosis the problem:**
The counsellor asks the counselee a few essential questions to understand problems accurately and establish a prompt diagnosis of the problem.
- ✓ **Analysing the case:**
To plan for suitable and best possible solutions so the counselee may acquire better self-understanding.
- ✓ **Preparing a tentative plan for modifying behaviour:**
Emotional release and a change in the patients perception and attitude about himself.
- ✓ **Counselling:**
Effective counselling uses one-to-one interview, stimulates the counselee to develop his own resources and assumes responsibilities for finding solution.
- ✓ **Follow up:**
To provide a few more follow-up sessions if more help is required by the counselee.

iv) OTHER TYPE OF COUNSELLING:

a) Based on length of the counselling session:

- short- term counselling
- long- term counselling

b) Based on number of counselees involved:

- Individual counselling
- Group counselling

c) Counselling for educational and professional purpose:

- Student counselling
- Educational counselling
- Vocational counselling
- Career counselling
- Placement counselling

d) Counselling for health related purposes:

- psycho therapeutic counselling
- crisis counselling
- health counselling
- genetic counselling

e) Counselling for personal /social purpose:

- personal counselling
- marriage counselling
- motivational counselling
- developmental counselling

SHORT NOTES:

1.MANAGEMENT OF CRISIS AND REFERRAL?

A sudden, generally unanticipated event can profoundly and negatively affect a significant segment of the institution population and often involves serious injury or death. Crisis events like an incident of suicide, school bus crashes, natural disaster or multiple injuries, death can quickly escalate all over the educational institution.

STRATEGIES OF EFFECTIVE CRISIS MANAGEMENT:

1. Policy and leadership:

Policy provides both a foundation and a framework for action. The chances of effectively managing a crisis are increased with a district level plan and individual building plans that operate within the framework of the district plan but are tailored to the conditions and resources of the individual school. Leadership is necessary to ensure effective implementation of plans maintenance of preparedness.

2. Crisis response team:

It can be highly effective organizational unit for dealing with a variety of crisis. Well functioning teams at each level provide a network that can support action whenever crisis arise.

3. Institutions crisis management plan:

The plan should identify clearly what response is needed in each emergency situation so that staff members know in advance how to react in times of crisis.

4. Communications:

Effective communication can speed the restoration of equilibrium; conversely, poor communications can make a bad situation even worst. Every crisis management plan should include provisions for a sensitive and professional communication plan.

5. Training and maintenance:

Preparation for and response to crisis relies on people understanding policies and procedures and knowing what they are supposed to do at such time. This preparedness is achieved through training. Maintaining preparedness is an ongoing process that involves debriefing following a crisis, periodic review and updatation and ongoing training.

CRISIS MANAGEMENT PLANNING CHECKLIST:

- ❖ Define crisis for your school and district.
- ❖ Decide who will be in charge during a crisis.
- ❖ Select your crisis response team.
- ❖ Develop appropriate policy and procedure for handling crisis situation.
- ❖ Train the crisis response team.
- ❖ Establish law enforcement, fire department and emergency management team liaisons.
- ❖ Establish a media liaison and a plan for communicating with the media.
- ❖ Set up phone number tree; appropriately displayed.
- ❖ Create space for service providers involved in crisis management and for community meetings.
- ❖ Develop and print forms to assist in crisis management.
- ❖ Develop a plan for emergency coverage of classes.
- ❖ Establish a code alert staff.
- ❖ Develop a collection of reading and sample letters to parents.
- ❖ Obtain a legal review of crisis response procedure and forms.
- ❖ Practice crisis alerts periodically through the year.
- ❖ Establish procedure for annual in-service of new staff.

TYPES:

1. Maturation crisis:

Developmental events requiring role changes. Both social and biological pressure to change can precipitate a crisis. The transitional periods during adolescence, parenthood, marriage, midlife and retirement are key times for onset of maturational crisis.

2. Situational crisis:

Life event upset an individual or groups psychological equilibrium. Ex : Divorce, crime or disasters.

FEATURES:

- ❖ It threatens psychological integrity and personal safety.
- ❖ It may cause disorganized feelings and emotions.
- ❖ It may distort routine life and psychological, social and spiritual well-being.
- ❖ It requires additional support from family, friends, peer groups and counsellors.

LEVEL OF CRISIS INTERVENTION:

1. Environmental manipulation:

It is directly change the patient's physical or interpersonal situation. These interventions provide situational support or remove stress.

2. General support:

Convey the feeling that the nurse is on the patient's side and will be a helping hand. The nurse uses warmth, acceptance, empathy, caring, and reassurance to provide the support.

3. Generic approach:

To reach high risk individuals and large groups as quickly possible. To provide normalization of responses and education about psychological reactions to traumatic events.

4. Individual approach:

- ✓ Restore the psychological safety.

- ✓ Provide information.
- ✓ Correct and support effective coping.
- ✓ Ensure social support.

TECHNIQUES OF CRISIS INTERVENTION:

- **Catharsis:**
The release of feelings that takes place as the patient talks about emotionally charged areas.
- **Clarification:**
It involves encouraging the patient to express the relationship between certain events more clearly.
- **Suggestion:**
It involves influencing a person to accept an idea, particularly the belief that the nurse can help and the person will feel better in time.
- **Reinforcement of behaviour:**
It positive response to adaptive behaviour.
- **Support of defence:**
Encouraging the use of healthy, adaptive defence and discouraging those that are unhappy.
- **Raising self-esteem:**
Helping the patient regain feelings of self-worth.
- **Exploration of solutions:**
Examining alternative ways of solving immediate problems.

2.PRINCIPLES OF GUIDANCE AND COUNSELLING?

According to Crow and Crow:

i)All – round development of individual:

Guidance services aimed at bringing about desirable adjustment in a particular area of experience must take into account the all-round development of the individual.

ii)Principle of individual differences:

No two individuals are alike. Although all human beings are similar in many respects, individual differences must be recognized and considered in any effort aimed at providing help or guidance to a particular student.

iii)Guidance is related to every aspect of life:

It should be related to all aspects of life, study an individuals physical and mental hygiene, his or her family and school and social and vocational needs.

iv)Cooperation among persons:

The existing social, economic, political unrest gives rise to many maladaptive factors that require the cooperation of experienced and thoroughly trained guidance workers and the individuals with the problem.

v)Guidance is a continuous and lifelong process:

The occurrence of problems in life and efforts for their solutions are natural and hence, the need for guidance always persists.

vi)Guidance for all:

Guidance services should not be limited to the few who give observable evidence of its need, but should be extended to people of all ages who can be benefited either directly or indirectly.

vii)Principle of elaboration:

It should be as elaborative as possible so that the beneficiaries can take its best possible advantage.

viii)Responsibility of teachers and parents :

The responsibilities for administration of the guidance programme should be centred by a personally qualified and trained person.

ix)Flexibility:

The ever-changing needs of the society and community, flexibility in the guidance programme is a must.

x)Principle of evaluation:

It should be conducted and accurate consultative records of progress should be made accessible to guidance workers.

xi)Guidance by a trained person:

Referred to people who are trained to deal with particular areas of adjustment so that the individual seeking guidance can benefit to the maximum extent.

xii)Principle of periodic appraisal:

Programme can be evaluated from the outcomes reflected in the periodic appraisal.

3.COUNSELLING PROCESS STEPS?

1.Establishing relationship:

Is considered as the foundation to the counselling process. Good rapport building provides the respect, trust and sense of psychological comfort to the counsellor- counselee relationship for progression to the counselling process.

- ❖ Introduce yourself
- ❖ Begin the phases with adequate social skill.
- ❖ Always address the individual by name and remember the patient name.
- ❖ Ensure physical comfort of the counselee and self.
- ❖ Do not interrupt the individual talking.
- ❖ Listen attentively.

2.Assessment:

- ❖ To provide complete information about the problem. During this phase, the counselor's job is to motivate the counselee to speak about the problems and listen to him patiently.

3.Setting goal:

- ❖ The counselee strength, weakness and available resources must be kept under consideration. Change based on needs and new information.
- ❖ Multifaceted knowledge related to the problem of the counselee.
- ❖ Ability to think critically and inference- drawing skills.
- ❖ Judgement, planning and management skills.
- ❖ Ability to teach individual to think critically and realistically.
- ❖ Helps the counselee set feasible, reliable and achievable goals.

4.Intervention:

The counselee is suggested the best possible options for the management of the present problem. The choice of intervention is a process of adaptation and the counsellor should be prepared to change the intervention when the selected intervention does not work.

5.Termination and follow-up:

Planned well ahead so that the counselee may feel comfortable at the departure and gradually able to handle the problem independently.