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GUIDANCE AND COUNSELING

What is guidance?

It is a process of assisting an individual understands his/her self accept himself and effectively live in his /her society or world.

It's the assistance given by one person (counselor) to another (client) in making choices and adjustment in solving problems.

What is counseling?

It is a helping relation where assistance is given to learners with problems of emotional nature so that they examine their needs and problems in order to reduce their inner conflict and confusion.

It is part of guidance and it is a process of assisting an individual cope with problems of emotional nature.

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Types of guidance

1. Educational guidance

This deals with all aspects of education such as;

- (i) Helping new students to adjust to new environment of the school they join.
- (ii) Helping students in the choice of courses of study i.e. subject combinations.
- (iii) Helping students progress in academic abilities.
- (iv) Helping students develop good study skills.

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(v) Helping students in the choice of the schools, colleges or institutions.

(vi) Helping students the choice of co-curricular activities

2. Vocational /career guidance

This is the process of assisting students choose an occupation or career; prepare for it enter it ,participate in it and progress in it .Hence vocational guidance assists students to make a wise decision to cope with the demands of the world or work

Vocational guidance is concerned with the following;

- (i) Providing students with information about employment prospect or available job opportunities
- (ii) Providing students to with essential qualities and training required

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for various occupations

- (iii) Guiding students in the choice of future careers in reference to their subjects selections or combination
- (iv) Preparing students to develop skills and knowledge necessary for the occupations chosen
- (v) Assisting students to develop self understanding so that they can look at themselves realistically in terms of continuing educational opportunities ,career requirements and the demands of the society
- (vi) Providing students with knowledge and skills for handling applications and interviews for entering jobs

Factors that affects occupational choice of an individual

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- (i) Psychological factors such as intelligence, interest and personality level of motivation
- (ii) Job factors such as; satisfaction and status
- (iii) Family factor such as; parental values and aspirations, cultural backgrounds and parents occupations
- (iv) Educational factors such as ;qualifications, knowledge, skills and job experience
- (v) Individual differences such as ; sex differences and occupational differences
- (vi) Economic factors such as ; wage scale , fringe benefits profitability in terms of gratuity and pensions, etc

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Roles of a career teacher in secondary school

- (i) Creating awareness or sensitivity to work by impressing upon students the dignity of labour and the values of good works.
- (ii) Providing information about vocations and job opportunities
- (iii) Keeping the records of student performance
- (iv) Giving information about relevant subjects for different types of jobs.
- (v) Advising students on subject combinations depending on their capabilities.
- (vi) Helping students in career choices in relation to their capacities, interest and values.
- (vii) Inviting a resource person to address students about various

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professions.

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(viii) Designing and implementing the career programmes.

3. Psychological Guidance

This is concerned with personal matters such as of emotional nature

Types of counseling

There are two types of counseling, namely;

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(i) Individual counseling

This involves only two people; the client and the counselor

It involve/entails the following;

- ✓ The counseling require safe and acceptable relationship between the client and counselor
- ✓ The counselor needs to have cumulative records file or card showing the client's progress, activities, life in the school, family background etc.

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- ✓ The counselor advises the client but the final decision must be made the client.
- ✓ All discussions are confidential between the counselor and the client.
- ✓ There should be a feedback between the two.

NOTE; this type of counseling consumes more time because only one client is handled at a time.

(ii) Group counseling

In group counseling, a counselor deals with two or more clients who have similar emotional problems and requires the same help.

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This counseling is done on the basis that human beings are social creatures who co-exist to develop each other socially and emotionally.

- Group counseling economizes time because more than one client is counseled by the counselor at the same time.
- It helps individuals within the group to realize that the problems are not unique to only one person and this gives them courage.
- Each client can learn from each other how to handle the problem they share; through role play or imitation.
- Group members can exert some pressure upon the member to perform adequately or appropriately.

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NOTE; *It may be difficult to maintain total confidentiality of matters discussed*

APPROACHES TO GUIDANCE AND COUNSELING

There are four approaches to guidance and counseling. These are;

(i) Directive approach

This consists of the following;

- It is counselor centered i.e. the counselor plays a major role in the final decision makings.

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- The client receives a lot of clues to the problem from the counselor.
- It requires a lot of expertise on the part of the counselor.
- The counselor depends on the client when using this method.
- The counselor is more active than the client in the counseling process.

Advantages of Directive approach

- ❖ No time is wasted.
- ❖ Each problem is tackled and solved at a time.
- ❖ It assists the client to know what is right or wrong at once
- ❖ Enables a counselor to exercise his/her expertise.

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- ❖ Enables the client to open up and reveal every detail of the problems.
- ❖ Gives the client confidence that the counselor has clearly understood his/her problems and is able to solve it.

Disadvantages/Limitations

- ❖ The client may fear to mention private and personal problems.
- ❖ The client is driven at the counselor speed which he may fail to cope with.
- ❖ Some problems may not be considered and may be taken by the counselor as minor and unimportant.
- ❖ Counselor may not respect the independence of the client.

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❖ Counselor bears the responsibilities.

(ii) Non-directive approach

This consists of the following;

- It is client centered I.e. the counselor create favorable environment to enable the client work out his/her solutions.
- The client is more active than the counselor.
- The counselor does not impose his/her views on the client.
- The counselor is more supportive than directive in the counseling process.

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- The counselor does not tend to influence the decision the client makes.

Advantages of Non- Directive approach

- ❖ The client is free and is encouraged to express all his feelings.
- ❖ The client is allowed to discuss his/her problems with the counselor as long as he wishes.
- ❖ It is the client who makes the final decisions of what to do under the guidance of the counselor.
- ❖ The counselor is free of the decision back fires.

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Disadvantages of Non- Directive approach

- ❖ One client may take a long time with the counselor and the counselor may not attend to many clients.
- ❖ It is unsuccessful with clients who are not fairly verbal.
- ❖ Client who is seriously disturbed emotionally may not be motivated to discuss their feelings.
- ❖ It is unsuccessful with clients who do not voluntarily seek help (introverts).
- ❖ The client only self report is not enough for effective counseling by the counselor.

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(iii) *Self management approach*

This approach is similar to non-directive approach.

- It assumes that the client is responsible for his actions.
- The counselor plays a role of facilitator.
- The client identifies the problems and works with the counselor to find out solutions to the problems.

(iv) *Eclectic counseling approach*

This is the combinations of various methods of counseling.

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- It is useful when the client manifests many problems.
- It is useful in handling clients who are complete i.e. exhibit various behavioral patterns.
- It requires wide knowledge in the field of counseling.

SKILLS AND QUALITIES OF A GOOD COUNSELOR.

Skills of good counseling:

For counseling to be successful, there are some basic skills a counselor should have .these include the following;

(i) Listening skills

The counselor should be a good listener who is able to understand the content words and the emotions under

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which the client expresses them. if this is so difficult, it can be practiced.

(ii) **Attending skills**

- The counselor should attend to the client both physically and psychologically.
- He should show concern by concentrating on what the client is saying but not on what he might say in reply or response.
- He should suspend judgment and avoid distraction while the client is speaking.
- He should pay attention to all the details the client may give and take note of the important points.

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(iii) Responding skills

- The counselor should be able to adequately describe and interpret what he has heard from the client and give appropriate information or facts about the issue at hand.
- He should states his questions in such a way that it facilitates continued exploration of the client's problems.
- He should avoid such questions that embarrasses, threaten, challenge or arouse the defensive attitude of the client.

(iv) Leading skills

The counselor should be able to initiate, direct and

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control the discussions leading the client to appropriately make and take a decision to the solution of the problem at hand.

Qualities of a good counselor.

- (i) **Confidentiality**; the counselor should be able to keep secret of what is revealed by the client.
- (ii) **Empathy**; this is the ability of the counselor to understand and share the feelings of the client i.e. the process of entering fully through imagination into another's feelings.

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- (iii) **Sympathy**; the counselor should be able to share the sorrow or trouble of the client.
- (iv) **Positive regards**; the counselor should make the client feel welcome i.e. be friendly and approachable.
- (v) **Genuineness**; the counselor should be consistent in what he says and does in order to earn respect from his clients.
- (vi) **Emotional stability**; the counselor should never lose temper in the counseling process he should be mature; kind and tolerant.
- (vii) **Education**; the counselor should be trained and dedicated to his job.
- (viii) **Conduct**; the counselor should be respectful, reliable

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honest and patient.

- (ix) **Impartiality and fairness**; the counselor should be fair and should not take side in the discussion.

COUNSELING INTERVIEWS

All methods of counseling begin with interviews before any treatment can be prescribed. The interview therefore is the counselors' indispensable tools. Other techniques supplement it, but do not replace it.

Steps involved in counseling interview

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(i) The preparation (the pre-interview planning)

The counselor studies records or data collected about the client.

(ii) The interview settings.

The counselor ensures that the place where the interviews will take place should be conducive for counseling i.e. should have privacy, good furniture, adequate light etc

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Stages of counseling process:

(i) Establishing rapport(building harmony)

The first role of the counselor in the counseling process is to establish rapport i.e. building climate conducive to mutual trust and respect between him and his client. Among the techniques he may use are those designed to release tension and open discussions.

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(ii) Problem identification and exploration

This is the busy stage of the counseling in which the counselor and the client would first identify the problem and engage in serious exploration until root of the problem is found

(iii) Planning for problem solving

When the rest of the problems have been found, the client with the help of the counselor the goes ahead to find the solutions to the problem

(iv) Application of solution

When the solutions have been found, the

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Counselor often maintains contacts as a source of follow up support and encouragement in the client's implementation of the solution

(v) *Termination (ending contract)*

Once the problem has been solved, the counselor terminates the counseling process but leaves the door open for the client to call on him again if needed.

The roles of counselor during the interview.

- (i) The counselor should not be too direct; an eclectic approach is preferable.

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- (ii) The counselor should try to keep the client focused on his problem once the problem has been identified.
- (iii) The counselor should not intrude in the issues that the client does not want him to know.
- (iv) The counselor should not act as the judge in the discussion
- (v) The counselor should allow the client to decide for himself the solution to his problem(s).

Factors that affect counseling interview

- (i) Physical disability of the client.
- (ii) Sex i.e. negative attitude towards a particular sex.

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- (iii) Personality traits i.e. introverts versus extroverts, verbal versus non-verbal, etc.
- (iv) Culture (taboos) and religion i.e. differences in beliefs.
- (v) Environment i.e. it may be conducive for counseling.

Roles of teacher in guidance and counseling.

- (i) Orienting new students to adjust to the environment of the school.
- (ii) Study students in regards to their;

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- Social and economic problems.
 - Biological problems.
 - Individual differences.
- (iii) Collecting data about students concerning their emotions, attitudes, knowledge, interest, etc.
- (iv) Keeping cumulative records with a view to counsel each student realistically.
- (v) Giving educational guidance or academic counseling i.e. guiding each student to pursue right type of education.
- (vi) Making referrals to specialists in case of handicaps i.e. to psychologists, community development officers, probation officers, AIDS counselors.

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- (vii) Dealing with placement of students in the next class.
- (viii) Making follow up of students who have advanced or have dropped out and making evaluation of guidance and counseling programmes.
- (ix) Helping parents to understand the growth and development of their children.

The roles of head teacher (school administrator) in guidance and counseling.

- (i) Designing and implementing guidance and counseling programmes in the school
- (ii) Dealing with public relations i.e. acting as information officer to the

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parents and public as regards growth and development of adolescents and their progress in school.

- (iii) Being a consultant to the staff.
- (iv) Making referrals to specialists in case of handicap.
- (v) Dealing with placement of students in other institutions.
- (vi) Making a follow up of students who have advanced or have dropped out, making evaluation of guidance and counseling programmes in the school.
- (vii) Plus other roles of career teachers and the classroom teacher mentioned above.

Relevant Guidance and counseling services in

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secondary schools in Uganda

(I) Orientation/adaptation/Inductive services.

- Helping students to adjust to the new environment of the school.

(II) Individual inventory services/ cumulative records file service.

- Compiling information about individual students on health, academic progress ,sociability, interest, etc

(III) Information services.

- Providing information on education, occupations and personal social life.

(IV) Counseling services

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- Counseling students on personal matters involving psychological problems of emotional nature.

(V) Placement services

- Assisting students to situate or place themselves in the progress and activities in the schools and also place themselves in colleges or institutions.

**Problems faced when guiding and
counseling in secondary schools in
Uganda.....**

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- ❖ Lack of trained personnel to effectively perform the exercise i.e. No expert counselors.
- ❖ Lack of data upon which to base guidance and counseling i.e. lack of resource and materials to use.
- ❖ Lack of legislation to legalize guidance and counseling i.e. teachers are not paid for it.
- ❖ Lack of confidentiality/ confidence revealed by the students.
- ❖ Lack of trust in some teachers who may want to practice defilement.
- ❖ Reliance by African guidance counselors on foreign modes of counseling.

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- ❖ Teachers have too much work so they neglect carrying out guidance and counseling services.
- ❖ Difference in ideologies i.e. difference in cultural and religious beliefs.
- ❖ Increased enrolment in schools.
- ❖ Illiterate parents who do not see the importance of guidance and counseling.

**Possible solutions to Problems faced
when guiding and counseling in secondary
schools in Uganda.....**

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- ✓ Train educational managers and policy makers in guidance and counseling.
- ✓ Uganda as a country should enact laws that protect counselors.
- ✓ Need for government to organize refresher course for teachers.
- ✓ Recruiting more teachers / train more in counseling.
- ✓ Educate parents on the need to abandon cultural practices which conflict guidance and counseling services.
- ✓ Sensitize students and parents on the use and importance of guidance and counseling services.
- ✓ Encourage school managers and teachers to keep guidance and counseling data.
- ✓ The guidance and counselors should be role model.

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Body language during the practical guidance and counseling.

- During practical guidance and counseling the counselor should apply the principle of **S-O-L-E-R**.
- **S-O-L-E-R**. is a short term which represents;

(i) Sitting

- The way you sit signals whether you are interested or not .the best way to sit is to face the client directly. Sit on the same level with the client face to face and make sure that there is no desk

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or table in between you. This will signal willingness to help.

(ii) ***Open posture.***

- People's gestures and posture communicate volumes. Use open posture. do not sit crossed legged and fold your hands across your chest as this can be interpreted as being closed to communication and not interested in helping client .

(iii) ***Leaning forward.***

- The angle at which you sit may show dishonest. Even if you sit facing the client you counseling, do not slouch in the chair. If you lean towards the client, it communicates interest in helping him /her. It encourages the client to trust and open up.

(iv) ***Eye contact.***

- Maintain eye contact with the client without necessarily staring

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at him / her .staring instead may scare them. Looking to people you are talking to shows interest in them. Besides, a lot of information can be read from the eyes.

(v) *Relaxed atmosphere.*

- Aim at creating relaxed atmosphere in the counseling room. problems creates tensions. As a result the client will most likely be experiencing some sort of discomfort. To counteract this, create a relaxed atmosphere. Once this is achieved the client will relax and open up more easily.

Personality characteristics of an effective counselor.

- For counseling to be effective the counselor should have good personality characteristics which include the following;

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- ***Warm;***
 - Making effort to smile, be kind, friendly and making clients feel accepted for who they are.

- ***Trust worthy;***
 - Persons who keep his / her words at all times

Clients will always be able to believe in you when you promise not to share the information told

- ***Respectable;***
 - You have to try more than every other person to make sure that you have a good reputation.
- ***Approachable ;***
 - Be able to develop habits of reaching out the clients more than waiting for them to come to you.

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- Practice talking to clients when they meet you in a manner that does not threaten them.
- ***Fun;***
 - Engage in those things that the client enjoys. Use the humor, make jokes, tell stories client enjoys.
- ***Down at the clients level;***
 - Be willing to be like clients so that they accept you. Participate in activities that clients enjoy. Find out some of the language that clients use e.g. 'slangs". Use these slangs once in a while to make them feel you understand their world.
- ***Patient;***

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- It will not help if you hurried to solve the client challenges. Be patient, listen to the client. When irrelevant issue appears, be patient. Clients will gain confidence and trust and will enable them to open up more and more.

Basic principles of guidance and counseling.

Five basic principles:

- (i) You cannot divorce yourself from your own social, moral and spiritual values. You have a right to them.
- (ii) You do not have right to impose your own values on the client.
- (iii) Your position is not that of judge, their function is not to assign guilt or innocence but to encourage objective evaluation of

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attitudes, standards and actions.

- (iv) Many clients have an expectation and fear of being judge. They are already guilty because of having contravened their families, their peers or society's moral code. It does not help to deny the reality of this conflict by suggesting that there is no need to regard their behavior as odd.
- (v) Judge actions rather than the person who carried out them.

Others:

- (vi) You do not operate in isolation. You are expected to work with the law and basic values of the society.
- (vii) You should place your under the supervision of another more experienced counselor.
- (viii) Accountability of the counselor and his work to a peer or senior is important for both the counselor and their clients.

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Techniques for effective counseling:

(i) *Attending.*

- Attend to the use of physical behaviors e.g. smiling, leaning forward, making eye contact gesturing and nodding to convey to the client that you are interested in and open to them.

(ii) *Open ended and problem solving:*

- These invite more than one or two word responses. they can be used to gather information , increase clarity,

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stimulates thinking or create discussion; for example;

- ✓ What did you feel when that happened?
- ✓ Then what happened?
- ✓ What did you do when that happened?
- ✓ Please tell me the more.

(iii) Empathizing:

- Empathy means placing yourself in the clients' situation while remaining objective.
- You need not to be judgmental and to sensitive and understanding.

(iv) Paraphrasing:

- This means that the counselor uses different words to

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restate in non-judgmental way what the client has said.

- It is intended to help the client to know that the counselor is aware of the client perspectives and has heard what he / she have said.
- Allows the client to correct any misunderstandings on the part of the counselor. E.g. I understand that you felt very bad when you were discriminated.

(v) ***Reflective listening.***

- This involves repeating what the client has said, paraphrasing, displaying empathy and reflecting back on non-verbal feelings.

e.g. "so you feel" ... or "it sounds like you...." endures the counselor understands what the client has said.

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Key steps to be followed in guidance and counseling

(i) Contract making

- ❖ Just before you start the counseling session, you have to explain the reason for the session and set out the procedures or rules of your interaction
- ❖ State the boundaries of your operation.
 - ✓ What do you expect of the client?
 - ✓ What do the clients expect of you?
 - ✓ How long will you take that day?

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✓ This will help both of you to be focused and utilize the available time most profitably.

❖ It is very important that you keep the confidentiality. Once you betray this, word will go round and spread like a bush fire in a dry arid area. You will never get any other client. Assure the client that everything he/she tells you and whatever you discuss will be kept in confidence.

❖ Emphasize that either of you will speak one at a time.

(ii) *Building a rapport.*

❖ It is the creation of mutual trust to the level that you can be entrusted with secrets. Client's minds bring up certain things some of which are unpleasant. As a counselor therefore, you have to make clients with unpleasant things in minds bring up such things freely.

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- ❖ Top bring this, he/she needs to make you his /her best friend so as to unburden his /her heart. E.g. nod of the head encourages affirmation and prompting. You can use any other icebreakers to show that you are entrusted.

(iii) Active listening.

- ❖ You entirely tune in to the client using your whole beings (ears, eye, mind, body, and time) to enter the client's world of experiences and feelings.
- ❖ This can be partly through thoughtfully processing the verbal

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information. This involves the following;

- ✓ Interpreting the client's non-verbal information which is actually more telling than the verbal.
- ✓ Actively and attentively processing the posture of the client is assuming the facial expressions, gestures, nervousness or any other mannerism they may exhibit
- ✓ Watching out for silence as well. It may be communicating a message counselor must listen with the whole of their bodies.
- ✓ Shutting out anything that may distract you like noise, a tendency towards fact findings, being judgmental or imposing a personal view on the situation

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✓ Just turning in to the major feelings of distress.

(iv) Reflection of the contents

- ❖ When using this skill, the counselor has to paraphrase what the client has said
- ❖ Never the less you ought to guard against just parroting the content.
- ❖ Instead you highlight the emotions or feelings expressed or described or implied in the story/explanation.

- ❖ It is really rephrasing the client's story focusing on the emotions experienced.

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(v) *Probing*

- ❖ The counselor prompts the client to continue with his/her story or explanations or descriptions.
- ❖ At times it is clarifying something
- ❖ It will normally comprise short phrases or words of prompting sounds like " uum".

(vi) *Summarizing.*

- ❖ Process of helping the client to respond to series of statements in a session by rephrasing what would have been said in a more concise manner, highlighting the theme(s) in the statements used correctly, it helps the client to focus and clarify his / her thoughts and feelings.
- ❖ Even for reluctant client it may provide an avenue to move forward.

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- ❖ It also reassures the client that he/she has been understood.

(vii) Confrontation

- ❖ This is when you challenge the client with facts of his /her story or an apparent contradiction between his/her statements and the normal non-verbal communication.
- ❖ You should only confront clients much later in the counseling process when you have gained their confidence and trust. Otherwise you may appear to be judgmental.

(viii) Information giving

- ❖ It is the situation when you give crucial information to the Client.
- ❖ This should be done with your discretion with the sole , purpose of illuminating the clients grey information area

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- ❖ This could be in the field of health like HIV and AIDS, STIs or legal like legislation on defilement, child abuse, violent against women, career opportunities and the like.

(ix) Making a plan

- ❖ Clients may be present with several problems that need attention. However, it may not be possible to handle all of them at the same time.
- ❖ You will have to develop your skills in identifying which of these problems when tackled keys in to the others and sorts them out.
- ❖ You need to involve the client so that they take it as their own agenda

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- ❖ You will have to agree which issue to deal with first and next.
- ❖ What agreed activities will they carry out?
- ❖ How will they do it and when?

(x) *Evaluating the plan*

- ❖ You will have to check if the plan is working.
- ❖ Does the plan you have agreed on brings out the desired effects?
- ❖ If not what need to be changed?
- ❖ This is normally possible after a feedback from the client.
Stress what has or appear to be working.

(xi) *Follow up*

- ❖ Once you assess that the client can continue on his / her own

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and have terminated the sessions, you still need to support the client in doing the activities that you have agreed on.

- ❖ Sometimes you may have to make an appointment to find out how the client is progressing.

(xii) Documentation

- ❖ This helps the counselor to know how far they have gone with each client.
- ❖ Remember that you are dealing with a number of clients
- ❖ The counselor can come up with a simple method of documentation.

E.g.

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1	Name	
2	Date of last appointment	
3	Notes <i>Here you note everything that you have to remember</i> <i>(i) What has been handled at the session.</i> <i>(ii) Decision that have been made together.</i> <i>(iii) Assignment that have been given to the client.</i> <i>(iv) Other issues that still need to be handled.</i>	

Theoretical approaches to guidance and counseling.

➤ *A theory is the general principle summarizing many observations and*

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predicting what can be expected to happen in new situations. It is a map that provides direction and guidelines to the counselor

❖ *It is a systematic way of understanding ;*

✓ *Counseling*

✓ *Counselor behavior*

✓ *Of viewing the counseling process and a*

✓ *Guidance for counselors.*

❖ *It a map that provides direction and guidelines to the counselor.*

➤ *All counseling theories*

▪ *Are based on or derived from a conception of personality*

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development

- *Have some concepts of how behavior can be changed.*
- *Have something of what the end product should look like.*
- *Have some notions about the appropriate role of counselors should play.*

1. Albert Bandura's theory of social learning.

This theory is important because of the following;

- *He emphasizes that students or counselees learn some behaviors through observation and imitating (modeling) how others behave in their society i.e. school.*
- *Makes counselor and counselees understand the process through which boys learn to behave like men and girls learn*

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to behave like women (gender role identification), moral development and parental discipline styles.

- *Counselors to encourage clients to learn by observing and imitating others with acceptable behaviors.*
- *Counselors to encourage students to behave in socially desirable way.*
- *Counselor to model desirable behavior by guiding students not to get involved in socially unacceptable behaviors.*

2. Carl Rogers self theory.

- *Carl Rogers (1961) theory focuses on the individual i.e. the self not group.*
- *It can be used to understand counselee's personality*

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development individually.

- *Rogers assumed that all people grow in positive ways as long as they are supported by those around them.*
- *According to him, the way counselees look at them can improve if they grow up in a positive and enabling environment (s). in such environment, positive feedback to pupils or students allow them to open up and share their experiences, aids in decision making and encourages living for one's own goals.*
- *Supportive comments to pupils/students/children allow them to view themselves positively. As a result, they are more trusting and open to new experiences, more accepting to others, better able to set and achieve realistic goals.*
- *This theory asks the counselors to boost the counselees*

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self esteem by making him or her appreciate who he/she is and what he/ she can do

- *The counselor should exhibit unconditional positive regards in relation to the behaviors, strength and weaknesses as a way to support and boost behaviors, values, abilities and skills.*
- *Says that all human beings have something positive about them. We should therefore appreciate ourselves and others.*

3. Abraham Maslow's theory of motivation.

The theory states that;

- *Individual plays active roles in their own development.*

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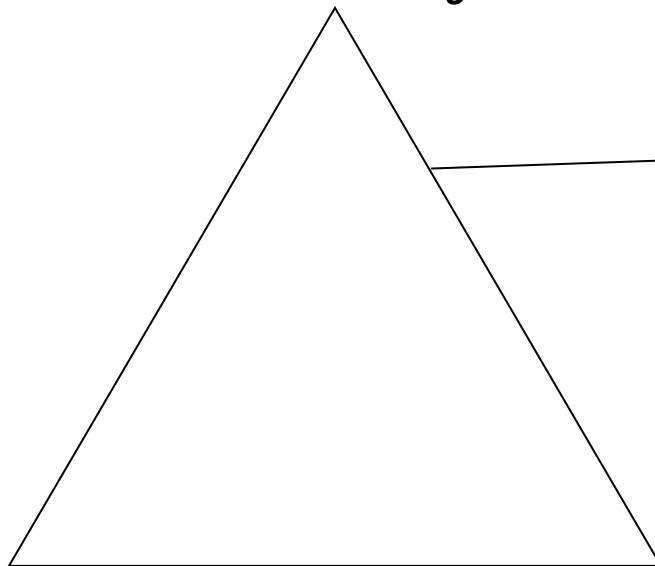
- *Individuals to realize their full ability i.e. people struggle to grow beyond their present conditions towards fulfilling their potential.*
- *Counselees need to have their biological and safety needs met in order to reach higher personal growth needs. E.g. hungry counselees are unable to turn their attention to reading, love, self esteem and personal development (if their biological needs like food is not met).*
- *Some learners may perform badly in class, fail to pay attention or always sleep in class. it shows that the teacher needs to investigate the reasons why the learners may be acting this way. May be due to the problems that are outside the classroom.*
- *To Maslow, ever human relationship with your learners,*

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*you will support them to cope with stress and
concentrate on their studies and co-curricular activities.*

***The figure below explains the importance that people
place on various needs according to Maslow. The needs
at the bottom of the triangle are more important.***



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4. Erick Erikson's theory.

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