



# **GUIDANCE AND COUNSELLING**

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# INTRODUCTION

- ▶ Guidance & counselling are twin concepts & have emerged as essential elements of every educational activity.
- ▶ Guidance & counselling are not synonymous term. Counselling is a part of guidance.
- ▶ Guidance, in educational context, means to indicate, point out, show the way, lead out & direct.
- ▶ Counselling is a specialized service of guidance. It is the process of helping individuals learn more about themselves & their present & possible future situations to make a substantial contribution to the society.

# DEFINITION OF GUIDANCE

- ▶ Guidance is an assistance made available by a competent counselor to an individual of any age to help him direct his own life, develop his own point of view, make his own decision & carry his own burden.  
- Hamrin & Erikson
- ▶ Guidance is a process of helping every individual, through his own effort to discover & develop his potentialities for his personal happiness & social usefulness.  
- Ruth Strang

# DEFINITION OF COUNSELLING

- ▶ Counseling is essentially a process in which the counselor assists the counselee to make interpretations of facts relating to a choice, plan or adjustment which he needs to make.  
- Glenn F. Smith
- ▶ Counseling is a series of direct contacts with the individual which aims to offer him assistance in changing his attitude & behaviors.  
- Carl Rogers

# DIFFERENCE BETWEEN GUIDANCE AND COUNSELLING

<b>GUIDANCE</b>	<b>COUNSELLING</b>
Guidance is broader & comprehensive	Counselling is in-depth & narrow
Guidance is more external, helps a person understand alternative solutions available to him & makes him understand his personality & choose the right solution.	Counselling helps people understand themselves & is an inward analysis. Alternative solutions are proposed to help understand the problem at hand.
Guidance is mainly preventive & developmental	Counselling is remedial as well as preventive & developmental

# DIFFERENCE BETWEEN GUIDANCE AND COUNSELLING

<b>GUIDANCE</b>	<b>COUNSELLING</b>
Intellectual attitudes are the raw material of guidance	Emotional rather than pure intellectual attitude are raw material of the counselling process.
Decision making is operable at an intellectual level in guidance	Counselling operates at an emotional level
Guidance is generally education & career related & may also be for personal problems	Counselling is mostly offered for personal & social issues.

# PURPOSES OF GUIDANCE AND COUNSELLING

- Providing the needed information & assistance
- Helping in individual to make wise choices

- Improve the understanding of self
- Facilitate the adjustment

- Helps in adapting to the changes or new environment
- Making self-sufficient & independent

# PURPOSES OF GUIDANCE AND COUNSELLING

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- Efficient use of capabilities & talent
- Promote the optimal personal & professional development

- Balanced physical, psychological, emotional, social & spiritual growth

- Helps in overall development & to live productive life



## ***Other functions of guidance and counselling...***

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- ▶ To provide optimum development & well-being for individual.
- ▶ To help individuals adjust to themselves & the society.
- ▶ To help people understand themselves in relation to the world.
- ▶ To aid individuals in efficient decision making.
- ▶ To help individuals plan for a productive life in their social context by focusing on their assets, skills, strengths & possibilities for further development.
- ▶ To bring about changes in the attitude & behavior of individuals.

# CHARACTERISTICS OF GUIDANCE

- It is process
- It is a continuous process
- Choice & problem points are the distinctive concerns of guidance
- It is the assistance to the individual in the process of development rather than a direction of that development
- Guidance is a service meant for all
- Guidance is both generalized & a specialized service

- Guidance is an organized service & not an incidental activity of the school.
- Guidance is not a branch of any discipline
- Guidance has limits
- Guidance is more an art than science
- Guidance has its roots in the education system
- Guidance is centered around the needs & aspirations of students.

# CHARACTERISTICS OF COUNSELLING

- Counselling involves two individuals-one seeking help & the other a professionally trained person who can help the first.
- There should be a relationship of mutual respect between the two individuals.
- Counselling is aimed at bringing about desired changes in the individual for self-realisation & providing assistance to solve problems through an intimate personal relationship.
- The counselor discovers the problems of the counselee & help him to set up realistic goals

## Count...

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- If counselee is a student, counselling helps him to take a decision, make a choice or find a direction in matters related to an educational programme or career.
- It helps the counselee acquire independence & develop a sense of responsibility.
- It is more than advice giving.
- It involves something more than offering an assistance to find a solution to an immediate problems.
- Counselling is democratic.
- Counselling concerns itself with attitudes as well as actions
- Counselling is centered around the needs & aspirations of students

# SCOPE OF GUIDANCE AND COUNSELLING

Guidance & counselling for personal needs/problems

Guidance & counselling for educational needs/problems

Guidance & counselling for physical, emotional, social, moral & marital problems

Guidance & counselling for vocational, occupational & professional needs

Guidance & counselling for career advancement

Guidance & counselling for holistic individual development

▶ 14 Guidance & counselling for situational problems

# NEED OF GUIDANCE AND COUNSELLING

## *I. Needs for personal & social domain*

- ✓ Personal & social development of individual
- ✓ To adapt in different stages of development
- ✓ Offering art of better living
- ✓ Proper use of leisure time
- ✓ Holistic personality development
- ✓ Best use of available opportunities
- ✓ Motivates for effective utilization & development of self

# NEED OF GUIDANCE AND COUNSELLING

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## ***II. Needs for educational/professional domain***

- ✓ Helps in academic growth & development
- ✓ Helps in vocational & professional maturity
- ✓ Facilitates an individual in the right education & profession
- ✓ Offer help to handle educational & professional situations
- ✓ Helps in the proper utilization of human resources
- ✓ Helps in adapting to the changing concept of education
- ✓ Prepares to adapt in changing professional situations & emerging challenges
- ✓ Helps in making proper career choice
- ✓ Helps to minimize indiscipline



# ***Need of Guidance and Counselling in Nursing Education...***

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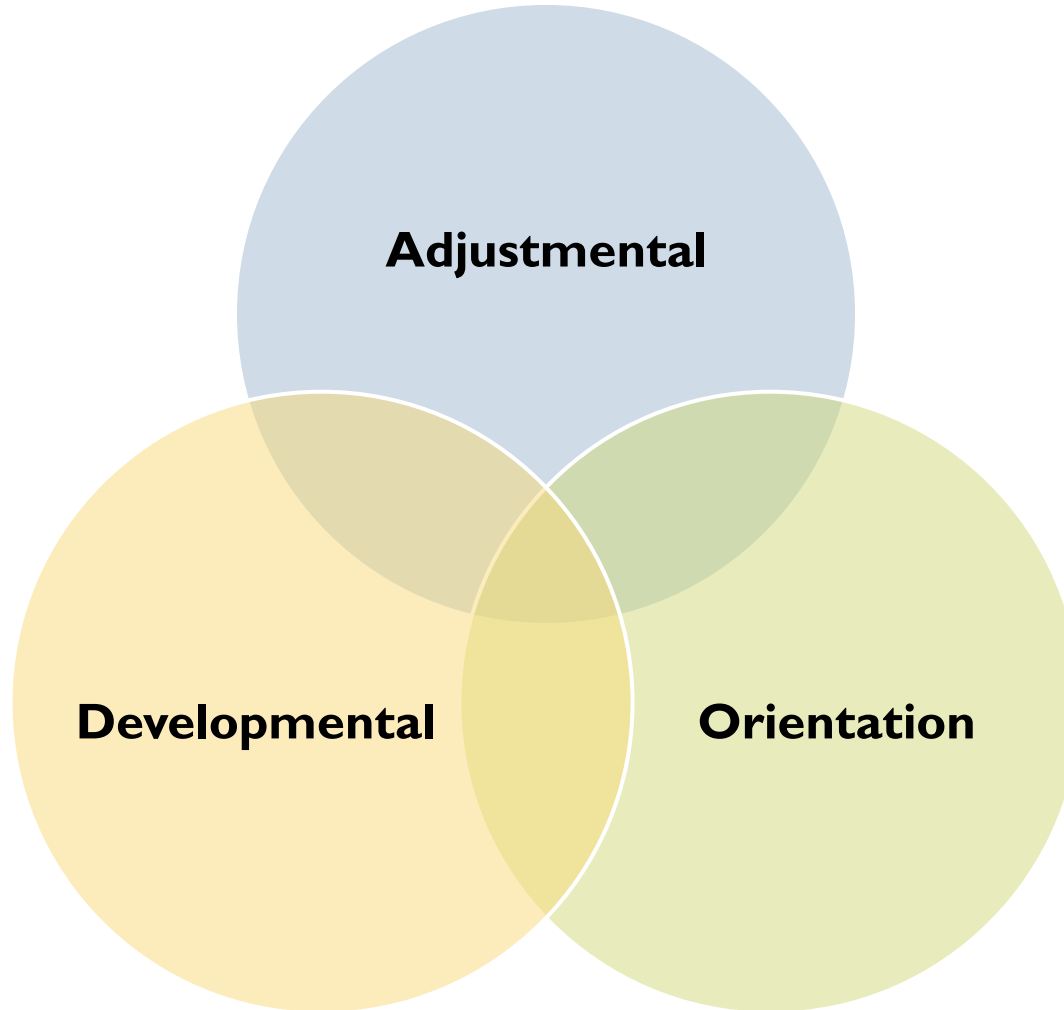
- ✓ To help students adjusting with the new environment of the nursing institute.
- ✓ To help in developing qualities required for a successful for a nursing practice.
- ✓ To help students in getting adjusted with the clinical environment.
- ✓ To help students keeping in touch with the latest trends in nursing
- ✓ To help students in developing positive learning habits, especially skill learning
- ✓ To help in the development of appropriate coping straggles in order to deal with stress in a productive manner

# ***Need of Guidance and Counselling in Nursing Education...***

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- ✓ To help nursing students in establishing proper identity.
- ✓ To help them to develop a positive attitude towards life.
- ✓ To help to overcome periods of turmoil & confusion.
- ✓ To help students in developing their leadership qualities.
- ✓ To motivate them for taking membership in professional organizations after completing their studies.
- ✓ Helps them to make advantages of technological advancement in a patient care.
- ✓ Helps them to readiness for changes & face challenges
- ✓ To carryout responsibilities as a health team member
- ✓ Helps them to proper selection of career
- ✓ Motivate them for higher studies.

# FUNCTIONS OF GUIDANCE AND COUNSELLING



# PRINCIPLES OF GUIDANCE

## *According to Crow and Crow:*

- All-round development of individuals
- Principles of individual differences
- Guidance is related to every aspect of life
- Cooperating among persons
- Guidance is a continuous & lifelong process
- Guidance for all
- Principles of elaboration
- Responsibility of teachers & parents
- Flexibility
- Principles of evaluation
- Guidance by a trained person
- Principle of periodic appraisal

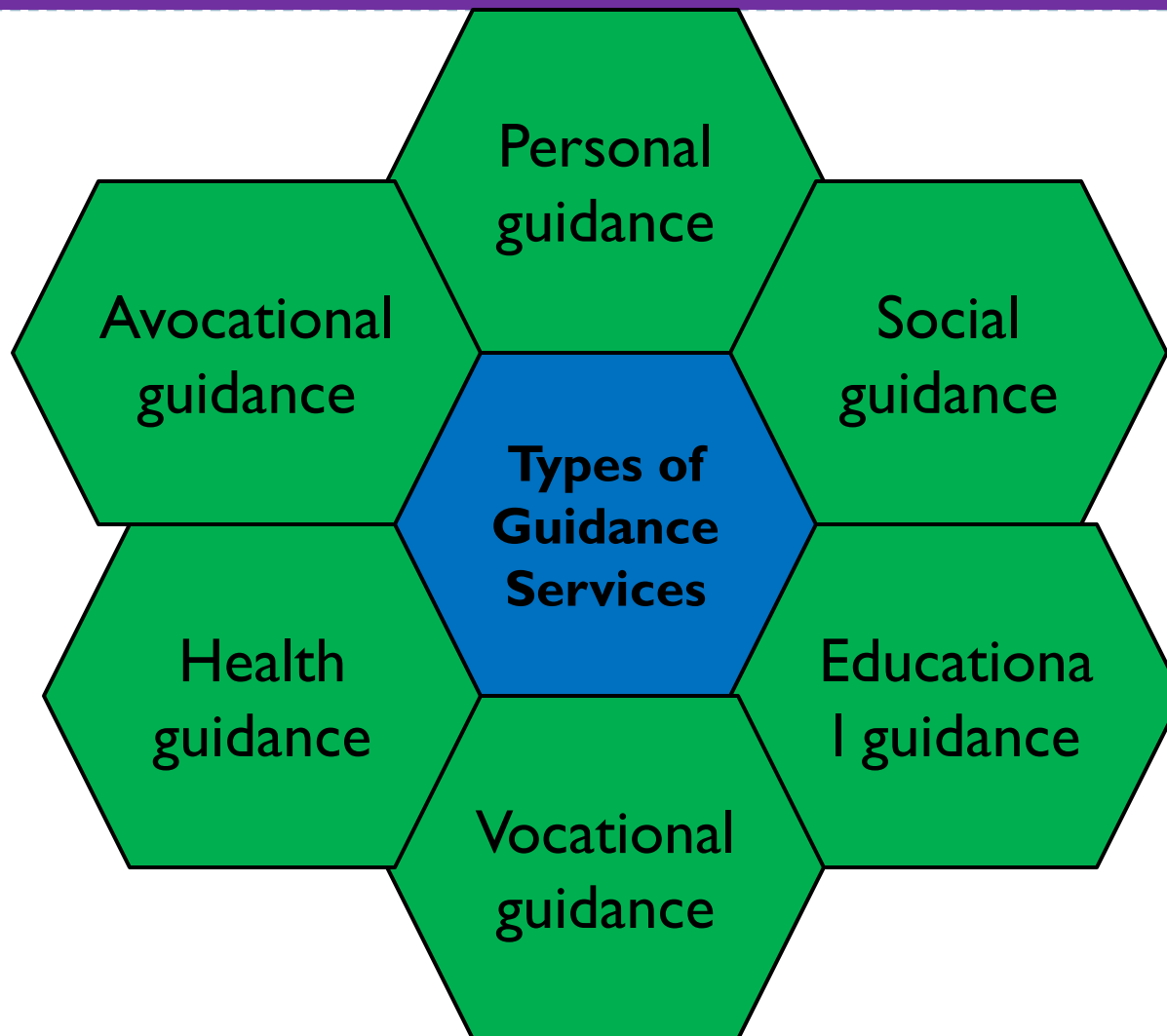
# PRINCIPLES OF GUIDANCE

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## ***According to Hollies and Hollies:***

- ◆ The dignity of the individual is supreme.
- ◆ Each individual is different from every other individual.
- ◆ The primary concern of guidance is the individual, in his social setting.
- ◆ The attitude & personal perceptions of the individual are the basis on which he acts.
- ◆ The individual generally acts to enhance his perceived self.
- ◆ The individual has the innate ability to learn.
- ◆ the individual needs a continuous guidance process from early childhood through adulthood.
- ◆ Each individual may need the information & personalized assistance given by competent professional personnel at some time.

# TYPES/AREAS OF GUIDANCE SERVICES



# ORGANIZATION OF COUNSELLING SERVICES

► **Types or forms of the organization of counselling services in educational institutions are:**

**I. Centralization counselling services:**

(The entire responsibilities of the guidance & counselling services is vested upon a group of trained personnel of the department of guidance & counselling services )

**II. Decentralization counselling services:**

(The responsibilities of the counselling services is vested upon teachers

**III. Combination of centralized & decentralized counselling services:**

(In this mixed form, guidance & counselling services are provided by teachers & expert collectively.)

# ***Purposes of organization counselling services...***

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- ▶ To help individuals with normal development problems.
- ▶ To help individuals through a temporary crisis during the different stages of life.
- ▶ To identify signs of disturbed behavior at early stage, so manage it.
- ▶ To refer critical cases to specialists for best possible management.
- ▶ To facilitate communication within & between nursing institutions & homes.
- ▶ To support not only the tutors/nursing faculty who are helping individuals but also who themselves want guidance & reassurance at times.



# *Ingredients of guidance and counseling services...*

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## **1. The Admission Service**

(Admitting the right candidates for the right course, selecting those candidates most likely)

## **2. The Orientation Service**

(A “welcome service” as it is concerned with welcoming fresher's to the world of nursing )

## **3. The Student Information Service**

(Assist the student to obtain a realistic picture of his abilities, interests, personality characteristics , achievements, levels of aspiration , state of health, etc.)

## **4. The Information Service**

(Information provide usually related to Education, occupational & personal-social )

# *Ingredients of guidance and counseling services...*

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## **5. The Counselling Service**

(understand what he can do & what he should do, handle his difficulties in a rational way, make his own decision, etc.)

## **6. The Placement Service**

(Help students to be in proper scholastic track, to realize their career expectations, organize campus selection interviews, provide information regarding current trends, etc.)

## **7. The Remedial Service**

(it is mainly oriented towards helping students to improve their study habits, improve their adjustment in the clinical area, reducing stress, etc.)

## **8. The follow-up Service**

(it is that review or systematic evaluation which is carried out to find out whether guidance services in particular & educational programme in general satisfies the needs of the students. )

# *Ingredients of guidance and counseling services...*

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## **9. The Research Service**

(It is intended to examine both the personnel in the college guidance programme & the techniques of guidance used by them so as to discover their strong & weak points & ultimately strengthen the whole programme .)

## **10. The Evaluation Service**

(it determines the effectiveness & efficiency of the guidance programme, less number of dropouts, harmonious relationship between teachers & students, good result, well placed passed out students, sense of security, etc. )

# Basic components of Counselling services...



# Organizational set-up...

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## **At universities:**

Deans are assisted by head of departments of psychology & education, the guidance committee & counselling officer.

## **For constituent colleges:**

A counselling officer assisted by the guidance committee in cooperation with the deputy chief & academic advisor can plan according to their needs & number of students. (<1000 students need a liaison officer while >1000 students need an assistant counselling officer .)

## **For affiliated colleges:**

A counselling officer assisted by the guidance committee & a vocational guidance officer are needed for > 1000 students while a liaison officer only can manage the counselling services for <1000 students

# ***Counselling centre...***

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All universities & large colleges should have a counselling centre headed by a trained professional, i.e, a counselling officer with PhD or a master's degree in psychology & counselling, with considerable experience. It perform following functions:

- Selection, registration & orientation of students
- Educational & vocational counselling
- Personal adjustment counselling
- Physical & psychological services
- Remedial services
- Residence & food services
- Activities programme

# *Counselling committee...*

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- ▶ The guidance committee serves the following purposes:
  - It establishes & maintains policies related to guidance & counselling services.
  - It articulates the programme between the institution & the community.
  - It act in a planning capacity to ensure that the various functions of guidance are properly coordinated.
  - It helps to clarify particular roles & offers support when these roles are challenged.
  - It serves as a source of ideas & recommendations to be submitted to appropriate bodies.

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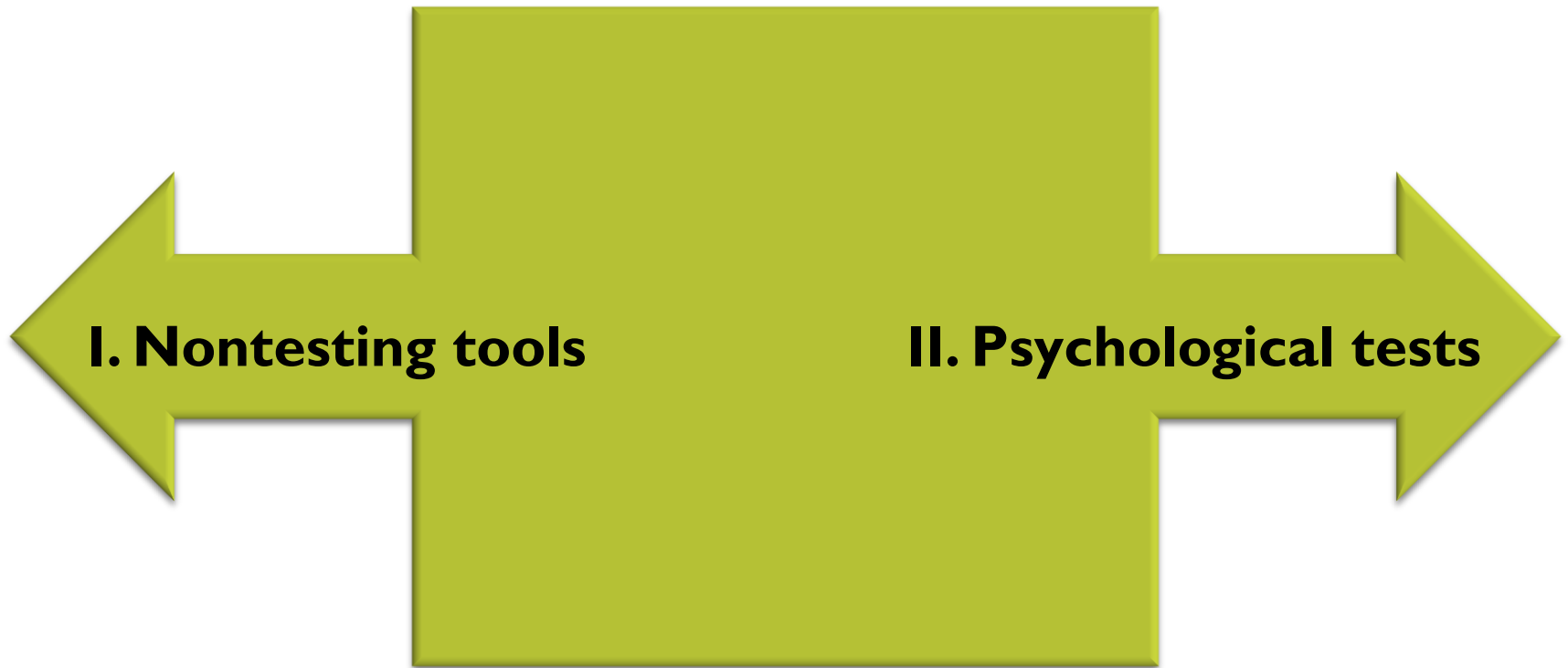
## **Members of the counseling committee:**

- ▶ Administrator
- ▶ principal/Dean
- ▶ Counselling/Liaison officer
- ▶ Deputy chief of counselling section
- ▶ Counselling personnel/ Counselor
- ▶ Vocational guidance officer
- ▶ Teacher/Faculty from different department/ Specialties
- ▶ Hostel warden/ Librarian
- ▶ Students representatives
- ▶ Parents



# *Tools for counselling services...*

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# *Tools for counselling services...*

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## **I. Nontesting tools**

### **Interview**

It is an interaction between the counsellor & counsee with a definite objective in mind

### **Observation**

It is careful watching or monitoring of the counsee by the counsellor with a specific objective in mind

### **Anecdotal record**

It consists of recording an important incident that happened & is a carefully recorded snapshot of the incident

### **Cumulative record**

It is a method of recording & providing meaningful, significant & comprehensive information about an individual, over a year.

### **Checklist**

A is used to identify the presence or absence of specific attributes or skills of a particular expected behavior in students.

### **Rating Scale**

It is better tools to assess the degree or extent of the performance of a particular task or the possession of a trait.

### **Sociometry**

It is used to measure sociability or the social distance between students or members of a group

### **Autobiography & diary**

It may also provide useful information about students.

# *Tools for counselling services...*

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## **II. Psychological tests**

### **Personality tests**

Eg; The Rorschach & The Minnesota

### **Aptitude tests**

Eg; Specialize aptitude test & General aptitude test

### **Achievement tests**

Eg; Cooperative test, College Board series, English reading test

### **Interest inventory tests**

Eg; Blank and Kuder preference inventory

### **Study habit inventory tests**

Eg; The Brown-Holtzman survey of study habit

# *Specific requirements for the organization of counselling services...*

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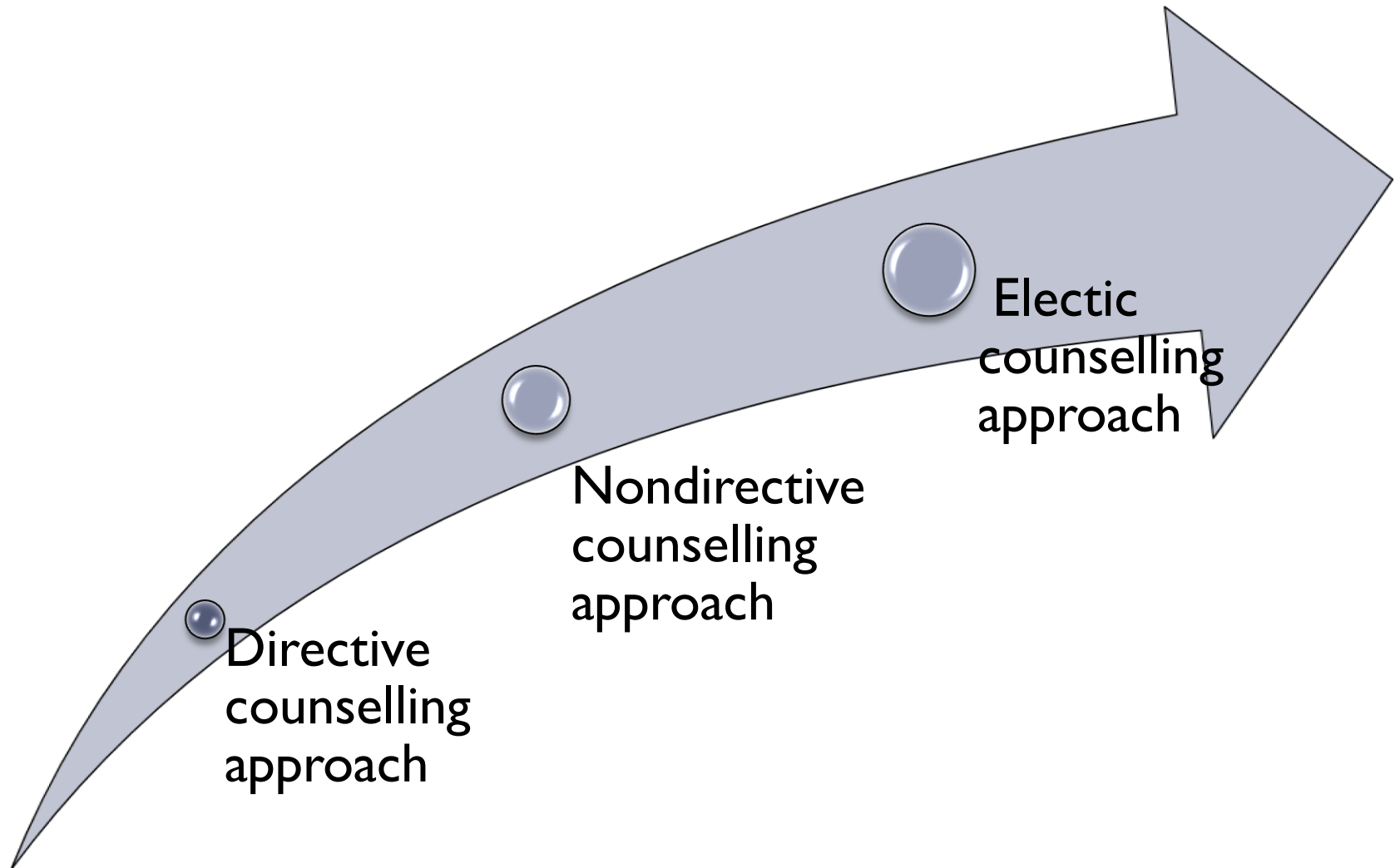
- Presence of physical facilities, i.e. rooms, furniture & other equipment needed for the guidance & counselling department.
- Provide of private officers as well as general counselling rooms.
- Trained counsellor & guidance personnel
- Planned programmes to meet objectives
- Consultation services
- Evaluation instruments like psychological tests, inventories, etc.

## ***Specific requirements for the organization of counselling services...***

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- Student data bank
- Educational & vocational information services
- Programmes for integrating community services with guidance services
- Educational programmes for teachers, counselors & other personnel to provide knowledge of current trends in guidance
- Budgetary provisions

# TYPES OF COUNSELLING APPROACHES



# ***I. Directive Counselling Approach***

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- ▶ It is also known as *prescriptive counselling* or *counsellor-centred approach of counselling*.
- ▶ This approach of counselling is advocated by E.G. Williamson, a professor at University of Minnesota.
- ▶ In directive counselling, the counsellor plays a leading role & uses a variety of techniques to suggest appropriate solutions to the counselee's problem.
- ▶ This approach also known as *authoritarian* or *psychoanalytic approach*.
- ▶ The counsellor is active & help individuals in making decisions & finding solution to their problems.
- ▶ The counsellor believes in the limited capacity of the patient.

# I. Directive Counselling Approach

Count...

- ▶ The patient makes the decision but the counsellor does all he can to get the patient make decision keeping with his diagnosis.
- ▶ The counsellor tries to direct the patient's thinking by informing, explaining, interpreting & advising.
- ▶ *The basic assumptions related to directive counselling approach:*

A need-based approach

Problem focused rather than patient focused approach

Used for patients incapable of solving their problems

Task of a competent counsellor

Making the best possible use of counselee's intellectual abilities & resources

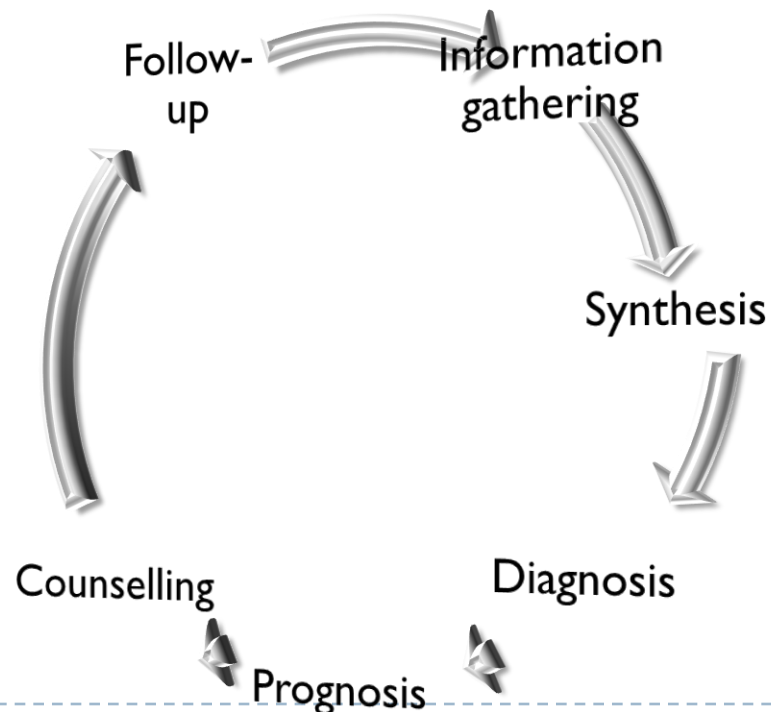


# I. Directive Counselling Approach

Count...

## Steps of the directive counselling approach

- ▶ E.G. Williamson has given the following six steps in providing directive counselling



# ***I. Directive Counselling Approach***

***Count...***

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## **Advantages of the directive counselling approach**

- ▶ This approach save time.
- ▶ It emphasizes the problem & not the individual. The counsellor can see the patient more objectively than the patient himself.
- ▶ It lays more emphasis on the intellectual rather than the emotional aspects of an individual's personality.
- ▶ The methods used in directive counselling are direct, persuasive & explanatory.

# ***I. Directive Counselling Approach***

***Count...***

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## **Limitations of the directive counselling approach**

- ▶ The patient does not gain any liability for self analysis or solve new problems of adjustment by counselling.
- ▶ It makes the counselee overdependent on the counsellor.
- ▶ Problems regarding emotional maladjustment may be better solved by nondirective counselling.
- ▶ Sometimes the counselee lacks information regarding the counselee, leads wrong counselling.
- ▶ It does not guarantee that the counselee will able to solve the same problem on his own in future.

## ***II. Nondirective Counselling Approach***

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- ▶ The chief exponent of this counselling approach, Carl R.
- ▶ It is also known as the *permissive counselling approach* where the counselor's role is passive & the counselee's role is active.
- ▶ It is a counselee-centred or patient-centred humanistic approach.
- ▶ The counselee makes the final decisions as individuals are thought to have full right to make final decisions for the self & solve their problems.
- ▶ The counsellor has to accept the counselee's capacity to make adjustment & adapt.

## ***II. Nondirective Counselling Approach***

***count...***

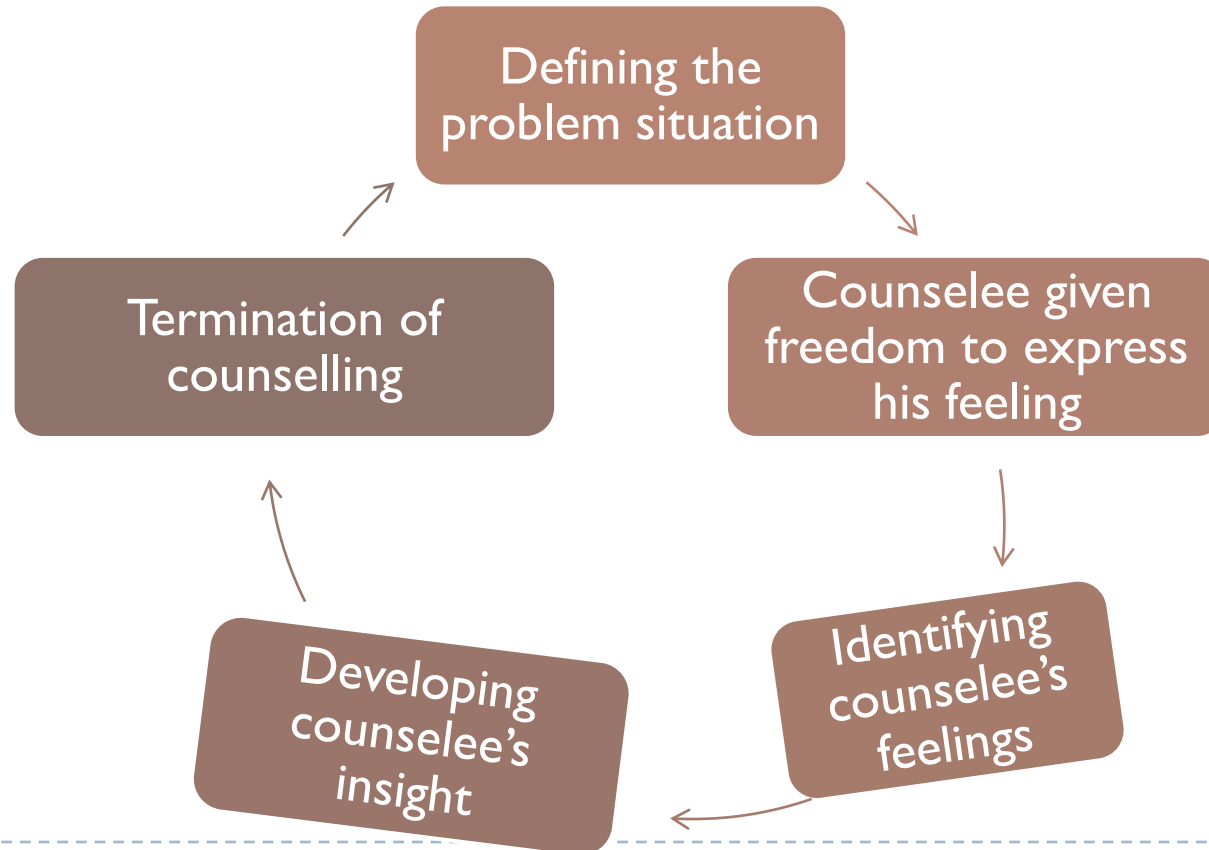
- ▶ The principles of acceptance & tolerance are extremely important in this approach.
- ▶ *The basic assumptions related to nondirective counselling approach are:*
  - ✓ Patient is given importance than the counselling directions & investigations
  - ✓ Emotional aspects are more significant than intellectual aspects.
  - ✓ Creation of an atmosphere where patients can work out their understanding is more important than cultivating self-understanding in the patient.
  - ✓ Counselling leads to a voluntary choice of goals & a conscious selection of courses of action.

## II. Nondirective Counselling Approach

*count...*

### Steps of the nondirective counselling approach

- ▶ Carl R. Rogers given five steps in nondirective counselling:



## ***II. Nondirective Counselling Approach***

***count...***

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### **Advantages of nondirective counselling approach**

- ✓ It is a slow but sure process to make an individual capable of making adjustments.
- ✓ No tests are used so one avoids all that is laborious & difficult .
- ✓ It removes emotional block & helps an individual bring repressed thoughts on a conscious level thereby reducing tension.

## ***II. Nondirective Counselling Approach***

***count...***

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### **Limitations of nondirective counselling approach**

- ✓ It is a slow & time-consuming process.
- ✓ One cannot rely upon one's resources, judgment & wisdom as the patient is immature in making the decision himself.
- ✓ It depends too much on the ability & initiative of the patient.
- ✓ Sometime difficulty to control pace of the interview discussion.
- ✓ This approach is individual centric, it may not possible for counsellor to attend every patient equally well.
- ✓ It require high degree of motivation in the patient.



### ***III. Eclectic Counselling Approach***

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- ▶ This approach is based on the fact that all individuals are different from one another.
- ▶ The techniques are elective in nature because they have been derived from all sources of counselling.
- ▶ This approach is based on selecting the best & leaving out what is least required.
- ▶ *The basic assumption related to eclectic counselling approach:*
- ✓ There is objectivity & co-ordination between counsellor & the patient during the counselling experience.
- ✓ The patient is active & the counsellor remains passive in the beginning.

### ***III. Eclectic Counselling Approach***

***count...***

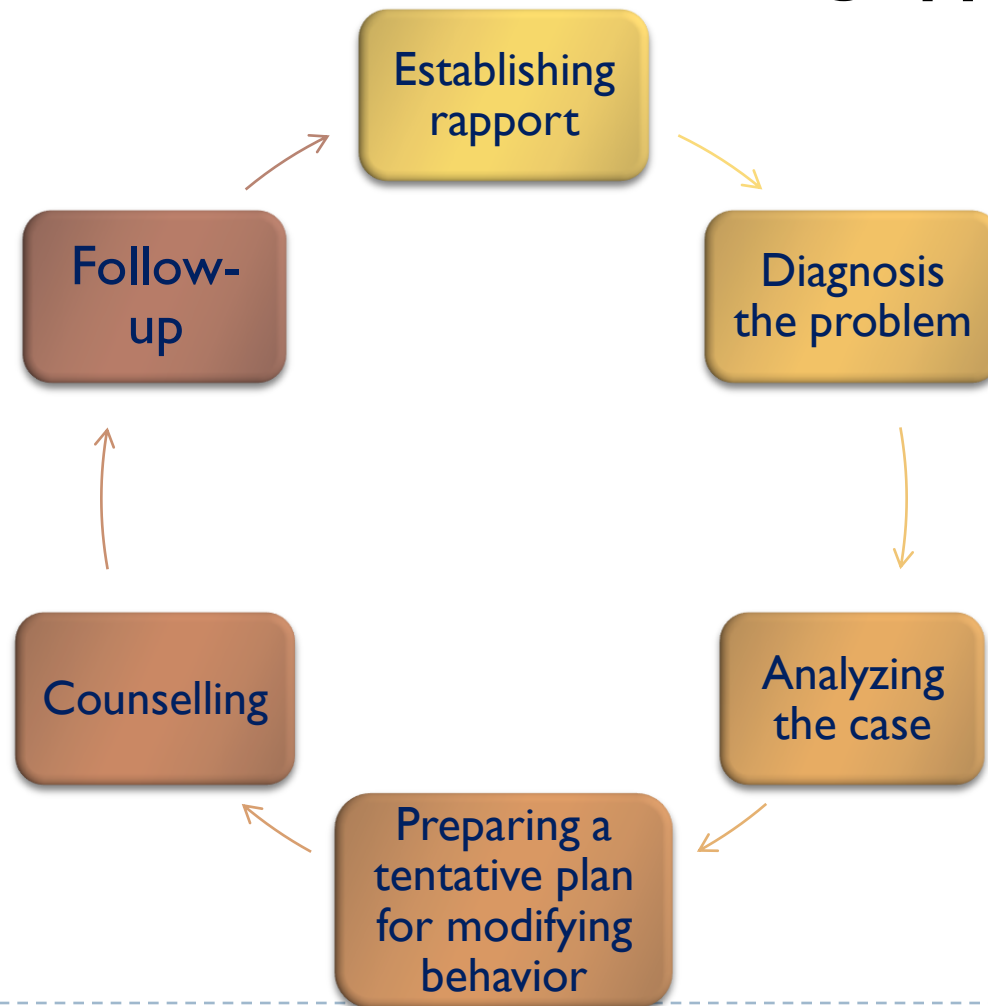
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- ✓ The principle of low expenditure is adopted.
- ✓ The counsellor makes use of all the tools & methods in his armour.
- ✓ The counsellor enjoys the freedom to resort to directive & nondirective counselling methods.
- ✓ The counselling relationship is built during the counselling interview. This helps the patient gain reassurance & confidence.

# III. Eclectic Counselling Approach

count...

## Steps of the eclectic counselling approach



# ***III. Eclectic Counselling Approach***

***count...***

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## **Advantages of eclectic counselling approach**

- ✓ It is more cost effective & practical approach.
- ✓ It is a more flexible approach of counselling.
- ✓ It is more objective & coordinated approach of counselling.

## **Limitations of eclectic counselling approach**

- ✓ The role of counsellor & the counselee are not predetermined.
- ✓ It requires more skilled counselors to handle the dynamic feature of this counselling approach.

## IV. Other types of counselling

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### A) Based on length of the counselling session:

- Short-term counselling
- Long-term counselling

### B) Based on number of counselees involved:

- Individual counselling
- Group counselling

# IV. Other types of counselling

count...

## C) Counselling for educational & professional purposes:

Student counselling

Educational counselling

Vocational counselling

Career counselling

Placement counselling



## IV. Other types of counselling

count...

### D) Counselling for health-related purposes:



### E) Counselling for personal/social purposes:



# ROLE OF THE COUNSELLOR

- ▶ Arrange orientation programmes for the other support staff to enlist their cooperation.
- ▶ Prepare an up-to-date list of resources, information, referral & energy available to him.
- ▶ Organize the guidance committee.
- ▶ Set up an educational & occupational information centre.
- ▶ Display the information collected in an attractive way.
- ▶ Disseminate information through educational & career talks, group discussion & so on.
- ▶ Arrange talks by expert from different fields.
- ▶ Organize career days, career weeks, career conferences, parents day & so on.



## Count...

- ▶ Educate students regarding proper study habits & assist them in their development.
- ▶ Arrange individual discussion with students & their parents for giving them educational & occupational information.
- ▶ Arrange visits to place of work like industries, business, establishments, offices, higher education institutions & other important educational places.
- ▶ Maintain an active relationship with schools, colleges, universities.
- ▶ Maintain an active liaison with club like Lions Club & Rotary Club.
- ▶ Refer serious mental cases to clinical psychologist or psychiatrists.

- ▶ Maintain complete secrecy of the discussion between him & the patient.
- ▶ Administer psychological tests.
- ▶ Provide counselling services to students.
- ▶ Help in the student placements.
- ▶ Take up research projecting relating to the fields of educational, vocational, personal & social guidance in colleges.

# *Qualities of a Good Counsellor...*

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**G** – Good technical knowledge

**O** – Obtaining appropriate information from the patient

**O** – Objectively answering questions

**D** – Demonstrating professionalism

**C** – Confidentiality maintenance

**O** – Observant

**U** – Unbiased

**N** – Nonjudgmental

**S** – Sensitive to the needs of the patient

**E** – Empathetic

**L** – Listens carefully

**L** – Lets the patient make decisions

**O** – Open minded

**R** – Respects the rights of the patients

# PREPARATION OF COUNSELLOR

## Components of preparation of counsellor:

***Educational Background***  
(master's or bachelor's degree  
in teaching & education with  
training in behavioral science )

***Experience***  
(at least 2years of counselling  
experience, 3-6 months of  
supervised counselling  
experiences)

***Personal fitness  
& attributes***  
(should show  
positive interest  
in working with  
others)

# ***Characteristics or qualities of counsellor...***

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## **❑ Personal characteristics:**

- ✓ Should be imbued with basic human qualities.
- ✓ Should be a person with cultural values & awareness.
- ✓ Should have a deep interest in helping people.
- ✓ Should patiently listen to others
- ✓ Should be sensitive to other's attitude & reactions
- ✓ Should have a capability for being trusted by others.
- ✓ Should have respect for the personal autonomy of the patients.
- ✓ Should be tolerant of & accept the patient point of view.

# ***Characteristics or qualities of counsellor...***

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## **☐ *Interpersonal relationships:***

- ✓ Friendly nature
- ✓ Sympathetic understanding
- ✓ Sincerity
- ✓ Tactfulness
- ✓ Patience
- ✓ Ability to maintain confidentiality
- ✓ Attentive listener
- ✓ Show concern

## **☐ *Personal adjustment:***

- ✓ Maintain emotional stability
- ✓ Emotionally sound & healthy
- ✓ Able to accept criticism
- ✓ Knowledge of self
- ✓ Patience

## **☐ *Scholastic potentialities:***

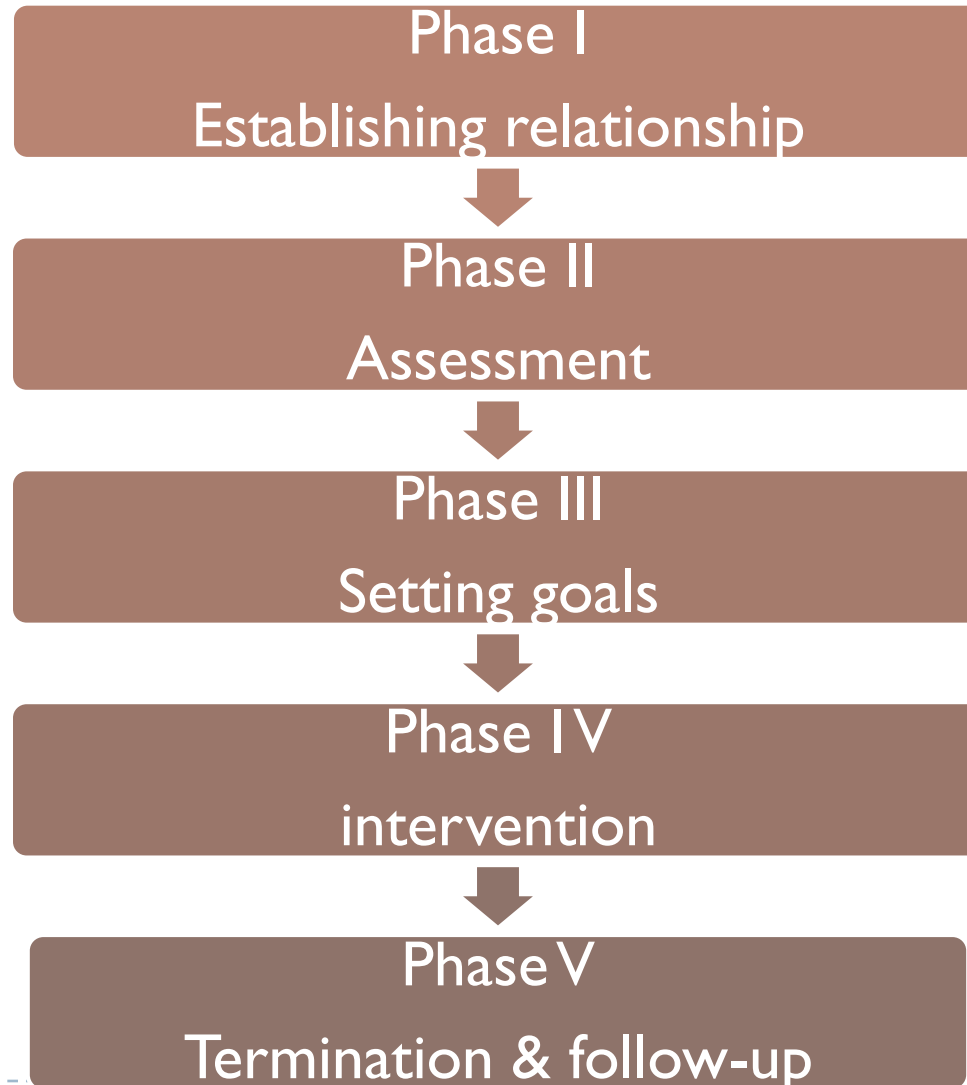
- ✓ Relevant knowledge
- ✓ Motivated & committed
- ✓ Aware of policies, beliefs, misconception & rumors in community
- ✓ Possess common sense
- ✓ Good judgment

# *Characteristics or qualities of counsellor...*

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- ❑ **Health & personal appearance:**
  - ✓ Pleasing voice & appearance
  - ✓ Vitality & endurance
  - ✓ Free from any mannerism
- ❑ **Leadership skills:**
  - ✓ Ability to stimulate
  - ✓ Reinforce important information
  - ✓ Direct the counselee to ways to solve the problem
- ❑ **Professional dedication:**
  - ✓ Show enthusiasm
  - ✓ Maintain helping relationship
  - ✓ Have a nice sense of morality
- ❑ **Philosophy of life:**
  - ✓ Good character
  - ✓ Integrated personality
  - ✓ Faith in human values

# COUNSELLING PROCESS





# ***Phase I: Establishing relationship***

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- ▶ It is an ice breaking session during which the counsellor & counselee introduce each other & establish a primary rapport.
- ▶ Good rapport building provides the respect, trust & sense of psychological comfort to the counsellor-counselee relationship for progression to the counselling process.
- ▶ Strategies to establish an effective relationship:
  - Introduce yourself
  - Being the phase with adequate social skills
  - Always address the individual by his or her name

## Count...

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- Ensure physical comfort of the counselee & self.
- Do not interrupt the individual when he/she is talking.
- Listen attentively.
- Observe nonverbal communication.

## ***Phase II: assessment***

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- ▶ The second phase of counselling is basically a data collection phase, where the counsellor motivates the counselee to provide complete information about the problem.
- ▶ The type of information collected from counselee like general data, physical data, psychological data, social/environmental data, achievement data, educational & vocational data.
- ▶ After the collection of information, diagnosis related to the counselee's behavior is made.
- ▶ Various tools & techniques used for data collection like intelligence tests, achievement tests, aptitude tests, interest tests, personality tests, questionnaires, interview, observation, autobiography, anecdotal records, rating scale, cumulative record & case studies.

## ***Phase III: Setting goals***

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- ▶ During this third phase of the counselling process, goals are set co-operative by both the counsellor & the counselee.
- ▶ While setting goals, the counselee's strengths, weakness, constraints & available resources must be kept under consideration.
- ▶ The goal could be immediate & ultimate which directs the counsellor & the counselee to further progress in the counselling process.
- ▶ Effective & reliable goal setting requires following skills in counselors:
  - ✓ Multifaceted knowledge related to the problem of counselee

## Count...

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- ✓ Ability to think critically & inference-drawing skills.
- ✓ Judgment, planning & management skills
- ✓ Skills to segregate & differentiate the provided information
- ✓ Ability to each individuals to think critically & realistically
- ✓ Help the counselee set feasible, reliable & achievable goals

## ***Phase IV: Intervention***

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- ▶ This stage of counselling is an operational phase where the counselee is suggested the best possible options for the management of the present problem.
- ▶ The phase is affected by the counselor's own thoughts about the counselling process.
- ▶ The intervention will depend on the approach used by the counsellor, the problem & the individual.
- ▶ The choice of intervention is a process of adaptation & the counsellor should be prepared to change the intervention when the selected intervention does not work.

## ***Phase V: Termination and follow-up***

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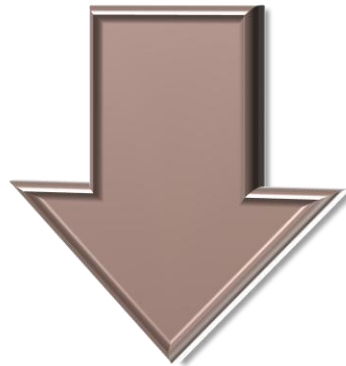
- ▶ This is the final stage of the counselling process, where counselling comes to an end.
- ▶ Termination must be planned well ahead so that the counselee may feel comfortable at the departure & gradually able to handle the problem independently.
- ▶ Some follow-up sessions may be required to help the counselee further to handle the problem independently.

# ***TOOLS AND TECHNIQUES FOR THE COUNSELLING PROCESS***

***There are two types of tools & techniques for the counselling process:***



**Standardized  
tools &  
techniques**

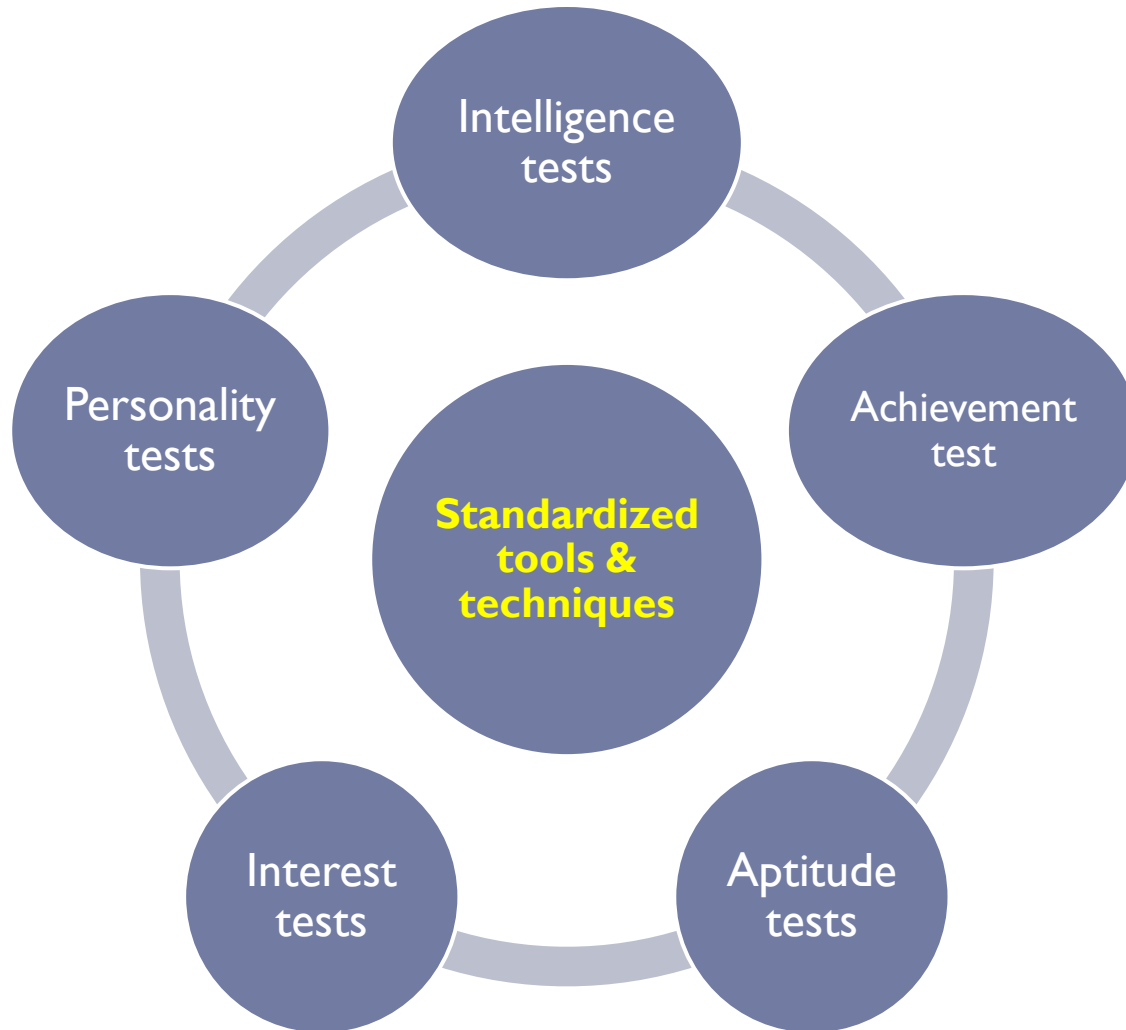


**Nonstandardized  
tests**



# *Standardized tools and techniques...*

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# *Nonstandardized tests...*

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Autobiography

Anecdotal records

Questionnaire

Interview

Observation

Cumulative record

Case study

Rating scale

Sociometric techniques

Information collection of information

# ISSUES OF COUNSELLING IN NURSING

Scarcity of qualified & competent counselors

Lack of awareness about needs & resources of counselling

Minimal procounselling environment

Lack of counselling training for nurse/nursing faculty

Poor organizational set-up for counselling services

Lack of interest & initiatives for counselling services

Poor counsellor-counselee ratio

Lack of funds for counselling services


Noncompliance with counselling interventions

Ethical & moral Issues


# ***MANAGING DISCIPLINARY PROBLEMS***


- ▶ Common disciplinary problems seen in Indian students are
  - ✓ Absenteeism,
  - ✓ Nonsubmission or late submission of assignments,
  - ✓ Disturbing classroom atmosphere,
  - ✓ Threatening strike,
  - ✓ Damaging or spoiling institutional property,
  - ✓ Picking quarrels over small matters,
  - ✓ Using mobiles phones in the classroom & so on.

# *Strategies for management of disciplinary problems...*

- 
- Appropriate training of faculty & teachers
  - Adequate practice of cocurricular & extracurricular activities

- 
- Appropriate selection & use of disciplinary standards
  - Use reward & punishment

- 
- Promoting better teacher-student relationship
  - Cultivation of ethical, moral & spiritual values

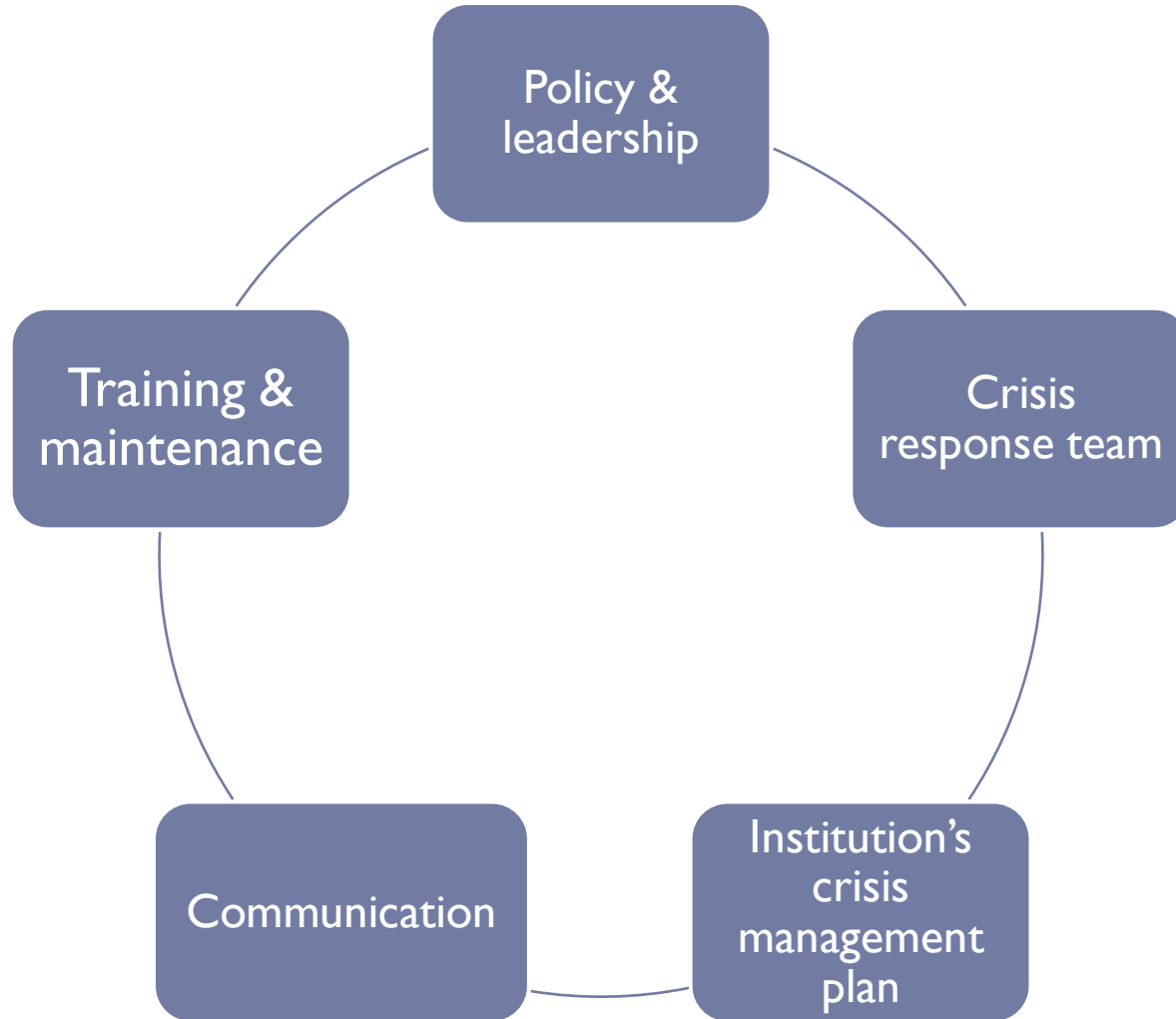
- 
- A close teacher-parent-student contact
  - Effective use of guidance & counselling programmes

# ***MANAGEMENT OF CRISIS AND REFERRAL***

- ▶ A sudden, generally unanticipated event can profoundly & negatively affect a significant segment of the institution population & often involves serious injury or death.
- ▶ Crisis events like an incidence of suicide, school bus crashes, natural disasters or multiple injuries, deaths can quickly escalate all over the educational institution.
- ▶ Crisis must be managed promptly & skillfully to minimize chaos, rumors & impact of the crisis on the victims & other students.

# *Strategies of effective crisis management...*

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# ***Crisis management planning checklist...***

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*Check off each item as you complete it during your crisis management planning*

- ✓ Define crisis for your school & district.
- ✓ Decide who will be in charge during crisis.
- ✓ Select your crisis response team.
- ✓ Develop appropriate policies & procedures for handling crisis situations.
- ✓ Train the crisis response team.
- ✓ Establish law enforcement, fire department & emergency management team liaisons.
- ✓ Establish a media liaison & a plan for communicating with the media.



## Count...

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- ✓ Establish a working relationship with community service providers & develop a list of telephone numbers & contact persons.
- ✓ Set up phone number trees, which are adequately & appropriately displayed.
- ✓ Create or reserve space for service providers involved in crisis management & for community meeting.
- ✓ Develop & print forms to assist in crisis management.
- ✓ Develop a plan for emergency coverage of classes.
- ✓ Establish a code to alert staff.

## Count...

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- ✓ Develop a collection of reading & sample letters to parents.
- ✓ Obtain a legal review of crisis response procedures & forms.
- ✓ Practice crisis alert periodically through the year.
- ✓ Establish procedures for annual in-service of new staff & update/review for all staff.
- ✓ Periodic district wide training of all substitute staff.

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Thank  
you