

MODULE 3: PROCESS OF COUNSELLING

3.1.Type of counselling: Directive, Non-directive and Eclectic (based on role of counsellor);

There are 3 main types or approaches of counselling. They are directive, non-directive and electric counselling.

I. Directive Counselling/ Prescriptive Counselling or Counsellor centered counselling/ problem centered counselling:

The counsellor plays the major role in counselling. It is counsellor - centered approach. All attention is focused on a particular problem and its solution. The counsellor advises or gives some remedy and the counselee just co-operates. Directive counselling gives more importance to intellectual aspect rather than emotional aspect. The chief exponent of this school of thought is E.G. Williamson.

Steps in directive counselling (by Williamson)

1. Analysis and collection of data from a variety of sources for an adequate understanding of the student.
2. Synthesis of the problem
 - a. Organize, summarise the data, so that they reveal the students' assets, liabilities, adjustments and maladjustments.
3. Diagnosis
 - a. Formulating conclusions regarding the nature and causes of the problem exhibited by the student.
4. Prognosis (future)
 - a. Predicting the future development of the students' problem
5. Prescribing remedial measures (Counselling)
 - a. Taking steps with the students to bring about adjustment and readjustment for the student.
6. Follow up
 - a. Helping the student with new problems or with recurrence of the original problem
 - b. Determine the effectiveness of the counselling provided.

Characteristics

- ✓ Counsellor plays a pivotal role in the process
- ✓ Counsellor directs to solve his problems
- ✓ Gives more importance to the intellectual aspects (counselee is helped to solve the problem at intellectual level)
- ✓ Persuasion of the counsellor through repeated explanation to convince counselee regarding the suitability of the suggested solution.

Disadvantages

Counselee is more dependent, less able to solve new problems of adjustment.

II. Non-Directive Counselling/Client centered/individual centered counselling

Here the counselee takes an active part in the process of counselling as well as in solving problems. It is counselee centered approach. All attention is focused on the growth of the counselee rather than the solution of a particular problem. The client is permitted to express his feelings and to work out the solution with the help of the counsellor. It gives more importance to emotional aspect rather than intellectual aspect. The chief exponent of this school of thought is Carl Rogers.

The counsellor sees the problem as the counselee sees and values it (down to earth)

He develops the ability to face his acceptable as well as unacceptable characteristics.

Begins to accept him, he feels confident to make his own judgments regarding his problem.

Phases of activity

1. Opening the session or provide a setting
 - a. Date and time is decided with the consent of the counsellor
 - b. A few introductory remarks such as out of school activities/hobbies.
2. Establishing a rapport
 - a. Creates an atmosphere that helps the counsellor to free himself from the mental blocks.

3. Exploration of the problem
 - a. Counsellor responds to feelings
 - b. Accepts negative feelings and helps to express freely
 - c. Helps to identify the actual problem
4. Exploration of the causes/roots of the problem
 - a. Helps to identify the causes of the problem by a deeper understanding of the problem.
5. Discovering alternative solutions
 - a. Workout solutions in the form of readjustment plans
 - b. Counsellor does not provide any readymade solutions but he sees it to that solution is arrived by the counsellee himself and examines the suitability of the adjustment strategies evolved. Best strategy he has evolved considered suitable.
6. Termination of the session
 - a. Review the causes of the problem and readjustment strategies
 - b. Counsellor gives reassurance and encouragement to use the readjustment strategy.
7. Follow up
 - a. Plan the future meeting
 - b. Effectiveness of the readjustment strategy can be evaluated

Characteristics

- Counsellee gains into his problem with the help of the counsellor
- Led to the point of self-actualisation
- Increased independence and psychological integrity
- Greater emphasis on emotional aspects of the problem rather than the intellectual aspects
- Counsellor – friendly, receptive – so one can freely express feelings

Disadvantages

- ❖ Time consuming

- ❖ Presupposes a fully competent counsellor

III. Eclectic Counselling

Eclectic counselling is a combination of directive and non-directive counselling. This type of counselling is advocated by F.C. Thorne and Bordin. It represents a midway functioning of the two extremes - directive and non-directive. In this method counsellor is neither too active nor too passive, but positioned between directive and non- directive methods.

Selection and orderly combination of compatible features from diverse sources and of incompatible theories and systems into a harmonious whole.

Thorne says “most practicable and apt approach to counselling”

“There are wide personality differences and no single theory of personality can justifiably encompass all phenomenon.

The problems of individuals vary both in content and intensity.

An approach suitable to an individual need not necessarily suit another individual.

Therapy be customised or individualized

Features

- Method of counselling alternates between active and passive- keeping a healthy relationship.
- Counsellor studies the personality and need of the individual and selects the technique that would be most helpful for the individual.
- May start with directive, may switchover to non-directive or vice versa.
- Tries to adjust the situation of the individual.
- Counsellor must be competent and proficient in the use of the available methods
- Techniques include case study, testing, reassurance, gathering information.
- Client centered – useful with brighter pupils with personal or emotional problems.
- Opportunistic in nature

Directive Counselling

1. Analysis of Information

Non-Directive Counselling

1. Conversation with the Counsel

2. Synthesis of Information	2. Probing with the situation of the client
3. Diagnosis of the Cause of the Problem	3. Emotional release by frank expression
4. Prognosis of the Solution	4. Discussion
5. Counselling for the adjustment	5. Project Formulation
6. Follow up and Evaluation	6. Project implementation and evaluation

3.2 Crisis, Preventive and Facilitative (based on purpose)

Crisis, is any unstable or dangerous situation or event that is likely to affect an individual, group or society. Crisis is always unexpected and can cause stress and anxiety which can cause a lot of turmoil in the person's life.

The goals of crisis intervention: A helper's primary goals in a crisis are to identify, assess, and intervene; to return the individual to his/her prior level of functioning as quickly as possible; and to lessen any negative impact on future mental health.

Crisis counselling assists individuals with coping and support after a major crisis. Crisis counselling is brief and time-limited with specific goals for achieving stability, increasing an internal sense of empowerment and safety, and locating appropriate resources. Crisis counselling helped provide relief for those suffering from financial burdens, health consequences, natural disasters and severe emotional distress or grief.

Crisis counsellors can work in a variety of settings including:

- Telephone crisis counseling centers
- Online/live chat crisis counseling forums
- Mental health clinics
- Humanitarian aid organizations
- University counseling centers
- Nonprofit community centers
- Private practice

Additionally, crisis counsellors can also provide mobile services. In these cases, they directly work onsite near the location of a natural or human-caused disaster. When major disasters

occur, many mental health therapists, social workers, and psychologists volunteer their time to provide crisis counselling services.

Crisis Intervention Strategies: This is a challenging and, in many ways, frightening time. One way that we can provide leadership to others is by helping them think through how we all respond to the current situation. The different steps involved in crisis intervention are given below:

1. **Define the Problem.** In this phase, we help others figure out what the problem is that we are trying to solve. Very specifically, define what is it that should be create or prevent. During a time where fear and anxiety can be overarching and long-reaching, this phase is helpful in focusing people on exactly what is the specific issue they want to solve, or at least minimize/mitigate.
2. **Ensure Safety.** At the very beginning to emphasize to oneself and to others that the safety of the people around us is our overriding concern.
3. **Provide Support.** During crisis intervention, it is important to communicate that one party is here to assist the other.
4. **Examine Alternatives.**
5. **Make a Plan.** A thorough weighting of the options usually arrives at best conclusions.
6. **Obtain Commitment.** In this phase, individuals are given assignments, and leaders need to make sure that they understand what is being asked of them.

As in all phases, core listening skills are very important. Making sure that all parties are deeply understood will help and obtain their commitment to the plan later. It is our hope that these short-term crisis management strategies will help us all move towards a safe and healthy future in the near term.

3.3 Individual and Group Counselling (based on number of clients)

Individualized counseling is a one to one, face to face relationship marked by intimacy, warmth and rapport between the counselor and counselee. In group counseling there is the physical proximity of other members with perhaps similar problems. The client may obtain solace from the knowledge that he is not only one with problems and that there are others who have similar problems. In group counseling unlike in individualized counseling, the counselees not only receive help but also give help to others. The more cohesive the group,

the more are the members able to help one another. This cooperative feeling brings the members closer, which in turn helps in facilitating the mutual expression of feelings. The counselor's task is somewhat more complex in group counseling. He has not only to follow sense and appreciate what a member says but also how this affects other members and their reactions. The counselor in a group counseling situation has more demands to meet and satisfy.

Individual Counselling

The process of individual counselling includes the following steps:

Establishing Relationship with the Client: The core of the counseling process is the relationship established between the counselor and the client. The Counselor takes the initiative in the initial interview to establish a climate conducive to develop mutual respect, trust, free and open communication and understanding in general of what the counseling process involves. Counselors main responsibility always remains to meet the clients need as much and possible. The counseling relationship seeks to assist the clients in assuming the responsibilities for his or her problem and its solution. This is facilitated by the counselor's communication skills, the ability to identify and reflect clients' feeling and the ability to identify and gain insight into the clients concerns and needs.

Problem Identification and Exploration: After the establishment of an adequate relationship, the clients become more receptive for in depth discussion and exploration of their concern. Counselor with the cooperation of client tries to identify the problem as specifically and objectively as possible and begins to explore the changes that are required and obstacles that exist for these changes to materialize.

Planning for Problem Solving: Once the counselor determines that all relevant information regarding the client has been gathered and understood in proper perspective and client has also developed awareness and has gained insight into the fact that something needs to be done about a specific problem, counselor moves on to develop a plan in collaboration with client to remediate the concern of the client.

Solution Application and Termination: In this final stage the counselor encourages the client to act upon his or her determined solution of the problem. During the time the client actively involves in implementing the problem solution, the counselor maintains contact as a source of follow up, support and encouragement as the client may need the counselor's assistance in the event things do not go according to plan. Once it is determined that the counselor and the client has dealt with the client's concern to the maximum possible extent,

the counseling process is terminated.

Group Counselling:

Group counseling provides a unique forum for individuals to make changes in their lives. Unlike individual counseling groups provide a realistic social setting in which the client interacts with peers who may be sharing the same or a similar concern and have some understanding of the problem. The counseling group allows members to be open, honest and frank about their problems and provide a situation in which it is safe to test ideas and solutions to problems. Moreover through the group process and its interactions and sharing of experiences, clients learn to modify earlier behaviour patterns and seek new, more appropriate behaviours in situations that require interpersonal skills.

Group Size: Ideal size of counseling group is seven or eight members with an acceptable range of five to ten members. In small group (three or four members), member interaction diminishes, and counselors often find themselves engaged in individual counseling within the group. On the other hand in large groups the intimacy and comfort diminishes and groups become less personal and more mechanical in their process. Larger groups also increase the risks that some members may be inadvertently overlooked to the extent that their needs are not satisfied.

Process of Group Counselling: The following steps are involved in the Group counselling;

- **The Establishment of the Group:** the group of convenient number of members are formed and inform the format and processes of the group, to orient them to such practical considerations as frequency of meetings, duration of group, and length of group meeting time, purpose and process of group.
- **Assessment in Counselling and Guidance:** It is important in this initial stage of group establishment for the leader to take sufficient time to ensure that” all the groups’ members have their questions and concerns addressed; that they understand the process and begin to feel comfortable in the group.
- **Identification:** In this stage, the group identity unfolds, the identification of individual roles emerges, and group and individual goals are established jointly by the counselor and group members and are made operational. The early identification of goals in group counseling facilitates the group’s movement toward a meaningful process and outcomes. Counselors need to be aware of the probable, or at least possible, conflict and confrontation that may emerge during this stage of the group’s

development. Gradually a control hierarchy, a social pecking order, emerges.

- **Discussions:** As members attempt new patterns of behaviour and new approaches to group goals, different perceptions as well as differences in solutions generated by the individual members may lead to a range of behaviours from normal discussions to active and open confrontation. In this stage, the counselor needs to keep the discussions relevant and prevent them group members from making personal attacks on individuals' values and integrity. The counselor should also remain alert to the possibility that silence of certain group member may be a signal of resistance rather than group compliance.
- **Productivity:** As the group achieves some degree of stability in its pattern of behaving, and the members become more deeply committed to the group, and ready to reveal more of themselves and their problems productivity process begins. This sets the stage for problem clarification and exploration, usually followed by an examination of possible solutions. In this regard, the group counselor clarifies the individual and group concern. This clarification includes a thorough understanding of the nature of the problem and its causes.
- **Forming Solutions:** Finally the group members employ the chosen solution to achieve the desired outcomes. In this entire process, by making their own decisions members establish their ownership of the problem and the chosen solution.
- **Realisation:** By the time group members reach this stage they recognise the inappropriateness of their past behaviours and begin to try out the selected solutions or new behaviours, making progress toward realising their individual goals. They take responsibility of acting on their own decisions.
- **Termination:** Termination may be determined by the counselor or by the group members and the counselor together'. Termination, like all other stages of the group counseling experience, requires skill and planning by the counselor. It is most appropriate when the group goals and the goals of the individual members have been achieved and new behaviours or leanings have been put into practice in everyday life outside the group. The point of termination is a time for review and summary by both counselor and clients.

Similarities and Differences Between Individual and Group Counselling:

The objectives of both techniques are similar i.e. helping the counselee achieve self integration, self-direction and responsibility. In both the techniques the counselor presents an accepting, permissive climate for the clients to participate freely such that their defenses are reduced. Both techniques aim at clarifying feelings, restatement of content, and the like. The counselor helps the client to become aware of their feelings and attitudes and also to examine them. Both approaches provide for privacy and confidentiality of relationship.

Individualised counseling is a one to one, face to face relationship marked by intimacy, warmth and rapport between the counselor and counselee. In group counseling there is the physical proximity of other members with perhaps similar problems. The client may obtain solace from the knowledge that he is not only one with problems and that there are others who have similar problems. In group counseling unlike in individualised counseling, the counsees not only receive help but also give help to others. The more cohesive the group, the more are the members able to help one another. This cooperative feeling brings the members closer, which in turn helps in facilitating the mutual expression of feelings. The counselor's task is somewhat more complex in group counseling. He has not only to follow sense and appreciate what a member says but also how this affects other members and their reactions. The counselor in a group counseling situation has more demands to meet and satisfaction of members.

3.4. Psychology in counselling - counselling procedures according to Behavioristic, Psychoanalytic and Humanistic schools, Gestalt Therapy, Transactional Analysis.

There are different perceptive on counselling based on different schools of psychology.

Psychoanalysis: Psychoanalysis was developed in the late 1800s and early 1900s by Austrian neurologist Sigmund Freud. The psychoanalytic perspective maintains certain assumptions about human behaviour and psychological problems. Human behaviour is influenced by intrapsychic (within the mind) drives, motives, conflicts, and impulses, which are primarily unconscious. Various adaptive and maladaptive ego defense mechanisms are used to deal with unresolved conflicts, needs, wishes, and fantasies that contribute to both normal and abnormal behaviour. Conflicts between conscious view of reality and unconscious (repressed) material can result in mental disturbances such as anxiety, depression etc.; Beside the inherited constitution of personality, early experiences and relationships, such as the relationship between children and their parents, play a critical and

enduring role in psychological development and adult behaviour.

Role of the Counselor: To encourage the clients to talk whatever comes o their mind, especially the childhood experiences. Help clients to gain insight by reliving and working through the unresolved past experiences that come into focus during sessions. Encourage transference in order to help clients deal realistically with unconscious material. Goals Goals of psychoanalysis vary according to clients but the focus is mainly to reconstruct the basic personality of the client. Primary goal is to help the client become aware of the unconscious aspect of his/ her personality. The unconscious comprise of repressed memories or wishes that are painful and threatening and the client is unable to handle it. Help client work through a developmental stage not previously resolved. Working through unresolved developmental stage requires major reconstruction of the personality. Once these conflicts are resolved client become more productive human being. Strengthen the ego so that behaviour is based more in reality (ego) and not on the instinctual cravings that the id wants to express. Free Association and the dream analysis are the methods used.

Gestalt counseling is an existential/experiential form of counseling that emphasises personal responsibility, and that focuses upon the individual's experience in the present moment. It emphasises upon perception of completeness and wholeness. The approach was popularised by Fritz Perls in 1960's. Gestalt thinking stresses the importance of one's relationship to the environmental field. An individual is seen as part of an ever-changing field which includes not only one's immediate surroundings but also his or her culture, beliefs, and past experiences. At any particular moment an individual's attention is devoted to exactly one primary figure from the field; the ignored and undifferentiated remainder of the field is called the background, but it is vital that the individual experiences that figure with full awareness, for if the individual fails to completely express feelings in the present, the unexpressed emotions would recede into the background as unfinished business, exerting a harmful influence and causing self-defeating behaviour Gestalt thinking also emphasises upon the present moment, "now", as what an individual feels and perceives in the "now" is far more significant than explanations and interpretations of the past. Gestaltian thinking teaches that individuals only know what they experience. Therefore to learn or to solve a problem an individual must discover something in his/her field, which can be of help. The whole of the human experience is greater than the sum of its parts, and any individual is meant to experience this wholeness rather than encountering its components in a piecemeal

fashion. Gestalt model emphasises, that dysfunction occurs when the natural flow of the figure/background process is disrupted.

Role of the Counselor: The role of the counselor is to create an atmosphere that promote's client's exploration of what is needed in order to grow as it is believed that the clients ultimately change through their own activities. The counselor works towards restoring the personality to its gestalt, its organised whole by being honest and personally and intensely involved with the clients. Counselor tries to help the client better understand the relationship between himself or herself and his/her environment. i.e. awareness of now.

Techniques The Gestaltian therapist engages in a dialogue with his or her client, proposing both experiments for the client to perform and therapeutic exercises to be used as interventions.

Behavioural Counselling The behavioural approach has developed from a strong scientific base, starting with Pavlov's early work on classical conditioning. Other major influences on the development of behaviour therapy have been Skinner's work on operant conditioning and Bandura's work on observational or social learning. The behavioural approach focuses on overt (i.e., observable) behaviours acquired through learning and conditioning in the social environment. Basic assumptions of behavioural approach include that all behaviour is learned whether adaptive or maladaptive. Maladjusted person is one who has a) failed to acquire competencies required for coping with the problems of living or; b) has learned faulty reactions or coping patterns that are being maintained by some kind of reinforcement. Behavioural perspectives include principles of operant conditioning, classical conditioning, and social learning. i) Classical Conditioning: This refers to the changing of the meaning of a stimulus through repeated pairings with other stimuli. ii) Operant Conditioning: In this type of conditioning the person's actions produce a consequence that either increases or decreases the probability of the recurrence of behaviour. iii) Social Learning: In this form of learning an individual acquire new behaviour by observing other people and events.

Role of the Counselor in Behavioural Counselling Behavioural counselor is active in counseling sessions and involves the client in every phase of counseling .The client learns, unlearns, or relearns specific ways of behaviour. In that process the counselor functions as a consultant teacher adviser, reinforcer and facilitator.

The goal of behavioural counseling is to modify or eliminate maladaptive behaviour and help clients acquire productive behaviour. Techniques Behavioural counseling is the most technique oriented of all counseling approaches are Contingency Management, Token

Economy, Shaping, Extinction and Punishment.

Humanistic approaches to counseling are particularly concerned with process, emphasizing the person of the client, the person of the counselor, and the therapeutic relationship. Process and outcomes in humanistic interventions are highly related and complementary aspects of counseling. Counseling outcomes may include client outcomes as well as research outcomes. Whereas client outcomes are focused on the specific needs of clients, research outcomes tend to focus on generalizable results. When considering process, outcomes, or research, the humanistic counselor seeks to integrate the principles of humanism into all aspects of practice. Counseling is often conceptualized as a dialogue between or among persons. Process is more than the words, techniques, or way counseling unfolds. The person of the counselor, the counselor's view of the client(s), and their relationships are central to the counseling process and client outcomes in individual and group counseling. Therefore, humanistic counselors commit to ongoing personal and professional development. They strive toward authenticity, to respect their own unique complexity, and to further develop virtues such as hope and empathy, to more fully engage with others. Humanistic counselors recognize that clients are experts on their own subjective experiences, individual context, complex potentiality, and "multiple self-systems". Within these systems, clients are the primary interpreters of their authority, control, responsibility, and sense of purpose. Therefore, clients play an active and autonomous role in the process of humanistic counseling. Humanistic counselors respect clients' freedom and potential to make their own choices, set and attain their own goals, and even to fail. C. R. Rogers (1961) described the self-righting capacity of clients as a "directional trend which is evident in all human life—the urge to expand, extend, develop, mature—the tendency to express and activate all the capacities of the organism, or the self". Consequently, the role of the counselor is to facilitate this self-righting capacity by eliciting ideas and helping a client to access internal wisdom and resources.

Transactional Analysis: Transactional Analysis is a theory developed by Dr. Eric Berne in the 1950s. Originally trained in psychoanalysis, Berne wanted a theory which could be understood and available to everyone and began to develop what came to be called Transactional Analysis (TA). Transactional Analysis is a social psychology and a method to improve communication. The theory outlines how we have developed and treat ourselves, how we relate and communicate with others, and offers suggestions and interventions which

will enable us to change and grow. Transactional Analysis is underpinned by the philosophy that “people can change”. Transactional Analysis (TA) is a theory of personality and behaviour which helps us understand the psychological make-up of individuals. Eric Berne realized the existence of *ego states* when he made an interesting observation in a client. According to his theory there are three Ego states - *the Parent Ego State, the Adult Ego State and the Child Ego State*. In this, ‘Ego’ does not mean what it usually does in our day-to-day life (that is self-importance). An *Ego State* is a *state of being* that the person experiences at a given point of time.

- **The Parent Ego State: It is** a set of feelings, attitudes and behaviours taken from the parents and other significant parental figures in the environment. The parent is a huge collection of recordings in the brain as perceived by the person in roughly first five years of his life. Everything the child saw his parents say or do is recorded in the parent. This data is taken in directly without any editing or questioning. So parental prejudices, preferences, decisions are taken into the child’s belief system and sit in a state of being called **the Parent**. These recordings are not just from parents. The parent ego state also has information learnt from older siblings, teachers and other figures of authority. Much of the parent data appears in the ‘how to’ category. Basically, how to make a meal, how to respond to people, how to shake hands, etc. The parent ego state contains thousands of rules, most fortified with *never* and *always*.
- **The Child Ego state:** While external events are being recorded as the body of data called **The Parent**, the internal events (responses of the little person to what he sees and hears) are recorded in **The Child**. Since the little child does not really have a developed vocabulary most of his early experiences are recorded as feelings. In Adulthood, when the person is faced with difficult situations it could transport him back to his childhood feelings of frustration, anger or rejection as the child in him replays repressed emotions. The people around have changed but the feelings of helplessness, anger and disappointment are the same. It’s a play out of old feelings that were imbibed during development. The child also has happy emotions recorded — like the first time he played in mud, got wet in the rain, cuddled a pet, etc. Creativity and curiosity both come from the child in us.

- **The Adult Ego State:** It is the set of feelings, attitudes and behaviours that are in direct response to the here-and-now reality. Responses are not based on the past. The Adult state of being is attentive to the present, evaluates pros-and-cons, gathers data, asks questions, clarifies, reasons logically and takes responsibility. This ego state starts developing at the age of ten months. Under excessive stress, the Adult might get impaired and not be able to function normally. The boundaries between Parent, Adult and Child Ego states are fragile. In the event of bad news, the Adult might get overwhelmed enough to quit being a *problem-solver* and become a mere *onlooker*. Like a muscle in the body, the Adult grows and develops through training and use. The Adult function develops best through self-work and introspection.

Decisions taken from the Adult are usually beneficial in problem-solving. For example: When somebody is angry with you, instead of teaching them a lesson (Parent Ego state) or crying (Child Ego State), you ask the person what he needs from you (Adult Ego State). *For healthy living we need all Ego states. The goal is not to do away with the Parent and Child but to examine these bodies of data.*

3.5. Stages in counselling - functions of various stages - establishing rapport, deciding plan of action, integrative understanding, facilitating development, etc.

In process of counseling, the goal is established by the client. He is encouraged and assisted by the counselor to be as specific about the goal as possible. The more specific the goal, the easier the process. Since humans are generally considered to be goal oriented, the more specific the goal, the more likely the client and the counsellor will keep themselves on the path to that goal.

The basic steps of counselling involve people in: gaining recognition for their skills and experience, being confronted, from a caring position, by the ways they used to discount themselves and others , re-experiencing, in the present, any relevant events from the past.

Procedure in the Counseling Process:

- Establish a safe, trusting environment
- Help the person put their concern into words.
- Active listening: find out the client's agenda a) paraphrase, summarize, reflect, interpret focus on feelings, not events
- Transform problem statements into goal statements.

- Explore possible approaches to goal
- Help person choose one way towards goal
- Make a contract to fulfill the plan
- Summarize what has occurred, clarify, get verification
- Get feedback and confirmation

In general, a counsellor will listen to the client without butting in or imposing their own values and beliefs on him or her. They will give the client the needed space to explore their thoughts, feelings, or behaviour, whatever they are. People can find it helpful just to have their concerns taken seriously. The counsellor may also employ a variety of techniques to help the clients understand their feelings. For instance, the counsellor may ask questions designed to reflect back to the clients their thought processes and to help them make sense of their feelings. The client thus might explore and implement changes in the way he or she does things, and then can go on to enhance his life or his relationship. Counselling is a process guided by theory. Process can refer to what the counselor does with the client as well as how change occurs within the client. The process of counseling develops in definable stages with recognizable transitions. There is a natural progression that takes place within the context of the helping relationship. This process enables the counselor and the client to build a relationship, assess the situation, set goals and come up with a plan to bring about the desired results. This progression is known as the counseling process.

Developing a Relationship Building a relationship, the first stage in the process of counselling, is a continuous process. It begins by having the counsellor win the battle for structure and client win the battle for initiative. In such situations both parties are winners. The client wins by becoming more informed about the nature of counselling and learning what to expect. The counsellor wins by creating an atmosphere where the client is comfortable about sharing thoughts and feelings. In order to develop positive helping relationships with the client, the counsellor has to connect with them. This can only happen when they are made to feel like the counsellor genuinely care about the clients well being and that the counsellor understands why the clients are coming and the causes thereof. It is about behaving and demonstrating the core conditions of genuineness, respect and empathy. To develop solid relationships, the counsellor needs to create a safe environment where they will feel comfortable enough to open up and talk to the counselor about anything that is on their minds. The counsellor also needs to help them see that

despite their circumstances they have strengths. Early stages of the counselling relationship afford the chance to build counsellor understanding of client and issues faced. The counsellor is advised to use listening skills and attend to non verbal communication. The counsellor should not be judgmental in his decisions and jump to conclusions immediately. Certain tasks to be taken care of by the counsellors are: Laying foundations for trust , Establishing the structure and form the relationship will take, Informed consent process, Articulating roles of counselor and client and developing a collaborative working alliance, The “getting to know you” phase is the most critical stage of the relationship. Working in a Relationship The successful outcome of any counselling process depends on a working alliance between counsellor and the client. This occurs after clients and counsellors have established a relationship and explored possible goals towards which to work. Once trust has been established, the relationship moves into Stage 2.

These phases are facilitated by mutual interaction between the individuals involved. The counsellor can help the client by appropriate leads, challenges to perception, multi focused responding, accurate empathy, self disclosure, immediacy, confrontation, contacts and rehearsal.

- i) Changing Perceptions: Clients often come to counsellor as a last resort when they think that situation is not only serious but hopeless. Counsellors can help clients change their distorted or unrealistic perceptions by offering them an opportunity to explore thoughts within a safe, accepting and in a non judgmental atmosphere. Perceptions commonly change through the process of reframing which offers the client another probable and positive viewpoint of what a situation is or why an event might have happened.
- ii) Leading Changing client’s perceptions requires a high degree of persuasive skill and some direction from the counselor. Such input is known as leading.
- iii) Accurate Empathy: Use of empathy is one of the most vital elements in the counseling. Empathy is the counsellor’s ability to experience the client’s world as if it were your own without ever using the quality.
- iv) Self Disclosure: Self disclosure is an important way to let clients know the counsellor as a person. Self disclosure at a moderate level is seen more positively by clients than Introduction disclosure at a high or low level .
- v) Positive Regard Client revelations must be protected from counsellor’s “personal

reactions,” especially rejection or disdain. The counsellors should express appreciation of the client as a unique and worthwhile person and embrace the client’s ethnic self as well as other experiences that have shaped the client’s worldview.

- vi) Responding Style Counselling is often perceived as just focusing on feelings but it is not true. While counselling helps people work through feelings, how one responds and communicates with others will affect how the counsellor responds to the client.
- vii) Immediacy: This involves a counselor’s understanding and communicating of what is going on between the counsellor and client within the helping relationship.
- viii) Humor can have a positive effect on the counselling process when used properly. It must be used with sensitivity and timing. It does not demean and is supportive. A session is not a time to try out a new joke heard at lunch.
- ix) Confrontation This is not skill at putting the client down for doing something wrong. This is an invitation to the client to look more closely at behaviour that is not working or interfering with growth, change, or healthy functioning.
- x) Transference and Counter-transference A concept as old as Freud, transference and counter-transference are issues that affect all forms of counselling, guidance, and psychotherapy.

Terminating a Relationship Termination is an important, though often misunderstood phase of counselling. This is often ignored or taken for granted. Yet successful termination is vital for the well being of client as well as counsellor. Termination is the end of the professional relationship with the client when the session goals have been met. It is a phase of counselling that can determine the success of all previous phases and must be handled skillfully.
