

Workbook 1

Counselling and Counselling process

Defining Counselling

1. Counselling is an activity that can only happen if the person seeking help, the client, wants it to happen. Counselling takes place when someone who is troubled invites and allows another person to enter into a particular kind of relationship with them
2. A person seeks a counselling relationship when they encounter a 'problem in living' that they have not been able to resolve through their everyday resources, and that has resulted in their exclusion from some aspect of full participation in social life.
3. Counselling is fundamentally based on conversation on the capacity of people to 'talk things through' and to generate new possibilities for action through dialogue.
4. Counselling depends on the creation of a relationship between two people, which is sufficiently secure to allow the person seeking help to explore issues that are painful and troubling.

5. The person seeking counselling possesses strengths and resources that can be channelled in the service of resolving a problem in living. The act of seeking counselling is not viewed as an indicator of personal deficiency or pathology.
6. The person in the role of counsellor does not necessarily possess special training or knowledge of psychological theories – counselling is grounded in ordinary human qualities such as a capacity to listen, sensitivity to the experience of others, personal integrity and resourcefulness in solving the difficulties that arise in everyday life.
7. The person seeking counselling invites another person to provide him or her with time and space characterised by the presence of a number of features that are not readily available in everyday life: permission to speak, respect for difference, confidentiality and affirmation.
 - a) Encouragement and permission to speak
 - b) Respect for difference
 - c) Confidentiality
 - d) Affirmation

8. Counselling represents an arena for support, reflection and renewal that is unique within modern societies.
9. The potential outcomes of counselling can be understood as falling into three broad categories:
 - a) Resolution
 - b) Learning
 - c) Social inclusion
10. Counselling always exists within a social and cultural context: “counsellor” and “client” are social roles, and the ways in which participants make sense of the aims and work of counselling are shaped by the broad cultural and specific community and organisational contexts within which they live.

The aims of counselling

1. Insight – the acquisition of an understanding of the origins and development of emotional difficulties
2. Relating to others – becoming better able to form and maintain meaningful and satisfying relationships with other people
3. 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
4. Self-acceptance – the development of positive attitude towards self, marked by an ability to acknowledge areas of experience that had been the subject of self-criticism and rejection
5. Self-actualisation or individualisation – moving in the direction of fulfilling potential or achieving an integration of previously conflicting parts of self.

6. Enlightenment – assisting the client to arrive at a higher state of spiritual awakening
7. Problem solving - finding a solution to a specific problem that the client had
8. Psychological education – enabling the client to acquire ideas and techniques with which control behaviour
9. Acquisition of social skills – learning and mastering social and interpersonal skills
10. Cognitive change - the modification or replacement of irrational beliefs

11. Behaviour change - the modification or replacement of maladaptive or self-destructive patterns of behaviour
12. Systemic change – introducing change into the way in that social systems operate
13. Empowerment – working in skill, awareness and knowledge
14. Restitution – helping the client to make amends for previous destructive behaviour
15. Generativity and social action – inspiring in the person a desire and capacity to care for others and pass on knowledge

The five stages/dimensions of the well-formed interview

1. Initiating the session – rapport and structuring
2. Gathering the data – drawing our stories, concerns, problems, or issues
3. Mutual goal settings – what does the client want to happen?
4. Working – exploring alternatives, confronting client incongruities and conflict, re-storying
5. Terminating – generalising and acting a new story

The Relating-Understanding-changing (RUC) counselling and helping model

Stage 1: Relating

Main task: to start establishing a collaborative working relationship

Stage 2: Understanding

Main Task: to assess and agree on a shared definition of the clients problem (s)

Stage 3: Changing

Main Task: to assist the client to change so that the problems and problem situations are addressed more effectively than in the past.

Objectives for initial session

1. Develop a supportive working relationship
2. Develop a working model
3. Develop working definitions
4. Develop working goals and interventions

Questioning skills

Choices when Questioning:

- Purpose of question- effective questions that contribute to enlarging their own and their clients understanding of problems and problematic skill patterns
- Present versus past focus – life skills helping tends to focus more on clients' presents than pasts
- Number of topics covered – an issue that of whether just to ask questions in the areas of presenting problems
- Degree of detail – how detailed should you be?

- Intimacy level- helpers need be sensitive to the intimacy and threat level of questions
- Timing – helpers require caution regarding the timing and ordering of questions
- Number of questions – helpers should avoid conducting interrogations that may lead to either defensiveness or dependence or both
- Confirmatory questions – are questions designed to elicit responses fitting pet theories.

Types of questions

- **Clarification questions-** seek information about and clarify your perception of client's words and phrases.
 - “ When you say...., what does that mean”
 - ‘ Sounds to me as if your saying....’
- **Elaboration questions-are** open questions that gave clients the opportunity to expand on what they have already started talking about.
 - ‘Would you care to elaborate?’
 - ‘Is there anything more you wish to add?’
- **Challenging questions** – confront client with the need to produce evidence for there perception:
 - ‘Where is the evidence for.....?’
 - ‘What makes you think that?’
- **Specific detail questions:** aim to collect concrete information about clients' problems and problematic skills patterns:
 - ‘how frequent is it?’
 - ‘How do you actually behave”
 - ‘What brings it on?’

- **Request for example questions:** Example:
 - ‘Tell me of a specific instance?’
 - ‘Can you give me an example?’
- **‘Show me Questions:** Examples:
 - ‘Show me how you actually spoke to?’
 - ‘Imagine I’m your....., show me how you behaved to me?’
- **Eliciting personal meaning questions:** the information clients provide often has personal or symbolic meaning for them. The questions should be open and tentative since the client should know the answers better than anyone else. Example:
 - ‘I’m wondering about the meaning of....for you?’
 - ‘what do you make of that?’

- Work in Partnership with client
- Ask establishing agenda and transition questions
- Intersperse reflective responding with questions
- Ask follow up questions
- Encourage client to do their own work carefully observe how questions are answered
- Use good voice and body messages

Confronting skills

- **Confronting inconsistencies** – you may experience inconsistencies in messages your clients send including the following:
 - Inconstancy between verbal voice and body messages.
 - Inconstancy within verbal messages ‘you say you are doing poorly, but report being in the top 10 % of your class.’
 - Inconstancy between words and actions. ‘You say you love your children from your former marriage, but you’re behind in your maintenance.’
 - Inconstancy between past and present

- Confronting possible distortions of Reality: when clients talk to helpers they make statements like the following:

- ‘they are all out to get me.’
- ‘I have no friends.’
- ‘I’m a terrible mother.’

All of these may be examples of the unrealistic perceptions that harm rather than help clients.

- Confronting not acknowledging choice: you can confront clients with their role as choosers in their lives.

How to confront

1. Start with reflective responding
2. Where possible, help clients to confront themselves
3. Do not talk them down
4. Use a minimum amount of 'muscle'
5. Avoid threatening voice and body messages
6. Leave the ultimate responsibility with the clients
7. Do not over do it.

Understanding context skills

Helpers require skills of eliciting information about understanding the contexts of problems. Problems and problematic skills do not exist in vacuums.

- Cultural context
- Racial context
- social class context
- family of origin context
- Work/study context
- Health/medical context
- Gender context
- Sexual preference context
- Age context
- Reference group context
- Religious context
- Support network context.

Possess understanding context skills

Clients vary in the number of contextual considerations to identifying and clarifying their problems. Helpers also vary in the range of clients they see.

- Posses contextual knowledge
- Demonstrate contextual empathy
- Give permission to discuss helper-client differences
- Give permission to discuss problems in terms of their broader contexts
- Focus questions of broader contexts

Types of summaries

- Basic reflective summary
- Reflecting feelings and reasons summary
- Clarification summary
- Theme summary
- Identification of problem areas summary
- Details of problem summary
- Other types of summaries
 - > End of session summary
 - > Beginning of the next session summary
 - > Problems redefined in the skills terms summary
 - > Educational content summary

Clarifying Goals

Some questions for clarifying goals:

What are your goals in the situation?

What would you consider a successful outcome?

What are your options in setting goals?

What do you want to achieve in the situation:

- For yourself
- For one or more others; or
- For your relationship, if appropriate?

What do you want to avoid in the situations:

- For yourself;
- For one or more others; or
- For your relationship, if appropriate?

Personal characteristics of effective counsellors

- Effective therapists have an identity
- Effective therapists respect and appreciate themselves
- Effective therapists are open to change
- Effective therapists make choices that are life orientated
- Effective therapists are authentic, sincere and honest
- Effective therapists have a sense of humour
- Effective therapists make mistakes and are willing to admit them
- Effective therapists generally live in the present
- Effective therapists appreciate the influence of culture
- Effective therapists have a sincere interest in the welfare of others
- Effective therapists possess effective interpersonal skills
- Effective therapists become deeply involved in their work and derive meaning from it
- Effective therapists are passionate
- Effective therapists are able to maintain healthy boundaries

Training manual for Counsellors

- Introduction
- Confidentiality
- The need to keep records
- Requirements of the counsellor's own supervision
- The need to protect others
- Working in conjunction with other professionals
- Education training programs, conferences, workshops and seminars
- Where the law requires disclosures of information's
- Respecting the clients right to privacy

- Professional ethics
- Respect for the client
- Limits of the client-counsellor relationship
- Responsibility of the counsellor
- Counsellor competence
- Referral
- Termination
- Legal obligations
- Self promotion

**Thank you for watching
this video and good
luck with workbook 1.**

Bye for now 