COURSE GUIDE

EGC 804
TECHNIQUES OF COUNSELLING

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Introduction

EGC 804: EGC 804 is a semester, two credit unit course. It is a course for students who offer Master's Degree in Guidance and Counselling programme. However, it is also a suitable course of study for anyone who wants to acquire some knowledge of how to live a normal and stress-free life.

The Course

This course is made up of three modules. The course is made up of three modules with five units each making a total of 15 units in all. As a master degree student, one of the courses central to your profession is counselling techniques. This is because at the heart of Guidance and Counselling is your knowledge of the approaches, strategies and techniques of counselling relationships. Therefore, you need to equip yourself with major facts and how you can function effectively in this helping profession. You need to study it with all seriousness.

This Course Guide is a window into the course because it tells you briefly what the course is about, what course materials you will be using and how you can work your way through the materials. It suggests some general guidelines for the amount of time you should spend on each study unit of the course in order to complete it successfully. It also gives you some   guidance on your Tutor Marked Assignments (TMAs). Detailed information on TMAs is similarly made available. There are regular facilitation classes that are linked to the course. Though tutorial classes are not compulsory, but you are advised to attend these sessions. Good luck.

What you will learn in this Course

This course EGC 804, titled Techniques of Counselling, has been specifically designed to equip you with the knowledge of how to assist your clients through the application of various counselling techniques especially in educational school environment and other helping situations.

In this regard, the course would highlight the importance of investigations and research in resolving issues and challenges in the study of Guidance and Counselling through various techniques of counselling as applied in various counselling theories:
•   You will learn about the various techniques of practicing Guidance and Counselling.
•   You will learn about the counselling processes, procedures, techniques, and their applications in Nigerian situations.

Course Aims

It is hoped that after your degree, you will rise to certain influential leadership position as a counsellor in the education sector, therefore the major aims of this course are:

1)   to refresh your memory on the concept of techniques of counselling;
2)   deepen your understanding of various techniques of counselling; and
3)   prepare you to be able to discuss coherently each technique of counselling as applied in each counselling theory in relation to guidance and counselling in school environments or other non-educational settings.

Course Objectives

This course will acquaint you with the in-depth knowledge of counselling techniques derived from various theories of counselling as studied in EGC 802 and other theories not included in the course. Hence, this aims at introducing learners to various techniques of counselling as a prerequisite for the award of a Master's degree in Guidance and Counselling. The course involves a survey of major techniques of guidance and counselling with particular attention to the processes of counselling and application in Nigerian setting. At the end of the course, you will be able to:

*   explain the concept and basic principles of counselling
*   discuss the procedures and processes of counselling
*   highlight the stages of counselling processes and procedures
*   discuss various counselling skills and techniques
*   discuss ethical considerations in the use of counselling techniques
*   discuss the application of each technique of counselling in Nigerian setting
*   Make a good critique of each technique of counselling

Working through this Course

To complete this course, you are required to read the study units carefully and other relevant materials stated in the section on further reading.

Each study unit contains Tutor Marked Assignments (TMAs)and at each point in the course you are required to submit assignments for assessment purposes.

At the end of the course is a final examination. You will also find listed, all the components of the course, what you have to do and how you should allocate your time to each study unit in order to complete the course successfully and in good time.

Course Materials

Major components of the course are:

1)   Course Guide
2)   Study Units
3)   References
4)   Presentation Schedule

Study Units

The study units in this course (EGC804) are as follows:

Module 1

Unit 1   Overview of the Concept and Principles of Counselling
Unit 2   Counselling Approaches
Unit 3   Methods, Techniques and Strategies of Counselling
Unit 4   Counselling Skills 1
Unit 5   Counselling Skills 2

Module 2

Unit 1   Counselling Procedures and Processes
Unit 2   Interview Skill in Counselling
Unit 3   Counselling Techniques
Unit 4   Types of Counselling Techniques 1
Unit 5   Types of Counselling Techniques 2

Module 3

Unit 1   Types of Counselling Techniques 3
Unit 2   Application of Counselling Techniques
Unit 3   Ethics of Counselling Techniques
Unit 4   ICT as a Counselling Technique
Unit 5   Problems and Challenges of Counselling Techniques

Presentation Schedule

The presentation schedule included in this course material gives you the important dates of this year for the completion of Tutor-Marked Assignments and for attending facilitations.

Remember, you are required to submit all your assignments by the due date. You should guard against falling behind in your work.

Assessment

There are three aspects in the assessment of the course.

First is a set of Self–Assessment Exercises (SAEs), second is a set of tutor-marked assignments (TMAs), and third is a written end of semester examination. In tackling the assignments, you are expected to be sincere in attempting the exercises; you are expected to apply the information, knowledge and techniques gathered during the course.

Your tutor marked assignments will make up 30% (postgraduate)of your total course mark.

At the end, you will need to have a final written examination of two hours' duration. This examination will make up the remaining 70% (postgraduate)of your total course mark.

Tutor-Marked Assignments (TMAs)

There are three Assignment questions referred as TMA (Tutor Marked Assignments) for this course. Each TMA carries 10%. You will be able to complete your Assignments from the information and materials contained in your reading, and study units. This is done through your portal. You have a total of 30% for your TMAs which is part of your assessment. However, it is desirable for you to demonstrate that you have read and researched more widely than the required minimum. Using other references could give you a broader view point and may provide a deeper understanding of the subject.

Final Examination and Grading

The final examination for this course will be for two hours' duration and it has a value of 70% of the total course grade. The examination will consist of questions, which reflect the type of self- testing, practice exercises and tutor-marked assignments you have previously encountered in this study material.

Use your time judiciously especially between your finishing the last study unit and sitting for the examination to revise the entire course.

You might find it useful to review yourself-tests, tutor-marked assignments. The final examination covers information from all parts of the course.

Course Marking Structure

The following table lays out how the actual course marking is done.

Table I: Course Marking Structure

Stages of Assessment	Percentage of Scores
Assessments	30%(Postgraduate)
Final Examination	70%(Postgraduate)
Total	100% of Course M arks

Course Overview

The next table brings together the study units, the number of weeks you should take to complete them, and the assignments that follow.

Table II: Course Organised

Unit	Title of work	Weekly Activity	Assessment (end of Unit)
1	Mention five areas of counselling and briefly discuss with examples, any three of them.	1	Assignment 2
2	Highlight the differences between cognitive analytic therapy and cognitive behavioural therapy.	1	Assignment 2
3	Differentiate clearly between technique and strategy.	1	Assignment 2
4	Explain with examples what you understand by *counselling skills*.	1	Assignment 2
5	Write short notes on each of the following: Structuring skill. Clarification skill.	1	Assignment 1
6	Describe briefly, how a Senior Secondary 2 student can be helped in the choice of his/her future career out of three confusing careers he/she presented to you.	1	Assignment 2
7	Highlight the goals and objectives of interview skill in counselling.	1	Assignment 2

8	Counselling techniques are indispensable tools in counselling relationships. Discuss.	1	Assignment 3
9	List and explain any four techniques of counselling.	1	Assignment 1
10	Explain five ways through which a school counsellor can teach his/her student's self-control as a principle of behaviour modification.	1	Assignment 3
11	Write short notes on the following counselling techniques: i. Value clarification technique; ii. Case studies technique;	1	Assignment 3
12	List and explain the steps involved in the application of counselling techniques?	1	Assignment 1
13	Discuss five (5) ethics of counseling techniques.	1	Assignment 1
14	Mention three limitations of using ICT as counselling techniques.	1	Assignment 1
15	Discuss five (5) problems and challenges of counselling techniques.	1	Assignment 3
Total no of weeks		**15**	

How to Get the Most from This Course

In Open and Distance Learning (ODL), the study replaces the University Lecturer. This is one of the great advantages of ODL. You Can read and work through specially designed study materials at your own pace, and at a time and place that suit you best. Think of it as reading the lecturer. In the same way that the lecturer might set you some reading to do, the study units tell you when to read your other materials. Just as a lecturer might give you an in-class exercise, your study units provide exercise, for you to do at the appropriate points. Each of the study units follows a common format. introduction to the subject matter of the study unit and how a particular study unit is integrated with the other study units and the course as a whole.

Next is a set of learning objectives. These objectives let you know what you should be able to do by the time you have completed the study unit. You should use the objectives to guide your study. When you have finished the study unit, you must go back and check whether you have

achieved the objectives or not. If you make a habit of doing this, you will significantly improve your chances of passing the course.

The main body of the study unit guides you through the required reading from other sources. This will usually be either from a reading section or some other sources. You will be directed when there is need for it.

Self-Assessment Exercises (SAEs) are stated throughout the study units. Working through these SAEs will help you to achieve the objectives of the study units and prepare you for the assignments and examination.

You should do every SAE as you come to it in the study unit. There will also be numerous examples given in the study units. Work through these when you come to them too.

The following is a practical strategy for working through the course. If you run into any trouble, telephone your tutor immediately. Remember that your tutor's job is to help you.

When you need help, don't hesitate to call and ask your tutor to provide necessary guidance. You are encouraged to take note of the following tips:

1.   Read this course guide thoroughly.

2.   Organize a study schedule. Refer to the course overview for more details. You should note that it is expected of you to devote at least two hours per week for studying this course. The number of hours to be devoted for intensive study stated above is outside other need-driven academic activities like self-help, group discussion and instructional facilitation. Note the time you are expected to spend on each unit and how the assignments relate to the study units. Important information such as details of your tutorials, and the date of the first day of the semester is available.

        You need to gather together all these information in one place, such as in your diary or a wall calendar. Whatever method you choose to use, you should write in your own dates for working on each unit.

3.   Once you have created your own study schedule, do everything you can to stick to it. The major reason why students fail is that they get behind with their coursework.

4.   Turn to unit1, read the introduction and the objectives for the unit.

5.   Assemble the study materials. Information about what you need for a unit is given in the table of unit structure at the beginning of each unit. It will be helpful for you to always read both the study unit you are working on and one of the materials for further reading on your desk at the same time.

6.   Work through the Unit. The structure of the unit itself has been arranged to provide a sequence for you to follow. As you work through the unit, you will be instructed to read sections from other sources. Use the unit to guide your reading.

7.   Keep in mind that you will learn a lot by doing all your assignments carefully. They have been designed to help you meet the objectives of the course and, therefore, will help you pass the examination. Submit all assignments not later than the due date.

8.   Review the objectives for each study unit to confirm that you have achieved them.

9.   When you are confident that you have achieved a unit's objectives, you can then start on the next unit. Proceed unit by unit through the course and try to pace your study so that you keep yourself on schedule.

10.   After completing the last unit, review the course and prepare yourself for the final examination. Check that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed in the course guide).

Summary

Upon completing this course, you will be required to have acquired basic knowledge on counselling theories. You will be able to:

- define the concept of counselling
- differentiate between individual and group counselling
- provide and explain some useful counselling skills
- explain the basic counselling processes and procedures
- explain some types of counselling techniques
- discuss the techniques used by counsellors in the application of behavioural counselling theories

- explain various techniques of counselling based on their theoretical sources and application
- what kinds of counselling techniques can be used to assist people in psychological distress

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MODULE 1

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Unit 2   Counselling Approaches
Unit 3   Methods, Techniques and Strategies of Counselling
Unit 4   Counselling Skills 1
Unit 5   Counselling Skills 2

UNIT 1   OVERVIEW   OF   THE   CONCEPT   AND PRINCIPLES OF COUNSELLING

Unit Structure

1.1   Introduction
1.2   Intended Learning outcomes
1.3   Overview of the concept and principles of counselling
          1.3.1   Meaning of counselling
          1.3.2   Types of counselling
          1.3.3   Principles of counselling
          1.3.4   Counsellor characteristics
1.4   Summary
1.5   References/Further Readings/Web Resources
1.6   Possible Answers to Self-Assessment Exercise(s) within the Content

1.1   Introduction

In EGC 802 (Counselling Theories), various approaches or theories of counselling were extensively discussed. As a follow up, this course highlights the various techniques of counselling that can be applied by counselors while attending to clients' problems. However, to grasp the in-depth knowledge of this course, it is wise to revisit the meaning and principles of counselling as a foundation stone which were discussed in EGC 802. Human beings seek attention from fellow human beings when in distress and in the end, have their problems solved especially if the right experts were consulted. This helping situation involves counselling by professionals who are trained in the field and clients who may present a myriad of problems yawning for solutions.

1.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- explain the meaning of counselling
- discuss the types of counselling
- highlight the principles of counselling
- highlight the characteristics of a practicing and professional counsellor.

1.3 Meaning of Counselling

In our society, people always turn to their relations, friends and other adults for help whenever they experience personal problems (Federal Ministry of Education, 2000). Such problems could be educational, social, emotional, vocational and psychological. Traditionally, people seek to solve these problems through pieces of advice from parents, relatives, religious leaders, village heads, societal leaders, teachers, native doctors, school heads, and peers.

However, problems confronting human beings are much more than what mere words of advice can solve. In the contemporary time, many people seek for assistance from helpers (religious leaders, elders, traditionalists, etc) who are not professionally trained to do so. This professional process of assisting people in solving their problems is called counselling. This involves a complex process of providing solutions to the myriads of scientific and technological problems facing every nation and the people. Such services could be provided for in schools and non-school settings like industries, hospitals, corporate institutions and agencies. In such settings, many conditions on the job could create emotional tension in the employees which could lead to job dissatisfaction, resistance to change, alienation, frustration, conflict, psychological stress and eventually low productivity and poor morale which therefore, call for counselling (Akinade, Sokan & Osarenren, 2005).

Perez (1965) defines counselling as an interactive process co-joining the counsellee, who is vulnerable and who needs assistance, and the counsellor who is trained and educated to give this assistance, the goal of which is to help the counsellee learn to deal more effectively with himself and the reality of his environment. Durojaiye (1986) sees counselling as an interaction between a counsellor and a person in a perceived temporary state of indecision, confusion, malfunction, habit disorder, distress or despair to resolve the confusion and offer solutions

to behaviour disorders as identified in order to live adjusted life. Anagbogu (1988) is of the opinion that counseling functions to facilitate normal development and prevent great frustrations, anxieties and stress. Makinde (1988) sees counseling as a service designed to help an individual analyse himself by relating his capabilities, achievements, interests and mode of adjustment to what new decision he has made or has to make. According to him, this is achieved through consultation, discussion, deliberation, exchange of ideas, advice or process of decision making. Akinade, Sokan and Osarenren (2005) sum up the definitions of counselling as provided by several experts as a number of procedures used in assisting an individual in solving problems which arise in various aspects of his life or in assisting him to maximise his overall personal development so that he could be more effective, satisfied and more useful to the society in which he lives.

Counselling is therefore defined variously by various authors or experts with a common front. All the definitions point to the fact that counselling is an interactive process. It is a mediating relationship between two persons.
From what you have learnt so far, what is the sole aim of counselling?
Its aim is to resolve a conflicting problem disturbing one of the persons who is vulnerable and seeks for assistance.

1.3.1 Types of Counselling

Basically, there are two types of counselling. They are individual counselling and group counselling. In the definitions of counseling, you were told that there is always a contact either physically or otherwise between a counselor and a counsellee or counsellees in the process of finding solutions to problems presented by the latter. When this interaction involves a counsellor and a client in a counselling session or sessions, it becomes individual or individualised counseling. Anagbogu (1988) defines individual counseling as a one-to-one relationship that is highly personalised, private and confidential. It is therefore an encounter that often leads to better self-concept and individual fulfillment. Characteristically, individual counselling is highly specialised and offers the counsellor the opportunity to provide therapeutic relationship capable of changing personality growth. The counsellee in individual counselling is provided with the opportunity and enabling environment to respond to the social setting based on his inner drives. According to Onah (2002), individual counselling involves direct communication between a counsellor and a counsellee as well as non-verbal communication in the form of gestures, glances, facial expressions, and nodding of the head to enable the counsellee achieve self-understanding, insight into his problem and exploration of his opportunities. Individual counselling interaction/relationship can last for

several sessions depending on the nature of problems presented by clients.

Onah (2002) is of the opinion that individual counselling is predicated upon the fact that:

1. The counsellor must be willing to accept the relationship.
2. The counsellor must posse the appropriate skills, personal attitudes, training and expertise required of a professional counsellor.
3. The counsellor must maintain the confidential nature of the interaction without divulging any aspect of his discussions with his client.
4. The relationship must create room for the immediate and long-term needs of counsellees.
5. The counsellor must be available and accessible each time a client needs his assistance.

On the other divide of counselling is group counselling. Akinade, Sokan and Osarenren (2005) define group counselling as an interaction that involves more than one person having counselling session or sessions with the counsellor. According to Anagbogu (1988), group counselling is a process of interaction that occurs in a large group that facilitates development of healthy attitudes and behaviour in a way that individuals who participate in it gain new information, new orientation to problems such as vocational, occupational, academic or social problems. Group counselling is therefore a process of rendering counselling service to two or more counselees at a time.

Characteristically, membership of a group counselling session ranges from two to a maximum of twelve counsellees to one counsellor. Problems discussed in group counseling are highly personal to members than those discussed elsewhere like in group guidance (Onah, 2005). For instance, a couple may decide to see a counsellor over a problem that is causing emotional or physical disturbance in their family under group counselling and have their problem resolved. Such a problem may be infertility, dwindling source of income or interference from in-laws of both sides. As a dynamic interpersonal process that focuses on conscience and behavior, group counseling can also be used to treat ineffective study behavior, excessive shyness, stage freight, gynecological issues (like irregular or painful menstruation, low sperm count and premature ejaculation), poor relationship with the opposite sex and other behaviour related disorders. Onah (2002) concludes that the main thrust of group counselling is to influence attitudes, stamp out bad habits and treat other personal problems of members.

Counselling as a guidance service is classified into several areas of specialisation. They are:

i.   Educational counselling
ii.   Vocational counselling
iii.   Psychological counseling
iv.   Social counselling.
v.   Rehabilitation counselling.
vi.   Marital counselling.

(Federal Ministry of Education, FME 2000).

In a school setting, educational counselling, vocational counselling, psychological counseling and social counselling are carried out for the benefit of students and staff. In settings outside the school setting, rehabilitation and marital counselling are carried out. The FME (2000) explains each of them thus:

Educational Counselling: This involves activities that help in solving students' learning problems. The scope of this area of counselling includes development of effective study habits, enhancement of effective examination skills, utilisation of various bodies and facilities for placement, and encouraging interaction between staff and students for better understanding of each other's needs.

Vocational Counselling: This deals with problems of selection, training for and adjustment to occupation. It covers provision of occupational information and facilitation of appropriate choice of subjects and careers.

Social Counselling: This is about with personality development and adjustment, development of positive interpersonal relationships, encouraging good personal grouping and provision for family and moral education, encouraging positive attitude to work and academic activities.

Psychological Counselling: This aspect of counselling deals with personal problems and life adjustment. It covers reduction of maladaptive behaviour among students, encouraging socially desirable behaviour, provision of referral services, and encouragement of healthy interaction between the home and the school.

Rehabilitation Counselling: This is a process by which the physically handicapped and maladjusted individuals like drug addicts, ex-convicts, teenage mothers, abused children, the sexually abused, commercial sex workers, and sociopaths are restored to normalcy. It also deals with problems arising from life disruption due to natural disasters, accidents, and wars/terrorism.

Marital Counselling: This is also an aspect of counselling that deals with problems associated with selection of marriage partners. It also covers areas of finding solutions to problems of married life such as domestic violence, divorce and single parenthood. Like in rehabilitation counselling, marital counselling can be handled through seminars, workshops, individual and group counselling, ego-boosting techniques, enlightenment, brainstorming, reformatory services and effective referrals to specialised areas.

In the earlier discussed areas of counselling in schools, the counselling techniques required in tackling problems arising from such environment are excursions, collection and dissemination of career/vocational information, career talks, discussion, individual counselling and leadership training. Other techniques include interviews, checklists, socio-gramme, observation, psychological testing, systematic desensitisation, questionnaires and relationship dyad. The combination of these activities and strategies depend on the age of the clients and the nature of problems presented for solution.

1.3.2 Principles of Counselling

The basic principles of counselling here are the operational rules and ethics in the practice of counselling profession which relate to the degree of uniformity in the process of assisting clients. One of such principles is that counselling is usually a team work that involves the counsellor and his client or clients as well as other stakeholders in an organisation. In a school setting for instance, the stakeholders involved are the administrators, teachers, parents, students, community leaders and others.

Essentially, the counsellor must possess appropriate training, skills and expertise for effective counselling. Secondly, he/she must see confidentiality as a major tool in counselling if he/she wishes to succeed in assisting his clients. Thirdly, there must be rapport between the counsellor and his/her client which must be rooted in mutual understanding, respect, cordiality, warmth and genuine interest. Thus, the counsellor with his/her specialised skills uses appropriate techniques that can enable clients evaluate or appraise themselves inwardly and come up with self-understanding in order to make wise and realistic decisions. Establishment of rapport starts as soon as a client steps into a counsellor's office with a friendly welcome and courtesy from the counsellor. The counsellor has to be realistically sensitive to his/her clients' mood on entry into the office through good and assuring facial expression.

1.3.4 Counsellor Characteristics

Counsellors as specialists in helping enterprise are considered to possess features that distinguish them from other professionals. Basically, counsellors are trained individuals whose characteristics are such that increase their effectiveness while discharging their professional duties. Akinade, Sokan and Osarenren (2005) identified such characteristics as:

1.   **Warmth**: This is the ability to like people, become receptive to people, friendly and to be able to communicate such feelings to them so that they can equally reciprocate the same gesture.

2.   **Patience**: A counsellor is expected to be tolerant and capable of accepting his clients without limits or discriminations.

3.   **Confidentiality:** This is the ability to keep secrets. A good counselor owes his clients the responsibility of keeping whatever transpired during their counselling encounter intact. Information should not be divulged for any reason except with the consent of the client involved and for his benefit.

4.   **Empathy:** A good counsellor should be able to feel or put himself in the position of others during counselling in order to understand their view points, feelings, thoughts and actions.

5.   **Above average intelligence**: Counselling is not meant for people below average intelligence since it is a problem-solving venture. The counsellor should be intelligent enough to engage in mental ability or activities that can enable him unravel his clients' problems and proffer acceptable solutions to them.

6.   **Relative emotional freedom**: A good counsellor is one who alienates himself/herself from severe emotional problems to enable him/her handle his/her clients' problems. He/She should not be the type that will shed tears when his/her client is doing so in the course of presenting his/her problem.

Other characteristics of a counsellor include: humility, honesty, love, truthfulness, and ability to handle psychological testing. A counsellor should be highly trained in the art of counselling as none of the above skills are inherently inborn but acquired through training. He/She needs not to be religious as his/her faith might be different from that of his/her client which invariably will be a setback in an attempt to solve counselling problems as presented.

Self-assessment exercises 1

1.   Mention the various areas of counselling studied in this unit.
2.   What are the special characteristics that he should possess to qualify him to practice his chosen career successfully?

1.4 Summary

Counselling is an interactive process that involves providing assistance in solving human problems. Counselling can be individualised or group oriented depending on the nature and requirements of problems presented for solution. There are also some areas of specialisation in counselling such as educational, vocational, psychological, social, rehabilitation and marital counselling. Every counselling relationship is rooted in empathy, warmth, love, trust, confidentiality, rapport, and genuine interest. A good counsellor is one who possesses the above qualities and above all, capable of interpreting and providing solutions to his clients' problems.

1.5 References/Further Readings/Web Resources

Akinade, E. A., Sokan, B. O. & Osarenren, N. (2005). *An introduction to guidance and counselling: A basic text for colleges and universities.* Yaba-Lagos: Derate Nigeria Limited.

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FME (2000). *Blueprint on guidance and counselling for educational institutions in Nigeria.* Abuja: Arts and culture education.

Makinde, O. (1988). *Fundamentals of Guidance and Counselling.* London: Macmillan Publishing Limited.

Onah, P. C. (2002). *The School Guidance Programme: Theory and Practice.* Nsukka: Chuka Educational Publishers.

Perez, J. (1965). *Counselling: Theory and Practice.* Reading, Mass: Addison-Wilson.

1.6 Possible Answers to Self-Assessment Exercise(s) within the Contents

Self-Assessment Exercise 1

Answer

1.   The various areas of counselling are
i   educational counselling,
ii   vocational counselling,
iii   psychological counselling,
iv   social counselling
v   rehabilitation counselling and
vi   marital counselling.

2.   The special characteristics that Mr. Joel should possess to practice his chosen career successfully are
i   empathy,
ii   patience
iii   honesty
iv   warmth,
v   love,
vi   relative emotional freedom,
vii   above average intelligence
viii   trust,
ix   humility and
x   confidentiality

UNIT 2   COUNSELLING APPROACHES

Unit structure

2.1 Introduction

In unit 1, you were introduced to the concept of counseling as an interactive process for assisting individuals in solving their problems so that they can live adjusted life. To achieve this, there is always a path or roadmap which is conceptualised here as an approach. It is the way a particular task, problem or order is carried out to achieve a desired result. Several fields of human endeavour have different approaches as path ways to solve different problems. In counseling, there are thousands and one approach as there equally exist numerous experts. Hence, a large number of experts have utilised several approaches and methodologies to develop theories that explain how counselling should be professionally handled in order to solve clients' problems. Information   called   from http://www.onlinecounsellingservice.co.uk/therapy-methods   indicates that there are about twenty four different counseling and psychotherapy approaches designed to assist people in solving their problems. These approaches have different techniques which are not mutually exclusive depending on the therapist and the nature of the problem to be solved. So pay attention to the approaches as we go through the unit.

2.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

* explain different approaches of counseling through which different counselling techniques are derived from
* differentiate clearly between two or more counselling approaches.

2.3 Types of Counselling Approaches

Counselling approaches fall under three main categories which include behavioural, psychoanalytic and psychodynamic and humanistic approaches or therapies. The behavioural group focuses on cognitions and behaviours based on man's thoughts and actions. The belief here is that change can occur through reconditioning of thoughts and behaviour. The psychoanalytical and psychodynamic approaches focus on man's unconscious relationship patterns from childhood. Scholars in this school of thought believe that unconscious thoughts are responsible for emerging behavior of man.

The humanistic approach is all about self-development in the "here and now". Man is assisted here to recognise his strengths and weaknesses and make him responsible for his behaviour. These three broad categories of counseling and psychotherapeutic therapies could give rise to Adlerian, behavioural, brief, cognitive analytic, cognitive behavioural, eclectic and eye movement desensitisation and reprocessing therapies or approaches that are explained in this unit. Below are brief explanations of these approaches.

Adlerian Therapy: This approach was propounded by Alfred Adler. The main thrust of the therapy is a therapeutic relationship that is co-operative, encouraging and practical in quest to assist man to explore his unique lifestyle and worth. The therapy exposes individuals to the understanding of their habitual behaviour. The counselling techniques employed here are dialogue, insight, encouragement, re-orientation and enablement.

Behavioural Therapy: This approach is focused on man's response to his environment. His behaviour is therefore learnt based on his contact with the society. Such learned behaviours can be unlearned using reconditioning technique, reinforcement, social modelling, explanations and encouragement. The application of any of these techniques requires analysis of client's past in order to determine his present behaviour unlike in the Adlerian approach.

Brief Therapy: This approach combines the cognitive and behavioural approaches within a small setting. Sessions are usually brief with follow-ups after some specific period of time. Clients are treated here with assignment, direct teaching or instruction, explanation and observation.

Cognitive Analytic Therapy (CAT): This approach combines cognitive and psychotherapeutic approaches to encourage clients to use

their own resources to develop their skills. These acquired skills are needed by them to change their destructive patterns of behavior. This involves the treatment of negative thoughts using various techniques of counselling. Such techniques include directive, insight interpretative, supportive and forcing conformity techniques.

Cognitive Therapy: This is slightly different from the CAT as it uses the power of the mind to influence behavior while the former encourages clients to utilise their own potentials in developing skills that can alter undesired behaviour. Cognitive therapists believe that past experiences are germane to self-perception thereby altering man's attitude, emotions and ability to deal with challenges. Man is assisted to identify, question and alter his negative thoughts. Also, treatment is structured and directed as in CAT. Hence, techniques that are usually applied under this approach are direct instruction, teaching, encouragement, forcing conformity and changing the environment from where the client draws his inspirations from.

Cognitive Behavioural Therapy: This therapy believes that man tends to form self-concept that affects the behaviour he displays. Such concepts can be positive or negative and can be influenced by man's environment. Human beings are saddled with cognitive triad (Sincero, 2011) which includes the self, the world and the future. These are all negative thoughts in man where in the self, he sees himself as rubbish. In the world environment, he sees the world as an irrational place with a lot deceit, and in the future, he sees himself doomed with little or no hope (Sincero, 2011). Here, clients are taught how to change their thoughts and expectations. One of the counselling techniques employed in cognitive behavioural therapy is the relaxation technique. Others include teaching, explanation, assertive training, and enhancing awareness techniques.

Eclectic Approach: This is selection of what is particular to the client from a wide range of methods. Proponents of this approach believe that no single approach works better than all others for a particular problem. To them, both affective impulsive and rational-intellectual challenges in man are dealt with using various resources to develop problem-solving behavior. Makinde (1988) believes that eclectic approach works towards replacing emotional-compulsive behaviour inherent in man using intellectual resources. Techniques of eclectic counselling include deliberate action, re-education, training and selective treatment.

Eye Movement Desensitization and Reprocessing (EMDR): This approach involves simulation using eye contacts to elicit the right information. It allows a natural processing of traumatic cases as well as reoccurring negative memories. Post-traumatic stress disorder is

amenable to treatment using EMDR. The best-known techniques of therapy here are simulation and relaxation.

Existential Approach: This approach focuses on the belief that life has no significant meaning except if it is created. It advocates that an individual has to strive to attach meaning to life by developing his potentials. Hence, counseling is all about making man to achieve sense of life via a personal world view in addition to willingness to face challenges of life. The existential approach uses flexible techniques like insight, knowledge, decisive action, commitment; explanation and discussion to enable clients discover meaning for their existence.

Gestalt Approach: This approach sees man as a whole organism that cannot be separated from the environment. Counselling is aimed at integrating attention and awareness. The therapist on his part endeavours to assist the client to understand how he behaves at a particular time and at the same time, tries to unravel what the client avoids in his life encounter. The belief is that the client's response to life experiences is contained in his thoughts, feelings and actions. He is assisted to gain self-awareness through the analysis of his behaviour and body language in order to give expression to repressed feelings. The counseling technique that Gestalt therapists can use are acting out, dream analysis, body expressions, changing questions to statements, personalising pronouns to own experience, and awareness enhancement strategy.

Human Givens Approach: This model is a holistic, scientific and practical approach aimed at assisting clients in realising facts about the beliefs and ideologies they hold. As a dynamic and interactive organism, man is bound to encounter problems as a result of societal beliefs and ideologies. The therapists here assist him in engaging in realistic evaluation of self and his beliefs in order to live adjusted life. The counsellor using this approach employs explanation, cognitive restructuring, awareness creation and disputation to counsel his clients.

Humanistic Psychotherapy: This approach emphasises personal growth or awareness where man explores his feelings and takes charge of his thoughts and actions. The approach is not entirely on dysfunctional behaviour but about self-development and enhancement of potentials to achieve life adjustment. It is also a holistic approach that is non-directive or client-centred in philosophy. The client is aided to use his creative instincts to explore and solve his personal problems. Techniques of counseling that can be applied here are verbal and non-verbal or motor channels, unconditional remarks, positive regard, empathic statements, and non-committal expressions.

Self-assessment exercises

1. Explain the following therapies and the counselling technique used by each of them- Alderian therapy, behavioural therapy and eclectic therapy.
2. Differentiate between cognitive analytic theory and Gestalt theory.

2.4 Summary

Various counselling approaches have different but interwoven techniques of counselling aimed at getting to the root of clients' problems. The few approaches of counseling discussed in this unit are by no means exhaustive. The most important thing is to understand that they are formidable indices for effective tackling of clients' problems. This could be achieved if only we understand fully the tenets of each of them and apply them in line with their philosophy of application. As a result, many counselors practice integrative approach where they blend some types of techniques in order to achieve the goals set to solve clients' problems. This approach is explained in unit 3 of this module.

However, further readings of counseling theories in EGC 802 will enhance better and deeper understanding of some of the approaches discussed in this unit.

2.5 References /Further Readings/Web Resources

Methods, models and approaches to counseling and psychotherapy. Retrieved on March3,2013from http://www.onlinecounsellingservice.co.uk/therapy-methods.

Sincere, S. M. (2011). *Cognitive learning theory*. Retrieved on Sept 27, 2012 from http://www.experiment-resources.com/cognitive-learning-theory.html

2.6 Possible Answers to Self-Assessment Exercise(s) within the Contents

Self-Assessment Exercise

1.   Adlerian Therapy: This approach was propounded by Alfred Adler. The main thrust of the therapy is a therapeutic relationship that is co-operative, encouraging and practical in quest to assist man to explore his unique lifestyle and worth. The therapy exposes individuals to the understanding of their habitual behaviour. The counselling techniques employed here are dialogue, insight, encouragement, re-orientation and enablement.

Behavioural Therapy: This approach is focused on man's response to his environment. His behaviour is therefore learnt based on his contact with the society. Such learned behaviours can be unlearned using reconditioning technique, reinforcement, social modelling, explanations and encouragement.

Eclectic Approach: This is selection of what is particular to the client from a wide range of methods. Proponents of this approach believe that no single approach works better than all others for a particular problem. To them, both affective impulsive and rational-intellectual challenges in man are dealt with using various resources to develop problem-solving behavior. Techniques of eclectic counselling include deliberate action, re-education, training and selective treatment

2.

Existential Approach	Gestalt Approach
1.This approach focuses on the belief that life has no significant meaning except if it is created.	This approach sees man as a whole organism that cannot be separated from the environment.
2. counseling is all about making man to achieve sense of life via a personal world view in addition to willingness to face challenges of life	Counselling is aimed at integrating attention and awareness through the analysis of his behaviour and body language in order to give expression to repressed feelings.
It believes that an individual has to strive to attach meaning to life by developing his potentials	The belief is that the client's response to life experiences is contained in his thoughts, feelings and actions.
Counselling techniques are insight, knowledge, decisive action, commitment; explanation and discussion to enable clients discover meaning for their existence.	counseling techniques are acting out, dream analysis, body expressions, changing questions to statements, personalising pronouns to own experience, and awareness enhancement strategy.

UNIT 3   METHODS, TECHNIQUES AND STRATEGIES OF COUNSELLING

Unit Structure

3.1   Introduction
3.2   Intended Learning Outcomes
3.3   Meaning of methods of counselling
        3.3.1   Meaning of techniques of counselling
        3.3.2   Meaning of strategies of counselling
        3.3.3   Relationship among methods, techniques and strategies of counselling
3.4   Summary
3.5   References/Further Readings/Web Resources
3.6   Possible Answers to Self-Assessment Exercise(s) within the Content

3.1   Introduction

In every counselling encounter or session, there seems to be confusion about the use of such terms like methods, techniques and strategies of counselling. These three concepts have often been used loosely by counselors as one entity or in an interwoven manner as a means of counselling clients. This unit therefore provides one the opportunity to understand fully, the meaning of each of method, technique and strategy, how and when to use each of them in counselling and their interrelatedness especially as they apply to counselling theories.

3.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- describe the concept of methods as it applies to counselling
- describe the concept of techniques in relation to counselling
- explain the concept of strategies as it relates to counselling
- establish the relationship among methods, techniques and strategies in the field of counselling.

3.3   The Concept of Counselling and its Method

Counselling is a process whereby a counsellor helps one to understand himself/herself and the causes of his/her problems. The client is helped

to make good life out of a confusing state of life. Counselling as a purposeful, private conversation arising from the intention of one person to reflect on and resolve a problem in living and the willingness of another person to assist in that endeavour (McLeod, 2011) needs varying methods to accomplish. A counselling method may be either direct or indirect. It is direct when it involves the counsellor dishing out information in order to assist his clients in solving their problems. He uses more of cognitive skills to work on beliefs of his clients considered to be inappropriate. He is more of an advice giver to some extent but not enforcing his feelings on them. The counsellor here gives reasons to counsellees why certain information or idea is important or unimportant through the explanation of the content and applications of the facts presented. The cognitive theories of Sorenson (1964), Beck (1976) and Ellis (1962) among others make use of direct method of counselling.

Experts in counselling often use method as an overall terminology that covers theories and models of counselling. Some others see method as everything that counsellor does in the process of counselling his/her clients. Others believe that method is a way of explaining a concept during counseling. Be that as it may, method is defined by Lawal and Oyeleye (2003) as an orderly arrangement of activities and systematic procedure of doing things. According to them, methods set guidelines for the patterns of behaviour in an activity. Hence, method in this regard is a systematic process through which counsellors approach their clients' problems in order to solve them and enable them live normal life. A method is a counsellor's approach to counselling which describes how he intends to proceed with counselling a client sitting before him. He is guided by a process of presenting information to answer questions posed by his client(s) during counselling. He tries to tackle his clients' problems or facts, concepts and generalisations systematically in order to achieve a good result.

The indirect type of method of counselling involves situations that give counsellees the opportunity to decide the skills or knowledge needed to solve their problems. The counsellees decide and provide solutions to their problems while the counsellor acts as a mere facilitator. The counsellees do most of the talking while the counselor helps to put together some of the points raised by the counsellees. The advantage of indirect method of counseling is that counsellees are given the opportunity to think, reason, analyse and make options from available alternatives without being coerced. The Rogerian approach or client centred theory of counselling is a typical counselling theory that makes use of indirect counselling method in solving clients' problems.

Carl Rogers was born on January 8, 1902 in Oak Park, Illinois, USA and died at the age of 85 years on February 4, 1987 in California, USA.

He was one of the pioneer and founding fathers of research in Psychotherapy in America. He was honoured for his pioneering research with the Award for Distinguished Scientific Contribution by the American Psychological Association (APA) in 1956. He propounded the Client-Centred Therapy as a cognitive approach to counselling. In 1945, he set up a counselling centre at the University of Chicago and was elected the President of American Psychological Association (APA) in 1947.

3.3.1 The Concept of Counselling Technique

Another key confusing concept in counselling is the concept of technique. Several people confuse technique with method of counselling. The term technique is described as a specific activity and action required to carry out assignment. It is simply a process of activity through which a counsellor gets his counsellees to solve their problems during counselling sessions. Counselling techniques are specific actions or activities and processes a counsellor can apply to achieve the goal of a particular counselling method. For instance, an action that facilitates a change of state or behaviour is a counselling technique. Hence, the use of induction to achieve relaxation of the conscious mind and thoughts of clients which allows a deeper focus on other areas that give greater access to the unconscious mind is a specific action to alleviate stress. Induction is thus a counselling method of solving problem arising from stress.

In a typical counselling encounter, a counsellor can use questioning, periodic summarisation, feedback, confrontation and positive assertions as his counselling techniques to progressively solve his clients' problems. The cognitive therapists for instance make use of direct instruction, teaching, encouragement and forcing conformity techniques of counselling to influence behavior through the power of the mind. The behavioural therapists on the other hand use reconditioning, reinforcement, social modelling, explanation and encouragement techniques of counseling to analyse clients' past in order to determine their present behavior and proffer solutions to problems presented by clients. The eclectic therapists on their own employ deliberate action, re-education, training, and selective treatment techniques of counselling while working on various approaches to solve clients' problems.

3.3.2 The Concept of Counselling Strategy

When confronted with burning issues, man plans and executes appropriate ways of dealing or solving such problems. In the same manner, a nation ravaged by terrorism often maps out plan for successful checkmating of terrorists within the territorial boundaries of

that nation. Strategies are plans for using skills to accomplish a task (Shukla, 2005).

In the same way, for counsellors to be successful in solving their clients' problems, planning to successfully solve the problems and enable the client live normal live is very important. Hence, counselling strategy is a step taken by a counselor in organising specific actions of counselling. Counselling technique is the sequencing of a given selection of techniques of counselling for the purpose of achieving a particular method of counselling. The process of sequencing techniques of counselling by counsellors to effectively and efficiently use counselling methods to achieve desired behaviour is therefore the strategy that the counsellors have applied.

A counsellor using behavioural method can apply a combination of counselling techniques such as reinforcement followed by re-education and later, modelling to achieve a desired behaviour. This systematic approach in order to get to the destination successfully describes the strategy that the counsellor mapped out and executed to solve his clients' problems. This calls for a variety of counselling skills demanded of trained counsellors to practice as professional counsellors.

3.3.3 Relationship among Methods, Techniques and Strategies of Counselling

The concepts of methods, techniques and strategies of counselling are not mutually exclusive as they are related activities employed by counsellors to carry out their counselling functions in order to achieve a better result. However, one can still differentiate them from one another. It is also expected that a professional counsellor should be able to apply each of them appropriately in the course of assisting his clients in solving their problems.

Thus, despite that, methods, techniques and strategies of counselling mean different things, each of them is needed for effective counseling to take place and become successful. Method is a counsellor's approach to counselling as techniques are the specific activities performed in the process of counselling while the use of methods and techniques systematically during counselling relationships is the strategy. For instance, if a counsellor uses the cognitive approach of counselling to solve youth restiveness, he will need to select some activities (techniques) such as explanation, discussion, reinforcement and cognitive restructuring to achieve his counselling goals and objectives. His strategy in this regard will involve the sequential selection of these techniques from one technique to another one until a successful counselling process is achieved. Hence, methods, techniques and strategies describe how counselling relationship is going to be carried

out beginning from method to some specific techniques and strategies for employing the techniques chosen in order to assist clients in realising their dreams.

Self-Assessment exercises

1.   Define method in Counselling.
2.   What is the relationship between methods, techniques and strategy.

3.4 Summary

The discussion in this unit centered on tripartite concepts of methods, techniques and strategies of counselling with method as the umbrella concept that covers the rest. The explanations given in this unit became imperative so that counsellors can engage in effective counselling with better picture of the meaning and expectation of each concept in order to achieve maximally during counselling sessions. As counsellors, it is important to note that every single method of counselling depends on the techniques and strategies employed while using that particular method. Hence, counsellors are obliged to be conversant with the tenets of each of the three concepts while carrying out their counselling duties. Also discussed is the relationship among the three concepts which suggests that methods, techniques and strategies show how a counselling session could be successfully achieved beginning from the general method or approach to the specific techniques and strategies for applying such techniques while counselling a client.

3.6 References /Further Readings/Web Resources

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3.6 Possible Answers to Self-Assessment Exercise(s) within the Contents

Self-Assessment Exercise

Answer

1. A method is a counsellor's approach to counselling which describes how he intends to proceed with counselling a client sitting before him. It may be direct or indirect.
2. Method is a counsellor's approach to counselling as techniques are the specific activities performed in the process of counselling while the use of methods and techniques systematically during counselling relationships is the strategy. The methods, techniques and strategies show how a counselling session could be successfully achieved beginning from the general method or approach to the specific techniques and strategies for applying such techniques while counselling a client.

UNIT 4   COUNSELLING SKILLS 1

Unit structure

4.1 Introduction

In the last unit (Unit 3), you discussed the concepts of methods, techniques and strategies of counseling. To effectively apply these concepts in order to achieve the desired goal of counselling a particular client or a group of clients, it is important to note that certain skills are required. Skills as earlier discussed are the demonstration of abilities and capabilities in applying methods, techniques and strategies to attend to clients' problems. Skills are acquired through training during the process of counsellor education in various training institutions. These are feelings, attitudes and competences acquired or internalised to assist clients in solving their problems which if applied appropriately, enable clients to feel relaxed, worthwhile and open during counselling sessions.

4.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- explain the meaning of counselling skills
- discuss various counselling skills
- demonstrate how to use counselling skills in counselling situations.

4.3 Meaning and History of Counselling Skills

A skill is generally known to be the knowledge and ability that enables one to do something well which requires special training. Shukla (2005) defines skill as the capacity to perform particular tasks or to achieve particular goals, often required through long periods of training and practice. He maintains that skills are usually thought of in terms of

perceptual, perceptual-motor and mental skills. Skill is therefore an ability to perform a task or activity through required steps in a proper sequence.

Counselling is a helping relationship to assist individuals with academic or personal problems that interfere with their lives, which requires special and differing skills due to individual differences. According to McLeod and McLeod (2011), the idea that psychological processes and interpersonal behaviour can be viewed as skills can be traced to the 1950's. During the period, psychologists came up with the idea of breaking down each task or function into a set of component skills, which could be learned separately and then build up into the final complete task sequence (McLeod & McLeod, 2011). They maintained that the model of skill that emerged emphasised the sequence of actions that the operator needed to go through, and the operator's attention to feedback around whether each operation had been effective in achieving its intended goals. Counselling skills are therefore processes or acts of making sense of how to facilitate people in any walk of life to make a difference to the lives of individuals. It involves the process of breaking down each task or function of counselling into a set of component skills, which could be in form of task sequence to achieve a particular counselling goal. Hence, counselling skills are activities that come into play in the process of using various methods and strategies during counselling sessions. Counselling skills are key facilitators of counselling relationships.

Within the field of counselling, the late 1940s and 1950s saw a vast expansion of the psychological therapies in the USA, largely stimulated by the need to respond to mental health problems in returning service personnel (McLeod & McLeod, 2011). Prominent among the skills developed then were directed towards client centered therapy, popularised by Carl Rogers. Hence, the emergence of nondirective, empathy and unconditional regard as formidable counselling skills as practiced today owe their root to the work of Rogers and others. With more therapists emerging, there are several counselling skills which practicing counsellors and counsellors in training ought to be conversant with. According to McLeod and McLeod (2011), all of several of such skills were inspired by the work of Charles Truax and Robert Carkhuff. They reasoned that counselling skills will enable clients to be guided through a series of learning or skill-acquisition activities instead of handing them down a mere treatment procedure to their mental health problems.

In Nigeria, the history of modern counselling is traced back to vocational guidance given to final year students of St. Theresa's College, Ibadan in 1959 by Catholic Reverend Sisters (Onah, 2002).

The Reverend Sisters invited experts in various fields of human endeavour to enlighten the final year students who were about to graduate into the world of work. The specialists gave career talks on their professions and in the end, a good number of the students were able to select good jobs and/or good careers in their choice of higher institutions (Akinade, Sokan & Osarenren, 2005).

Between 1962 when Ibadan career Council was formed and 1967, a greater awareness was created all over the country about career masters and mistresses who collated and disseminated career information to students in their schools across the country. State Ministries of Education also became involved and encouraged the appointment of career officers in schools. The 1969 National Curriculum conference at Ibadan also recognised the need to have counsellors as career officers in schools. This was therefore entrenched in the National Policy on Education of 1977, revised in 1981, 1988 and 2004. The policy states that in view of the apparent ignorance of many young people about career prospects, and in view of personality maladjustment among school children, career officers and counsellors shall be appointed in post-primary institutions (FRN, 2004).

Today, there are counsellors in both public and some private secondary schools to assist students in solving educational, vocational, social and psychological problems. There are also counsellors in tertiary institutions to assist students in solving problems associated with late adolescence and early adulthood, adjustment to life in tertiary institutions and preparation for life outside the school system (FME, 2000).

Self- assessment exercises

An ability to perform a task or activity through required steps in a proper sequence is Known as_____

4.3.1 Types of Counselling Skills

There are various types of counselling skills as there are various problems, theories, methods, techniques and strategies of counselling. McLeod and McLeod (2011) list core counselling skills as attending, attunement, bodily awareness, boundary management, caring, challenging, checking out, naming, observing, offering feedback, process monitoring, providing information, questioning, reflecting, restating, reframing, remembering, self-disclosure, self-monitoring, structuring, using silence and witnessing. These skills are not mutually exclusive as several of them are interwoven and interrelated. Discussed below and in the next unit of this module and the first unit of the next

module are some of the listed techniques and some others not mentioned above.

Listening Skill: The first skill to be acquired by any practicing counselor is the listening skill. This involves paying attention to every statement involving body movement or sign that a client makes in a counselling encounter. Listening skill is a crucial skill that helps to establish core conditions of counselling like openness, trust, self-confidence, love and worthiness or belongingness. The counselor in the process of listening attentively to his clients' presentations indulges in paraphrasing his statements, perception checks, reaction to sudden body movement, non-judgmental statements, restatements and clarifications. These are things that ensure the client that his/her counselor is responsive, empathic, and listening to his/her problems with a view to finding solutions that are appropriate. The counselor should avoid what the client did not say or omit what he/she said.

Questioning Skill: This skill is basic and formidable skill of counselling relationships, which promotes greater client disclosure. There are two types of questioning: open-ended and close-ended questioning. In counselling, open-ended questioning seeks to elicit information from clients using "how" and "what" instead of "why". Open-ended questions can be answered in one word or in a phrase. The client is made to progress from generalisations to specifics with more detailed information and clarity of points. At the onset of counselling, an open-ended question can lead a client into telling a story in his/her own way. In a situation whereby a counsellor is interested in knowing the birth order of his/her client, heshe can ask his client to him about his family.

The close-ended question on the other hand places a lot of restriction on clients' responses and statements about his problems. In this case, the client supplies only the needed answer as required unlike in the open-ended questioning where the client provides the required answer and goes ahead to supply other information that might be useful later.

Summarization Skill: This is the ability to pick major points of a conversation to bring about corrections or confirmation of information. This is an important counselling skill as it assures the counsellees that the counselors usually hear the correct content of their problems. Summarisation skill encourages clients to probe their points by themselves. It can be used in the beginning of a counselling session to bring a synergy between the previous counselling session and the current one or to reflect on the problem earlier presented by the client(s). Also, summarisation can be applied in-between counselling sessions or

midway into a counselling relationship to remind the counsellor and his client of what they have done so far or at the end of a counselling session to mark the end of the session.

Reframing Skill: This is a skill used by counselors to give alternative statements or perspectives of what clients say. Reframing is used to keep clients at alert and to challenge their cognitions. Through positive or negative alternative expressions of what a client has said, the counsellor can manipulate the information presented. The counsellor might decide to reframe a client's statement in a neutral version but in the end, the client is led through to full meaning and awareness of his problem. The client is also encouraged to explore the values of what he has said. For instance, a client might state that his major problem in school is distraction from friends during prep classes. In response to this, the counselor might reframe the statement by saying, "Your friends distract your studies and perhaps cause you to perform poorly in assessments".

Paraphrasing Skill: paraphrasing counselling skill is the ability to respond to client's statements while expressing their problems in phrases. The counsellor uses phrases to build, blend and facilitate what the client says. It involves what the client has said and what he intends to say. This skill gives clients confidence and assurance that the counsellor is actively involved in their problems by listening attentively. Through this the clients correct misconceptions about certain information given about problems presented. One good thing about paraphrasing skill is that it facilitates reflective thinking, feelings and processing of information during counselling sessions. Additionally, it gives clients feedback and room for further exploration of thoughts and feelings. Like reframing skill, it enables clients to be led through feelings and cognitive challenges. It clarifies clients' problem-statements with a view to bringing a clearer picture of their intentions.

Empathy Skill: This is otherwise called reflection of feeling skill where the counsellor demonstrates to his/her clients that he/she is aware of their feelings and emotions. It covey's the counsellor's understanding of the clients' problems and feelings. According to Onah (2002), empathy implies an attitude in which the counsellor is able to sense the hurt or pleasure as another person sees it; to perceive the causes of a client's problems as he perceives them, but without ever loosing the recognition that it is "as if" he was the person involved. He/She maintains that empathy facilitates counselling as it conveys to the client the message that much value is placed on him/her and that the feelings and meanings which he/she attaches to his experiences are respected and worth attending to. This no doubt makes a client in a counselling relation to feel a sense of belonging, reassurance, love and relaxation. In

applying empathy skill, the counsellor needs to let his client understand that he too feels the way he, the client feels about his experience. If a student reports to his/her counsellor that he/she often feels rejected by his classmates, the counselor can respond by saying, "it is like you are feeling lonely and isolated each time you are in the class" or "it sounds as if you are yet to make friends in your class".

Reflection of Meaning Skill: This suggests attentiveness or intense listening with emphasis on literal meaning of clients' problems or experiences. This skill enables the therapist to understand the client's major concern, mood, feelings and expectations while it enables the client to learn that the therapist has heard not only the surface of his experience but also the inner or deeper meaning of it. The skill of reflection of meaning as a facilitator of counselling conveys information about clients' experience as well as the counsellor's perceptions of his situation.

Capping Counselling Skill: This skill is similar to, but different from the skill of reflection of feelings (empathy). Here, the counsellor tries to move his/her client along from emotion-laden situations to cognitively restructured situations. He/She engages his/her clients in discussions that task their cognitions in order to realise themselves. The counsellor can introduce humor here but must be very careful, plain, sincere and natural in the counselling relationships. The counsellor's attribute of genuineness comes to play in this regard as whatever he/she says and feels must be reliable and the same over time. Onah (2002) warns that the counsellor trying to demonstrate his/her genuineness should not attempt to be phony as it is very risky to do so.

Self-assessment exercises

How many types of questioning skills exists?

4.4 Summary

Skills are attitudes and abilities employed in the process of achieving a task. Counselling skills are therefore facilitating abilities acquired by counselors to enable them solve their clients' problems. Such counselling skills range from listening, questioning, summarisation, reframing, paraphrasing, empathy, reflection of meaning to capping counselling skills which are all discussed in this unit. To be successful counsellors therefore, it is important that counsellors in training should be equipped with several counselling skills that they can use when they are in counselling relationships with their clients.

In this Unit, you studied the meaning of skill, meaning and historical antecedents of counselling skills and various types of counselling skills. Skills are attitudes and abilities employed in the process of achieving a task.

Counselling skills are facilitating abilities acquired by counselors to enable them solve their clients' problems. To be successful counsellors therefore, it is important that counsellors in training should be equipped with several counselling skills that they can use when they are in counselling relationships with their clients.

4.6 References/Further Readings/Web Resources

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4.6   Possible Answers to Self-Assessment Exercise(s) within the Contents

Self-Assessment Exercise
Answer
1.   Skills
2.   Two types

UNIT 5   COUNSELLING SKILLS II

Unit structure

5.1   Introduction
5.2   Intended Learning Outcomes
5.3   Types of counselling skills II
5.4   Conclusion
5.5   Summary
5.6   References/Further Readings/Web Resources
5.7   Possible Answers to Self-Assessment Exercise(s) within the
        Content

5.1 Introduction

In Unit 4 of this Module, you discussed about eight different types of counselling skills that practicing counsellors can apply in handling their clients' problems. In furtherance to that, more counselling skills are discussed in this Unit. These are all efforts to provide a wide range of counselling skills that counsellors can apply depending on the nature of their clients' problems, the counselling approach and what exactly they want to achieve at each counselling session. In this Unit therefore, the following counselling skills are discussed: encouragement skill, congruence skill, focusing skill, self-disclosure skill, structuring skill, clarification skill, interpretation skill and verbal tracking skill. Relax therefore and imbibe these techniques.

5.2 Intended Learning Outcomes

By the end of this Unit, you will be able to:

- discuss some other types of counselling skills
- differentiate clearly between any two counselling skills
- demonstrate how to use any counselling skill in solving clients' problems.

5.3.1 Types of Counselling Skills II

In the previous unit, you were exposed to some counseling techniques necessary to solve clients' problems during counselling sessions. The list is as many as varied. Below are some other counseling skills that could be used by couinsellors while handling their clients. The

application of any skill depends largely on the nature of problem presented by a client.

Engagement Skill: This is a skill that is described as an all-inclusive process of achieving counselling tasks. It involves both the counselor and hi/her clients being actively involved in the counselling relationships. It enables the clients to become active participants in order to establish and sustain their interest. When clients are involved in counselling like in the Carl Roger's Client-Centred Therapy, a solid foundation of interaction, conversation and free expressions will be established. Hence, the counselor applying engagement skill is expected to engage his/her clients in conversation even if the clients are not forthcoming in discussing their problem due to lack of trust. In the process of engagement, a re-awakening attitude is established in such a client and because he/she is involved, that elusive trust is ensured and a quick resolution of his/her problem will be achieved.

Encouragement Skill: Encouraging somebody in a particular situation is an essential tool in disarming his/her emotions. A trained counsellor is endowed with the skill of encouraging clients with diverse problems. During any counselling session, it is expected that the counsellor listens actively to get full information about the problem presented by his/her client and engage in any activity that will promote full disclosure of problems by clients. This could be done through verbal or non-verbal activity to ensure the client that you are interested in his case and would like to hear more from him/her. When a client is encouraged, no matter his/her vulnerability, the problem to him/her seems to have been resolved or that he/she is in the right place for quick resolution of his/her problem. For illustration, a counsellor using this skill should be conversant with client-centred therapy as discussed in EGC 802. He uses words or phrases that can encourage the client to bring out his problems using words and phrases like: "really?" "True?" "Go on" "very sad my boy" "tell me more" and a host of others. With these words and/or phrases, the client will feel relaxed, become part of the counselling process and ready to go extra miles in discussing his/her problems.

Congruence Skill: This is another Rogerian skill that every professional counsellor should possess. According to Rogers (1965), congruence is a genuine sense of understanding displayed by a counsellor in handling problems presented by clients. It involves consistency and appropriate harmonious relationship with clients through observable responses to situations, emotions, mood and state of the mind of the clients. Hence, the skill of congruence helps to express the genuineness and authenticity of counsellors and encourages clients to express themselves and equally assists them to understand that they (the clients) will not be judged by their counselors. In all, congruence

establishes and sustains a working alliance between counsellors and clients by facilitating rapport, love and good working relationships. Congruence is the only reasonable counselling skill that checks conflict in counselling sessions. This is because a state of congruency in thoughts and emotions clears clients' doubts and reservations. A counselor with a female client who is suggesting abortion can be engaged in such a way that the proposition is not completely or out rightly jettisoned at the onset. While the counsellor is concurring with the client but explicitly explaining the consequences of abortion, efforts should be made to avoid eye contact and interruptions so that the client will not withdraw into his/her shell.

Focusing Skill: This is the ability of a counsellor to re-direct a client's attention to a particular goal at a particular time. The counselor while discussing with his/her clients ensures that there is adequate concentration or attention on what is considered essential by both parties based on what is being discussed. Focusing skill is about the need to attend to problems or feelings of clients as they arise during the course of a counselling process. The benefit of this is that clients are encouraged to work on present and particular problems where attainable goals exist. This is contrary to focusing on past experiences or early childhood experiences which cannot be changed or influenced easily. It leads to charting a direction in counselling sessions through the creation or formulation of counselling goals and the action plan to achieve the goals. A good illustration is the ability of a counselor to re-direct the attention of his client from a trivial issue that is responsible for his problem to what should be done to avoid the occurrence of that problem in future so that he/she will live adjusted life.

Self-disclosure Skill: This is a skill that involves conscious sharing of personal information about lives with clients by counselors. In this situation, a counsellor gives his personal life history, how he/she passed through certain problems similar to what the client presented. When this is done in a counselling process, the client will feel relaxed and at the same time, understand that what he/she is passing through is not an uncommon problem. This skill increases rapport and embraces alliance between the counsellor and his/her clients. It is reasoned that such life information should be relevant and focused otherwise; the client would feel that the counsellor might just be wasting his/her time or merely diverting his/her attention from what is disturbing him/her. For illustration, a depressed client due to loss of biological parent could be counselled and relaxed when the counsellor discloses how his/her own father died in similar situation when he/she was an infant. In the same vein, it is irrelevant discussing with the client how fifty people lost their lives in a ghastly motor accident somewhere last year. This has nothing

to do with a person who is in sober mood for losing one of his parents recently.

Structuring Skill: This skill is a conceptual framework that explains issues as they arise during counselling relationships. It is like building a relationship to ensure that clients are aware of what to expect and remain highly protected in the process. An important aspect of structuring is informed consent where the client is made to understand the process, expectations, emergencies, confidentiality and probable counselling outcomes. With this, the client feels comforted. For instance, it enables a client to understand that talking about something quite emotional will no doubt, despite all odds, lead to a better situation at the end of counselling relationships if well structured. What the counsellor needs therefore, is to be focused and engage in explaining the meaning, causes and consequences of every action in the course of discussing a problem presented by a client. One aspect of structuring skill in counselling relationships is focusing where clients' attention is re-directed to one goal at a time.

Clarification Skill: Clarification is an old but important skill used by counsellors in ensuring complete understanding of clients' problems. It involves deep understanding of clients through active communication and participation in counselling process by both parties. One of the cardinal uses of clarification skill in counselling relationships is to clear doubts and avoid assumptions. Through this, clients are made to feel important as they are being heard with keen interest. Each party asks questions where there is confusion to prevent misunderstandings which may deter genuine progress towards achieving set objectives. For illustration, a student who reports to his counsellor about his/her difficulty in understanding map reading in geography might conclude during counselling that he/she would like to drop geography in Senior School Certificate Examinations (SSCE). Using clarification skill, the counselor may ask, "So you don't want to register and write geography in your SSCE because of map reading?" An answer to this will enable the counsellor to understand the student's communication and line of action in order to avoid assumption and wrong counselling strategy. Also, a student might report to his counsellor that his classmates are fond of calling him "clown" which he does not want and does not know how to stop them from calling him that. The counsellor might begin by asking him the meaning of clown from where a foundation is laid to commence treatment.

Interpretation Skill: This skill is the act of drawing an analysis of what a client is presenting before his/her counsellor. It is embellished in cognitive counselling to give explanations and meaning to unconscious thoughts and feelings. The counsellor employing this skill gives

interpretation or meaning to actions that might be responsible for a client's particular behaviour. The client on the other hand can accept or reject such analysis and/or seek for more clarifications if in doubt especially if the analysis is incredibly inaccurate and outrageous. For instance, a client might present a dream he/she had where an old woman was chasing him/her with a cutlass. In an attempt to interpret the dream during counselling session, the counsellor can tell the client that the old woman represented a witch who is bent on terminating his/her life or at least retard his/her progress in life. It is now left for the client to accept or reject the interpretation given to the dream by the counsellor. Whichever option the client finally takes at the end of the counselling sessions will depend on the interplay of other skills employed by the counsellor during their interpretations. Interpretation to some extent is highly subjective especially in dream analysis.

Verbal Tracking Skill: One of the good qualities of trained counsellors is the ability to actively listen to their clients as they present and explain their problems. This often followed by verbal tracking through which the counselor verbally follows the client as he reflects on his problems. He paraphrases the client's statements through appropriate and constant interjections instead of mere listening without verbal reactions. In this circumstance, body gestures are not enough. The counselor uses words that the client often utters to rephrase or paraphrase his/her statements. This makes the client to feel important, relevant and listened to during counselling relationships. Besides, effective use of verbal tracking assists counselors in taking or summarising notes during and after counselling sessions. It also builds and sustains rapport, confidence, genuineness, empathy, sense of responsibility and respect. For instance, a client who reports to his/her counsellor that he/she was tired of life due to poor grades in his/her subjects might be responded to by the counselor saying: "Are you saying that you often obtain poor grades in your academic subjects?" This seems repetition but it sends unquantified message to the student as he/she might come up with more explicit information about the situation in an attempt to agree with the counselor on what he paraphrased.

The lists of counselling skills are as many and varied as there are many and varied professional and problems. By all standards, counselling skills are grounded in life experience (McLeod & McLeod, 2011). Experts believe that practical skills improve actual physical activity. For instance, using an open-ended question to encourage a client to explore and express what their feelings are around an issue (McLeod & McLeod, 2011) is an important attempt to help such an individual. In practice, counselling skills are all interconnected as they form a general pathway through which all or few approaches to counselling are applied in assisting clients.

Self- Assessment exercise

Explain the skill of structuring Skill and congruence skill.

5.4 Summary

Like in Unit 4 of this Module, you studied various other counselling skills used in counselling relationships. Counselling skills are integral part of every professional counselor to among other things, probe extensively into problems presented by clients during counselling sessions. Among such skills as discussed in this unit which are by no means sacrosanct are engagement skill, encouragement skill, congruence skill, focusing skill, self-disclosure skill, structuring skill, clarification skill, interpretation skill and verbal tracking skill. The use of any of these skills or a combination of them depends largely on the approach and techniques of counselling being employed by the counselor, the type of training acquired by the counselor, and the nature of the problem presented by the clients. It is important to note that no single skill is perfect, independent and all embracing.

5.5 References/Further Readings/Web Resources

McLeod, J. & McLeod J. (2011). *Counselling Skills*: A practical guide for counsellors and helping professionals London: McGraw-Hill.

Rogers, C. R. (1965). *Client-Centred Therapy.* Boston: Houghton-Mifflin

5.6 Possible Answers to Self-Assessment Exercise(s) within the Contents

Self-Assessment Exercise

Answer

Structuring Skill: This is skill that explains issues as they arise during counselling relationships. It is like building a relationship to make sure that clients know exactly what to expect and in the counselling process. An important aspect of structuring is informed consent where the client is made to understand the process, expectations, emergencies, confidentiality and probable counselling outcomes.   This makes the client feel comforted. Here, the counsellor needs is to be focused and engage in explaining the meaning, causes and consequences of every action in the course of discussing a problem presented by a client. One important part of structuring skill in counselling relationships is making sure clients' attention is focused to one goal at a time.

Congruence Skill: This is a Rogerian skill and one of the attributes counsellor should have. Congruence is a genuine sense of understanding displayed by a counsellor in handling problems presented by clients. It involves consistency and appropriate harmonious relationship with clients through observable responses to situations, emotions, mood and state of the mind of the clients. This skill helps to express the genuineness and authenticity of counsellors and encourages clients to express themselves and equally assists the clients to understand that they will not be judged by their counselors. Congruence facilitates rapport, love and good working relationships. Congruence checks conflict in counselling sessions.

MODULE 2

Unit 1   Counselling Procedures and Processes
Unit 2   Interview Skill in Counselling
Unit 3   Counselling Techniques
Unit 4   Types of Counselling Techniques 1
Unit 5   Types of Counselling Techniques 2

UNIT 1   COUNSELLING PROCEDURES AND PROCESSES

Unit Structure

1.1   Introduction
1.2   Intended Learning Outcomes
1.3   Meaning of Counselling Procedure
       1.3.1 Counselling Processes and Procedures
       1.3.2 Essentials of Counselling and Counsellor's Qualities
       1.3.3 Stages of Counselling Procedures and Processes
1.4   Summary
1.5   References/Further Readings/Web Resources
1.6   Possible Answers to Self-Assessment Exercise(s) within the Content

1.1 Introduction

In Module 1 of this course, you were taught the meaning and principles of counselling, counselling approaches, meaning of counselling methods, counselling techniques, counselling strategies, and different types of counselling skills. As a follow up, it is reasoned that you should be exposed to counselling procedures and processes properly involved in counselling relationships where what was learnt originally could be applied. An insight into what happens in every counselling encounter reveals that certain guidelines and procedures are highly required if counselling objectives are to be realised. In this unit therefore, you will avail yourself of the opportunity to better understand what goes on in a typical counselling encounter and the roles of both counsellors and counselees in counselling relationships.

1.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- describe the meaning of counselling procedure
- explain the meaning of counselling processes
- explain the stages of counselling processes.

1.3 Meaning of Counselling Procedure

In every helping relationship like in counselling, there is always a procedural pattern that is required and followed in order to achieve a desired goal. This determines the smoothness of counselling sessions and enables the counsellors and the counsellees to know when a task is accomplished, or there is a hiccup in the process and when to terminate the relationship. Hence, counselling procedure is a pattern of counselling clients in order to solve their problems so that they can live their lives profitably. It involves various steps and processes required and applied to achieve a counselling goal. This is necessary since a client cannot just walk into a counsellor's office, sit down and chart with the counsellor without a definite purpose. The counsellor thus provides a line of action to help the client in solving his/her problem. The outlined plan of action is thus the counselling procedure which starts with exchange of pleasantries between the counsellor and the client after the latter must have been ushered into a seat.

Thereafter, the client presents his /her problem from where the counselor uses his wealth of experience to restructure, reframe or clarify the problem for better understanding. After this, the counsellor in conjunction with the client draws up counselling goals and objectives. To achieve the goals and objectives of the counselling relationship, the counsellor engages the client in heart to heart discussion depending on the counselling approach adopted by the counsellor and terminates the counselling session when the desired objectives must have been achieved or if the client is becoming apprehensive that the counselor was not in any way heading towards solving his problem but aggravating it. This sequence of trying to assist a client in solving his problem during a counselling relationship is the counselling procedure which can make or mar a relationship depending on the way it is started and handled to its logical conclusion.

1.3.1 Counselling Processes and Procedures

Makinde (1988) sees counselling as a process of assisting an individual to understand himself and his world. He also describes process as that guidance that involves a series of actions or steps progressively moving towards a goal. Thus, counselling process is a systematic or sequential approach towards helping a client in solving his problem during a counselling relationship. For illustration, Onah (2002) sees the counselling process of behavioural counselling in four sequential steps in teaching a client how to solve his social, emotional and decision related problems as the client's problem, counselling goals, treatment methods and evaluation and follow up.

1.3.2 Essentials of Counselling and Counsellor's Qualities

To successfully counsel a client, there are basic and essential things that need to be put in place. According to Anagbogu (1988), these essential conditions are basically three and include:

1. That the counsellor must possess appropriate training, expertise and positive attitudes for effective counselling. There is no doubt about this position. This is one of the reasons why you are subjected to the rigours of counselling theories as you had in EGC 802 and the various techniques and skills of counselling as contained in this course (EGC 804). With such theoretical and practical background, you are expected to develop positive attitudes towards self and for effective counselling. In addition, this will adequately equip and enable counsellors to face the challenges of counselling clients with varying problems.

2. The counsellor must ensure the privacy of the client. The main thrust of counselling is confidentiality. Once the confidence of a client is secured, he/she will go to any length to discuss his/her problem which must however be obtained in a secured environment. If a client is threatened by pervasive and unfriendly environment, he/she may become afraid and will cease to divulge information necessary for effective counselling relationships.

3. There must be good rapport between the counselor and his/her clients. Rapport is a reoccurring term or concept in counselling which simply means cordial and warm relationship between a counsellor and his/her client(s). in essence, counselling must provide a relationship that allows for meeting both immediate and long term needs of the counsellee through mutual understanding, respect and acceptance so that interest generated along the line can be sustained (Anagbogu, 1988). As a matter of fact, the counsellor must be readily available when needed by his/her clients especially students for assistance.

With above basic essentials of counselling in place, it becomes imperative to establish that counselling procedures and processes could be initiated, sustained and concluded for the benefit of both counsellors and their clients. To achieve this however, there are three basic qualities expected of every counselor to possess. According to Akinade, Sokan and Osarenren (2005), the first quality is acceptance of the client. It is incumbent on every professional counsellor to accept his/her client without any bias. They should be accepted with open hands and mind in order to solve their problems. It is absolutely wrong and unprofessional

for a counsellor to reject a client referred to him/her because he or she pilfers or bed wets or on the basis of religious differences. Such a client should be accepted the way he/she is irrespective of the nature of his/her problem or religious faith. The counsellor's duty is to assist the client in stopping that unacceptable behavior so that the client can live a normal life.

Another quality of a professional counsellor is ability to understand his/her clients. Akinade, Sokan and Osarenren (2005) are of the opinion that the counsellor is expected to show a lot of understanding of his/her clients' needs and problems during any counselling relationship. To be successful in this regard, the counsellor should show a lot of empathy (showing the client that he/she the counsellor is equally feeling the depth of what he/she the client is experiencing). This is different from sympathy where a counsellor may display an emotional outburst because of the kind of story that his/her client telling him/her amidst tears. Empathy means strong feeling or understanding of what the client is going through as if one is equally going through the same experience.

Finally, the counselor should demonstrate a high sense of sincerity. It serves no purpose feeding clients with wrong information on issues that bother them in order to placate them. A counsellor should endeavour to be himself/herself at any time and during any counselling encounter. It is equally proper for a counsellor to reveal himself/herself as an individual rather than a tin god or lording authority over his/her clients in order to cover up some inadequacies. The counsellor therefore needs to be open, knowledgeable, sincere, warmth, accommodating and above all, confidential in handling his/her clients' problems during and after counselling sessions in order to maintain his/her respect and dignity.

Self- Assessment Exercises 1

1. Establishment of good rapport is very important for the success of any counselling relationship. True/false?

1.3.3 Stages of Counselling Procedures and Processes

The stages involved in counselling processes begin with the entry of a client into the counsellor's office with a disturbing problem. This stage is called initiation stage. Initiation for counselling can emanate from three sources. They include the client, the counsellor's invitation of a client and referral from a third party (Makinde, 1988). In this first step, a client may decide to visit a counsellor with a problem that is disturbing him/her which may include issues emanating from academic, social, psychological and vocational areas. It could be choice of academic subjects in line with chosen future career, boyfriend-girlfriend relationship, and emotional disturbance due to loss of a close relation or

poor grades in continuous assessments due to poor study behaviour. A counsellor initiates counselling by inviting a client whom he/she has discovered to have some disturbing problems but not able to reach the counsellor for one reason or the order. This could be due to cultural values, ability to solve own problem, ignorance of the existence and roles of counselling and pride among others. Finally, a third party can initiate counselling by referring a client to a counsellor for possible solutions to an identified problem disturbing the person. For instance, a teacher can refer a student known to be a truant or who is consistently failing his class work for counselling. A man can also take his son or daughter to a counsellor for counselling on some disturbing issues he cannot handle as a parent.

The second stage of counselling procedure is the reception of the client by the counsellor. This is where the counsellor shows a lot of maturity and respect for the client as any mistake here can undermine the success of intending counselling process. The counsellor receives the client into his/her office by welcoming him/her and offering him/her a seat. The counsellor can stand up to do so or move out of his seat to welcome the client (Anagbogu, 1988). With the cultural norms of the environment in relation to the pleasantries exchanged, the counsellor goes ahead to establish genuine rapport. According to Anagbogu (1988), rapport is a condition created for mutual understanding, respect and acceptance such that interest generated in the course of counselling relationship can be sustained. This usually begins immediately after the reception of the client to ensure that the interpersonal relationship in the counselling process is smooth, free and relaxed. To achieve a working rapport, the counsellor must put the other qualities earlier discussed (appropriate training and attitudes, confidentiality, understanding, acceptance and sincerity) into place.

Thirdly, the counsellor begins the counselling process through interview. This interview stage is when the counsellor finds out from the client what his/her problem is all about. This is called problem identification. This is followed by the definition of counselling goals where the counsellor determines the behavior to be changed in an observable manner. In the course of the interview, the counselor employs a combination of counselling skills to achieve his/her purpose.

These skills range from listening skill to clarification, restatement, paraphrasing, verbal tracking, interpretation to focusing among other skills depending on the nature of the problem presented. The interview skill expected of the counsellor as a one-to-one relationship is made up of open-ended statements to enable clients exhaust their points without restrictions. This is the hub of counselling in any counselling process or setting.

The fourth stage is the determination of the available asset base of the client as a platform to begin the counselling process. The counsellor probes the client to find out the qualities in him/her that can enable them determine the direction of the counselling encounter in order to achieve the objectives set for the session. As the interview progresses, the counselee provides the necessary information and suggestions needed to solve his/her problem. This is why it is often said that counsellees are in a better position to solve their problems during counselling relationships.

The fifth stage is the evaluation stage where, based on the successful or unsuccessful achievement of the action plan in previous stages, the two parties (counsellor and counsellee) evaluate the problem situation to find out if it worked or not. If it did not work, what must have gone wrong? Is it that the strategies applied were ineffective or that the counsellor applied wrong skills during the counselling process? This will call for further investigation by the counsellor.

The sixth stage is the termination stage. According to Akinade, Sokan and Osarenren (2005), counselling process is terminated if the counselling objectives have been achieved and they are observable. They maintain that if the counsellee comes back for evaluation and the goals are not achieved, the counselling process will have to start all over again and both parties must re-devise other strategies apart from the ones that failed them. Makinde (1988) is of the opinion that termination of counselling relationship can be done under the following conditions:

   a. After client has gained insight into his problem and has been able to cope with it or resolve it.
   b. When counsellor sees clearly that the client is using the relationship for dependency or is willing to deviate from originally outlined relationship.
   c. When client proves un-co-operative, or referred to another without the knowledge of the initial counsellor.
   d. If problem is beyond the competence of counsellor, then he should refer client to another specialist.

Termination of counselling relationship should be handled carefully so that clients do not feel abandoned but as positive process where they understand that termination is not final as they may return later. It should occur when counselling goals are achieved or there is no rapport.

The final stage is the follow-up stage. Anagbogu (1988) sees follow-up as a means of monitoring individuals with a view to obtaining regular progress reports on their performances and how satisfied they are after successful termination of counselling relationships with them. Follow-up assures continuity, consistency of counselling clients for future

engagement in life activities. It is used to assess the efficacy of counselling strategies and monitoring the performance of clients on continuous basis. Some experts argue that counselling ends with the termination stage while some others believe that it extends to follow-up stage as a feedback.

Self-Assessment Exercises 2

1.   What do you consider to be the last stage of a counselling process?

1.4 Summary

In every counselling relationship, there must be certain objectives that need to be achieved. To successfully achieve the set objectives, counselors usually map out their plans for a successful trip. Such a journey involves setting out some guidelines and procedures to smoothen the task. In most cases, observable and measurable counselling objectives are achieved after a successful journey from initiation stage through reception, determination of available asset base of clients, evaluation stage, and termination stage to follow-up stage. To be competent enough to pass through the above stages successfully with clients, counselors need to cultivate good attitudes, genuine rapport, sincerity, confidentiality, warmth, empathy not sympathy, and above all, they should be able to accept clients the way they are and demonstrate enormous spirit of unconditional understanding. They must be committed to their duties. In any counselling process, counselors are expected to demonstrate their ability to explore and apply a number of available counselling skills in order to successfully treat their clients' problems.

1.5 References/Further Readings/Web Resources

Akinade, E. A., Sokan, B. O. & Osarenren, N. (2005). *An introduction to guidance and counselling: A basic text for colleges and universities.* Yaba-Lagos: Derate Nigeria Limited.

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1.6   Possible Answers to Self-Assessment Exercise(s) within the Contents

Self-Assessment Exercise

Answer

1.   True
2.   The choice depends on the nature of the problem presented and how the counselling relationship was terminated. If the problem presented was highly personal such as sexual promiscuity or sexual incompatibility between spouses, the stage is termination stage because there is no way the counsellor successfully continue to probe and monitor the sexual behaviour of such clients. This is subject to further debate. However, if the problem is on choice of career, the counsellor can monitor the student up to the stage that the client settles down in his/her chosen career after graduation. Secondly, if the counselling session was terminated on a good note, there is room for a follow-up but if the case was terminated abruptly or referred to another expert, follow-up service would be difficult for the initial counsellor.

UNIT 2   INTERVIEW SKILL IN COUNSELLING

Unit Structure

2.1 Introduction

One may wonder why interview as a counselling skill was conspicuously omitted in Units 4 and 5 of Module 1. It was deliberate in order to first of all take you through the tenets of counselling procedures and processes to appreciate in full, the position of interview skill in counselling. The success of every counselling process depends largely on the ability of the counsellor to extract useful information from his/her clients. There is no short cut to this except through the process of interview. It is established that counselling skills are essential ingredients of counselling techniques and it is reasoned here that no counselling skill or technique can achieve its purpose without interviewing the clients. Hence, interview skill is an important feature of counselling processes which requires elaborate discussion in order to imbibe its tenets and effectively apply it in attending to clients' problems. In this unit therefore, you are availed of the opportunity to understand the meaning and role of interview skill in counselling relationships.

2.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss the meaning of interview skill
- give the goals and objectives of interview skill in counselling relationships
- discuss the characteristics of interview skill in counselling relationships

- discuss the advantages and disadvantages of interview skill in counselling relationships.

2.3 Meaning of Interview Skill

Interview is described by Akinade, Sokan and Osarenren (2005) as a technique that involves face to face to ear to ear (by telephone) personal interaction between an interviewer and a respondent/interviewee. They maintain that the former asks pertinent questions and the latter answers. Ezeh and Onah (2005) describe interview as a process that involves eliciting information from the respondent through verbal interaction between him and the interviewer. Interview as seen from the above descriptions is therefore the process of one person engaging another person on an interactive session from where one of them elicits information from the other person through verbal questioning. Counselling interview is thus a process whereby a counsellor engages a client in one-on-one interactive process using questions to obtain relevant information needed to solve the client's problem. Anagbogu (1988) opines that interview skill is the most important skill to facilitate communication between the counsellor and the client depending on the sincerity and involvement of the interviewer and the ability of the interviewee to respond or give required information correctly. She maintains that interviewing involves the establishment of rapport and development of good questioning technique.

In establishing rapport as a condition for good and effective interview skill, the counsellor, based on his/her competence, treatment, respect and regard for clients ensures that the client perceives the counselling process as warm, friendly, sincere and conducive for his psychological growth. Also, interviewing as an interpersonal relationship demands good questioning technique. During a counselling interview, the counsellor should utilise skills on questioning technique by asking open-ended questions to awaken the expression of some feelings or emotions in clients (Anagbogu, 1988). In the same vein, counselors should avoid leading questions, technical and outlandish terms, and questions that demand yes or no answers. In applying interview skill in counselling, probing questions should be applied with caution so that the client will not feel threatened during the process. Interview questions during counselling should be structured in such a way that clients can easily understand what the counsellor is asking for. This therefore calls for unambiguous questions or response to a question asked by a client in a bid to clarify something.

What is the most viable ingredient of a counsellor's attributes that he needs to exhibit during interview sessions in a counselling process?

Empathy: This is the ability of a counsellor to share the feelings and emotions of his/her clients as if they were his/hers.

Interview can be structured or unstructured. It is structured if it is targeted towards restricted area. The respondent or client is restricted to particular information as he is not given the opportunity to express his view fully. It lacks versatility and flexibility. An unstructured interview on the other hand is flexible and versatile as it allows respondents to answer questions from a wide range of tangential directions without any restriction or hindrance.

In a typical counselling process, the basic approach to interactions is through motivational interviewing skill. This involves open-ended questions earlier mentioned in this unit, affirmations, reflective listening and summaries. The open-ended questions create a forward momentum that is used to assist clients in exploring charges as they avoid yes or no and true or false responses from clients. Affirmations are rapport building statements that recognise the strengths of clients especially if they are congruent and genuine. Likewise, reflective listening is required of counsellor when they engage clients in interview sessions. Counsellors need to carefully listen attentively to clients as they just want to be heard. Finally, practicing counselors need the skill of summarisation to effectively communicate their interest in clients, build rapport and elicit information. These are essential features of interview skills that contribute to problem resolution during counselling sessions.

For instance, in a counselling process, the whole scenario centres on analysis, synthesis, and diagnosis, prognosis, counselling and follow-up. In the analysis, the counsellor uses his interview skill to collect information and data about clients to enable the counsellor make proper analysis of the problem presented. In the synthesis, the counsellor summarizes and organises the data from analysis made earlier on. During diagnosis, the counsellor seeks for consistencies and patterns that will help to summarise and solve the problem at hand. From here, the counsellor can predict what might happen in future (prognosis). Having established the problem, the causes and consequences, the counsellor uses his expertise to help clients in formulation and answering questions for themselves (counselling). Thereafter, a follow-up is pursued to monitor the client in order to avoid reoccurrence of the original problem, chart the way forward and determine the effectiveness of counselling. These essentials of counselling procedures and processes are kept alive and achieved through counsellor's skill in interviewing.

Self-assessment exercises

1. The type of interview that is flexible and versatile as it allows respondents to answer questions from a wide range of tangential

directions without any restriction or hindrance is known as_____?

2.3.1 Goals and Objectives of Interview Skill

Having established the immense input and the place of interview skill in counselling, it is imperative to highlight the goals and objectives of interview skill. As identified by Anagbogu (1988), the goals and objectives of interview skill are to:

1. collect necessary information about the counsellee and to be in a position to satisfy the expectations of the client;
2. concentrate on the client's self-concept and self-perception in such a way that he can develop his potentialities;
3. focus attention on the client's capacity to think and solve his problems;
4. help students to develop the capacity to think and solve problems rationally; and
5. stimulate intellectual exercise in thinking and problem solving.

2.3.3 Characteristics of Interview Skill

There is a legion of characteristic features of interview as a counselling skill. Some of these features are as listed below.

1. It is an interactive process that involves face-to-face relationships.
2. The counsellor is the interviewer who records responses while the client is the interviewee that supplies responses.
3. It can be structured or unstructured, open-ended or close-ended.
4. Questions vary according to the issues at hand.
5. It is highly personalised.
6. It may be objective or subjective.
7. Interview questions are usually specific with plausible expected responses or answers.
8. Questions that tend to suggest answers are often avoided.
9. It is usually structured in simple and unambiguous statements or questions.
10. Unstructured interview is characteristically flexible and versatile.
11. Structured interview is rigid and lacks versatility.
12. It recognises individuals as they are.
13. It bestows certain attributes like listening skills, patience, fluency and sense of humour on interviewers.

2.3.4 Advantages of Interview Skill

Interview skill when applied effectively by a professionally trained counsellor has a lot of advantages to both counsellors and counsellees. Some of these benefits include:

1. It enables both counselors and clients to seek clarification from each other as the counselling session progresses.
2. It elicits sincerity from the client especially when the questions are not the probing types.
3. The physical proximity between the counsellor and the client enables the former to guard against the reliability of the latter's responses.
4. Through non-verbal expressions during interview sessions or counselling relationships, the counsellor can determine when the client is telling a lie.
5. Well-structured questions in an interview session enables clients to be focused, sincere and able to remember some forgotten facts about their prevailing problems.
6. Records taken and kept during interview sessions by counsellors enable them to remember facts easily without confusion or misinterpretation when the records are decoded later.
7. The flexible nature of interview during counselling processes enable counsellors to in-depth information from clients with ease.
8. Interview is very useful when the respondents are children or people who may find it difficult to organize their responses in writing as in questionnaires (Ezeh & Onah, 2005).
9. It is usually conducted using simple and unambiguous statements or questions for easy interpretation and understanding.
10. It is cost effective as it requires little and simple writing materials to conduct quite unlike questionnaires.

2.3.5 Disadvantages of Interview Skill

Though laudable as it is, interview skill has some shortfalls which if not handled professionally can jeopardise the success of any counseling session. Below are such handicaps of interview skill.

1. It is time consuming and can lead to boredom which can force a client to clamour for the termination of counselling process abruptly.
2. It does not give hundred per cent assurance that the client is sincere in the information given.

3. Not many counselors can boast of the maximum required skills for conducting interview during counselling relationships no matter their level of training.
4. In most cases, it is what the counsellor wants that he will get from the clients which in some cases may not represent the actual position of the clients' problems.
5. The emotional status of a client can adversely affect him while giving information during an interview session.
6. In the case of e-interview through telephone, it may be difficult for the two parties to hear each other very well due to poor network or they may not exhaust their points due to time and cost of airtime.
7. In a face-to-face interview session, interviewer's physical presence can adversely affect the mood of the client who might be shy in nature.

Self- assessment exercise

The emotional status of a client cannot affect him while giving information during an interview session. True/false?

2.4 Summary

To assist an individual in solving his/her problem in a counselling session or relationship requires information. Such information is not always freely given except through interview by an interviewer, the counsellor. His client who seeks solution to his problem as the interviewee responds to questions put across in order to get to the root of his problem and make a suggestion for solution. The counsellor requires training in interview skill in order to achieve this successfully. Interview skill in counselling is an attribute acquired by a counsellor which enables him to extract useful information needed in assisting clients during counselling relationships. In doing so, the counsellor establishes and sustains good rapport with his client in order to relax and assure him that he is in the safe hands. The counsellor's ability to ask relevant and effective questions during counselling relationships will go a long way in achieving counselling goals.

Characteristically, a counselling interview should be unstructured and flexible to enable clients respond to questions without restrictions. It is an interactive process that enables counselors to obtain information from clients on face-to-face basis. If well structured, interview skill provides information that can enable clients solve their problems by themselves.

Although counselling cannot take place without initial interview, the emotional status of clients can make or mar counselling relationships.

Hence, interview skill requires adequate knowledge of the mood of clients and the appropriate counselling approaches that suit the problems presented for solution. Effective interview skill requires critical thinking, patience, self-assertion, quick responses to situations and reactions from clients.

In this unit too, you were availed of the opportunity to study the goals and objectives of interview skill in counselling relationships. Furthermore, the characteristics, advantages and disadvantages of interview skill were explained.

2.5 References/further Readings/Web Resources

Akinade, E. A., Sokan, B. O. & Osarenren, N. (2005). *An introduction to guidance and counselling: A basic text for colleges and universities.* Yaba-Lagos: Derate Nigeria Limited.

Anagbogu, M. A. (1988). *Foundations of Guidance and Counselling for Colleges and Universities.* Awka: Academic Publishing Company.

Ezeh, C. O. & Onah, P. C. (2005). *Measurement and Evaluation in Education.* Enugu: Computer Edge Publishers.

2.6   Possible Answers to Self-Assessment Exercise(s) within the Contents

Self-Assessment Exercise

Answer

1. Unstructured interview
2. False

UNIT 3   COUNSELLING TECHNIQUES

Unit structure

3.1 Introduction

In Unit 3 of Module 1, you were informed that a counselling technique is a specific action or activity and process that a counsellor can apply to achieve the goal of a particular counselling method or approach in a counselling process. Levenberg and Elser (1995) assert that counselling techniques help to assure good communication with young people during counselling sessions. Counselling techniques utilise series of counselling skills in order to achieve counselling goals. To engage a client in a counselling interaction without the aid of some specific counselling techniques is like embarking on a hunting exercise with bare hands.

As counsellors tin training therefore, it is mandatory that you are conversant with the tenets of counselling techniques which by your training should on the long run, become part and parcel of you and your responsibilities as a practicing counsellor either in the school system or in non-school settings. This unit therefore provides you with the opportunity to understand the meaning, characteristics, purposes and usefulness of counselling techniques in counselling profession.

3.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- describe the meaning of counselling techniques
- identify the characteristics of counselling techniques
- discuss the purposes of counselling techniques
- discuss the uses of counselling techniques.

3.3 Meaning of Counselling Techniques

Across culture, behaviour change does not happen in just one step. Behavioural transcendence or stable behaviour is hard or somewhat difficult to achieve in individuals in one step of treatment. At a point, one can even work with his own emotions and realise his own behavior in a new shape. Counselling services recognise that individuals come up with varying problems that require varying approaches in order to achieve their aims. These various approaches go with various techniques to sharpen the processes. Hence, embedded in counselling approaches are counselling techniques.

Counselling techniques are activities performed during counselling relationships to achieve the methods of counselling applied in pursuance of set counselling goals. Counselling techniques facilitate the development of counselling skills that can be used to encourage and assist clients develop the concepts and processes required for achieving counselling objectives. McLeod and McLeod (2011) are of the opinion that skills fit together to form longer sequence of interaction directed towards some specific purpose. Hence, counselling skills are essential ingredients or components of counselling techniques.

In using some approaches or methods of counselling, there are some peculiar techniques to be expected in such situations. For instance, a counsellor using psychoanalytic approach is amenable to techniques like interpretation and dream analysis among others while a counsellor using Krumboltz's behavioural approach can use behaviour modification and modelling techniques. In the same vein, in a situation where a cognitive approach is applied, counselors can use guided inquiry, values clarification and cognitive restructuring techniques among others to achieve counselling goals and objectives. Involving clients in this kind of activities or techniques implies taking them through a process that reflects change of mindsets or wrong notions and feelings already held by them. Hence, counselling techniques are essential and integral parts of counselling approaches often applied in achieving counselling goals and objectives.

Self-Assessment exercises

1.	Counselling techniques are embedded in counselling approaches. True/false?
2.	_____ facilitate the development of counselling skills that can be used to encourage and assist clients develop the concepts and processes required for achieving counselling objectives.

3.3.1 Characteristics of Counselling Techniques

Counselling techniques have unique feature that distinguish them from counselling skills. These characteristic features include: They are

1. structured pathways of achieving counselling goals.
2. gender friendly.
3. flexible and user friendly.
4. working tools derived from counselling theories.
5. not culturally bias.
6. interconnected as elements of counselling theories.
7. premised on observed facts.
8. unambiguous in Counselling technique and free from technical jargons.
9. professional tools.
10. predictive in values.
11. observable.
12. logically tested facts.
13. activity oriented.
14. potentials that enable clients remain focused during counselling processes.
15. scientific and follow sequential order.

3.3.2 Purposes of Counselling Techniques

Counselling techniques are derived from counselling theories and applied in counselling relationships to serve several purposes. Some of the purposes are to:

- Create a positive and friendly first impression on clients.
- Assist in establishing rapport with clients.
- Eliminate barriers to good communication such as negative attitudes, poor listening, and not allowing clients to express themselves.
- Provide information to both counselors and clients.
- Enable clients mobilise their natural resources in dealing effectively with their environment.
- Enable clients direct their personal growth and solve personal problems by themselves with the help of counsellors.
- Expose possible solutions to clients during counselling sessions.
- Assure clients that their interests are protected through proper attention and engagement in activities that can solve their problems.
- Assist counsellors in investigating clients' problems effectively.
- Provide enabling environment for effective counselling relationships.
- Determine the remote causes of clients' problems.

- Provide systematic and scientific solutions to clients' problems.

In which theory can a counsellor extract counselling techniques that can be used to forestall youth restiveness and terrorism in Nigeria? Rational Emotive Therapy or Reality Therapy. This provides the counsellor with the theoretical background needed to explain the consequences of restiveness and terrorism to his/her clients, stressing the need to be realistic in taking any action in life.

3.3.4 Usefulness of Counselling Techniques.

Counselling techniques are essential working tools of professional counselors. They are useful in the following ways:

1. Clients are enabled to ask questions and seek clarifications.
2. Counselling techniques provide useful information for counselling.
3. They help to assure good communication with clients during counselling sessions.
4. They provide platforms to direct clients in solving their problems.
5. They enable counsellors to investigate and solve clients' problems.
6. They set targets for counselling relationships.

3.4 Summary

Counselling is a human relationship that targets behavior change through
interactions between a professional counsellor and a vulnerable person (client). To achieve this satisfactorily, professional counsellors propounded theories that serve as reference points or blueprint in doing so. Embedded in the theories are numerous techniques called counselling techniques which vary according to each theory. These techniques are activities carried out during counselling sessions to realise particular counselling goals and objectives. They are structured, flexible, logical, observable/measurable and interconnected. They assist counsellors in proffering solutions to their clients' problems. In this unit also you had the chance to learn the purposes and uses of counselling techniques. In the next three units, you will study in details, various types of counselling techniques which counsellors use in handling their clients' problems.

3.5 References/Further Readings/Web Resources

Levenberg, P. & Elster, A. (1995). *Counselling Techniques*. USA: USAID Press.

McLeod, J, & McLeod, J. (2011). *Counselling Skills: A practical guide for counsellors and helping professionals.*London: McGraw-Hill.

3.6   Possible Answers to Self-Assessment Exercise(s) within the Contents

Self-Assessment Exercise

Answer

1.   True
2.   Counselling techniques

UNIT 4   TYPES OF COUNSELLING TECHNIQUES 1

Unit structure

4.1   Introduction
4.2   Intended Learning Outcomes
4.3   Types of Counselling Techniques
4.4   Summary
4.5   References and Further Readings/Web Resources
4.6   Possible Answers to Self-Assessment Exercise(s) within the Content

4.1 Introduction

Different approaches are used by different experts to assist clients in solving their problems. Likewise, different counselling techniques derived from different approaches provide the platform for counselling relationships. Hence, there are several types of counselling techniques based on quite a number of counselling theories out of which a handful will be discussed in this unit.

4.2 Intended Learning outcomes

By the end of this unit, you will be able to:

- identify some types of counselling techniques
- discuss in details, the meaning and applicability of each technique of counseling
- distinguish between any two types of counselling techniques.

4.3. Types of Counselling Techniques

As earlier stated, there are several types of counselling techniques based on several types of theories of counselling that counsellors can use to assist their clients in solving their problems. Some of these techniques which will be discussed in this unit are confrontation, systematic desensitisation, assertive training, aversive conditioning, and reinforcement techniques of counselling. Each of them is discussed based on background and application.

Confrontation Technique

Confrontation is a counselling technique that examines certain aspects of our interpersonal style which provoke constructive challenge for others to examine themselves with greater depth in order to make desirable changes in their lives (Egan, 1977). For Ivey and Ivey (2003), confrontation of discrepancies acts as a lever for the activation of human potential, increase in their ability to identify incongruent discrepancies or mixed messages in behaviour, thought, feelings or meanings. It leads to increased client participation in talks with a view to engaging in explanation of facts that can lead to resolution of conflict. Clients can examine core issues that can enable them realise their full potentials as persons or individuals. Confrontation is not a direct harsh challenge but listening to the client carefully and respectfully seeking to help them examine themselves or situations more fully (Ivey & Ivey, 2003). In using confrontation technique, the counsellor can unveil the behaviour and attitude of counsellee which he may not be aware of or which he intends to deny, distort or rationalise in order to protect his ego (Onah, 2002). Questioning and summarisation can be used to confront clients during counselling sessions. Hence, the counsellor should be skilled in restating, clarification, interpretation, questioning/interview, listening, explanation, assertion and feedback. Egan (1977) is of the opinion that in applying confrontation as a counselling technique, counsellors should confront in a spirit of accurate understanding; should be tentative as opposed to dogmatic, though, not apologetic; be concrete in describing specific behaviour; and should confront only when they earn the right to do so. This is a good technique in treating delinquency; encouraging honesty among dishonest clients; bringing about awareness of self-contradictions especially among those who are self-righteous but engrossed in irrational thoughts and feelings. This is in line with the Rational Emotive Therapy of Albert Ellis which opines that maladjustment is a product irrational thoughts and behaviours.

Systematic Desensitization

This is a behavioural technique of counselling aimed at resolving issues emanating from clients' contact with environmental or societal influence like peer influence, anxiety or phobia. According to Onah(2002), this technique is used to assist individuals who have debilitating anxiety or phobia over some events and situations to overcome such problems in the presence of the stimuli that provoke them. Akinade, Sokan and Osarenren (2005) maintain that desensitisation is used to treat unadaptive avoidance behaviour from behavioural point of view where anxiety reactions or other behavioural inhibitions result from formerly inappropriate stimuli that have acquired the capacity to elicit high intensity emotional reactions. Systematic desensitisation involves instructional plan with intentional and

purposeful sequence from simple to complex in order to gradually effect behaviour change or mood. It is applicable in handling learning difficulty like test anxiety where learning begins with simple concept rather than with more difficult concepts.

In the application of systematic desensitisation in assisting clients how to solve their problems, counsellors begin their treatment by relaxing them or teaching them to relax themselves. Thereafter, the counsellor and his client categorise the stimuli or anxiety provoking situations responsible for the client's problem in hierarchical order of difficulty. According to Onah (2005), the real process of systematic desensitisation begins after categorisation of stimuli by asking the client to develop a mental picture of the anxiety provoking scene while in a relaxed mood from one stage to another higher level. As the client pictures the stimulus at each stage in a relaxed form, he is gradually overcoming the situations and as it progresses, he will be free from his problem. The success story of systematic desensitisation as a counselling technique depends largely on the ability of a client to visualise a scene vividly. A counselling using this technique is expected to apply relaxation, interpretation and explanation skills to work on the mindsets of clients. He should also be engrossed in systematic planning of events, time management and patience.

Assertive Training
This technique is the acquisition of the skill of assertive discipline which refers to a clear, firm, friendly response to clients' behaviour disorder. Onah (2002) asserts that assertive training technique is an exercise that enables clients to achieve assertive behavior through the process of identification of problem areas, formulation of assertive statements in line with the identified problems, statement rehearsal by clients and prompt reinforcement of clients' efforts. This technique is appropriate for the treatment of shyness, inability to demand for one's rights and privileges, inability to express one's emotions, and inability to express one's opinion (Onah, 2002). Depending on the nature of the problem, statements formulated for the clients to rehearse should be in line with the tone and emotional expression of the cause of the identified problem. For instance, demand for one's right should be expressed in firm and authoritative statements. Training in such capacity will enable clients achieve assertive behaviour which to a large extent, is what an individual needs in order to boost positive interpersonal relationships with people of all category especially among his peers. A person with appropriate assertive behaviour can easily mix with people. This could be achieved through counselling skills like patience, explanation, love, empathy, attention and assignment. Assertive training is thus an appropriate technique to enhance self-awareness, self-concept and interpersonal relationships. It involves

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cognitive process of teaching clients how to be themselves at any situation without necessarily relying on somebody to solve problems they can solve on their own or wasting away resources in ignorance or out of weakness.

Aversiveness Conditioning

Habitual life is part and parcel of human beings. Some individuals are engrossed in one form of habit or the order which for some time has affected their inner wellbeing. Such behaviour can be handled using aversive conditioning. This counselling technique is based on the principle that an individual sensitised to the dangers of an undesirable habit will develop aversion to it and will subsequently reduce or stop the behaviour (Onah, 2002). As a technique that eliminates or reduces the frequency of habits that are pleasurable but undesirable, it is focused on behavior change through the introduction of aversive stimulus. Shukla (2005) defines aversive stimulus as a condition that a person tries to avoid or escape. Thus, aversive conditioning is the process of learning desirable behaviour through the association of aversive stimulus with an undesirable behaviour. It is one of the techniques of behavioural counselling theory which targets to unlearn learned behaviours in the environment.

Like in systematic desensitisation, clients are required in aversive conditioning to imagine scenes vividly in their mind, the consequences of involving themselves in the undesirable behaviour vis-à-vis the conditioned stimulus that the counsellor has introduced. Onah (2002) posits that in aversive conditioning, clients are first made to relax and imagine (with their eyes closed) their involvement in undesirable behaviours, followed by the introduction of aversive stimulus to counter their imaginations. He cited the case of a client with sexual promiscuity who was introduced into the risk of contracting a deadly sexually transmitted disease during his period of relaxation. Another example is the case of rape where a culprit is brought to the counsellor for counselling. The law of the land stipulates life jail for a rapist. The counsellor will first of all relax the client by telling him to close his eyes and imagine vividly in his mind how his involvement in rape with a girl occurred and the consequences therein. Thereafter, the counsellor tells him that as one engages in illicit sex with another person even without raping her can lead to contraction of diseases and jail sentence as an additional punishment for raping. With these aversive stimuli, the client is likely to atone for his sins and make a u-turn from that type of undesirable behaviour. A counsellor using this technique will apply counselling skills like interpretation, clarification, patience, active listening and empathy among others.

Reinforcement Technique

Shukla (2005) defines reinforcement as an act of providing rewards so as to obtain a desired behaviour. This is another behavioural technique of counselling designed to teach clients that their unique interaction between them and the environment is responsible for their maladaptive living. It is something or a stimulus that strengthens or increases the probability of a specific response. Onah (2002) sees reinforcement as an operant conditioning technique which is used to increase the rate of occurrence of adesirable behaviour. For instance, telling your partner how good he/she looks when dressed up to go out increases the probability that the same response of dressing well will be repeated. Also, telling your son "kudos" or "well done, my boy" when he presents a good result will ginger him to do better in the next examination. This could also be achieved through the presentation of physical items to reward a desired behaviour or response. For example, increasing your daughter's pocket money when she comes top in her terminal examination is reinforcing because she likes to get extra money which will make her to strive to do better in other examinations.

Basically, there are four types of reinforcement. They are:

    i.   Positive reinforcement: This entails adding something in order to increase a response like in the two examples cited above. Adding praise will also increase the chances of your son to do better in his studies. Hence, praise and rewards are all positive reinforcements.

   ii.   Negative reinforcement: This involves withdrawal of a negative stimulus in order to increase a response. For example, seizing a football from your son who likes to play his ball instead of reading his books in order to his assignment and giving him the ball each time he does his assignment. Another example is seizing a cellular phone from your daughter who does not like washing dishes but gets it each time she does that. The elimination of these stimuli is reinforcing and will likely increase the chances that the boy will always read his books and do his assignment in order to have access to his ball while the girl too will always wash dishes in order to have access to her cellular phone.

  iii.   Punishment: This is the addition of aversive stimulus to something in order to decrease a behaviour. For example, flogging a child each time he/she fails to do his/her assignment. To avoid being flogged, he/she will always endeaavour to do his/her assignment since flogging is not palatable to him/her.

  iv.   Extinction: Extinction is the withdrawal of a stimulus to decrease a response. That is, removal of something in order to decrease a behaviour. For instance, hiding away your cigarette from your room to reduce the rate at which your son smokes are extinction.

It is important to remark that positive reinforcement is the most effective of the four types of reinforcement in changing behaviour. This is because adding a positive stimulus/reinforcer to increase a response allows both parties to focus on the positive aspect of the desired behaviour. Punishment works if only it is applied immediately the negative behaviour is observed. It results to extinction if not applied consistently. Also, punishment on the positive side can produce submissiveness and obedience but on the negative side, it will lead to anger, resentment, confusion, rebellion, revenge or withdrawal in children depending on how and when it is applied. It is equally advisable to understand the schedule of reinforcement in order to achieve desired results. Counsellors need to handle or recommend reinforcement with a lot of caution. Counselling skills to be applied when using reinforcement technique include clarification, interpretation, reflection, empathy and logical consequence.

Self-Assessment Exercises

1.	Match assertive training and aversive conditioning techniques of counselling against behavioural and cognitive counselling approaches.
2.	what the counselling skills to be applied when using aversive conditioning ?

4.4 Summary

There are various types of counselling techniques which include confrontation, systematic desensitisation, assertive training, aversive conditioning and reinforcement among others. Each technique as discussed has different counselling skills that are required to ensure that the goals and objectives of counselling relationships are achieved. It is important to remark that no single technique or skill of counselling i.e. perfectly better than the rest. Both the application and efficacy of any one or a combination of them depend largely on the nature of counselling problem, counselling goals and objectives and the competency of the counsellor.

4.5 References/Further Readings/Web Sources

Egan, G. (1977). *You and Me: The skills of communicating and relating to others*. Pacific Groove, CA: Books/Cole Publishing Co.

Ivey, A. E. & Ivey, M. B. (2003). Intentional Interviewing and counselling. Pacific Groove, USA: Thomson Books/ Cole.

Onah, P. C. (2002). The school guidance programme: Theory and practice. Nsukka: Chuka Educational Publishers.

Shukla, R. (2005). *Dictionary of Education*. New Delhi: A. P. H. Publishing Corporation.

4.6   Possible Answers to Self-Assessment Exercise(s) within the Contents

> **Self-Assessment Exercise**
>
> **Answer**
>
> 1.   Assertiveness training technique -Cognitive counselling approach. Aversive conditioning technique - Behavioural counselling approach
> 2.   The skills to be used include interpretation, clarification, patience, active listening and empathy among others.

UNIT 5   TYPES OF COUNSELLING TECHNIQUES II

Unit Structure

5.1   Introduction
5.2   Intended Learning Outcomes
5.3   Types of counselling techniques
5.4   Summary
5.5   References/Further Readings/Web Resources
5.6   Possible Answers to Self -Assessment Exercise(s) within the Content

5.1 Introduction

In the preceding unit, you were opportune to acquire the knowledge and skills for using some counselling techniques in counselling relationships. Such techniques already learnt include confrontation, systematic desensitisation, assertive training, aversive conditioning and reinforcement. It is however necessary here to further let you understand that there are still some other counselling techniques that can be used to effect counselling relationships effectively. Some of these techniques are therefore presented in this unit in addition to the ones already given to you in Unit 4 of this module.

2.0 Learning outcomes

By the end of this unit, you will be able to:

- identify more techniques of counselling such as behavior contract, modeling and role play, cognitive restructuring and self-control
- describe each technique of counselling
- distinguish between any two of the counselling techniques.

5.3 Types of Counselling Techniques

In continuation of our discussion on types of counselling techniques, behaviour contract, modelling and role play, cognitive restructuring and self-control techniques are discussed as follows:

Behaviour Contract:
Behaviour contract is a technique that involves a pre-arranged contractual and deliberate use of reinforcement to elicit a desirable behaviour (Onah, 2002). It is a counselling technique of Krumboltz and Thoreson's behavioural counselling theory. It involves an arrangement

between two or more persons specifying what each person will do for a stated period of time. Hence, behaviour contract is a plausible counselling technique in which a counsellor and his client can go into in order to elicit right or desirable behaviour from the client. For instance, a student whose grade in Geography is always below average but likes the subject and playing football to the extent that he is a member of the school team can go into behaviour contract with the school counsellor. The terms of agreement may read that each time the student scores above average in geography quiz, he will be allowed to play with his team mates but benched each time he scores below average. In this agreement, the reinforcement is the student's wish to play football which was contracted out in order to raise and sustain a better grade in geography. In the same vein, a behaviour contract may be signed between a child and his parents, students and their teachers or between two siblings or among peers where each person is expected to play a definite role based on the terms of the contract. The counsellor using this technique is liable to utilising explanation, trust, reliability, patience, engagement, encouragement and mutual respect skills to handle his clients' problems in order to achieve desirable behaviour from them.

Modelling Technique and Role Play:
Modelling technique of counselling is a process whereby a counsellor assists his clients to modify their behaviours and acquire new skills in interpersonal relationships. According to Shukla (2005), modelling is a demonstration of how to do a task so that the learner can copy the model. Anagbogu (1988) opines that modelling is a type of learning that is acquired by imitating another person's behavior. According to her, it is used to acquire new behaviours to increase or decrease well established behavior already learned but seldom demonstrated. Onah (2002) sees modelling as an observational learning mode where human behavior can be learned by observing how a model exhibits certain behaviour and reproducing same. Modelling is therefore another social learning technique of counselling that involves rearranging environmental conditions based on observable conditioning skills. In specific terms, the counsellor can provide real life or symbolic models to demonstrate in sequential steps, the specific behaviours to be learned (Anagbogu, 1988). Whatever the counsellor brings as model should be meaningful to the clients and above all, prestigious, attractive, rewarding, powerful and worthy of imitation.

Modelling can also be used through the learning process where the clients take on the role of other individuals in order to develop particular behaviours and to meet some specific learning objectives. This is a role-play strategy to enable clients gain insight into their own behaviour, that of the persons involved, learn how to behave differently, and to practice the new behaviour displayed by the models in order to internalise it. According to Onah (2002), to achieve this roleplay skill so as to demonstrate modelling technique of counselling, roles are assigned to significant others while the counsellee assumes his usual behaviour in relating with the significant person in his life. Thereafter, roles are acted, roles are reversed and new behavior is thus decided and acquired in which the counsellor models the new behaviour for the

client to observe and reproduce. The counsellor using modelling technique of counselling to change undesirable behaviour to a desirable behaviour needs to be truthful, wiling to assist, calm, evaluative, tolerant, and dependable. The counsellor can as well use reinforcement to enable clients acquire new behaviour from their models.

Cognitive Restructuring Technique:
Cognitive behaviour is the ability to display a mental process of understanding in a pattern that elicits sound reasoning (Ukwueze, 2010). Cognitive technique of counselling is a problem-focused psychotherapy that improves psychosocial functioning of people. It is a self-directing approach that enables individuals to critically examine their behaviours in line with approved behaviours in their society. Behaviours are acquired, internalised and sustained by individuals mainly through social interaction in their society. Hence, internalised behavior can be unlearned through cognitive restructuring technique of counselling. Nduka-Ozo (2005) sees cognitive restructuring as a rational emotive therapeutic approach that restructures irrational behaviours through didactic approach. This involves the application of real teaching via philosophical discussions and advice-giving processes to replace old ideas with new modes of logical thinking in order to function well and fit into the main stream of life. Counsellors using cognitive restructuring technique of counselling should emphasise and encourage clients to imbibe the culture of self-control, self-analysis, self-instruction, self-monitoring and self-reinforcement. This technique also encompasses confrontation ability or skill inform of shock treatment to elicit positive changes from clients. In addition, cognitive restructuring is a veritable tool that controls the excesses of an individual's behavior by teaching him/her to modify undesirable behaviours. Thus, cognitive restructuring involves encoding and decoding of rational and irrational thoughts respectively through the skills of firmness, attention, caring, analysis, explanation and assertion. For illustration, a client who feels that he should commit suicide because no girl among his mates has agreed to be his girlfriend needs cognitive restructuring. He should be made to understand that it is illogical to think that everybody must be loved by everybody. That his illogical thoughts and feelings need to be restructured to enable him realise that perhaps he had not talked to the right person that loves him either among his mates or outside the school environment. He needs teaching and explanations to change his mind and come to terms with his world.

Self-assessment exercise 1

1.	Counsellors using cognitive restructuring technique of counselling should emphasise and encourage clients to imbibe the culture of self-control, self-analysis, self-instruction, self-monitoring and_____.

Self-Control Technique:
Gnagey (1975) sees self-control as a situation where a student exerts selfcontrol when he obeys the classroom rules in the absence of anyone to reward or punish him. Onah (2002) sees self-control as a method of assisting individuals to assume control of their behaviour instead of being controlled from outside. He maintains that self-control techniques are classified as cognitive methods since clients learn the methods and processes involved in perceiving some aspects of their behaviour as undesirable and wish to modify them. Hence, self-control technique of counselling is an individual effort taught to clients on how to manage and direct their thoughts and actions towards desirable behaviours in the absence of an external person that can influence them to do so. Self-control technique is an effective technique of counselling which enables clients to do whatever they want to do with caution.

According to Mahoney and Thoresen (1972), self-control is a technology that can be learned through careful description of some behavior that one wishes to increase or decrease; identification of the stimuli that precede it and the consequences that follow it; and changing of some of the antecedent stimuli and /or consequences.

How can counsellors and teachers impart self-control on students? Mahoney and Thoresen (1972) are of the opinion that counselors and teachers can effectively impart self-control on students through self-observation, environmental planning and behavioural programming. In the self-observation, desirable behaviours can often be increased merely by counting and recording them while in environmental planning, it involves making changes in one's own surroundings by altering the stimuli which seem to trigger a behavior and the rewards or punishments which follow it. Environmental programming entails self-reward and self-punishment. For instance, some students on checking their semester results and found that they did well in the semester examinations often reward themselves by going to a restaurant to demand for and eat or drink their favourites.

Counsellors can therefore engage their clients in the process of using behaviour modification principles to inculcate self-control in order to change their undesirable actions. According to Gnagey (1972), the following steps may be taken to achieve self-control in their clients:
1. describe the misbehavior clearly so that the student knows exactly what he has been doing;
2. ask the student to count the times he breaks the rule and note what happens just before and right after he misbehaves;
3. help the student change the stimuli which come just before the misbehavior or punish him/her immediately after he misbehaves;

4. ask the student to count and record the times he/she does the preferred action and reward him/her immediately afterward; and
5. by explaining the principles and using many illustrations, help students learn this general sequence for other situations calling for self-control.

Self-Assessment Exercise 2

Behaviour change that involves imitation of desirable behaviour is said to be an aspect of social learning. This is also called_____ technique of counselling.

5.4 Summary

There are various types of counselling techniques as discussed in this unit
which include behaviour contract, modelling and role play, cognitive restructuring and self-control techniques among others. Each technique as discussed has different counselling skills that are required to ensure that the goals and objectives of counselling relationships are achieved. It is important to remark that no single technique or skill of counselling i.e perfectly better than the rest. Both the application and efficacy of any one or a combination of them depend largely on the nature of counselling problem, counselling goals and objectives and the competency of the counsellor. The last batch of types of counselling techniques will be discussed in the first unit of the last module (Unit 1 of Module 3).

5.5 References/Further Readings/Web Sources

Anagbogu, M. A. (1988). *Foundations of Guidance and Counselling for Colleges and Universities*. Awka: Academic Publishing Company.

Gnagey, W. J. (1975). *Maintaining discipline in classroom instruction*. New York: Macmillan Publishing Co., Inc.

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Onah, P. C. (2002). The School Guidance Programme: Theory and Practice. Nsukka: Chuka Educational Publishers.

Ukwueze, A. C. (2010). *Effects of cognitive and modelling techniques of counselling on students' study behaviours and academic*

achievement. Unpublished Ph.D Thesis submitted to Ebonyi State University, Abakaliki.

5.6   Possible Answers to Self-Assessment Exercise(s) within the Contents

Self-Assessment Exercise

Answer

1.   Self-reinforcement
2.   Modelling.

MODULE 3

UNIT 1   TYPES OF COUNSELLING TECHNIQUES III:

Unit structure

1.1 Introduction

As a counselor, you have been trained to use a variety of methods to evaluate and provide assistance to students. There are varieties of techniques and methods that can be used to provide assistance to students and clients. These techniques include: -Value classification technique, Case studies technique, Simulation, Behaviour modification. The techniques are discussed in this unit. You are therefore encouraged to put more efforts and master these techniques.

1.2   Learning outcomes

By the end of this unit, you will be able to:

- value clarification technique
- case studies technique
- simulation
- behaviour modification.

1.3 Values clarification technique

Values clarification technique in counselling centers on the counsellor assisting the client to understand their values. Counselling process under this technique sees client's values as ideas about what the client considered to be most important in life, how the client want to live by and live for! They are considered as the silent forces that determines client's action, beliefs and to a large extent determine the client accepting or rejecting counsellor's provided assistance.

In tracing the development of values, Social psychologists discovers that clients values rapidly progress from random selections to belief construction that learning to ''know'' and to ''value as they organise inputs from the raw data of experience data which include, in addition to momentary feeling states, the ideals, norms, and established knowledge of the surrounding culture. In counselling process, values are seen as learned criteria that predispose clients to act as they do. They emerge from the inextricably intertwined affective and cognitive belief systems. Attitudes appears at the surface, or more specific, manifestations of these underlying values.

Values clarification technique assists the client to have a degree of change in their surroundings, and their value systems must reflect that change to desired direction so as to release tensions arising from failure to adjust to environmental challenges and alterations in knowledge. When a disruption in circumstances and beliefs has rendered an individual's values obsolete, extreme tensions may develop due to value conflict and resulting behavioural inconsistencies. In such instances client may seek counselling assistance and the counsellor, using value clarification technique allows the client to have a re-appraisal of his entire value system and set of role expectations.

1.4   Case studies technique

Case studies are in–depth investigations of a single client, group, client involved events. In case studies the counsellor collects data from a variety of sources and by using several different methods such as observations and interviews. For example, Sigmund Freud conducted very detailed investigations into the private lives of his patients in an attempt to both understand and help them overcome their illnesses. Freud's most famous case studies include, Little Hans (1909a) and The Rat Man (1909b).

Recent case histories are one of the main techniques of investigation in abnormal psychology and psychiatry. For students in abnormal psychology and psychiatry discipline can give a vivid insight into what those who suffer from mental illness often have to endure. In counselling psychology, case studies often confined to the study of a particular individual. The information is mainly biographical and relates to events in the individual's past (i.e. retrospective), as well as to significant events which are currently occurring in his or her everyday life.

What does case studies require or entail? Case studies require a detailed and comprehensive profile of the person, counselling psychologist may use various types of assessment data, such as medical records, employer's reports, school reports or psychological test results. The interview is also an extremely effective procedure for obtaining information about an individual, and it may be used to collect comments from the person's friends, parents, employer, workmates and others who have a good knowledge of the person, as well as to obtain facts from the person him or herself. Case studies are widely used in psychology, psychotherapy and counselling. Although, current practice of counselling requires a lot of ethical considerations befor*e* the use of case studies.

1.4.1 Merits of case studies

Case studies as a technique of counselling have several benefits:
- It provides detailed valid information about a person, group or events.
- It provides insight for unrevealed information and further investigation.
- Case studies provide opportunity for counsellors to investigate cases, which could not possibly be engineered in research laboratories.
- Case studies assist counsellors to generate new ideas that might be tested by other methods.

1.4.2 Demerits of Case studies

Case studies have some defaults. Some of the demerits are as given are as discussed below.

1.   Information provided by case studies cannot be generalise on wider population.
2.   Counsellors own subjective feeling may influence the case study.
3.   Results of case studies are difficult to replicate.
4.   Activities involved in case studies are time consuming

1.5   Simulation

Simulation in counselling process occurs when an individual's behaviour changes under certain situations or as a result of different events or stimuli. Simulation is the imitation of some real thing, state of affairs, or process. The act of simulating something generally entails representing certain key. For example, the change behaviour may be said to be under the control of such stimuli.

Stimulus control is a process whereby behaviours increases as a function of antecedent events. It occurs in many of our social life.

According to Akinboye (1992) cited in Akinade (2012) states that there are four classes of antecedent's facilitative stimuli. These are: Discriminative stimuli, facilitative stimuli, signals stimuli and cues such as verbal instructions which when complied with the past earned the client reinforcement and motivational operations which help enhance the effect of the reinforcement. There is relationship between stimulation and modelling.

1.6   Behaviour Modification

Human behaviour is described as anything an individual does or any activity that can be observed, recorded and measured. It includes all human characteristics features. In behaviour modification, any human behaviour that varies from the expected practices andthat are scientifically proved to be problem to the individual manifesting the behaviour, implies the need for modification. For example, individual with weak behaviour needs to be increased with appropriate behaviour modification strategies, similarly, deficit behaviour such as toddler needs to be given adequate toilet training because possibly the individual lack the behaviour likewise, individual with excess behaviour also needs behaviour modification and so on. Behaviour Modification is the

changing of weak, deficit or excess behaviour using learning theories especially operant and classical conditioning of clients (Akinade, 2012).

What does Counseling generally entail?
Counseling generally entails speaking with students, children, adults or the subject who has behavioral issues to determine why they are acting as they do. In carrying out this, recommendations must take into account negative reinforcement—where the behavior the counselor is trying to change is actually rewarded. A student who wants attention and acceptance from peers may act out in class. If the counselor brings the student in front of the class and lectures about how wrong the behavior was, he is reinforcing what was done and will very likely have increased acting out from this and other students. Unfortunately, one of the only ways to avoid negative reinforcement is through an accurate analysis of the underlying reasons the person is acting out.

1.6.1 Four Steps of Behaviour Modification

Effective behavior modification counseling entails four steps: Defining, Designing, Reinforcing and Applying. First, the behavior must be defined. If a student is getting out of her seat to get supplies to share, it must be clarified that the getting out of the seat without permission is the problem, not that the student wants to share or is doing a favor for others.

Design
An appropriate method must be designed to reward good behavior and punish or repress bad behavior. Students of different ages, cultures and backgrounds will respond differently to various techniques. Sometimes group punishment is effective, other times it only makes the majority of well-behaved students frustrated.

Reinforce
A reinforcer must be identified. Subjects may respond well to treats, praise, or a point system where good behavior is rewarded and negative behavior has points taken away. Points must be given real value by allowing some sort of exchange or reward for a certain number of points. Some counselors do report success with younger students by just using points without rewards, based simply on the human need to do well. This reinforcer must be applied consistently and clearly to shape behavior. If punishments are not handed out equally and in a timely manner, subjects may see prejudice and unfairness, resulting in anger, frustration and reduced trust in the counselor.

Prevention
One of the most effective counseling techniques in behavior modification is prevention. This is where counselors, teachers, parents

and all interested parties share information in an open and honest way, looking to design and apply programs that will stop negative behavior from beginning. Details such as classroom seating plans, clear rules, modeling of pro-social behavior, interpersonal skills training and anger management skills teaching go a long way in preventing issues from arising. In environments with older subjects, an identified grievance procedure allows an outlet rather than acting out.

Self-assessment exercises

1. Define behavoiur modification according to Akinade, (2012).
2. Mention the 4 classes of antecedents stimuli that help in simulation.

1.6.2 Methods of strengthening appropriate behaviour

They are: Vicarious conditioning, Modelling, Counter conditioning, Sensitisation, Covert sensitisation, Operant conditioning, Prompting, Shaping, Fading, Chaining, Negative reinforcement.

1.7 Summary

Counsellors select and apply different counselling techniques based on the nature of client's problems. Before a technique can be effectively used the counsellor must clarify the objective to be achieved based on the nature of client problem.

This unit further discussed values clarification, case studies, simulation and behaviour modification counselling techniques. Steps involved in their uses were also explained. Merits and Demerits were also outlined.

1.8 References / Further Reading /Web Sources

Aakinade, E. A. (2012). *Modern behaviour modification*. Ibadan: Brightways Publishers

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Corey, R. (1998). Case method teaching.Boston: Harvard Business School 9-581-058

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1.9 Possible Answers to Self-Assessment Exercise(s) within the Contents

Self-Assessment Exercise

Answer

1. Behaviour Modification is the changing of weak, deficit or excess behaviour using learning theories especially operant and classical conditioning of clients (Akinade, 2012).
2. The four classes of antecedents stimuli are: Discriminative stimuli, facilitative stimuli, signals stimuli and cues.

UNIT 2   APPLICATION   OF   THE   COUNSELLING TECHNIQUES

Unit structure

2.1   Introduction
2.2   Intended Learning Outcomes
2.3   Application of counselling techniques
2.4   Summary
2.5   References / Further reading / Web Resources

2.1 Introduction

Application of counselling techniques, methods or strategies are many, some of these techniques have been outlined and discussed in the previous units but the steps in applying these techniques have general directions. The basic directions or steps are listed and discussed in this unit.

2.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

•   list and explain the steps involved in the application of counselling techniques
•   demonstrate the processes involved in applying counselling techniques during counselling sessions.

2.3 Application of counselling techniques.

The application of counselling techniques, methods or strategies requires on - the –job continuous practice and higher qualifications so as to become an accomplished counsellor. However, to become a more effective helper you need to learn how to apply the basic techniques of counselling. These are as follows:

Getting the Environment Right
Create a space to talk, which is private and quiet and where you know you will be free from interruptions (always seek the advice of a colleague about the safety and appropriateness of this action). Where possible, make sure the seating is comfortable and make sure that there is appropriate heating and ventilation. Get the message across that you have time to attend to the issue that you want to address. Get the

message across that the conversation is private and that you will not be passing on what the client says to any third party. You have to also make it clear that if the client gives you information that suggests that they or others are in danger (for example a <u>disclosure</u> of abuse or threat of <u>self-harm</u>) you cannot keep this confidential. Make sure that you are fully aware of your professional code of ethics.

Getting the Listening right

One way of encouraging a client to talk is to make sure that they know you are listening. You can do this by just being attentive and by showing with your body language that you are listening. Sometimes this will be by facing the client and making good eye contact. Sometimes sitting side by side (for example during a journey) will be less threatening. Try not to interrupt when the client is talking. By occasionally nodding or quietly saying "yes" or "aha" the client should be encouraged to open up. Reporting back to the client a short summary of what he / she had just said and asking him / her if you have got it right is another way of doing this. Make sure you look and sound calm, unhurried and caring.

Asking the Right Questions

Try to ask more open questions than closed questions. An open question is one which cannot be answered with yes or no and which encourages a more detailed answer, for example:

- "What are your feelings about this?"
- "What are the advantages of doing things the way you have suggested?"
- "What are the disadvantages?" Avoid closed questions such as:
- "Are you sad''?
- "Are you looking forward to the school holidays?"

Another disadvantage of closed questioning is that the desired answer might be implied within the question and you might inadvertently steer the client to give an answer that she / he would not otherwise have given. An example of this would be:

"Are you going to stop speaking to that person who has been upsetting you?

The implied expected answer here is quite clearly "*yes*".

Being affirming

To encourage the flow of conversation, it is important that you show respect by taking an accepting attitude. The message you are trying to get across is "I have respect for your opinions and your view of the world at this present time".

Is showing respect to the client mean that the counsellor agrees to all that the client is saying?
This is not the same as saying that you agree with the child's opinions or actions and it is okay for you to make it clear that your opinions and moral view are different, as long as this is done in a respectful way.

Limiting the advice
Try to limit the direct advice that you give during your conversation. This is more important for older than for younger children who clearly need more guidance. This is especially the case at the beginning of a piece of problem-solving conversation. For example, it is usually better to start with "What do you think is the best thing for you to do next?" than to say, "What you should do next is..."

How to make it work
Ensure that you do not turn your conversation into an interrogation. However good you are at counselling some children/young people will not be ready to talk to you or want to talk to you. This does not mean that you have failed. It might be that they will talk later or that they will talk to a colleague of yours who they know better or a colleague of the opposite sex.

• Make sure that you recognise when you are getting out of your depth. If your conversation with a client uncovers clear evidence of abuse or serious mental distress/ill health, seek immediate advice from your local mental health specialist team.
• After your conversation with a child/young client make sure that you take time out to reflect with a colleague or supervisor about the interaction that you have had.

Self-assessment exercises

In counselling, what type of questions are you expected to ask?
A. structured questions B. unstructured questions C. open-ended questions D. closed-ended questions

2.4 Summary

The unit outlined and discussed the steps involved in the application of counselling techniques towards developing the skills in the training counsellors.

Successful applications of counselling techniques depend on continuous practices, readings and engagements in professional discussions with

experts and professional bodies in counselling such as association of counselling and psychotherapy.

2.5 References /Further Reading/Web Sources

http: www.handsonscottland.co.uk /topics / techniques / about / self . htm

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2.6 Possible Answers to Self-Assessment Exercise(s) within the Contents

Self-Assessment Exercise

Answer

The answer is C.

UNIT 3   ETHICS OF COUNSELLING TECHNIQUES

Unit structure

3.1   Introduction
3.2   Intended Learning outcomes
3.3   Ethics of counselling techniques
3.4   Summary
3.5   References/further reading/web Resources
3.6   Possible answers to SAEs

3.1 Introduction

It is an established fact that counsellors through their techniques, methods or strategies have the potential to influence clients'profoundly; therefore, counsellors must be mindful of e6thical considerations toward the uses of these techniques. Ethical obligations to which counsellors must commit themselves were discussed in this unit.

3.2 Intended Learning outcomes

By the end of this unit, you will be able to:

•   discuss the five (5) ethics of counselling techniques.

3.3 Ethics of Counselling Techniques

Counsellors are expected to behave ethically toward the clients in both actions and in the use of various counselling techniques. They are to be conscious of the special skills required and aware of their professional limitations. In order to maintain the highest standards of professional competence, counsellors are required to adhere to the following ethics:

1.   Counsellors are committed to protect the public against unethical, incompetent and dishonorable practices, such as use of techniques and will be prepared to challenge these practices. Counsellors are encouraged to affiliate with relevant professional groups, clinics and agencies operating in the field of helping professions.

2.   A counsellor will actively seek regular suitable supervision for his or her counselling techniques and will use such supervision to develop his or her counselling skills or techniques.

3. Every counsellor has an obligation to continue self-education and professional growth in all possible ways including active participation in the meeting and activities of the Counselling Association of Nigeria and other recorgnised bodies toward enhancing effective use of counselling techniques.

4. Counselling techniques should be undertaken and use only with professional intent and not casually and/or in extra-professional relationships.

5. It is unethical to use undue persuasion or to attempt to enforce the acceptance of any counselling techniques, service or procedure by any individual.

6. A counsellor shall not misuse any technique or relationship for personal gratification.

7. Where a person has been assured, or can reasonably expect, that information given by him or her will be treated confidentially, no counsellor may divulge such information without written permission granted by the client(s) involved. Confidentiality may be waived only to prevent immediate physical danger to a person or persons, or to divulge information, which if withheld may put the counsellor at risk when, during or after the use of a technique (s).

8. While using counselling techniques, the counsellor is cautious in prognosis and realistic in the counselling contract he or she makes with the client.

9. The essential obligation of counsellors is to respect the integrity and protect the welfare of persons with whom they are working.

10. A counsellor will not attempt to use counselling technique to diagnose, prescribe for, treat or advise on problems outside the recognised boundaries of that counsellor's competence.

11. A counsellor will not accept or offer payments for referrals, apart from the ordinary counselling fee charged to clients for interview. This may not be common in Nigeria but in places like Europe and America, the practice is common.

12. A counsellor will not use his or her counselling techniques to promote personal, religious, political or business loyalties or interests.

13. A counsellor offers professional service with the use of counselling techniques to anyone regardless of race, religion, sex, political affiliations, social or economic status or choice of life style. When a counsellor cannot offer service for any reason, he or she will endeavour to make a suitable referral.

Self-Assessment exercises

Under what conditions can the principle of confidentiality be waived in counselling?

3.4 Summary

The unit discussed the ethics involved in the application of counselling techniques towards developing the skills in the training counsellors. Successful applications of counselling techniques depend on the awareness of the ethical consideration and how these ethics guides the conducts of counsellors in the process of rendering counselling services.

3.5 References / Further Reading/Web Resources

David, S. Ethical principles of the E Australia Association. of Marriage& Family Counsellors. Retrieved on 25/11/2013 from www.darvsmith.com

Wolfgang, C. H. (2001). *Solving discipline and classroom management problems: Methods and models   for today's teachers,* U. S. A: John Willey and Sons.

Kendra,   C.   Understanding   body   language.   Retrieved   on 25/11/2013 from www:/ http/psychology About.com/bio

**3.6   Possible Answers to Self-Assessment Exercise(s)
within the Contents**

Self-Assessment Exercise
Answer
i   When the clients give a written permission to the counsellor to divulge information.
ii   Confidentiality may also be waived only to prevent immediate physical danger to a person or persons, or to divulge information, which if withheld may put the counsellor at risk when, during or after the use of a technique (s).

UNIT 4 THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY AS A COUNSELLING TECHNIQUE

Unit Structure

4.1 Introduction
4.2 Intended Learning Outcomes
4.3 The Use of Information and Communication Technology as Counselling Techniques
4.4 Summary
4.5 References / further reading/Web Resources
4.6 Possible Answers to Self-Assessment Exercise(s) within the Content

4.1 Introduction

The use of Information and Communication technology (ICT) in counselling and as a technique of counselling is fast growing in both developed and developing countries (Guanipa, 2001). Nigeria as a developing nation cannot afford to be left out in this regard. ICT can be effectively used to provide counselling services to different categories of clients. This unit outlined forms of ICT counselling techniques, strengths and limitations of the technique.

4.2 Intended Learning outcomes

By the end of the unit, you will be able to:

- list ICT techniques that are used in counselling
- mention three strengths of using ICT as a counselling technique
- mention three limitations of using ICT as counselling techniques.

4.3 List of ICT techniques that are used in counselling

Studies by Becker (2000); Cox (1997); Guanipa (2001) and Otang, Chongwain and Mbangwana (2007) give an outline of history of ICT use in counselling. According to Guanipa (2001), suicide tendencies that were much prevalent among Australian young children aged 4 – 17 years were prevented and reduced to 88% with the use of ICT counseling-related techniques. It was also discovered that ICT counseling-related techniques were used to reach out and help people

where the traditional face – to – face counselling techniques cannot be employed. Some ICT techniques are:

- Use of Telephones as online counselling devices: These sometimes involve counsellors or clients using phone contact to provide or seek counselling assistance. Through conversations through the phone, a counselor can solve his/her clients' problems.
- e-mailing counselling services: These are used to assist students and parents by providing direct channels of communication through Internet services.
- Use of Websites and Electronic newsletters for counselling in order to provide consoling assistance can also solve clients' problems without face-to-face contact.
- Teleconferencing, tele surveillance, video recording in counselling. These ICT approaches provide impressive results in the art of counseling especially during group counselling where groups of people with similar problems are involved.

4.3.1 Benefits of The use of ICT as a technique in counselling

The use of ICT as a technique in counselling provides many benefits to the counsellors. These benefits are:

1. ICT use in counselling could provide opportunity to reach large clients at the same time providing counselling assistance, thereby, save time.
2. ICT in counselling reduces stigmatization of client or counsellor.
3. The asynchronous nature of e-mail counselling provides both counsellor and client ample time for reflection.
4. Client anonymity associated with online counselling provide an objective and conducive platform for socially and physically awkward clients.

Self-Assessment exercises

1. ICT in counselling reduces stigmatization of client or counsellor. (True or False)?

4.3.2 Limitations of ICT as a counselling technique:

Many counsellors have a perception that the use of ICT has not made positive contribution towards enhancing the quality of counselling services.

Some of the limitations of ICT in counselling are:
1. ICT in counselling have the shortcoming of subverting traditional power relationships between client and counsellor.

2.   ICT in counselling pose the problem of doubt of proper care to client and also confidentially is compromised as messages could be intercepted.
3.   There is also the portrayal of false personality by some clients and counsellors.
4.   The manifestation of tehno phobic of online counselling.
5.   Inequality of computer access by all clients and counsellors.
6.   Irregular electricity supply.
7.   Poor and slow internet connection.
8.   Inadequate skills and knowledge of ICT usage.

Self-Assessment exercises

1.   What are the two main limitations of ICT in counselling in Nigeria today

4.4 Summary

The unit introduces ICT techniques that are use in counselling, strengths and limitations of these techniques were also discussed in the unit.

Despite the aforementioned limitations faced by ICT used in counselling, the way forward is never without hurdles so optimism could be a remedy to minimize these weaknesses and fully engage the new information and communication technology in counselling.

4.5 References / Further Reading/Web Sources

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**4.6   Possible Answers to Self-Assessment Exercise(s)
          within the Contents**

Self-Assessment Exercise

Answer

1.   True
2.   Inequality of computer access by all clients and counsellors and
      inadequate skills and knowledge of ICT usage.

UNIT 5 PROBLEMS AND CHALLENGES OF COUNSELLING TECHNIQUES

Unit structure

5.1   Introduction
5.2   Intended Learning Objectives
5.3   Problems and challenges of Counselling Techniques
5.4   Summary and Conclusion
5.5   References /further reading/web Resources
5.6   Possible answers to self-assessment exercises

5.1 Introduction

Problems and challenges of counselling techniques were traced to many counselling approaches for example; The American Substance Abuse and Mental Health Services Administration (ASAMHSA) listed twelve traditional therapies including psychotherapy, cognitive-behavioral therapy and client-centered therapy. Most therapies involve counseling or communication between a therapist and a client, and most therapists employ many of the same techniques for effective communication, regardless of what type of therapy they practice. Challenges can arise for the therapist when using some of these counseling techniques. The problems and challenges that may be faced by counsellors are discussed in this unit.

5.2 Intended Learning outcomes

By the end of this unit, you will be able to:

•   discuss problems and challenges that counsellor may face in the process of using counselling techniques.

5.3   Problems and Challenges of Counselling Techniques

Some of the problems and challenges that are frequently faced by counsellors when using counselling techniques include:

1.   Questioning the client is a necessary communication technique. Besides questioning to obtain general personal information, the counselor will question the client about the presenting problem. Resistance to questioning can arise early in the course of therapy, especially if the client is not willingly seeking help and feels

forced to participate. The counselor may be able to overcome this resistance by asking open-ended questions (questions that require more than a yes/no answer) and listening attentively, respectfully, and empathetically to the client's answers.

2.   Active listening techniques include body language, tone of voice, and verbal responses. Body language and tone are much more important than the counselor's verbal responses.

Why do you think body language is very important in the process? This because clients read more from how the counselor acts than from what the counselor actually says.

One challenge to active listening is the client who rambles on about subjects unrelated to his reason for being in counseling, in an effort to divert the counselor from obtaining useful information. A counselor must maintain respect and empathy for the client while at some point re-directing him back to his reason for being there.

3.   Reflecting is saying back to the client what the counselor believes the client has just said. This helps clarify communication for both the client and the counselor. For example, a client might say, "I'll never take medication. I don't know anyone who takes medication." The counselor might reflect this statement back to the client as, "So are you saying that you can't imagine ever taking medication for any reason?" The client might challenge the reflection by giving the closed-ended answer, "No." The counselor might choose to roll with the resistance and go on to other topics, or rephrase the question.

4.   Clients are distressed and may not often be affirmed in their personal lives. Counselors can build trust by affirming positive client actions and statements. For example, a client may say, "I can't seem to do anything right. I wish my kids had a stable home, but I can't stop drinking." A counsellor could affirm the client's desire to provide a stable home for his children.

5.   If a counselling technique is not working, the counsellor need to stop doing it and use a different technique. This is a challenge when using a solution-focused approach that is not producing a solution. For example, after several techniques have been tried with no solution, the counselor may need to suggest that patient see another counselor. This is in the code of ethics of the American Counseling Association.

6.   Counsellors face the challenge of clients not divulging all of their issues because they may feel uncomfortable sharing things they feel the counsellor might be condemn. For instance, if the client is having anti-social behaviour such as sexual orientation, he might be uncomfortable sharing his problems with the counsellor because many religions have negative reactions toward such a lifestyle. If the person has marital problems and has turned to drugs or alcohol to ease the emotional pain, the client might feel uncomfortable sharing this information with the counselor.

7.   Clients might also hold back language they think the counselor might find offensive. Most counselors are by nature loving and accepting, but it might be challenging to get clients to understand that and open up completely.

 Self-Assessment Exercise

Mention one reason why resistance to questioning occurs in the early counselling process.

5.4 Summary

The unit discussed the problems and challenges involved in the application of counselling techniques towards developing the skills in the training counsellors.
Successful applications of counselling techniques depend on the awareness of the problems and challenges of counselling techniques. So as to guide the conducts of counsellors in the process of rendering counselling services.

5.5 References/ Further Reading/Web Resources

American Substance Abuse and Mental Health Services Administration
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1.6 Possible Answers to Self-Assessment Exercise(s) within the Contents

Self-Assessment Exercise

Answer

1. Resistance to questioning arises early in the counselling process if the client is not willingly seeking help and feels forced to go into counselling.