Counseling Theory and Practice

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PREFACE

The need for prompt grasp of *COUNSELING THEORY AND PRACTICE* by the students inspired me to teach Fundamentals of Counseling and Guidance and Counseling Theory and Practice with utmost commitment.

On request by many of my students, family members I was motivated to write the book on *COUNSELING THEORY AND PRACTICE* in a simple way to enable the students to have a lucid understanding of the subject. This book on *COUNSELING THEORY AND PRACTICE* is aimed to give confidence, which is the quality of assurance that every individual learner feels motivated and inspired undertake actions that are beneficial for the common good. The co-authors of this book, Mr. L Chizimba and Mrs. V. Gayathri have rich experience in teaching and they both helped me to fulfill my realization to publish this book in the simplest way possible to enable the Social Work trainees to have a good foundation knowledge of the Counseling Theory and Practice.

This book is aimed at enabling social workers to have a good understanding of   the principles and theories of Counseling including the counseling process and the required counseling skills. This is based on realizing the need and role of Counseling Theory at individual , community and institutional level.

As per works of our revered former President A.P.J. Abdul Kalam, The three societal members who can make a difference are father, mother and Teacher(Guru). Thus , the significance of a teacher is emphasized in being a guide and counselor, when the child is away from parents.

I thank the Lord Almighty who always strengthens me to fulfill my heart's desire for a good cause.

I am sure this book will serve as a foundation for the knowledge in Counseling Theory and Practice to all Social workers.

I am also grateful to the staff of the Skyfox Publishing Group of company. Credit to the many individual and publishers who kindly permitted the use of their material is given on the pages where the material appears and in the References.

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I. INTRODUCTION TO COUNSELING

Meaning, definition, and scope of Counseling, Differentiating Guidance, Counseling and Psychotherapy , Contexts - Remedial, Preventive, Developmental, Crisis – Forms - Telephone Counseling, Crisis Counseling, Vocational Counseling, Goals: Immediate and Long term.

INTRODUCTION TO COUNSELING

In order to learn counseling and its applicability to social work profession, it would be appropriate to know basic information about counseling. Therefore an attempt has been made to give the meaning of counseling, narrate its origin, its essential components and related concepts. This chapter is divided into three parts. In the first part an attempt has been made to explain the meaning of counseling. Second part is the brief of the relationship between counseling and other related concepts. And lastly, we will discuss the different forms counseling practice.

MEANING

Counseling is a process which takes place in a one- to- one relationship between counselor and the client. Counselor should not take the responsibility for the client's choice and behavior but give proper support to the client which will empower him to make judicious choice and take accountable decisions.

The term 'counseling' is usefulness in a number of ways. Very often the term counseling and psychotherapy are synonymously application. In the current usage also, counseling and psychotherapy are used interchangeably. F.P. Robinson depict counseling as aiding normal, people to realize higher level adjustment skills which

obvious themselves as increased maturity, independence, personal integration and responsibleness. The phrase "incremental human efficiency" is used repeatedly to describe the goal of counseling.

G.W. Gustad has defined counseling as a learning-oriented process, carried on in a simple one to- one social environment, in which a counselor, professionally competent in relevant psychological skills and knowledge, seeks to assist the client by methods appropriate to the latter's needs and within the context of the total personnel programme, to learn more about himself, to learn to put such understanding into effect in relation to more clearly perceived, realistically defined goals to the end that the client may become a happier and more productive member of his society". In short, counseling is an interpersonal procedure through which guidance and support is prepare to persons with psychological problems. These problems may be essential or interpersonal in nature. Thus Counseling solicit to solve essential and interpersonal problems through a diversity of approaches, and in a way that is accordant with the values and goals of society in general, and that of the dependent in particular.

Counseling in this sense is not entirely different from guidance and education that the social workers often give through different programmes. Rather, it is an supplemental skill and knowing of common, yet complicated emotional and personality problems. Through counseling the counselor helps the person to project self-consciousness and explore the possibilities to project his/her hidden capacities. Thus the scope of counseling is to increase both self-awareness and self-management.

Counseling originate a process of self transformation in the person. The counselor through their expertness help the client to assess his/her own life, strength and limitation. Thus counseling is the procedure by which a skilled person aids another person in the total development of his/her personality.

Counseling is concerned with procure about a intentional change in the client. To this end the counselor provides facilities to help realize the desired change or make the competent choice. The client alone is answerable for the decisions or the choices he constitute, though the counselor may assist in this procedure by his cordiality and understanding relationship.

Counseling is an interactive procedure unite the counselee who needs help and the counselor who is trained and educated to give this aid". In technical term, Counseling is a procedure of supply professional help and guidance in analyze personal or psychological problems.

In day today life counseling practice done at many levels-in a family set-up, parents counsel their children, in society doctors counsel patients, lawyers counsel clients and teachers counsel students. In simple term Counseling can be interpret as

- It is a process of guiding a person or a group faced with a problem, in order to conquer the difficulties and be more profitable.
- This can be negotiate as a job or a profession as it is done either as a benefit or for earning a living.
- Counseling process is the two way correspondence between the counselor and the counselee.

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DIMENSIONS OF COUNSELING

As enumerate above, the term 'counseling' is application in a number of ways. In order to define and understand the meaning of counseling let's know the each of these extent. According to Rogers (1957), First of all, counseling is look as a relationship. There is agreement among all the counselors that a good counseling relationship is prerequisite to be competent with clients. Some counselors attend the counseling relationship as not only inevitable, but satisfactory for helpful changes to appear in clients. One way to explain counseling involves bargain central qualities of good counseling called the 'core requisite', are empathic understanding, respect for clients' potentials to induce their own lives and agreement or genuineness. Those who view counseling principally as a helping relationship serve to be adherents of the theory and usage of person-centered counseling. Secondly, counseling is viewed as a therapeutically intervention. It is expect that a set of interventions are required in addition to the relationship to bring constructive changes in the person. These interventions are counseling methods or assistance strategies. Counselors, who have a repertoire of expertness, assess and determine of which intervention to use, with which dependent, when and with what probability of success. These interventions are supported on the theoretical orientations of the counselors. Another extension of counseling is that it is look as a psychological procedure. Counseling is primarily accompanying with psychology. There are number of reasons for this association. First, the goals of counseling have a judgment component in them. In varying degrees, all counseling approaches focus on altering how people handle,

think and performance so that they may live their lives more completely. Counseling is not static, but involves advancement between and within the opinion of both counselors and clients.

DEFINITIONS OF COUNSELING:

Counseling is an interactive process conjoining the counselee who needs assistance and the counselor who is trained and educated to give this assistance"

According to **Joseph. F .Perez,** "Counseling is a process in which the counselor assists the counselee to make interpretation of facts relating to choice plan or adjustments he needs to make"

Patterson

Counseling takes place when a counselor sees a client in a private and confidential setting to explore a difficulty the client is having, distress they may be experiencing or perhaps their dissatisfaction with life, or loss of a sense of direction and purpose. It is always at the request of the client as no one can properly be 'sent' for counseling.

Smith define **"**Counseling is a process which takes place in a one to one relationship between an individual beset by problems with which he cannot cope alone and a professional worker whose training and experience have qualified him to help others reach solutions to various types of personal difficulties"

Hann& Mclean explained that Counseling is an interaction which

➢ Occurs between two individuals called counselor and client

➢ Takes place in a professional setting

➢ Initiated and maintained to facilitate changes in the behaviour of the client"

According to Pepinsky and Pepinsky Counseling is characterized as "the process involving inter personal relationship between a

therapist and one or more clients by which the former employs psychological methods based on systematic knowledge of the human personality in attempting to improve the mental health of the latter"

F.P. Robinson describes counseling as aiding normal, people to achieve higher level adjustment skills which manifest themselves as increased maturity, independence, personal integration and responsibility. The phrase "increasing human effectiveness" is used frequently to describe the goal of counseling.

G.W. Gustad has defined counseling as a learning-oriented process, carried on in a simple one to-one social environment, in which a counselors, professionally competent in relevant psychological skills and knowledge, seeks to assist the client by methods appropriate to the latter's needs and within the context of the total personnel programme, to learn more about himself, to learn to put such understanding into effect in relation to more clearly perceived, realistically defined goals to the end that the client may become a happier and more productive member of his society" .

Counseling is a dynamic and purposeful relationship between two people who approach a mutually defined problem, with mutual consideration of each other to the end that the younger or less mature or more troubled of the two is aided to a self-determined resolution to his problem‖ - **Wren**

Counseling is an interaction process which facilitates meaningful understanding of self and environment and results in the establishment and or clarification of goals and values for future behaviors‖ - **Shertzer and Stone**

Counseling is an accepting, trusting and safe relationship in which clients learn to discuss openly what worries and upsets them, to define precise behaviour goals, to acquire the essential social skills and to develop the courage and self-confidence to implement desired new behavior - **Merle M. Ohlsen**

Counseling is a process by which a troubled person (client) is helped to tell and behave in a more personally satisfying manner through interaction with an uninvolved person (counselors) who provides information and reactions which stimulate the client to develop behaviour which enable him to deal more effectively with himself and his environment. - **Edwin Lewis**

In short, counseling is an interpersonal procedure through which guidance and support is prepare to persons with psychological problems. These problems may be personal or interpersonal in nature. Thus Counseling solicit to analyze personal and interpersonal problems through a difference of approaches, and in a way that is firm with the values and goals of society in general, and that of the client in particular.

If all the definitions are analyzed we can arrive to the following conclusions.

- Counseling is a two way procedure.
- It involves two individuals.
- There is reciprocal relationships between the two individuals.
- It serve an individual's to gain self-understanding self-approval and self-realization
- It serve an individual to become happier more creative and better regulated.

Let us now examine what Counseling is not. Counseling is a procedure which confined a number of activities like giving enlightenment, advice & counseling etc. But it is not an individual activity like giving information / advice / suggestion / recommendation only.

According to **British Association of Counseling And Psychotherapy,** Misconceptions in Counseling are classified as follows

Counseling is not

- ✓ Giving information though information may be given.
- ✓ Giving advice, making suggestions and recommendations.
- ✓ Influencing the client's values, attitudes, beliefs, interests, decisions, etc.
- ✓ Interviewing clients.

From this it is clear that what counseling is.

Counseling constitutes the three activities like –

I - Informing

A- Advising and

C - Counseling

Informing: Here the role of the counselor is to give suitable and accurate information to the clients. For example you are a learner and you need counseling to select your course for the future. Here the role of the counselor is to give you information about the availability of distinct courses & its future outlook.

Advising: In this stage the counselor suggests suitable courses of activity. Here the counselor will propose you several preference and

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recommends one agreeing to your aim or interest. For example if your aim is to be an engineer, the counselor will suggest you a course related to applied mathematics.

Counseling: In this stage counselor relieve the students to clarify his needs, feelings or motivations so that he can constitute the appropriate resolution for himself. For example if you will inform, you have no endeavor or you cannot determine what you will do in the future. So the counselor will inquire you if you are not sure about what to do in future but you must want to do something exciting so describe about your idea. Like this the counselor can prompt you to find out your idea & can recommend you the course agreeing to your interest. So counseling is student dependent rather than knowledge dependent.

As a counselor or a person indispensably skill rather than wisdom it needs high level of interpersonal skills. So counseling is a procedure which compose information, advising and counseling. You can think of these three activities as a uninterrupted spectrum of areas which merge into each other.

CHARACTERISTICS OF COUNSELING:

The concept of Counseling will be clear to you by knowing it's meaning, characteristics & functions. Counseling involves two individuals - one seeking help and the other, a professionally trained person, who can help the first. There should be a relationship of mutual respect between The concept of Counseling will be distinct to you by knowing it's intent, characteristics & functions. Counseling involves two individuals - one solicit help and the other, a

professionally trained person, who can help the first. There should be a relationship of reciprocal respect between the two. The counselor should be friendly and cooperative and the counselee should have trust and confidence in the counselors. The aim of counseling is to help a learner form a determination, make an option or seek guidance. It helps a counselee to obtain independence and develop a sense of irresponsibleness, explore and utilize his potentialities. It is more than advice giving. The advance comes through the imagination that a person with a question does for himself rather than through solutions sacrifice by the counselors. Its performance is to exhibit changes in the individual that will empower him to relieve himself from his difficulties. Emotional rather than purely mental attitudes are the raw material of the counseling procedure. It helps an individual to recognize himself better gives him assurance, encourages his self-directedness and provides him with new vision to grow.

Characteristic of Counselling are given below:

1. Counselling as a Relationship Counselling is sufficient for helpful changes to occur in clients (Rogers, 1957). The counseling relationship is characterized by core requisite namely empathy, unconditioned positive regard, and genuineness.

2. Counselling as a Repertoire of Interventions

In counselling several questions (like which, when, and with what client) are answered and while interventions are decided an attempt is made to have a match between the client and the counsellor.

3. Counselling as a Psychological Process

i. Goals of counselling have a mind component

ii. Counselling Process is psychological.

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iii. Underlying theories are psychological: Some psychologists like Rogers, Albert Ellis and psychiatrists like Berne and Beck have contributed enormously to counselling theories. For example, information about human nature has been derived from psychological theories.

4. Counselling as a profession:

1. Some people dispute that counselling is not a profession as it is usefulness in so many disciplines in so many sphere of life, e.g., loan counsellors, occupation counsellor, etc., but the distinction is that professional counsellors work according to some theoretical model.

2. Psychological research assist both to created counselling theories and to appraise counseling process

NEED & IMPORTANCE OF COUNSELLING:

The conception of seeing a counsellor may seem embarrassing to many individuals, almost like an admission of deficiency. But in reality, attending professional counselling is a big way to build more success into one's life. Every individual wants a brighter future as he/she moves forward in life, but sometimes old, self-limiting behaviours sustain us back from our full potential. Counselling services can help a person to analyze these difficulties and reveal new strengths.

Counselling can help to learn how to make better decisions, and to project coping skills for life's most difficult challenges, like career and relationship changes, accidents and illness, and parenthood and retirement.

Counselling can help with:

- Relationship difficulties
- Grief and damage

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- Addiction revival
- Sexuality issues (sexual dysfunction/gay and lesbian issues/gender identity)
- Resolving depression
- Anxiety, including panic attacks
- Trauma and abuse
- Managing your anger
- Improving your self-appreciate
- Parenting difficulties
- Accidents or ailment
- Assertiveness/boundaries

As enumerate above both the ordinary and psychologically disturbed persons can advantage from counseling. Counseling is examine advantage to the persons with stress-related mood disturbances and adjustment problems. These disturbances and adjustment problems are sometimes expressed and shared as concerns by the affected individual.

The need for counseling may be understood when someone promote concerns like: 'I am feeling lonely.' 'I have lost my job and feel desperate.' 'I find it laborious to make up my judgment about my career.' "I fell tensed all the time.' 'I wish I were better at restraint my anger'. 'I find that my life is becoming empty.' In these and such other cases, the person is explicit the need for help from others. Such help is extended by providing counseling services.

People with the following main criteria indicate the need for counseling:

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i. The symptoms are related to stress, but are out of proportion to the stress in duration or harshness. For example, a person trouble after the unexpected death of a beloved one, is unable to adjust after several weeks. When the degree of emotional turmoil in such a case is so great that the individual is unable to attend to his or her regular work. Then the individual would probably advantage from counseling.

ii. The symptoms interpose with psychological, cognitive, biological, social, personal, and/or occupational functioning. Sometimes physical symptoms may also be present. Interference with psychological performance means that depression, anxiety, fear, anger or other dysfunctional emotional states are present. Interference with cognitive functioning means that attention and concentration are poor. Mental slowness and mind blocks may become common. Interference with biological functioning means that the person will have disorder of sleep, appetite and sexual performance. Interference with social functioning means that there is impairment in the ability and desire to interact normally in social situations.

SCOPE OF COUNSELING

Humanism is the predominant element of counselling. Counselling advancement had its origin in the interest to improve human endurance. Counselling has rightly focused on the individuals and the problems concerning the individuals. However individuals do not exist by themselves – they are as members in the family, they are engage in an organization and so on. Some of the problems of the individuals have reference to the social situations in which they find

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themselves. With the ever growing complication of life there is need to accommodate and suited to the changing needs of society. Developmental problems could also arise from natural advancement process necessitating suitable adaptations to substitute needs and responsibilities. For a extended period the concern was essentially with the individual and counselling was examine a face to face, one to one helping relationship.

The other areas in which the counsellor performance are the following:

Family is a appropriate group of concern. Family counselling is an augmentation of the group counselling technique. A few families are brought together for the resolution of their problems. Another interesting area concerns counselling families concerning their children. A related area is counselling with parents. This has a double goal. On one hand, the counsellor attempt to help the parents and on the other, the children through counselling their parents. This is to supply the parents a better introspection into their children's activities and problems.

With an augment in social strife, tensions and unrest, there is an incremental incidence of juvenile delinquency. Counselling the delinquent is one of the most promising ways to help rescue youth from resorting to delinquent behaviour.

Marriage is an essential milestone in the individual's life. To a very large extent it constitute for the individual's prosperity. Marriage counselling benefit more attention in the in the present day world.

Pre-marital counselling also could be a very useful service to young men and women.

In the recent times with our growing moment for social justice and impartial play, there is an incremental awareness of the detriment groups. The foremost among them are undoubtedly women. In a society dominated by men women have been exposed to some amount of discrimination. It is essential that women are empower to become self-dependable and self-dependent. One in five of the working population (nearly 20 percent of the total working population) suffers some form of mental illness each year. Some 90 million working days are lost each year as a rise of mental illness. Over half of the employees feet that emotional/personal problems and distress are the true argument for their being absent from work. Between 30 to 40 percent of all illness at work is reported due to mental illness or emotional distress. Alcohol abuse by employees to bust distress also poses a problem for the organization as it adversely affect its progress. Approximately 20 percent of any workforces are disturbed by personal problems which negatively affect their working performance. This makes it necessary for work place counselling.

Social workers are one among the many professionals engaged in counseling individuals with emotional and other problems. Besides social workers, other professionals providing counseling services include the psychiatrists, psychologists, psychoanalysts, nursing personnel, religious leaders, teachers and other volunteers. Counseling is one of the major tasks of social workers engaged in helping people. Through direct counseling or referral to other

services, social workers help people solve a range of personal problems. Counseling and social work are closely connected.

Social workers help people by counseling them to cope with issues in their everyday lives, deal with their relationships, and solve personal and family problems. Some social workers provide counseling to clients who face a disability or a life-threatening disease or a social problem, such as unemployment, cancer, HIV/AIDS or substance abuse. Social workers also counsel families that have serious domestic conflicts, sometimes involving child or spousal abuse. Many social workers specialize in serving a particular population or work in a specific setting. They get many opportunities for engaging in their field of practice.

Some of the agencies where social workers engage themselves in counseling can be listed as follows:

➢ Social welfare departments – family counseling centers, children's home
➢ Family and child welfare agencies
➢ Schools and colleges – government and private
➢ Child and adolescent guidance centers
➢ Hospitals and health services – government, private and voluntary organizations
➢ Home for the aged
➢ Agencies for the physically and mentally challenged
➢ Home for the terminally ill – hospice
➢ Agencies working for HIV/AIDS prevention and rehabilitation
➢ Drug de-addiction and rehabilitation centres
➢ Mental health projects and rehabilitation centres

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➢ Youth welfare agencies

➢ Centres for suicide prevention

In order to get a better idea, let's discuss the scope of counseling in some of the fields of practice by social workers.

i. Family and child welfare:

Social workers afford social services and counseling to improve the social and psychological functioning of children and their families. Further they work to increase the wellbeing of families and the academic performance of children. They may help single parents, provide parents for adoptions, or help in support foster homes for neglected, abandoned, or abused children. Some social workers specialize in services for the aged. These social workers may run support groups; counsel elderly people or family members about their living, health care, and other services.

ii. School social work:

In schools, social workers often help as the link between students, parents and the school. They fabric with students, parents, guardians, teachers, and other school officials to ensure students gain their academic and personal potential. In addition, they address problems such as misbehavior, truancy, absenteeism, late coming, under achievement, etc. and supply counseling services to students, parents and teachers on how to encounter with painful situations.

iii. Medical and public health:

Social workers working in medical and public health areas, contribute psychosocial support to patients, families, or relatives. Counseling is granted so that they can encounter with chronic, acute, or terminal illnesses, such as cancer, or AIDS. The role of social worker in the extent of medical and public health is as essential as that of a

physician. While the medical practitioner's role is disturbed with the treatment of a patient, social worker deals with the social, physical and psychological aspects of the patient under treatment. The role of social workers in the medical and public health in India has become more essential with the fast spread of HIV/AIDS. This is one area where counseling is prepare for prevention as well as rehabilitation of affected persons.

iv. Mental health and substance abuse:

Social Workers support the individuals with mental illness or the problem of substance abuse, including abuse of alcohol, tobacco, or other drugs. The social workers in mental health set up provide services along with the psychiatrist and other professionals. Such services include counseling, individual and group therapy, outreach, crisis management and social therapy.

FUNCTIONS OF COUNSELING:

Counseling has three dimensional functions such as Adjust mental, Oriental and Developmental.

Adjust mental Functions:

Rapid social change brought around by industrialization and urbanization has led to several puzzling problems. The pace of this change is ever on the increase, thus making adjustment a uninterrupted procedure of grapple way with new situations. Counseling serve the learner in making the most possible adjustment to the common situations be it in educational institution, occupational world, in the home & in the community. Professional and individualized aid is granted in making direct & competent adjustment at problem points.

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Oriental function:

Oriental function indicate to orient the person around his environmental constraints & means and her personal constraints & means by giving enlightenment and awareness in problems of career planning, educational programming etc.

Awareness of the need to plan in the context of the complication of the world of work is an necessary pre-requisite of going through education and preparedness for after education. So oriental function is the essential performance in the counseling procedure. It is a connection between adjustment and development function. If the person is properly oriented, he can expand his plan correctly & adjust appropriate with himself and society.

Developmental function

Developmental function indicate not only to serve the students having problems but also to serve the students before the problems arise. For instance, we are giving vaccination to the child as a preventive measure. Even then when the child suffers from a particular disease we take the help of special doctor to remedy it. So both the procedure are approaching under health development. Likewise in the counseling procedure the performance of counseling is to intercept emergence & maladjustment and cure the person having maladjustment to adjust with the problem situation. Therefore the development performance helps in.

- Self-development
- Self-realization
- Development of society and
- National development

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So we can say that counseling has not only it's functions towards the individual but to the society & nation also.

DIFFERENTIATING GUIDANCE, COUNSELING AND PSYCHOTHERAPY CONTEXTS

COUNSELING AND GUIDENCE:

The concept of guidance and counseling mediate a common purpose that contain awareness, assistance and change of behavior to the better, but still there is a distinction between the two concepts:-

- Guidance is more common and extensive than counseling, it therefore contain counseling.

- Guidance mainly precedes counseling and paves the way for it. Counseling follows guidance.

- Guidance stresses the theoretical aspect while counseling taken care of the practical aspect.

- Counseling is usually the relationship between the instructor and the learner who comes for help; therefore it is an individualistic relationship.

Guidance is the help given to individuals in making sensible choices and adjustments. It is supported on the persuasion that it is the respect and the right of every individual to choose his/her own way of life as extended as his/her choice does not destroy on the rights of others. It is supported on the belief that the ability to constitute such choices is not innate but resembling other abilities must be improved. Every individual is potentially competent of realize his goals. But from infancy he is continuously entangle by internal choices and external barriers. He has to learn to conquer the internal

obstacles and free his latent creative influence. This can shorten the wastage and destructiveness arising out of internal conflicts. The internal conflicts show that human beings are essentially emotional creatures. The guidance counselor has a unique occasion to clarify the role of emotions both in their positive and negative aspects. With his enormous potential an individual can attain within limits, whatever his perceptions of self-allow him to. He can rise to the confront of becoming a prolific person in the active process of completion of potential for becoming-a enduring task.

Guidance is essentially a helping procedure that contain supply material and non-material help to solve a problem which an individual may be facing at a given time. Although help from an external intervention or source may help conquer a problem here and now, it does not guarantee or anticipate the event of problems in future. Guidance in its psychological intension is more than mere preparation of help for the solution of the problem on hand. It consists in helping the individual help himself without having to rely on others. In other words, it helps make the individual self-dependent and self-addressed. The helping process psychologically speaking is broadly of two types:

1. It promotes the utilization of one's own efficacious.

2. It helps the onset of change in one's individuality for desirable arrangement.

Guidance is solicitous with the former, viz. helping to fetch about the best practicable use of individual's capacities and the usable environmental resources. Counseling is troubled with the latter, viz. change. Personality deviate in a small or big way assist to personality

growth and development of the individual. Understanding the distinction between change and utilization is important. A guidance counselor serve to aid educational and occupational choices. This can best be interpret as the utilization of effectual resources rather than change in the individual's personality. On the other hand when the client has a personality problem the aim is to bear about change in the client.

The guidance counselor serve the counselee to disclose for himself some blocked path, the freeing of which enables him to move forward. To be more specific, the change sought to be bear about through guidance is one of guidance rather than quantity. By facilitating change the direction is sought to be changed. Guidance helps a person to find out his character and decide how best he can use his assets and overcome the obstacle in his path.

Another important feature of guidance is the way in which the circumstances is structured for the client taking into account his expectations and goals as well as the counselor's. For example an individual may be profoundly discontented with life. He may really be looking for a good change. Therefore, what may be in fact necessary is a small shift in direction rather than major changes. However the client may not be satisfied with this proposal. The counselor has to influence the client to make a decision for himself how he can overcome his obstacles and move forward. The next important feature is the use of counseling relationship to reduce the client's nervousness. What the client needs is support, not shallow reassurance and support of dependence. Support is the act of lending the counselor's strength to the client to help him make appropriate choices.

The assumption is that there are different ways of living and it would be best for the individual to make his own choices on the basis of information of self and situation. Guidance thus has a basic respect for the counselee and views the help provide as attractive the counselee's freedom of choice, accountability and commitment to his choice.

Guidance	Counseling
Guidance is broader & inclusive	Counseling is in-depth & narrow
Guidance is more external, helps a person understand alternative solutions accessible	Counseling helps people understand themselves & is an inner analysis. Alternative solutions are proposed to help understand the problem at hand
Guidance is mainly preventive & developmental	Counseling is remedial as well as preventive & developmental
Intellectual attitude are the raw material of guidance	Emotional rather than pure intellectual attitude are raw material of the counseling process
Decision making is operable at an intellectual level in guidance	Counseling operates at emotional level
Guidance is generally education & career related & may also be for personal problems	Counseling is mostly offered for personal & social issues

Role of counseling in Guidance:

Guidance execute a complementary instructive function relieve normal development and personal autonomy. This would signify the creation of personal autonomy, important action and competent

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personal decision making. From this point of view counseling can be understood as a part of guidance. Guidance is an appropriate behavioral science of which counseling is a part. In counseling as in guidance more often than not information is given. While information is indispensably given in counseling, all information giving is not indispensably counseling. Counseling disagree from guidance in that it is therapeutic. The most important area of guidance function is in the field of education. Counseling on the other side may function in several settings. The most popular aspect of guidance is generally known as vocational guidance. Vocational guidance denote educational guidance. Without the latter the former becomes impossible. Other distinction between counseling and guidance is that, unlike guidance counseling has a therapeutic function.

COUNSELING AND PSYCHOTHERAPY:

Counselling is a learning-oriented procedure, conduct on in a simple, one to one social environment, in which a counselor, professionally qualified in relevant psychological skills and knowledge, solicit to assist the client by methods suitable to the latter's needs and within the context of the total personnel program, to learn more about himself, to learn how to put such perception into effect in relation to more clearly understand, realistically explain goals to the end that the client may become a happier and more productive member of his society. In common terms counselling can be delineate as a face to face relationship, having goals to help a client to learn or acquire new skills which will enable them to encounter and accommodate to life situations. The focus is to support a person gain maximum

fulfilment or potential, and to become distinctly functioning as a person.

Objectives of counseling are to "help individuals toward overcoming obstacles to their personal advancement, wherever these may be encountered, and toward obtain optimum development of their personal means". In a paper written by Dr. T.Millard, it is established that "Counselling supply clarity and a positive and constructive venue for the individual to appreciably examine the spontaneous-emotional and rational (or irrational) motives which determine the drive, contented, and even the form of human guidance." This disclose the part which counselling plays in a client's management.

Psychotherapy is the procedure in which a therapist's relieve the client in re-systematize his or her personality. The therapist also serve the client complete insights into everyday behaviour. Psychotherapy can be defined as "more inclusive re-education of the individual" (Brammer& Shostrom,1977).

Objectives of psychotherapy stated by Everett Shostrom (1967) , the goal of psychotherapy is " to become an actualize, a person who appreciates himself and others as persons rather than things and who has turned his self-defeating manipulations into self-fulfilling potentials. Shostrom also feels that awareness is the goal of psychotherapy, "The reason is that change occurs with awareness!" (1967). Shostrom feels that awareness is a form of non-striving obtain by being what you are at the consideration, l even if what you are indicate the phony manipulative role that we all play sometimes for external support (1967).

Professional opinions:

Not all therapists feel that there is a distinction between counselling and psychotherapy. C.H. Patterson handle that it is impossible to make a discrimination; He feels that the definition of counselling equally applies as well to psychotherapy and vice a versa..

Donald Arbuckle (1967) argues that counselling and psychotherapy are identical in all essential aspects. Others believe that there is a distinction. Psychotherapy is concerned with some type of personality change where counselling is concerned with helping individuals utilize full coping potential. In Donald Arbuckle's work he included Leona Tyler's thoughts on the differences between counselling and psychotherapy: Leona Tyler attempts to differ between counselling and psychotherapy by stating, "to remove physical and mental handicaps or to rid of limitations is not the job of the counsellor, this is the job of the therapist which is aimed essentially at change rather than fulfilment (Arbuckle 1967).

DIFFERENTIATING COUNSELING AND PSYCHOTHERAPY

There have been endeavor to discriminate between counseling and psychotherapy. Very often both these expression are viewed as overlapping areas and are used interchangeably). In general, counseling has been characterized by words like educational, vocational, supportive, situational, problem solving, sensible awareness, emphasis on 'normal' and short term. Psychotherapy has been delineate with terms like conducive, reconstructive, depth emphasis, analytical, focus on the unconscious, emphasis on neurotics or other sever sensational and long term problems. Richard Nelson-Jones (2000) also consent with the substantial

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overlap between counseling and psychotherapy. However, in his writings he uses terms counseling and counselors in preference to therapy and therapist. He regards counseling as a less elite term than therapy. Some of the distinction noted by distinct scholars are psychotherapy focuses on personality change of some sort while counseling focuses on helping people to use existing means for coping with life better (Tyler, 1961). Psychotherapy deals with more severe disorder and is a more medical condition than counseling. It is essential to note that counseling and psychotherapy use the same theoretical modes and 'stress the need to value the client as a person, to listen sympathetically and to hear what is communicated, and to foster the capacity for self-help and responsibleness. One of the major distinctions between counselling and psychotherapy is the focus. In counselling, the counsellor will concentrate on the "here and now", real world situations. During psychotherapy, the therapist is looking into the unintentional or past. A psychotherapist is looking for a connection of past to un-dealt with problems which are now present in the real world.

Counselling and psychotherapy also discriminate when it comes to the level of adjustment or maladjustment of the client. Counselling holds an emphasis on "normal's". One could classify "normal's" as those without neurotic problems but those who have turn into victims of pressures from outside environment. The emphasis in psychotherapy however is on "neurotics" or other severe emotional struggle.

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Counselling can also be delineate as problem solving where in psychotherapy it is more analytical. In counselling a client may have a position where they do not have any idea how to manage it. There are two types of problems, solvable and unsolvable. If the problem is a solvable one, a therapist may help that client by looking at the problem with them and helping the client draw out solutions. When thinking of solutions one must also expect of the consequences. While counselling deals with problem solving, psychotherapy on the other side deals with the analytical look. Here the therapist would limit the source of one's behaviour from the arise of that behaviour.

Length of management also dispute between counselling and psychotherapy. Counselling is shorter in quantity than psychotherapy. The time spent in counseling is decided by goals set by the client and the counsellor. Once these goals are met the client should then be competent to go back on their own. Psychotherapy serve to last a while longer. Sessions frequent from two to five years. Psychotherapy is more of a extensive re-education of the client. The intensity and extent of therapy depends on how well the client can share with all of the new found intelligence. It could take completely some time for the client to be able to live with these feelings which originated in past experiences which are usually hurtful ones. A - psychotherapists also needs time to modify all existing defenses.

The setting of management also dispute between counselling and psychotherapy. A counselling sitting usually taken place in a non-medical setting such as an office. Psychotherapy is the term application more in a medical setting such as a clinic or hospital.

Another distinction between counselling and psychotherapy has to do with conveyance. Brammer and Shostrom (1977) state, "The

counsellor project a close personal relationship with the client, but he does not hearten or allow strong conveyance feelings as does he psychotherapist. The counselor serve to find this conveyance as interfering with his or her counseling efficiency. A psychotherapist might feel that this conveyance is assistant and the client may be able to see what he is trying to do with the therapist relationship. A counselor may look at conveyance as "manifestations in an imperfect growing up procedure"(Brammer & Shostrom 1977), where the psychotherapist interprets these conveyance feelings as an unintentional nature of feelings.

Resistance is another extent of counselling and psychotherapy that serve to dispute. Counsellors see resistance as something that opposes or goes against problem solving. A counsellor attempt to reduce this as much as practicable. A psychotherapist on the other hand predicate resistance to be very essential. If the therapist can interpret the clients resistance, he can then understand how to help the client change his or her personality.

Similarities in counselling and psychotherapy: While there are clearly many distinction between the counselling advance and psychotherapy, there are some similarities between the two..

First, each of these are uniform in the sense that each client convey with them the assets, expertness, strengths and possibilities required with them to therapy. Secondly, counselling and psychotherapy are uniform in the way that they both application an eclectic approach. The counsellors and therapists do not have only one technique, they adopt from all distinct techniques. Arbuckle argues that" counselling and psychotherapy are in all substantial respects identical". He states that the quality of the relationship which is examine basic in

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counselling and psychotherapy are identical. Secondly, Arbuckle says that the procedure of counselling cannot be distinguished from the procedure of psychotherapy. Third of all he handle that the methods or techniques are identical. Arbuckle lastly states in the matter of goals and or outcomes there may appear to be differences but no difference is possible. One major resemblance between counseling and psychotherapy are the elements which build a person's traits. Each of these procedure share with attitudes, feelings, interests, goals, self esteem and narrated behaviours are all which are disposed through counseling and psychotherapy.

COUNSELING CONTEXTS - REMEDIAL, PREVENTIVE, DEVELOPMENTAL, CRISIS

The term 'counseling context' does not refer here to the physical location where counseling takes place (which we call the counseling environment) but narrate to the social, cultural, economic, religious and political factors of the site where the counselor work, and the communities in which the people counselor will counsel, live. It is essential for counselor to be informed of the distinct factors that have an effect on the counseling context within the community he / she work. According to the factors which overcome counselee, counseling context can be defined as Remedial, Preventive, Developmental and Crisis situation.

REMEDIAL

The remedial context with relation to counseling impose that working with individuals or groups, to assist them in remedying problems of one kind or other. In remedial work, we take the view that something is distorted, something necessarily to be fixed, or some problem necessarily to be solved in the individual, couple or

group. In another term, Remediation imply addressing the basic deficits that lead to difficulties with daily living skills. For example, a person may have obstruction learning new skills due to poor concentration. A remediation approach would signify that the person would occupy in tasks to improve concentration. Remedial interventions may contain personal- social Counseling at individual, couples or group level. According to Vinter, R. D., (1967) Remedial plan focuses on the individuals dysfunction and utilizes the group as a context and means for altering deviant behavior.

PREVENTIVE

The preventive context with relation to counseling is to solicit "anticipate, decieve, and if possible, to anticipate difficulties that may proceed in the future". It converge the anticipation and avoidance of conflicts or problems for those facing stress in the future.

DEVELOPMENTAL

The developmental context with reference to counseling understood as helps the individual to plan, obtain & derive greatest benefits from the kind of exercise that will enable them to discover & develop their potentials. An example is conducting of study skills class for college students aimed at making good students execute even better. It also aimed at reducing inhibitors of career and workplace progress and helping people execute at a higher level. It can be practice in distinct settings and formats – often external coaches will be drafted in to help senior leaders on a case-by-case, individual basis. Alternatively it can be a procedure between managers and employees to address.

CRISIS

Crisis can be defined as one's cognition or encounter of an event or situation as an unbearable obstruction that surpass the person's current means and coping mechanisms. In other words, Crisis mean "A unexpected, commonly unanticipated event can profoundly & negatively affect a important segment of the institution population & often involves serious injury or demise". It can appear on a personal or societal level and at the spur of the consideration and in a difference of settings, as trauma can arise instantaneously. Crises are short-lived, usually with short span, no longer than a month, although the effects may become long-lasting. It must be managed promptly & skillfully to minimize chaos, rumors & impact of the crisis on the victims and others. Crisis intervention is an immediate and short-term psychological care endeavor at assisting individuals in a crisis situation to restore balance to their bio-psychosocial performance and to minimize the potential for long-term psychological trauma.

The priority of crisis intervention and counseling is to augment stabilization. Crisis Intervention is the emergency and temporary care disposed an individual who, because of abnormal stress in his or her life that yield them impotent to function as they normally would, in order to interrupt the downward spiral of maladaptive behavior and return the individual to their customary level of pre-crisis performance

DIFFERENT FORMS / TYPES OF COUNSELING

Based on the nature of the counseling process and the role of the counselors, the following are the three types of counseling

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Types of Counseling

1. Directive Counseling

2. Non-Directive counseling

3. Eclectic Counseling

DIRECTIVE COUNSELING:

B. G. Williamson is the chief exponent.

- The counselors presume the major accountability of solving the problem.

- Counselors recognize, defines, diagnoses and afford a solution to the problem.

- Counselors directs thinking by informing explaining, interpreting and advising.

- Counselors-oriented.

- Emphasis is on the problem.

Steps: Role of the Counselors

- Analysis- collecting data from different sources to learn the client's problem.

- Synthesis - expound and organizing data to reveal students assets, liabilities, adjustments etc.

- Diagnosis - distinguishing the nature and cause of the problem.

- Prognosis-foreshow the future development of the problem.

- Counseling - taking steps to bring about regulation

- Follow up- helping with recourse or new patterns.

Merits

- Time saving and cost-effective

- Gives happiness to the counselee as he gets a resolution to this problem.

- Emphasis is on the intellectual rather than the emotional aspect.

Demerits

- Kills the initiative
- Makes him helpless
- Does not guide counselee to be efficient and confident
- Undemocratic
- Made dependent

NON DIRECTIVE COUNSELING (Client-oriented / Centered Counseling):

Chief exponent - Carl Rogers

- Counselee is tolerate free expression
- Counselors only directs and guides
- Counselors inquire a few questions, so as to think about the solution of the problem.
- Counselee takes active part, suitable insight into the problem with the help of the counselors and arrives at the decision and action to be taken
- Counselors's role is submissive
- Goal is independent and integration of the client rather than the solution
- Role of the counselors is to create an atmosphere in which the counselee can work out his own intelligent
- Emotional aspect rather than the intellectual aspect is importance
- Counseling relationship is the establishment of a warm, permissive and accepting climate which helps the client to express his self-construction.

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Merits

- Freedom of the individual
- Relieves tensions due to catharsis
- Moves toward acceptance of himself
- Confronts weaknesses without feeling threatened

Demerits

- Time consuming
- Wisdom and decision of the client cannot be relied upon
- All the problems cannot be sorted out through talking

ECLECTIC COUNSELING :

Chief exponent - Bordin (Thome)

- Counseling may be evaluated along a range from directive to non-directive to directive
- Eclectic is a continuance and synthesis of directive and non-directive counseling
- Both counselors and counselee are active and supportive
- Both do the talking in turn
- The problem is solved jointly

  The counselors studies the needs and personality of the client and then selects the technique (appropriate). Begins with directive but switches over to non-directive or vice versa as demanded by the situation.

Steps

- Initial interview
- Develops rapport and does structuring so that client understands what to expect from the counseling
- Tentative diagnosis and plan of counseling is formulated

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- Gathers information about the client and the client needs to be helped to assimilate this information
- Client achieves emotional release and gains insights, modifies perceptions/attitudes about himself and situations

FORMS:

"Counseling" is a very broad category that comprehend many opportunities in any number of counseling subfields. Counselors and therapists help their clients in a diversity of ways and means, and there are many distinct types of counselors depending on their specialty. Counselors work in schools, hospitals, rehabilitation facilities, among other locations, or they can maintain a private practice, and there are many ways regular counseling practice done by trained counselors. Here are some of the most common forms of counseling - Telephone Counseling, Crisis Counseling, Vocational Counseling

TELEPHONE COUNSELING

Telephone counseling appeal to any type of psychological service accomplish over the telephone. Telephone counseling ranges from individual, couple or group psychotherapy with a professional therapist to psychological first aid provided by Para-professional counselors. In-person therapists often advise clients to make use of telephone crisis counseling to provide the client with an avenue to obtain support outside of therapy if they cannot be reached in an emergency or at the end of a therapeutic relationship.

Advantages:

Unlike other forms of counseling, telephone counseling is potentially free of undeniable constraining factors that affect traditional therapy, contain geography, time, duration, and cost, making this form of

counseling more obtainable for a number of people who would be impotent to attend traditional psychotherapy. It also supply a degree of anonymity that is comforting to some callers, reducing the intimidation that some people may feel at the prospect of solicit treatment with a traditional in-person therapist and inspiriting disclosure. Also research disclose telephone counseling to have better results among patients with depression.

Disadvantages:

Being physically present with your counselor may relieve you feel more related with him or her; the telephone may assist to "distance" in the therapeutical relationship. Some people handle safer letting themselves become sensational in the physical presence of another person. Because the dependent often calls from a location that is part of their day-to-day life, calls often center around, or are intermitted by, situational crushing that the person is currently entangled in. This can have both positive and negative effects on the counseling prepare; by concede the counselor some insight into the person's situation, the counselor can be more objective. Conversely, the disruptions and pressures of situational factors may make it difficult for the client to adopt a reflective state or maintain full focus on the counseling session.

In the circumstances of Para-professional counseling (intent a non-licensed therapist), there may not be guaranteed privacy; the electronic technologies involved make it painful to intercept multiple phone connections, loudspeakers, or recording of the interactions. This circumstance may present a problem to a paranoid personality who suspected that others are supervise his or her calls. If the counseling is prepare by an organization staffed by a number of

employees or volunteers, a repeat caller cannot develop a relationship with a counselor in the same way as in traditional therapy, which may impede progress. These organizations typically limit calls in time and frequency, intercept deeper analysis and thus the use of curative modalities that depend on it (i.e. psychoanalysis). Phone counseling is not suitable for people who are homicidal, suicidal, self-abuse, or need more care than one meeting per week. Phone counselors may not be acquainted with local emergency service choice. Counselors at locally manage suicide hotlines are trained in emergency services and acquainted with local means.

CRISIS COUNSELING

Crisis counseling is centralized on catastrophic events that can shatter the strong norms of life. Death, unexpected or otherwise, injury, job-loss, severe illness, rape, onslaught, natural catastrophe, and war: all these can be crisis points in a person's life. These events, often unexpected and always stressful, can diminish the victims ability to cope, and can even trap them in a pattern that won't tolerate healing to occur without help. They will be dealing with strained feelings, methods for coping with those feelings, and inquiry of their own reactions and those around them. In-person crisis intervention, emotional support, and guidance and counseling provided by advocates, counselors, mental health professionals, or peers. Such counseling may occur at the show of a crime or instantly after a crime or be provided on an ongoing basis.

VOCATIONAL COUNSELING

VOCATIONAL / EMPLOYEE COUNSELING (COUNSELING BEFORE ENTRY): Counseling before the industrial entry can be understood as vocational guidance or occupational information. Occupational

information means the accurate and usable information about jobs and occupations, which contain facts regarding the consequence of an occupation, entrance requirements, opportunities for advancement, health and accident casualty compensations and other working circumstances that are most often found in specific occupations or related group of occupations.

NEED FOR OCCUPATIONAL INFORMATION

➢ To support¬ the pupils in safe educational encounter through knowing his role in the field of work

➢ To bring the complicated reality into focus and to help the individual to appraise both his opportunities and his limitations

➢ To destroy disharmony between the employment opportunities and the means of personnel

➢ To make disciple matured in vocational knowledge and develop attitudes in harmony with the modern and ever-substitute demands of our social and economic life and

➢ To assist the disciple to make a realistic vocational choice

VOCATIONAL / EMPLOYEE COUNSELING (COUNSELING AFTER ENTRY):

It means discussion of a problem that regularly has affecting content with an employee in order to help the employee cope with it enhanced, which also improves his mental health as well.

CHARACTERISTICS OF EMPLOYEES COUNSELING

➢ An barter of ideas and feelings between two people, a counselor and a counselee;

➢ An act of communication;

➢ Helps employees cope with problems;

➤ Improves organizational presentation through making employees more cooperative, worry less about personal problems;

➤ Helps the organization more human and understanding with people.

FUNCTIONS OF VOCATIONAL / INDUSTRIAL COUNSELING

➤ Advice

➤ Reassurance : don't worry, this will come out all right

➤ Communication

➤ Release of emotional tension

➤ Clarified thinking

COUNSELING GOALS: IMMEDIATE AND LONG TERM

The counseling has distinct goals with different clients. For instance, the counselors may contribute counseling for support client to cure past emotional deprivations, manage occurrent problems, manage transitions, constitute decisions, manage crises and develop specifying life skills, etc. Sometimes goals of counseling are distributed between remedial goals and growth or developmental goals. Both the remedial and developmental goals serve preventive performance. Though much of counseling is remedial, its chief focus is on the developmental tasks of a vast majority of common people rather than on the needs of more severely disturbed minority (Richard Nelson – Jones: 2000).

The goals of counseling may be delineate as immediate, long range and procedure goals. Specific counseling goals are unequaled to each client and involve a examination of the client's expectations as well as environmental aspects. Apart from the specifying goals there are two categories of goals which are ordinary to most counseling situations. These are recognized as long range and procedure goals. The latter have great importance. They regulate the counselee's and

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counselors' interrelations and behavior. The procedure goals contain the aid procedures for enhancing the effectiveness of counseling.

The extended range goals are those that reflect the counselors's philosophy of life could be fixed as:

1. To help the counselee to become self-actualizing.
2. To help the counselee attain self-realization.
3. To help the counselee become a fully functioning person.
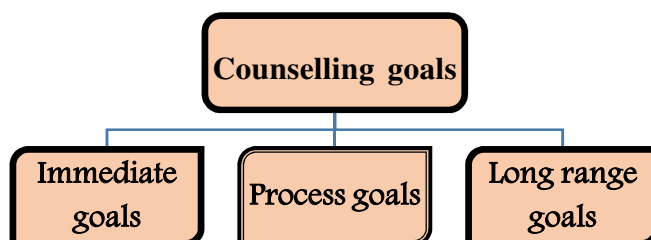
The immediate goals of counseling suggest to the problems for which the client is solicit solutions, here and now. The client decline to utilize his capacities distinctly and effectively and, therefore, is unable to performance efficiently. The counselee could be relieve to gain fuller self-understanding through self-examination and to estimate his strengths and weaknesses. The counselors could supply necessary information, but information however exhaustive may not be beneficial unless the he has an consolidative understanding of himself, his personal means and environmental constraints and resources.

The long range and the direct goals are not unrelated. There is an interrelation between them as both depend on the procedure goals for their realization. The process goals are basic counseling extension which are essential conditions for the counseling to take place. They comprise empathetic understanding, warmth and openness which

provide for interpersonal exploration which in turn helps the client in self-exploration and self-understanding and eventually lead to long range goals, namely self-actualization, self-realization and self-improvement.

II. THEORIES OF COUNSELING

Psychoanalytic/psychodynamic theories, Behavioral theories, Humanistic theories and Existential theories.

INTRODUCTION

As examine in the previous chapter counseling is an interpersonal procedure through in which guidance and support is provided to persons with psychological problems. This procedure is for convey about self-transformation in the person. It is the procedure by which a skilled person aids another person. It must be prominent that counseling is not a onetime event or meeting. It is carried over a period of time and it passes through various stages.

Understanding the theories is essential as it is the knowledge base of counseling. Counseling theories are basically conceptual frameworks for understanding parameters of the counseling process. These parameters can include plan for viewing personality development, explaining past behaviour, foreshow future behaviour, understanding the current behaviour of the client, diagnosing and treatment planning, assessing client motivations, needs, and unsolved issues, and identifying strategies and interventions of assistance to the client. Theories help arrange data and provide guidelines for the anticipation and intervention efforts of counselors and therapists (Capuzzi& Gross: 1999).

The helping professionals, attend on the field and nature of their work, apply different theories for counseling. Thus, there are number of theoretical condition experienced by distinct types of counselors. One can't examine all these theories. Neither is it designed to do that

here. There are four fundamental counseling theories going to be examine in this chapter mentioned namely

- Psychoanalytic/psychodynamic theories,
- Behavioral theories,
- Humanistic theories and
- Existential theories

PSYCHOANALYTIC/PSYCHODYNAMIC THEORIES

A psychodynamic theory is a theory that explains human behavior and human motivation in terms both of conscious and unconscious forces and the interplay between these. Although many different psychodynamic theories exist, they all emphasize unconscious motives and desires, as well as the importance of early childhood experiences in shaping personality. They all emerge from the matrix of psychoanalytic theory. Psychoanalytic theory is not a unified body of knowledge; rather, it is composed of multiple theories, models, and schemata pertaining to human development, psychopathology, and clinical method and technique. It is a literature of vast scope whose evolution now spans more than a century. The psychoanalysis of today, well over a century after the publication of Studies in Hysteria 1893–1895 and The Interpretation of Dreams (1900) is greatly changed from the psychoanalysis of Freud's day.

SIGMUND FREUD (1856-1939):

PSYCHOANALYTIC THERAPY

With the broad perspective of psychodynamic therapy let us take one by one the key figures that contributed to this particular approach of psychotherapy. Chief among them is Sigmund Freud. In short his theory focuses on unconscious factors that motivate our

behaviour. Since it is believed that the experiences or events of the first six years of life are determinants of the later development of personality, attention is paid to such experiences.

We are in a way conditioned by psychic energy and early experiences. In our present day behaviour, unconscious motives and conflicts are central. We experience irrational forces very strongly and feel driven by sexual and aggressive impulses. Here early childhood experiences are thought to be crucial since the later personality problems seem to have their roots in repressed childhood conflicts. If we look at the history of psychotherapy, we notice that psychoanalysis of Sigmund Freud plays a vital and major role in the shaping of many of the theories of personality and therapies of later times either as extension of the very same theory of Sigmund Freud or as a reaction to it. Thus at the very beginning, acquaintance with the psychoanalytic theory of Sigmund Freud would serve us to understand all the subsequent theories of personalities and therapies of the present day.

1. HUMAN NATURE

Freud considers human nature as basically deterministic in the sense our behaviour is determined by irrational forces, unconscious motivations, and biological and instinctual drives as these evolve through key psychosexual stages in the first six years of life. Of course one can liberate oneself from these determinants once the unconscious becomes conscious and blind habits are replaced by choice.

2. INSTINCTS

Freud posited that it is life instincts (known as Eros) that maintain the survival of the individual and humankind. Life instincts were

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identified with libido, which originally meant sexual energy. Life instincts are nothing other than all pleasurable acts. Freud also posited that death instincts (known as Thanatos), which are aggressive drives, manifest themselves in one's unconscious wish to die or to hurt oneself or others. Thus these two sets of instincts are powerful determinants of our behaviour. Although there may be conflicts between these two sets of instincts, we are not condemned to be victims of aggression and self-destruction.

THEORY OF PERSONALITY

Freudian Theory of Personality consists of two explanations. These two explanations are about the one and the same personality. It is like viewing man anatomically and physiologically. Anatomy speaks of the structure of man in his various systems or parts whereas physiology speaks of the functions of the different parts of the body.

1) FUNCTIONAL OR DYNAMIC

According to the functional or dynamic concept, human personality consists of three systems known as the id, the ego, and the superego. These are names of psychological structures and they do not function separately since personality functions as a whole. We can understand the id as the biological component, the ego as the psychological component and the superego as the social component of the personality. Since human beings are energy systems, the psychic energy is distributed to the id, the ego and the superego. As the energy is limited, any one system could have control over the available energy at a given time at the expense of the other two systems.

| SUPER EGO |
| EGO |
| Id |

The Id:

It is the original system of personality with which we are born and is the primary source of psychic energy and the seat of the instincts. It acts on the pleasure principle, which means reducing tension, avoiding pain and gaining pleasure. It is certainly illogical, amoral and is preoccupied with the consideration of satisfying instinctual needs. It is very demanding and insistent; it lacks organization and moves blindly to achieve pleasure. It is largely unconscious and can never mature since it does not think but only wishes or acts.

The Ego:

It is the executive aspect of one's personality that governs, controls and regulates, mediating between the instincts and the surrounding environment since it is in touch with the external world of reality. This is ruled by the 'reality principle' that is realistic and logical in thinking and formulates plans of action for satisfying needs in a realistic manner. The blind impulses of the id are checked by the overall intelligence and rationality of the ego.

The Superego:

It is ruled by moral or value principle as the judicial branch of personality. It is evaluative by nature. It can be said to be the ideal part of one's personality than the real; it does not seek pleasure but perfection and it inhibits the impulses of the id and persuades the ego to substitute moralistic goals for realistic ones. The superego

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represents the internalization of the standards of the parents and those who are in the place of parents and society. It is related to the psychological rewards and punishments, the rewards being feelings of pride and self-love and punishment being feelings of guilt and inferiority.

2) STRUCTURAL OR TOPOGRAPHICAL

According to the structural or topographical conception, human personality is composed of three layers of which the topmost layer is the conscious. The conscious part of our personality is identified with awareness. Consciousness is a thin layer like the tip of the iceberg whose major portion lies underneath. Then comes the second layer called the preconscious, which is a provisional storehouse whose contents could be retrieved by conscious introspection. The third layer is the unconscious which stores up all experiences, memories, and repressed materials. The aim of psychoanalytic therapy is to make the unconscious motives conscious in order to exercise choice.

CONSCIOUS
PRECONSCIOUS
UNCONSCIOUS

4. ANXIETY

Anxiety is a state of tension that motivates an individual to do something. It warns us of an impending danger. It arises out of a conflict

5. EGO-DEFENCE MECHANISM

When the ego is not in a position to control anxiety by rational and direct methods, it resorts to unrealistic methods, which are nothing other than ego-defense mechanism. Since the ego defenses help one

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to cope with anxiety, it is not exactly pathological. They have an adaptive value if they do not become a way of life to avoid facing reality. Ego-defenses operate on an unconscious level and they tend to deny or distort reality. Therefore these two characteristics of 1) denying, falsifying and distorting reality and 2) operating unconsciously are common to all the defense mechanisms. Some of the common ego defenses are: repression, denial, reaction formation, projection, displacement, rationalization, sublimation, regression, introjections, identification and compensation.

Repression: This is one of the earliest concepts of psychoanalysis and a fond theory of Freud. It is also the basis of many other ego-defenses and neurotic disorders. Freud formulated the theory of personality in terms of the id, the ego, and the superego and divided the mind into three regions namely conscious, preconscious, and unconscious. The psychological materials of the preconscious could become conscious when needed. But the material of the unconscious was regarded as being relatively inaccessible to the conscious and it was said to be in a state of repression. Repression is an involuntary removal of something from consciousness. Painful experiences are repressed to the unconscious. For example, if you are punished for some offence, you would not keep that experience in your conscious but soon you will relegate it to the unconscious because it is painful.

Denial: Denial operates like repression but it operates at preconscious and conscious levels. It is the simplest form of self-defence. Especially in traumatic situation like wars and disasters, people often close their eyes to the existence of threatening realities

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because they are too painful to accept. Denial is very well evident in the dynamics of death and grief. For example, if a person is diagnosed as having a terminal cancer, he/she will get a shock first and then start denying the reality of cancer saying perhaps that the diagnosis was not proper. Likewise in grief, when a person hears the death of a beloved person, then he/she after the initial shock will deny the fact of death even openly declaring 'I am not able to accept that he is dead.'

Reaction Formation: Reaction formation is the replacement in consciousness of an anxiety-producing impulse or feeling by its opposite. Reaction formation is distinguished by its extravagant showiness and its compulsiveness. Usually extreme forms of behaviour of any kind denote a reaction formation. A person who hates another cannot accept the painful fact of hating and so shows extraordinary love towards that person.

Projection: Reality anxiety is usually easier for the ego to deal with than either with neurotic or moral anxiety. Therefore, if the source of anxiety can be attributed to the external world rather than to the individual's own primitive impulses or to the threats of conscience, the person is likely to achieve greater relief from the anxious condition. Thus the mechanism by which neurotic or moral anxiety is converted into an objective fear is called projection. First of all, projection reduces anxiety by substituting a greater danger with a lesser one. And it enables the projecting party to express his/her impulse under the guise of defending himself/herself against his/her enemies.

Displacement: At times one cannot express one's feelings directly to a desired object because it might be dangerous, for example, an

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employee who is not able to assert to his/her employer may express his/her anger he/she originally feels towards his/her boss, to his/her subordinate. This is a way of coping with anxiety by discharging impulses by shifting from a threatening object to a safer target.

Rationalization: Rationalization is finding lame excuses and untrue reasons to explain away a failure or loss. It usually softens the blow of disappointment. Sublimation: It is diverting sexual or aggressive energy into other channels that are usually socially acceptable and sometimes even admirable. Actually sublimation is a displacement that produces a higher cultural achievement.

Fixation and Regression: We pass through different stages of development before reaching maturity. The passage from one stage to another entails a certain amount of frustration and anxiety and if they become too much, the normal growth may be temporarily halted. Therefore, the person is fixated on one stage. In adult life when met with traumatic situation one goes back to infantile behaviours, which is the same as going back to a fixated stage of development. Going back to the earlier stage is regression.

Introjection: This is taking in and accepting uncritically the values and standards of others. For example, if a child is constantly called 'stupid,' the child thinks that it is really stupid. Introjection could also be good when one imbibes good values and standards from others. Identification: This mechanism is resorted to when individuals feel that they are inferior and so to feel worthwhile they identify themselves with successful causes, organizations, or people because of the status attached to these.

Compensation: It is masking perceived weakness or developing certain positive traits to make up for limitations. An orphan who came up in life and was a teacher by profession wanted all his children to have the best education one can think of since he himself did not have good education in his childhood. Compensation could be in one's life or in the lives of those associated with oneself as in the case of this teacher.

6. PSYCHOSEXUAL STAGES

First Year of Life: Oral Stage: Sucking at the breast of the mother satisfies the need for food and pleasure. In this period there are two major activities:

1) Oral-incorporative behaviour which is pleasurable stimulation of the mouth, in the absence of which in adult life people take to excessive eating, chewing, talking, smoking and drinking which we call 'oral fixation.'

2) Oral–aggressive behaviour which starts when the infant teethes. In this phase of development the infant enjoys biting. Adults indulging in sarcasm, hostility, aggression, gossip and making biting comments are all related to this period.

When this biting need is not adequately met, then the individual will have feelings of greediness and acquisitiveness and suffer from oral fixations, which will trigger off personality problems of mistrust of others, rejection of the love from others and the fear of an inability to form intimate relationships.

Age 1-3: Anal Stage: The anal zone assumes great importance in the formation of personality. In this stage one learns independence, accepts personal power, knows to express negative feelings of rage and aggression. Children learn first lessons of discipline when toilet

training starts. Strict toilet training will result in 'anal-aggressive personality' with its characteristics of cruelty, inappropriate displays of anger, and extreme disorderliness and when parents give too much importance to the anal activity of the child, the result is the anal-retentive personality with the fixation of extreme orderliness, hoarding, stubbornness and stinginess.

Age 3-6: Phallic Stage: The child experiences unconscious incestuous desires for the parent of the opposite sex, which is repressed because of its threatening nature. This is a conflict the child experiences at this period. The boy desiring mother as love object is known as 'Oedipus Complex' and the girl desiring father and his love and approval is known as 'Electra complex.' In this stage the boy may develop fear related to his penis which is described by Freud as 'castration anxiety' or 'castration complex' and in contrast the girl is envious of the penis of the boy which is known as 'penis envy.' The attitudes of the parents at this stage towards the emerging sexuality of the child are going to affect the sexual attitudes and feelings of the child. Threatening or punishing has an adverse effect in adult sexual life.

Age 6-12: Latency Stage: This period is a sleeping period in which the child socializes and turns its attention outward and forms relationship with others. The former sexual interests are replaced by interests in his playmates in a wide variety of activities in school like games and sports.

Age 12-18: Genital Stage: This stage starts with puberty and lasts until old age. The adolescent develops interest in the opposite sex, does sexual experimentation and assumes adult responsibilities. 'To love and to work' has become his motto. Since Freud wanted to

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resolve sexual issues during the first six years of life he did not go into great detail in discussing the crisis associated with adolescence or adulthood or old age.

CARL GUSTAV JUNG (1875-1961):

ANALYTICAL PSYCHOTHERAPY

Carl Gustav Jung is the founder of analytical psychotherapy. To distinguish his ideas from those of Freud, Jung used the term 'analytical psychology' for which individuation is the central theme.

1. THE STRUCTURES OF PERSONALITY

Personality or psyche consists of a number of differentiated but interacting systems. The most important ones are the ego, the personal unconscious and its complexes, the collective unconscious and its archetypes, the persona, the anima and animus, and the shadow. Besides these, there are the attitudes of introversion and extroversion, and the functions of thinking, feeling, sensing, and intuiting. The self is considered to be the centre of the whole personality.

2. THE EGO

The Ego is the conscious mind. Conscious perceptions, memories, thoughts, and feelings make up our conscious mind. One's feeling of identity and continuity is due to the ego and this is the centre of our consciousness.

3. PERSONAL UNCONSCIOUS

The Personal Unconscious is the region adjoining the ego. The experiences that were once conscious but repressed and those, which were weak to make an impression, are relegated to the personal unconscious. But these are accessible to the ego, and the personal unconscious and the ego interact with each other as a two-

way traffic. A constellation of perceptions, thoughts, feelings, and memories exists in the personal unconscious. This constellation constitutes a complex, which has a nucleus that attracts various types of experiences. The complex is likely to act as an autonomous personality and may seize control of the personality and utilize the psyche for its own ends. Though these are unconscious, they can be brought to consciousness.

4. COLLECTIVE UNCONSCIOUS

The collective unconscious or transpersonal unconscious is a storehouse of latent memory traces inherited from our ancestral past of both human and animal ancestry. It is a psychic residue of human evolutionary development that accumulated as a consequence of repeated experiences over many generations. All of us more or less have the same collective unconscious. We do not inherit racial memories but only the possibility of reviving experiences of the past generations. We can say that they are predispositions that set us to react to the world in a selective way. The cumulative experiences of mankind are engraved on the human brain. The collective unconscious forms the inherited racial foundation of the whole structure of personality upon which are erected the ego and the personal unconscious, and all other individual acquisitions.

THE EGO
PERSONAL UNCONSCIOUS
COLLECTIVE UNCONSCIOUS

5. ARCHETYPES

An archetype is a universal thought-form (idea) that contains a large

element of emotion. An archetype creates an image or vision that corresponds in normal life to some aspect of a conscious situation; for example, the archetype of the mother creates an image that actually corresponds with an actual mother. Archetypes are the structural components of the collective unconscious. They are also known by other names like dominants, primordial images, imagoes, mythological images, and behaviour patterns. An archetype originates from the permanent deposit in the mind of an experience that has been constantly repeated for many generations. The experience of the sun for many generations becomes fixed in the collective unconscious and thus we have an archetype of the sun god. Archetypes interpenetrate and interfuse with one another and thus blend two or more archetypes as for example the archetype of a hero and that of a wise man blend together to form the conception of the philosopher king. The nucleus of a complex may be an archetype that draws experiences to it. And so the archetype can penetrate into consciousness by way of these associated experiences. Thus myths, dreams, visions, rituals, neurotic and psychotic symptoms, and works of art contain a great deal of materials from archetypes. Some of the archetypes are the persona, the anima and animus, and the shadow.

6. THE PERSONA

The persona is a mask adopted by an individual to respond to the demands of social convention and tradition. It is the role one plays in society and that which is expected of a person in the society. And so it is the public personality of an individual behind which lies the private personality. In a way the persona resembles the superego of Freud.

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7. ANIMA & ANIMUS

The anima and the animus: Man is basically bisexual. There is femaleness in man and maleness in woman. The female archetype in man is called anima and the male archetype in woman is called animus. These not only cause in each sex the manifest characteristics of the other sex but also act as collective images that motivate each sex to respond to and understand the opposite sex.

8. THE SHADOW

The shadow archetype is the animal instinct that we have inherited in our evolution from lower forms of life and it typifies the animal side of human nature. It represents the reprehensible thoughts, feelings, and actions, which are hidden from public view by the persona or repressed into the personal unconscious. What I dislike and disown is my shadow. All that is unillumined, unexamined and undesirable amount to my shadow, the repressed and unexamined aspects of me. The shadow is supposed to be the other side, all that we would not like to be. In fact it is the compensatory side to our conscious ego. The shadow is all those things, which we would never like to recognize in ourselves, but are particularly allergic to see them in others. The shadow is unconscious and so it is expressed as a projection onto others.

9. THE SELF

The archetype self represents the human striving for unity and it expresses itself through various symbols, the chief one among them being the mandala or magic circle. The self is the mid-point of personality, around which all the other systems are organized and so it gives the personality unity, equilibrium, and stability. This

archetype motivates our behaviour and makes one to search for wholeness through the pathways of religion. For the self to emerge it is necessary that all the other systems be fully developed and so the self becomes evident more or less in middle age. In middle age one tries to change the centre of one's personality from the conscious ego to a region, which is midway between consciousness and unconsciousness. This midway region is the domain of the self.

10. THE ATTITUDES

According to Jung, there are two major orientations or attitudes, the attitude of extroversion and the attitude of introversion. The extroverts orient themselves to the external, objective world while the introverts orient themselves to the inner, subjective world. It is natural for both of them to be present in a given individual, one being dominant and conscious and the other being subordinate and unconscious.

11. THE FUNCTIONS

There are four fundamental psychological functions namely thinking, feeling, sensing, and intuiting. Thinking is intellectual in nature by which one comprehends the nature of the world and oneself. Feeling is the evaluative function of judging whether something is good or bad, right or wrong, positive or negative with reference to the subject. Sensing is the perceptual or reality function. It gives concrete facts or representation of the world. Intuition represents perception by way of unconscious processes and subliminal contents.

Among these four functions, thinking and feeling are rational functions since they make use of reason, judgement, abstraction, and generalization. Sensation and intuition are irrational functions since they are based on the perception of the concrete, particular, and

accidental. Among the four functions one may be more differentiated and may play a predominant role in consciousness. That is called superior function. The one that is least differentiated is inferior function which is repressed and unconscious and it expresses itself in dreams and fantasies.

12. INTERACTIONS AMONG THE SYSTEMS OF PERSONALITY

There are three different ways in which the various systems and attitudes and functions that make up the total personality interact with one another; for example, one system may compensate for the weakness of another system, or oppose, or two or more systems may unite to form a synthesis. Compensation could be in attitudes. When the extroversion is the dominant or superior attitude of the conscious ego, then the unconscious will compensate by developing the repressed attitude of introversion. It could also be between functions; a person who exercises thinking and feeling in his conscious mind, will be an intuitive, sensation type unconsciously. As a general rule we can say that the contents of the conscious mind are compensated for by the contents of the unconscious mind; thus compensation maintains a kind of equilibrium or balance between contrasting elements and prevents the psyche from becoming neurotically unbalanced. In the personality, opposition exists everywhere. Polar elements not only oppose one another, they also attract or seek one another.

13. DYNAMICS OF PERSONALITY

The personality or psyche is a partially closed energy system, because energy is added from outside when we eat and energy is subtracted when we work. It is with psychic energy that one performs works of personality. Psychic value is the amount of psychic

energy invested in an element of personality. Value is in fact a measure of intensity. When one places a high value upon a particular idea or feeling, that idea or feeling exerts a considerable force in directing our behaviour. The psychodynamics of Jung are based on two fundamental principles, namely, the principle of equivalence and that of entropy. According to the principle of equivalence, if energy is expended in one area, the energy will appear elsewhere in the system which means that lowering of one value inevitably means the raising of another value. For example, if you lose your interest in one activity, another area would have taken that place. According to the principle of entropy when two bodies of different temperatures are placed in contact with one another, heat will pass from the hotter to the colder body. In the same way the distribution of energy in the psyche seeks an equilibrium or balance. For a living organism, a perfect entropy is an impossibility. The total available psychic energy is used for two general purposes: 1) For the maintenance of life and propagation of the species as in the case of hunger and sex; 2) The excess of energy after satisfying hunger and sex is used for cultural and spiritual activities.

14. THE DEVELOPMENT OF PERSONALITY

Human beings constantly strive forward and move from a less complete stage of development to a more complete one. The ultimate goal of this development is self-realization, which means the fullest, most complete differentiation and harmonious blending of all aspects of an individual's total personality.

15. CAUSALITY VERSUS TELEOLOGY

According to a teleological viewpoint goals direct and guide human destiny. The personality is comprehended in terms of where it is

going. But the viewpoint of causality holds that the present events are the consequences or effects of antecedent conditions or causes. For Jung both the views are necessary to understand human personality.

16. SYNCHRONICITY

Jung speaks of a principle that is neither teleology nor causality. It is called the principle of synchronicity. This refers to events that occur together in time but that are not the cause of one another. For example you think of the illness of your friend and you hear the news of his illness. For Jung the mental telepathy, clairvoyance, and other types of paranormal phenomena are evidence for the principle of synchronicity.

According to him these are not chance coincidences but there must be another kind of order in the universe that causes them. It is because of the archetypes that synchronicity occurs since archetypes are psychoid in character, in the sense that they are both physical and psychological. An archetype can bring into consciousness a mental image of a physical event even though there is no direct perception of the physical event. Not that an archetype can cause both events to happen, but rather it possesses a quality that permits synchronicity to occur.

17. HEREDITY

Besides the inheritance of biological instincts meant for self-preservation and reproduction we have an inheritance of ancestral experiences in the form of archetypes.

18. THE INDIVIDUATION PROCESS

Human personality tends to develop in the direction of a stable unity. Development is the unfolding of the original undifferentiated

wholeness and the goal of this unfolding is the realization of selfhood. But in order to realize this goal, the various systems of personality have to become completely differentiated and fully developed. For a healthy integrated personality every system must reach the fullest degree of differentiation, development, and expression and the process by which it is achieved is called the individuation process

ERIK H. ERIKSON (1902-1994):

PSYCHOSOCIAL THEORY OF DEVELOPMENT

According to Erikson, development proceeds by stages, which are eight in human lifespan. The first four stages are in infancy and childhood, the fifth one during adolescence, and the last three during the adulthood including old age. However these are not clearly marked out uniformly in all cases, for, everyone has his/her own timetable.

First year of Life: Infancy (Oral Stage of Freud): Trust Versus Mistrust: When basic physical and emotional needs of the infant are provided, it develops a sense of trust and if not, an attitude of mistrust towards the world, especially toward interpersonal relationship will result. This is the oral-sensory stage in which the infant's basic trust is established as it can peacefully sleep, comfortably take nourishment and relax fully excrete.

Age 1-3: Early Childhood (Anal Stage of Freud): Autonomy Versus Shame and Doubt: During this stage the child develops autonomy. The struggle is between a sense of self-reliance and a sense of self-doubt. The child explores and experiments and makes mistakes and thus tests its limits. If it is not encouraged to explore and experiment, then its capacity to deal with the world successfully

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is hampered. If the child does not gain mastery of self-control and ability to cope with the world, it will develop a sense of shame and doubt about its abilities. The child needs to acquire a sense of its own power. The child needs to experiment, to make mistakes and feel that he/she is still accepted, and to recognize some of his/her own power as a separate and distinct individual.

Age 3-6: Preschool Age (Phallic Stage of Freud): Initiative Versus Guilt: The developmental task in this age is to achieve a sense of competence and initiative. When the child is allowed to select personally meaningful activities, it will develop a positive view of self. If it is not allowed to make its own decisions, it tends to develop guilt over taking initiative. In later life it will refrain from taking an active stance and allow others to choose for it.

Age 6-12: School Age (Latency Stage of Freud): Industry Versus Inferiority: During this period, the child expands its understanding of the world and continues to develop appropriate sex-role identity, and learns the basic skills required for school success. The developmental task is to achieve a sense of industry to set and attain personal goals. If failed in this attempt the child feels a sense of inadequacy.

Age 12-18: Adolescence (Genital Stage of Freud): Identity Versus Role Confusion: It is precisely a time of transition from childhood to adulthood. During this period the individual tests his/her limits, breaks dependent ties and establishes a new identity. If failed in this attempt one experiences role confusion. Adolescents usually struggle to define who they are, where they are going, and how to get there.

<u>Age 18-35: Young Adulthood (Genital Stage of Freud Continues):</u>

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Intimacy Versus Isolation: Though for Freud the genital stage continues through adulthood, Erikson has marked three stages that cover this period namely young adulthood, middle age, and later life, each of which has developmental tasks. Having established clearly one's own self-identity one is in a quest to form intimate relationship. Thus the developmental task is to form intimate relationships. If the individual fails in this attempt he experiences alienation and isolation.

Age 35-60: Middle Age (Genital Stage of Freud Continues): Generatively Versus Stagnation: In this stage one goes beyond self and family and wants to help the next generation. The individual adjusts to the discrepancies between one's dreams and one's actual accomplishments; thus he realizes a sense of productivity. The main quality of productivity is the ability to love well, to work well, and to play well. If one does not succeed well in this regard, one stagnates and dies psychologically.

Age 60+ : Later Life (Genital Stage of Freud Continues): Integrity Versus Despair: In this stage the core crisis of the elderly is integrity versus despair. If one has lived a product and worthwhile life and has coped with his/her failures and successes and has fewer regrets then he / she has achieved ego integrity; otherwise one feels despair, hopelessness, guilt, resentment and self-disgust.

AFLRED ADLER (1870-1937):

ADLERIAN PSYCHOTHERAPY (INDIVIDUAL PSYCHOLOGY)

Adler's socio-psychological and teleological view of human personality stresses the purposeful nature of behaviour and maintains that where we are striving to go is more important than where we came from. We are not merely shaped by our childhood

experiences but we create ourselves too.

1. VIEW OF HUMAN NATURE

Adler understood Freud as excessively narrow in his stress on biological and instinctual determination. Though he holds along with Freud that what an individual becomes in adult life is largely influenced by the first six years of life, Adler differs from Freud on a number of themes. They are seen in the table that is given below.

2. COMPARISON OF FREUD AND ADLER1

FREUD	ADLER
Exploration of past events is important.	One's perception of the past events is important.
We are motivated by sexual urges.	We are motivated by social urges.
Behaviour is biologically and instinctually determined.	Behaviour is purposeful and goal directed.
Unconscious is the centre of personality.	Consciousness is the centre of personality.
Deterministic	Stress on choice and responsibility, meaning in life, and striving for success or perfection. Teleological
What we are born with is the central issue	What we do with the abilities we possess is the central issue.
Objective	Subjective
Physiological substratum for therapy	A social psychology
Emphasized causality	Emphasized teleology
Reductionist; The individual is divided into parts that are	Holistic; The individual is indivisible. All the parts are at the service of the individual.

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antagonistic to each other.	
Study centred on interpersonal and intrapsychic dimensions.	Persons can only be understood interpersonally and as social beings moving through and interacting with their environment.
Ideal Goal: establishment of intrapsychic harmony; Ego should be taking more control.	Ideal Goal: Expansion of the individual, self-realization, and the enhancement of social interest
People are basically bad. Civilization attempts to domesticate them, for which they pay a price.	People are neither good nor bad but are creative, and they can choose good or bad or both.
People are victims of both instinctual life and civilization.	People as choosers can shape both their internal and their external environment.
Emphasis on Oedipus situation and its resolution	Emphasis upon the family constellation
People are enemies.	People are fellow human beings.
Women feel inferior because of the penis envy.	Women feel inferior because in our culture women are undervalued

Adler focuses on inferiority feeling, which motivates us to strive for mastery, success, superiority and perfection. We strive for increasing higher levels of development. We are not merely determined by heredity and environment. We have the capacity to interpret, influence, and create events. Though he rejects the deterministic

view of Freud, he does not go to the other extreme of maintaining that one can become whatever one wants.

3. SUBJECTIVE PERCEPTION OF REALITY

Adler sees the world from the subjective frame of reference of the client, an orientation that is phenomenological. How the individual believes life to be is more important than how life is in reality.

4. UNITY AND PATTERNS OF HUMAN PERSONALITY

According to Individual Psychology, personality can only be understood holistically and systematically in the sense that the individual is seen as an indivisible whole, born, reared, and living in specific familial, social, and cultural contexts. Our personality is unified through the life goal.

5. BEHAVIOUR AS PURPOSEFUL AND GOAL-ORIENTED

We set goals for ourselves and our behaviour becomes unified in the context of these goals. This view is interested in the future, without minimizing the importance of the past influences. Our behaviours are guided by 'fictional finalism,' which refers to an imagined central goal. The fictional goal represents an individual's image of a perfected position for which one strives in any given situation

6. STRIVING FOR SIGNIFICANCE AND SUPERIORITY

People seek mastery by striving for perfection and coping with inferiority. Once we experience inferiority we are impelled to strive for superiority, which does not mean to be superior over others, but it denotes striving from a perceived lower position to a perceived higher position. The way we develop a style of striving for competence is what makes individuality. Lifestyle for Adler meant basic orientation to life and it is synonymous with plan of life, life movement, strategy for loving, and road map of life. It is through our

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lifestyle that we move toward our life goal. Lifestyle is influenced by the first six years of life; it is not the experiences that are in themselves important but the way one interprets the experiences.

7. SOCIAL INTEREST

Social interest refers to one's awareness of being a part of the human community and to one's attitudes in dealing with the social world, which includes striving for a better future for humanity. Our happiness and success are largely related to our social connectedness.

8. BIRTH ORDER AND SIBLING RELATIONSHIPS

Even though children share the same environment in the family constellation, the psychological situation of each child is different because of the birth order. Adler identifies five psychological positions: the oldest, the second of only two, the middle, the youngest, and the only child.

The Oldest Child: It is the one who receives most of the attention and perhaps spoiled. The child tends to be dependable and hard-working and may feel jealous of a new child in the family.

The Second Child of Only Two: This one is often the opposite of the first-born. The child has to share the attention with the elder one and he/she keeps striving all the while in order to surpass the older one. Soon the child will find out the weak point of the elder one and might strive to excel in that area.

The Middle Child: The child might feel sandwiched and feel cheated in life with unfairness. The child may take to self-pity and might become a problem child. If there is a conflict in the family, the child may act as a peacemaker and hold things together.

The Youngest Child: This is the one most pampered and babied by

the family. It has its own way and develops in ways no other members in the family have treaded.

The Only Child: This child shares some of the characteristics of the oldest child like high achievement drive; it may not learn to share or cooperate with other children. This person may want centre stage all the time and when challenged the person may feel it is unfair. The birth order and the interpretation of our position in the family influence our interaction in the world as adults.

Henry T. Stein has expanded the list of the birth order basing his views on the original concept of Adler.

The Twin: Among the twins one of them may be stronger and more active and the parents tend to consider one of them as elder. Twins at times have identity problem especially if they are identical twins in which both of them are of the same sex and same appearance. The child that is physically stronger may become the leader.

The Ghost Child: The child that is born after the death of a child is called 'ghost child.' The parents especially the mother tends to overprotect the child. The child might exploit the over concern of the mother or rebel when compared to the dead child.

The Adopted Child: Overcompensation by the parents is likely to happen in the case of an adopted child. Since the child does not have its own biological parents, the foster parents try to compensate that loss which in turn may spoil the child and make it very demanding. It is likely that the child idealize its biological parents. Sometimes I have seen the foster parents showing a statistics of how much they love the child. I know a case of a foster parent who kept an account of all the money he spent for the child right from the time of adoption and often communicated that message to the child, which did not do any

good to the child concerned.

Only Boy among Girls: The child may react in two ways; either the child proves that he is the man in the family or becomes effeminate imbibing the behaviour patterns of the female members. The situation may be aggravated if the father of the family is absent. In one family where there were four female children along with a male child, the male child was for all practical purposes acting as one of the girls of the family by doing the chores usually done by the female members in the family.

Only Girl among Boys: In a situation of this sort the older boys may parent the girl and become her protectors. Here too the girl may react in any one of the two ways; it either behaves like a typical girl or becomes a tomboy and outdoes her brothers.

All Boys: There might have been a longing to have a female child and so parents may treat or even dress a boy as a girl to fulfill their psychological need. This assigned role may be accepted gladly by the child or vigorously resented.

All Girls: This situation is something similar to the family where all the children are boys. In certain cultures, male children are more favored and sought after than in other cultures and so a girl may be dressed or treated as a boy. This may be either accepted willingly or resented by the child.

MELANIE KLEIN (1882-1960)

Melanie Klein developed a new language to talk about the ways we think, feel and behave. One of her outstanding contributions is the discovery that a baby or an infant is an active participant in the relationship with its mother and people around it, having both feelings and awareness.

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1. BASIC ASSUMPTIONS

Understanding emotions is a powerful tool to healing. Facing squarely feared reality and working through the associated feelings and fantasies and grieving for real losses will bring about reduction in anxiety. Any illusion or defense is maintained by anxiety. Klein says that we envy and even hate those who give us what we want. These feelings are seen in various forms of attack on those we love or need. This theory reminds us of the ambivalent attitude one has towards the loved ones. Perhaps love and hate go together and they are two sides of the same coin. Love and hate are not the opposite of each other. Hate is the disguised form of love. Actually, our love for one when not reciprocated will turn out to be hate.

2. THE SETTING AND THE TECHNIQUE

The child, like the adult, has a strictly defined time, regular fifty minute sessions five times a week. One of her great insights was the understanding of the significance of the child's play. No analyst, however, before Klein, had seen that understanding the play could be the basic of a technique, which rendered possible the analysis of a child. In their play, children represent symbolically phantasies, wishes and experiences. Here they are employing the same language, the same archaic, philogenetically acquired mode of expression, as we are familiar with from dreams. Klein intuitively used very small toys, which lend themselves particularly well to represent the internal world of children. She used the child's play, its behaviour, as well as verbal communications, as more or less equivalent to an adult's free associations. Her interpretative technique was based, as with the adult, predominantly on the transference, which is a connection between the here-and-now, the child's inner world of phantasies,

and its links with external reality, present and past.

The prevalent analytic view of her time was that strict analytic technique was not applicable to children because their ego was too fragile and there could be no true transference. But Klein was convinced that in an adequate setting both the analysis and transference are possible. Again contrary to what was believed, she realized that there was the superego in young children. She suggested that the superego had its roots in the earliest experiences in the first oral phase. She extended Freud's view of phantasy. She considered phantasy to exist from the beginning, as well as object relationships both in reality and in phantasy. She attributed greater weight to those early relationships as being formative of the basic personality structure.

3. ORIGIN AND MAINTENANCE OF PROBLEMS

As babies we have unconscious constructions, which are phantasies. To recognize people babies have formed certain phantasies, which are dynamic, and so the phantasies change and develop as the people around come and go and interact with each other. In a way we are having phantasy relationship with people. Unconscious phantasies are the mental representations of the individual's first experiences. As babies when we grow into children and adults, the ways we relate to the world continue to be influenced by our early phantasies, modified to a greater or lesser degree by later ones. Precisely problems arise when the infantile phantasies do not get modified through play and through age-appropriate relationships with real people.

4. CHANGE

Since problems arise due to our phantasies it is by modifying the underlying phantasies we have about the world that change really takes place. The assumption in therapy is that reality is safer than pretence; that knowing is more bearable in the end than not knowing; and that expansion of consciousness will benefit the client. The therapist focuses his/her attention on the anxieties of the client.

ERICH FROMM (1900-1980)

Erich Fromm emphasized the fundamental social nature of man and along with Horney insisted upon the relevance of social psychological variables in forming the theory of personality. Later Harry Stack Sullivan with his theory of interpersonal relations further grounded therapy in social process.

1. LONELINESS

The central theme of Fromm is that one feels lonely and isolated because of separation from nature and from other people. Of course this condition is not found in any other animal species but only among human beings. To the extent one feels free to that extent one also feels lonely. Therefore freedom becomes a negative condition from which one tries to escape.

2. SOLUTION TO LONELINESS

To the question how can one solve this problem of loneliness the answer is either to unite with other people in the spirit of love and shared work or find security by submitting to authority and conforming to society. In the first instance one uses the freedom to develop a better society and in the latter one acquires a new bondage. Any form of society whether feudalism, capitalism, fascism, socialism, or communism, represents an attempt to resolve the basic

contradiction of man. There are needs for man as an animal and as a human being. These two constitute our human condition.

There are five needs that arise out of our human existence. They are the need for relatedness, the need for transcendence, the need for rootedness, the need for identity, and the need for a frame of orientation. First, the need for relatedness (frame of devotion) suggests that in the process of becoming human we have been torn apart from the animal's primary union with nature. To replace those instinctive ties with nature that animals possess, we have to create relationships with those that are based on productive love. Productive love means mutual care, responsibility, respect, and understanding. Second, the need for transcendence means one's need to rise above one's animal nature to become a creator instead of remaining a creature. Third, the need for rootedness means that we want to be an integral part of the world. It is very satisfying for the humans to have roots in a feeling of kinship with other men and women. Four, the need for identity refers to the urge to have a sense of personal identity and to be a unique individual. If creative works cannot achieve this, one may identify with another person or group. Fifth, the need for a frame of reference refers to a stable and consistent way of perceiving and comprehending the world. This frame of reference may be rational or irrational or both.

3. CHARACTER TYPES

Fromm also identified five social character types in society: receptive, exploitative, hoarding, marketing, and productive and finally added a pair of sixth type, necrophilous (one who is attracted to death) and biophilous (one who is in love with life). Unlike Freud who said that life and death instincts are inherent in the biology of man, Fromm

said that life is the only primary potentiality and death is merely secondary and becomes operative only when life forces are frustrated.

KAREN HORNEY (1885-1952)

She developed her theories on neurosis, based on her experiences as a psychotherapist. She practised, taught, and wrote until her death in 1952.

1. ANXIETY

Karen Horney discredits Freud's concept of penis envy as the determining factor in the psychology of women. She was of the opinion that feminine psychology is based on lack of confidence and an overemphasis of the love relationship and not on the anatomy of her sex organs. Speaking against Oedipus complex of Freud, she holds that it is not a sexual aggressive conflict between the child and his parents but an anxiety growing out of basic disturbances like rejection, overprotection, and punishment. Anxiety is produced by anything that disturbs the security of the child in relation to its parents. An anxious child may develop various strategies to cope with its feeling of isolation and helplessness. Any one of the strategies may become fixed in the personality to the extent of being a drive or need in the personality dynamics. There are ten of them that are neurotic since they are irrational solutions to the problem.

2. STRATEGIES

1) **Need for affection and approval:** One wants to please others by all means and live up to the expectations of others being sensitive to any sign of rejection or unfriendliness.

2) **Need for a partner who will take over one's life**: Being a parasite

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the individual overvalues love, and is extremely afraid of being deserted and left alone.

3) **Need to restrict one's life within narrow borders**: Valuing modesty, the person is undemanding, being content with little, prefers to remain inconspicuous.

4**) Need for power**: Here one craves for power for the sake of power without any regard for others.

5) **Need to exploit others**: One makes use of others to gratify and meet one's needs.

6) Need for prestige: Here one values public recognition as a determining factor of self-evaluation.

7) **Need for personal admiration**: A person may have an inflated picture of himself/herself and wants to be admired for what he/she imagines himself/herself to be rather than what he/she really is.

8) **Ambition for personal achievement**: On account of one's feeling of insecurity one relentlessly goes after achievement after achievement.

9) **Need for self-sufficiency and independence**: When frustrated in establishing satisfying relationships with others, one keeps oneself apart from others and refuses to be tied down to anyone or anything and becomes a loner.

10) **Need for perfection and unassailability**: Being afraid of criticism or making mistakes one wants to be infallible thus constantly searching for flaws in oneself in order to cover them up before they are detected by others.

These ten needs are the sources that cause inner conflicts. Later these ten needs were classified under three headings: 1) moving

toward people (need for love), 2) moving away from people (need for independence) and 3) moving against people (need for power). The way normal and neurotic individuals experience these is a matter of degree. A normal individual resolves these conflicts by integrating these orientations whereas the neurotic person utilizes irrational and artificial solutions. In fact all these conflicts could be avoided if one is raised in a home where there is security, trust, love, respect, tolerance, and warmth. For her conflicts are not built into human nature but arise out of social conditions

HARRY STACK SULLIVAN (1892-1949)

Harry Stack Sullivan was born in Norwich, N.Y. He graduated from the Chicago College of Medicine and Surgery in 1917 and served as head of the William Alanson White Psychiatric Foundation in Washington, D.C., from 1933 to 1943. He was, along with his teacher William Alanson White, responsible for the extension of Freudian psychoanalysis to the treatment of patients with severe mental disorders, particularly schizophrenia. He believed that an individual's personality is formed by the person's relationships with others. Sullivan called this the interpersonal theory of personality. In his work on the subject of schizophrenics, Sullivan argued that such individuals were not incurable, and that cultural forces were largely responsible for their condition. In his dual role as head of the William Alanson White Foundation (1934-43) and of the Washington School of Psychiatry (1936-47), he had the collaboration of like-minded psychologists, sociologists, and anthropologists in bringing his views to public and professional attention. His writings include Conceptions of Modern Psychiatry (1947); Interpersonal Theory of Psychiatry (1953) and Schizophrenia as a Human Process (1962).

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1. STRUCTURE OF PERSONALITY

Personality according to him is the relatively enduring pattern of recurrent interpersonal situations that characterize human life. We can study personality only when one is relating to one or more individuals. Therefore the organization of personality comprises interpersonal events rather than intrapsychic ones. Personality is a hypothetical entity that cannot be seen apart from interpersonal situations, and interpersonal behaviour is the only thing that can be observed as personality. Though personality is hypothetical it is a dynamic centre of various processes in a series of interpersonal fields. These processes are identified as dynamisms, personifications, and cognitive processes.

2. DYNAMISMS

A dynamism, which is the smallest unit in the study of the individual, is defined as the relatively enduring pattern of energy transformations, which recurrently characterize the organism in its duration as a living organism. An energy formation is any form of behaviour that is overt like talking, or covert like thinking and fantasying. A dynamism is the same as habit. Although we all have the same dynamisms, the mode of expression of a dynamism varies according to situations and life experiences of individuals. A dynamism usually makes use of a particular zone of the body such as the mouth, the hands, the anus, and the genitals through which it interacts with the environment. A zone will have a receptor apparatus for receiving stimuli, an effector apparatus for performing action, and a connecting apparatus called eductors that connect receptor and effector in the central nervous system. Dynamisms usually serve the purpose of satisfying the basic needs of the

organism. There is a certain dynamism of the self or the self-system that develops as a result of anxiety.

3. SELF-SYSTEM

Interpersonal relations produce anxiety and it is transmitted originally from the mother to the infant and later in life by threats to one's security. Either to avoid or minimize actual or potential anxiety, one adopts various types of protective measures and supervisory controls over one's behaviour. These security measures create the self-system that sanctions certain forms of behaviour (the good-me self) and forbids other forms (the bad-me self). Since the self-system is the guardian of one's security, it tends to become isolated from the rest of the personality and excludes information that is not in keeping with the present organization and thus fails to profit from experience. The self-system is a product of the irrational aspects of society.

4. PERSONIFICATIONS

Personification is understood as an image one has of oneself or of another individual. It grows out of experiences with need-satisfaction and anxiety as a complex of feelings, attitudes, and conceptions. The images we carry in our heads are rarely accurate descriptions of the persons to whom they refer.

5. COGNITIVE PROCESSES

There is threefold classification of experience according to the cognitive process: 1) Prototaxic experience is the discrete series of momentary states of the sensitive organism. It is the same as the stream of consciousness, the raw sensations, images, and feelings that flow through the mind of a sensate being. 2) Parataxis: The

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parataxis mode of thinking is seeing casual relationship between events that occur simultaneously but are not logically related. You think of your friend and your friend happens to arrive at your door at the same time. Your thinking of your friend and his arrival occur simultaneously but are not logically connected. Your thinking did not cause the arrival of your friend. 3) Syntaxis: The syntaxic mode of thinking consists of consensually validated symbol activity which is the meaning agreed upon by a group of people as the meanings of words and numbers have been done. Words and numbers are universally understood by everyone because of the meanings we have given to them. For example, the number 'one' will signify a single item.

6. DYNAMICS OF PERSONALITY

Sullivan thinks of personality as an energy system whose chief works are activities that reduce tension. Organism is a tension system that oscillates between absolute relaxations or euphoria and absolute tension as exemplified by extreme terror. Tension may arise from two sources: 1) tension that arises from the needs of the organism and 2) tension that results from an anxiety. Tension can be understood as the need for particular energy transformation that will dissipate the tension. Needs are organized in a hierarchical order and the lower ones are to be satisfied before the higher ones can be accommodated. Anxiety is simply the experience of tension that results from real or imaginary threats to one's security. Energy is transformed by performing works, which are either overt or covert, and these activities give relief to tension. Sullivan does not accept the theory of libido or instincts as important sources of motivation as proposed by Freud. For him one learns to behave in a particular way

as a result of interactions with people.

7. DEVELOPMENT OF PERSONALITY

For Freud development meant unfolding of the sex instinct whereas Sullivan held a socio-psychological view of personality growth, in which the unique contributions of human relationship are given importance. He proposes six stages of development before one reaches maturity. They are infancy, childhood, juvenile era, preadolescence, early adolescence, and late adolescence.

1) Infancy: It is a period from birth to the appearance of articulate speech. Here through the oral zone the infant interacts with the environment. Nursing provides the infant with its first interpersonal experience.

2) Childhood: It extends from the emergence of articulate speech to the appearance of the need for playmates. During this period fusion of different personifications and integration of the self-system into a more coherent structure take place.

3) The Juvenile Era: The juvenile stage covers most of the grammar school years. During this period one becomes social, competitive and cooperative and acquires experiences of social subordination to authority figures outside of the family.

4) Preadolescence: This period marks the need for an intimate relationship with a peer of the same sex to confide and collaborate. It is the beginning of genuine relationship with others.

5) Early Adolescence: It is a period for heterosexual activity. The individual experiences the physiological changes. One can distinguish erotic need from need for intimacy; while the erotic need seeks a member of the opposite sex, the need for intimacy remains fixated upon a member of the same sex. If these two needs are not

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separate, then the individual displays homosexual rather than heterosexual orientation.

6) Late Adolescence: It is a period of prolonged initiation into the privileges, duties, satisfactions, and responsibilities of social living and citizenship. After going through these six stages one reaches the stage of adulthood transformed largely by means of interpersonal relations from an animal organism into a human person. Although Sullivan rejected any hard and fast instinct doctrine, he believes in heredity and maturation as the biological substratum for the development of personality. Culture operating through interpersonal relations acts on heredity and maturation for the development of personality and reach the goal of tension reduction and need-satisfaction.

BEHAVIORAL THEORIES OR BEHAVIOR MODIFICATION THEORY

The basic theme in this approach is that behavioural problem is mainly the result of previous learning and that some problems are caused by contemporary events and some by physiological factors. Dealing with the physiological factors does not lie within the professional purview of social workers. The behaviouristic theory viewed problem as essentially the result of a failure to learn necessary adaptive behaviours and the competencies and / or the learning of ineffective and maladaptive behaviours. It may happen due to conflicting situations that require the individual to make discriminations or decisions of which he / she feels incapable. The maladjusted person has learned the faulty coping patterns, which are being maintained by some kind of reinforcement, and he / she has failed to learn competencies for coping with the problem of living.

IVAN PAVLOV (1849-1936): CLASSICAL CONDITIONING

In 1900, Ivan Pavlov, a physiologist was the first one to demonstrate classical conditioning. A dog will naturally salivate when it is shown a meat piece. Since salivating happens quite naturally it is called 'unconditioned response.' The trigger, which is a meat piece, is 'unconditioned stimulus.' Supposing we ring a bell while presenting the meat piece over a number of times, later just the ringing of the bell alone will make the dog salivate. Now the ringing of the bell is conditioned stimulus and the new response of salivating to the sound of the bell is 'conditioned response.' This is called classical conditioning. If the conditioned stimulus (bell) is presented too many times without the unconditioned stimulus (meat piece), the conditioned response (salivation) will not be there when the bell is rung. This phenomenon is known as 'extinction.' Extinction is the decrease in responding that occurs when the reinforcement following the response no longer occurs. The presentation of the piece of meat immediately following the sound of the bell is the critical operation responsible for this conditioning. Many of our unwanted behaviours are conditioned responses and if we want, we can bring them to extinction by using this principle of Ivan Pavlov.

2. EXAMPLE OF EXTINCTION

A client is sad whenever he attends the funeral during which time a particular incense stick is burnt. His sadness was conditioned by the smell of the incense stick. Later the very burning of the incense stick makes him feel sad. Feeling sad at the death of someone is unconditioned response but feeling sad at the smell of an incense stick is conditioned response since funerals and the burning of a particular incense stick went hand in hand over a period of time. To

bring about the extinction of feeling sad the incense stick could be burnt without a funeral. Thus for many times burning the incense stick without any funeral service will bring about the extinction of the feeling of sadness.

3. PRINCIPLE OF ASSOCIATION AND SUBSTITUTION

The theory of conditioning considers learning as a habit formation and is based on the principle of association and substitution. It is a stimulus-response type of learning where, in the place of a natural stimuli like food, water, sexual contact, the artificial stimuli like a sound, a pleasant sight, a specific smell can evoke natural response. There is a perfect association between the types of stimuli natural and artificial presented together. As a result, after some time natural stimulus can be substituted or replaced by an artificial stimulus and this artificial stimulus is able to evoke the natural response. It is indeed a learning process whereby an artificial or conditioned stimulus is able to act like a natural stimulus when both natural and artificial stimuli are presented together. In this kind of learning, association plays a great role since the individual responds to an artificial stimulus because he/she associates it with the natural stimulus.

4. APPLICATION OF CLASSICAL CONDITIONING

The implication of classical conditioning is very evident in our day to-day experience. Fear, love and hatred towards an object, or phenomenon or event are created through conditioning. What is termed as abnormality in one's behaviour, to a great extent, may be taken as learned. This learned pattern of one's behaviour is acquired through conditioning. For example, one may be conditioned to develop phobic reactions to any persons, objects or situations.

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B.F. SKINNER (1904-1990):

OPERANT REINFORCEMENT THEORY

On August 18, 1990, B. F. Skinner died of leukemia after becoming perhaps the most celebrated psychologist since Sigmund Freud.

1. PRINCIPLE OF REINFORCEMENT

A key concept in Skinner's system is the principle of reinforcement. To reinforce behaviour is to carry out a manipulation that changes the probability of occurrence of that behaviour in the future. Pavlov discovered the principle of reinforcement by applying it to classical conditioning. In the example of Pavlov, the presentation of the meat piece is a reinforcing operation. In the classical conditioning of Pavlov, the stimulus provided by the meat elicits salivation and such a response is called a 'respondent' because of the strong eliciting role played by the preceding stimulus. The reinforce is manipulated in temporal association with the stimulus to which the response is being conditioned, while the response, if any, will come later. Conditioning is carried out well when the reinforce follows the conditioned stimulus. Skinner acknowledges this type of conditioning, in which conditioned stimulus precedes and elicits a conditioned response. All reflexive-type responses are respondent behaviours like eye blinks, knee jerks, salivation and certain fear responses.

2. OPERANT/INSTRUMENTAL CONDITIONING

But the most significant and complex behaviours are not merely conditioned reflexive responses to specific stimuli; rather they are responses that are emitted and that produce consequences. So Skinner speaks of another type of learning that relies on the principle

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of reinforcement. It is called instrumental or operant conditioning. An operant is a response that operates on the environment and changes it. The reinforcer in operant conditioning is not associated with an eliciting stimulus as it is when respondents are conditioned; instead it is associated with the response. When a salivary response is conditioned to the sound of a bell, the presentation of the meat does not depend on the prior occurrence of the response. But when an operant response is conditioned, it is essential that the reinforcer be presented after the occurrence of the response. Operant behaviours are reading, writing, playing a musical instrument, eating and driving a car. If you want to increase the frequency of an operant response, you must wait until it occurs and then follow it with either the presence of a positive reinforcer or the absence of a negative reinforcer.

3. BEHAVIOUR AS ENVIRONMENTAL CONSEQUENCE

Operant conditioning emphasizes that behaviour is a function of its environmental consequences. Behaviour is strengthened by positive and negative reinforcement and it is weakened by punishment. Positive reinforcement refers to an increase in the frequency of a response followed by a favorable event. For example, an athlete is lauded for his performance. Negative reinforcement will mean an increase in behaviour as a result of avoiding or escaping from an aversive event that one would have expected to occur. For example, a person who is afraid of public speaking avoids taking a risk and addressing an audience. This person experiences relief from anxiety by having avoided the occasion of addressing an audience. In punishment, an aversive event is contingent on a response; the result is a decrease in the frequency of that response. If a female child is

reprimanded for being an extrovert, then she becomes inhibited. Both the classical conditioning and the operant conditioning are necessary for enhancing or modifying or controlling behaviours especially maladaptive behaviours.

4. DIFFERENCES BETWEEN CLASSICAL AND OPERANT CONDITIONINGS

Operant conditioning differs a lot from the classical conditioning. The most important difference lies in the order related with the initiation and response that is stimulus-response mechanism. In classical conditioning the organism is passive. It must wait for something to happen for responding. The presence of a stimulus for evoking a response is essential. The behaviour cannot be emitted in the absence of a cause. For example, one may express fear after hearing a strange noise. In operant conditioning, the organism itself initiates the behaviour. One does something or behaves in some manner or operates on the environment and in turn the environment responds to the activity. How the environment responds to the activity, rewarding or not, largely determines whether the behaviour will be repeated, maintained or avoided. Behaviour is shaped and maintained by its consequences. It is operated by the organism and maintained by its results. The occurrence of such behaviour was named as operant behaviour and the process of learning that plays the part in learning such behaviour was named as operant conditioning.

5. TWO TYPES OF RESPONSES

Therefore there are two types of responses: the one 'elicited' by the known stimuli which is called 'respondent behaviour' and the other 'emitted' by the unknown stimuli which is called 'operant behaviour.'

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Salivation in the presence of food is an example for respondent behaviour whereas eating a meal and walking are examples of operant behaviour. In the respondent behaviour the stimulus preceding the response is responsible for causing the behaviour whereas operant behaviour is controlled by the strength of its consequences instead of stimuli. Operant conditioning refers to a kind of learning process whereby a response is made more probable or more frequent by reinforcement. Classical or respondent conditioning is based on respondent behaviour. Specifically, it deals with responses that invariably follow a specific stimulus and are thus elicited like the blinking of the eyes at a bright light. On the other hand, in operant conditioning, the organism seems to initiate operant behaviour on its own without a single, explicit, preceding stimulus. An operant is a set of acts that constitutes an organism's doing something. Hence the process of operant conditioning may start with the responses as they occur naturally or at random. Once a response occurs, it is reinforced through a suitable reinforcer. In due course this response gets conditioned by constantly reinforcing it.

6. APPLICATION OF OPERANT CONDITIONING

The principle of operant conditioning may be successfully applied in the task of behaviour modification. We have to find something, which is rewarding for the individual whose behaviour we wish to modify, wait until the desired behaviour occurs and immediately reward him/her when he/she does. When this is done, the rate with which the desired response occurs goes up. When the behaviour next occurs, it is again rewarded, and the rate of responding goes up even more. Thus we will be able to make the individual learn the desired behaviour

WILLIAM GLASSER (1925-): CHOICE THEORY

According to choice theory, all our motivation and behaviour is an attempt to satisfy one or more of our five universal human needs, and one is responsible for the behaviour one generates or chooses. Regardless of what had happened in the past, one can re-evaluate one's current reality and choose behaviours that will help us to satisfy our needs more effectively now and in the future. When one learns to meet his/her needs effectively in the present, the influence of the past disappears. What underlies reality therapy is 'choice theory' which was based on 'control theory.' Control theory means external control whereas Glasser meant inner control and most if not all of our behaviour is internally motivated and chosen. Glasser is of the opinion that our behaviour is generated or chosen not because of external stimuli however influential such stimuli might be, nor because of the past unresolved conflicts but to fulfill one or more of the five basic needs that are universal and genetic.

THE FIVE MAJOR PRINCIPLES OF CHOICE THEORY

1) Our basic needs: (1) Survival, health and reproduction: These include the sexual drive and the physiological functions performed by the body in an attempt to establish and maintain our health and homeostasis. (2) Love and belonging: These refer to the need to love and to be loved and to belong to a group. (3) Self-worth/power: These are competence, self-esteem, and empowerment. (4) Freedom: It is the ability to make choice and feel unrestrained and unconfined and having enough physical space. (5) Fun and enjoyment: It also includes interest and play, which are essential for learning.

2) Our 'quality world': Each one of us tries to fulfill the needs in very specific ways. We have an 'inner picture album' otherwise called

'quality world' of specific and unique wants or desires of how we would best like to fulfill our needs.

3) Frustration: The difference between what one wants and what one perceives he/she is getting from the environment causes one to generate specific behaviours. Behaviour is purposeful and it is intended to close the gap between what the person wants and what one perceives he is getting. Whether behaviour is successful or unsuccessful, in either case it is the best attempt by the person to fulfill his needs.

4) Total behaviour: Actions, thinking, feelings and physiology are inseparable components of 'total' behaviour and they are generated or chosen from within. Thus most of them are choices. It is extremely difficult if not impossible to change directly our feelings and physiology, purely by will alone, but we have an almost complete ability to change our actions and some ability to change what we think. When we change our actions and thinking, our feelings and physiology also change. Therefore the reality therapist instead of encouraging the client to talk too much on their upset feelings on which they have no control, focuses on their actions and thinking over which they have control.

5) Perceptions and 'current reality': How one perceives the world around him and how he/she perceives himself/herself constitute the current reality. In therapy the therapist makes the client evaluate and reevaluate such perception of the current reality. Thus the source of all behaviour is in the here and now (current reality).

HUMANISTIC THEORIES

Some psychologists at the time disliked psychodynamic and behaviorist explanations of personality. They felt that these theories

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ignored the qualities that make humans unique among animals, such as striving for self-determination and self-realization. In the 1950s, some of these psychologists began a school of psychology called humanism.

Humanistic psychologists try to see people's lives as those people would see them. They tend to have an optimistic perspective on human nature. They focus on the ability of human beings to think consciously and rationally, to control their biological urges, and to achieve their full potential. In the humanistic view, people are responsible for their lives and actions and have the freedom and will to change their attitudes and behavior. Two psychologists, Abraham Maslow and Carl Rogers, became well known for their humanistic theories.

Abraham Maslow's Theory

The highest rung on Abraham Maslow's ladder of human motives is the need for self-actualization. Maslow said that human beings strive for self-actualization, or realization of their full potential, once they have satisfied their more basic needs. Maslow also provided his own account of the healthy human personality. Psychodynamic theories tend to be based on clinical case studies and therefore lack accounts of healthy personalities. To come up with his account, Maslow studied exceptional historical figures, such as Abraham Lincoln and Eleanor Roosevelt, as well as some of his own contemporaries whom he thought had exceptionally good mental health.

Maslow described several characteristics that self-actualizing people share:

- Awareness and acceptance of themselves
- Openness and spontaneity

- The ability to enjoy work and see work as a mission to fulfill
- The ability to develop close friendships without being overly dependent on other people
- A good sense of humor

The tendency to have peak experiences that are spiritually or emotionally satisfying

Carl Rogers's Person-Centered Theory

Carl Rogers, another humanistic psychologist, proposed a theory called the person-centered theory. Like Freud, Rogers drew on clinical case studies to come up with his theory. He also drew from the ideas of Maslow and others. In Rogers's view, the self-concept is the most important feature of personality, and it includes all the thoughts, feelings, and beliefs people have about themselves. Rogers believed that people are aware of their self-concepts.

CONGRUENCE AND INCONGRUENCE

Rogers said that people's self-concepts often do not exactly match reality. For example, a person may consider himself to be very honest but often lies to his boss about why he is late to work. Rogers used the term incongruence to refer to the discrepancy between the self-concept and reality. Congruence, on the other hand, is a fairly accurate match between the self-concept and reality.

According to Rogers, parents promote incongruence if they give their children conditional love. If a parent accepts a child only when the child behaves a particular way, the child is likely to block out experiences that are considered unacceptable. On the other hand, if the parent shows unconditional love, the child can develop congruence. Adults whose parents provided conditional love would

continue in adulthood to distort their experiences in order to feel accepted.

RESULTS OF INCONGRUENCE

Rogers thought that people experience anxiety when their self-concepts are threatened. To protect themselves from anxiety, people distort their experiences so that they can hold on to their self-concept. People who have a high degree of incongruence are likely to feel very anxious because reality continually threatens their self-concepts.

Criticisms of Humanistic Theories:

Humanistic theories have had a significant influence on psychology as well as pop culture. Many psychologists now accept the idea that when it comes to personality, people's subjective experiences have more weight than objective reality. Humanistic psychologists' focus on healthy people, rather than troubled people, has also been a particularly useful contribution.

In general, humanistic theories views human beings as basically good and positive, with the freedom to choose all of their actions and behaviours in their lives. What seems to be motivating people's behaviour is 'self-actualization' or the desire to become something more of oneself in the future. Every individual is fully responsible for the choices he makes to further (or diminish) his/her existence. Responsibility is the key ingredient of this approach and everyone is responsible for the choices he/she makes in his/her life and for the emotions, thoughts and behaviours he/she chooses to have. Whatever were your past experiences and the present ones, what matters ultimately is how you react to those experiences and how you feel. It considers individualism very sacred and seeks to work

with the individual's strengths and weaknesses as they apply to his/her particular problem.

EXISTENTIAL THEORIES

Recently, one of the major forces that have come to occupy an important place in psychology is Existentialism'. Unlike Psychoanalysis, existentialism is a temperamental way of looking at life. It is basically a philosophy of experiences which need not necessarily be categorized into cognitive compartments. Man is essentially an emotional being rather than a rational animal. The existence of man is unique because he is the only being who reacts to the fact of his existence. The awareness of one's own existence and the possibility of non-existence alters the inner world or the phenomenology. These new premises create new experiences and needs that are yet to be known.

The predicament of human beings is such that it includes the individual's capacity for increased self- awareness, the search for unique meaning in a meaningless world, being alone and being in relation with others, freedom to choose one's fate, responsibility, anxiety, finiteness and death, and a basic urge for self-actualization. As a theory existentialism is sound and appealing, but the practice of counseling on the basis of this theory is difficult. However, the existential counselor tries to understand the client as _a being' and as' a being in the world' Counselors are supposed to expose his own inner reality and at the same time be human. This according to existentialists enables clients to become aware of similar conditions and qualities in themselves. It is pointed out that through his process clients come to recognize their potentialities and achieve self-growth

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by accepting it as their respo0nsibility. In a nut shell, it can be said that making the client accept responsibility for him selfish the aim of existential counseling.

Historical Background in Philosophy:

Existential therapy was not founded by any particular person or group; many streams of thought contributed to it. Drawing from a major orientation in philosophy; existential therapy arose spontaneously in different parts of Europe and among different schools of psychology and psychiatry in the 1940s and 1950s. It grew out of an effort to help people resolve the dilemmas of contemporary life, such as isolation, alienation, and meaninglessness. Early writers focused on the individual's experience of being alone in the world and facing the anxiety of the situation.

These are some of the major figures of existentialism and existential phenomenology and their cultural, philosophical, and religious writings that provided the basis for the formation of existential therapy namely Soren Kierkegaard (1813-1855), Friedrich Nietzsche (1844-1900), Martin Heidegger(1889-1976), Jean-Paul Sartre (1905-1980), Martin Buber (1878-1965), Ludwig Binswanger (1881-1966), Medard Boss (1903-1991). The four prominent Figures in Contemporary Existential Psychotherapy are Viktor Frankl (1905-1997), Rollo May ((1909-1994), James Bugental and Irvin Yalom.

KEY CONCEPTS

Human nature: The crucial significance of the existential movement is that it reacts against the tendency to identify therapy with a set of techniques. It bases practice on an understanding of what it means to be human. It uses numerous approaches to therapy based on its

assumption about human nature. Rather than trying to develop rules for therapy, existential practitioners strive to understand these deep human experiences (feeling alone in the world and facing the anxiety of isolation).

The existential view of human nature is captured, in part, by the notion that the significance of our existence is never fixed once and for all; rather, we continually re-create ourselves through our projects. Humans are in a constant state of transition, emerging, evolving, and becoming, Being a person implies that we are discovering and making sense of our existence. Although the specific questions we raise vary in accordance with our developmental stage in life, the fundamental themes do not vary. – "who am I?" "what can I know?" "what ought I to do?" "what can I hope for?" "where am I going?"

The basic dimensions of the human condition include:

(1) the capacity for self-awareness

(2) freedom and responsibility

(3) creating one's identity and establishing meaningful relationships with others

(4) the search for meaning, purpose, values, and goals

(5) anxiety as a condition of living

(6) awareness of death and nonbeing

(1)   The capacity for Self-Awareness

 As human beings, we can reflect and make choices because we are capable of self-awareness. The greater our awareness, the greater our possibilities for freedom

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- We have the potential to take action or not to act; inaction is a decision

- We choose our actions, and therefore we can partially create our own destiny

- Existential anxiety, which is basically a consciousness of our own freedom, is an essential part of living; as we increase our awareness of the choices available to us, we also increase our sense of responsibility for the consequences of these choices

- We are subject to loneliness, meaninglessness, emptiness, guilt, and isolation.

  We can choose either to expand or to restrict our consciousness. Self-awareness is at the root of most other human capacities, the decision to expand it is fundamental to human growth. These are some awareness's that individuals may experience in the counseling process

- They learn that in many ways they are keeping themselves prisoner by some of their past decisions, and they realize that they can make new decisions

- They learn that although they cannot change certain events in their lives they can change the way they view and react to these events

- They realize that they are so preoccupied with suffering, death, and dying that they are not appreciating living

- They come to realize that they are failing to live in the present moment because of preoccupation with the past, planning for the future, or trying to do too many things at once.

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(2)   Freedom and Responsibility

Even though we have no choice about being thrust into the world, the manner in which we live and what we become are the result of our choices. Because of the reality of this essential freedom, we must accept responsibility for directing our lives. However, it is possible to avoid this responsibility for directing our lives, or exhibiting "bad faith." Two statements that reveal bad faith are: "Since that's the way I'm made, I couldn't help what I did." Or "Naturally I'm this way, because I grew up in an alcoholic family." We are constantly confronted with the choice of what kind of person we are becoming, and to exist is never to be finished with this kind of choosing.

Existential guilt is being aware of having evaded a commitment, or having chosen not to choose. This is the guilt we experience when we do not live authentically. It results from allowing other to define us or make our choices for us. For existentialists, being free and being human are identical. We are the authors of our lives in the sense that we create our destiny, our life situation, and our problems. Assuming responsibility is a basic condition for change. Clients who refuse to accept responsibility by persistently blaming others for their problems will not profit from therapy. Frankl suggested that the Statue of Liberty on the East Coast should be balanced with a Statue of Responsibility on the West Coast. His basic premise is that freedom is bound by certain limitations. The therapist assists clients in discovering how they are avoiding freedom and encourages them to learn to risk using it. Not to do so is to make them neurotically dependent on the therapist. Two central tasks of the therapist are inviting client to recognize how they have allowed others to decide

for them and encouraging them to take steps toward autonomy.

(3) Striving for Identity and Relationship to Others

As human beings we strive for discover or create a self – that is our personal identity and we strive for connectedness with others and with nature. Rather than trusting ourselves to search within and find our own answers to the conflicts in our life, we sell out by becoming what others expect of us. Our being becomes rooted in the expectations, answers, values, and beliefs that come from the important people in our world.

The courage to be: We struggle to discover, to create, and to maintain the core deep within our being. One of the greatest fears of clients is that they will discover that there is no core, no self, no substance, and that they are merely reflections of everyone's expectations of them. A client might say: "My fear is that I'll discover I'm nobody, that there really is nothing to me. I'll find out that I'm an empty shell, and nothing will exist if I shed my masks."

Existential therapist may begin by asking their clients to allow themselves to intensify the feeling that they are nothing more than the sum of others' expectations and that they are merely the interjects of parents and parent substitutes. How do they feel now? Are they condemned to stay this way forever? Is there a way out? Can they create a self if they find that they are without one? Where can they begin? Once clients have demonstrated the courage to recognize this fear, to put it into words and share it, it does not seem so overwhelming. In other words, invite clients to accept the ways in which they have lived outside of themselves and explore ways in which they are out of contact with themselves.

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The experience of aloneness: Part of the human condition is the experience of aloneness. The sense of isolation comes when we recognize that we cannot depend on anyone else for our own confirmation; that is, we alone must give a sense of meaning to life, and we alone must decide how we will live. Before we can have any solid relationship with another, we must have a relationship with ourselves. We are challenged to learn to listen to ourselves. We have to be able to stand alone before we can truly stand beside another. There is a paradox in the proposition that humans are existentially both alone and related, but this very paradox describes the human condition. To think that we can cure the condition, or that it should be cured, is a mistake. Ultimately we are alone.

The experience of relatedness: When we are able to stand alone and dip with ourselves for our own strength, our relationships with others are based on our fulfillment, not our deprivation. If we feel personally deprived, however, we can expect little but a clinging, parasitic, symbiotic relationship with someone else. Perhaps one of the functions of therapy is to help clients distinguish between a neurotically dependent attachment to another and a life-affirming relationship in which both persons are enhanced. The therapist can challenge clients to examine what they get from their relationships, how they avoid intimate contact, how they prevent themselves from having equal relationships, and how they might create therapeutic, healthy, and mature human relationships.

Struggling with our identity: Due to our fear of dealing with our aloneness, some of us get caught up in ritualistic behavior patterns that cement us to an image or identity which we acquired in early childhood. Some of us become trapped in a doing mode to avoid

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the experience of being. The therapy process itself is often frightening for clients when they realize that they have surrendered their freedom to others and that in the therapy relationship they will have to assume their freedom again. By refusing to give easy solutions or answers, existential therapists confront clients with the reality that they alone must find their own answers.

(4) The Search for Meaning:

Some of the underlying conflicts that bring people into counseling and therapy are centered in existential questions such as "Why am I here? What do I want from life? What gives my life purpose? Where is the source of meaning for me in life?" Existential therapy can provide the conceptual framework for helping clients challenge the meaning in their lives. Questions that the therapist might ask are, "Do you like the direction of your life? Are you pleased about who you are and what you want for yourself, what are you doing to get some clarity?"

The problem of discarding old values: One of the problems in therapy is that clients may discard traditional or imposed values without finding other, suitable ones to replace them. Clients may report that they feel like a boat without a rudder. They seek new guidelines and values that are appropriate for the newly discovered facets of themselves, and yet for a time they are without them. Perhaps the task of the therapeutic process is to help clients create a value system based on a way of living that is consistent with their way of being. It is the therapist's job to trust the capacity of clients to eventually discover an internally derived value system that does provide a meaningful life. They will experience anxiety as a result of the absence of clear-cut values.

Meaninglessness: Faced with the prospect of our mortality, we might ask, "Is there any point to what I do now, since I will eventually die? Will what I do be forgotten once I am gone? Given the fact of mortality, why should I busy myself with anything?" Such a feeling of meaninglessness is the major existential neurosis of modern life. Meaninglessness in life leads to emptiness and hollowness, or a condition that Frankl calls the existential vacuum. Related to the concept of meaninglessness is existential guilt. This is a condition that grows out of a sense of incompleteness, or a realization that we are not what we might have become. It is the awareness that our actions and choices express less than our full range as a person. This guilt is not viewed as neurotic, nor is it seen as a symptom that needs to be cured. Instead, the existential therapist explores it to see what clients can learn about the ways in which they are living their life.

Creating new meaning: The therapist's function is not to tell clients what their particular meaning in life should be but to point out that they can discover meaning even in suffering. Human suffering (the tragic and negative aspects of life) can be turned into human achievement by the stand an individual takes in the face of it. Yet meaning is not something that we can directly search for and obtain. Paradoxically, the more rationally we seek it, the more likely we are to miss it. Finding meaning in life is a by-product of engagement, which is a commitment to creating, loving, working, and building.

(5)   Anxiety as a Condition of Living

Existential anxiety is conceptualized as the unavoidable result of being confronted with the "givens of existence" – death, freedom, existential isolation, and meaninglessness. Existential therapists differentiate between normal and neurotic anxiety, and they see

anxiety as a potential source of growth. Normal anxiety is an appropriate response to an event being faced. It can be used as a motivation to change. Neurotic anxiety, in contrast, is out of proportion to the situation. It is typically out of awareness, and it tends to immobilize the person. Being psychologically healthy entails living with as little neurotic anxiety as possible, while accepting and struggling with the unavoidable existential anxiety that is a part of living. When we make a decision that involves reconstruction of our life, the accompanying anxiety can be a signal that we are ready for personal change. Opening up to new life means opening up to anxiety. Existential therapy helps clients come to terms with the paradoxes of existence – life and death, success and failure, freedom and limitations, and certainty and doubt. Facing existential anxiety involves viewing life as an adventure rather than hiding behind securities that seem to offer protection.

(6)   Awareness of Death and Nonbeing

Awareness of death is a basic human condition that gives significance to living. It is necessary to think about death if we are to think significantly about life. Death provides the motivation for us to live our lives fully and take advantage of each opportunity to do something meaningful. If we realize we are mortal, we know that we do not have an eternity to complete our projects and that each present moment is crucial. Without being morbidly preoccupied by the ever-present threat of nonbeing, clients can develop a healthy awareness of death as a way to evaluate how well they are living and what changes they want to make in their lives.

The key points of the existential theory are the following:

1. The human being is not just an existing entity, he is also capable of being aware of his existence, and of imputing meaning to his existence.

2. External forces can be vicious and menacing; but the assumption that the human beings inevitably become victims to these inimical forces is not acceptable. There is within every person the potential for transcending external circumstances. From this point of view, men and women are creators of their personalities, though they are partly creatures of their circumstances as well.

3. Every person is a being, in the process of becoming, indicating that there are static and dynamic aspects of his / her acceptance. Understanding the person implies that the one who is in the process of understanding, experiences through his/her observation, imagination and thinking, the static and dynamic aspects of the other person, in his/her here-and now-living. Understanding is both an intellectual and emotional process, whereas explanation is an intellectual process, without any emotional underpinnings.

4. Freedom is not a license to do everything that one wants to do, but it is right that has to be used consciously and responsibly. For many people, the idea of responsibility is missing from their concept of freedom as a right, with the result that, they create problems of social functioning.

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III. COUNSELING PROCESS AND PRINCIPLES:

Phases (stages) - Counseling process - Counseling Principles Genuineness, Acceptance, Confidentiality and Empathy.

Introduction

As explore in the preceding chapter, the counseling theories help the counselors to inherit a special approach or plan. The term 'model' as necessity here discover a formation of counseling procedure that divulge relationships between the components and inform what is done in counseling and in what sequence.

In other term a form of counseling define the interaction between two different persons and the content and sequence of this interaction in way to make understanding and help the counselors to be qualified. There are multitude of models scheme and experienced to help the counselees. However, in all these models, they expect result of counseling is some change in behaviour. This change in person appear through the stages of inquiry, understanding and action. In view of this, J.M. Fuster (2005) has attempted to categories the distinct models of counseling agreeing to the emphasis they position on one or several of these stages. Therefore, an assumption has been ended to briefly define the counseling procedure and the stages of counseling procedure.

This chapter is diversified into three parts. In the first part it is endeavor to define the stages of counseling and the second part narrates procedure of counseling. The third part debate the philosophy of counseling in detail. While examine the stages of counseling the expertness required by social work professional

(counselor) at every stage is highlighted.

PHASES / STAGES OF THE COUNSELING PROCSS / PROCEDURE

The counseling procedure is examine on the foundation of the stages / phases of counseling enumerate below.

Preparatory Phase

The Preparatory stage is very existent for the counselors and the counselee. This phase is prior to the actual counseling procedure. It is the point when the client/person is getting ready to interpret professional help. The preliminary stage helps the client to get to recognize the counselors better, and to possess reassurance and even crisis support when inevitable. At this stage, the client or inmate and the counselors approximate each other and try to learn the possibilities of working out an contract between them. The counselors delineate the character and goals of counseling, and they get address upon the practical arrangements for direction with the client.

This stage is necessary for the counselors as it helps them to acknowledge the client better, and make suitable strategy for the interposition. These plans confine taking up the client for counseling or suggest the client to another, competent treatment service. Thus, the introductory stage is necessary for the client / inmate and the counselors to start the procedure of understanding and approve one another.

The introductory phase is very necessary because except the counselors gets the counsellee interested in inception counseling, nothing will occur. This phase can be called as listen as it is meant for giving attention to each other. In the initial meeting between the

counselors and counselee, they acquire to know each other and some briefing and dispute taken place about the counseling need and benefit.

The clients often attain with unclear and distrustful ideas throughout their own problems. They are unsettled and untrustworthy in their communication. Often their thoughts are muddled, and intently loaded with excitable content. Many times clients are convey to the counseling or they are necessitate to do so by family members, friends or referral agencies. Such clients come with some apprehensions and inhibitions. In such cases clients are, more often than not unlikely to combine whole-heartedly with counseling.

Fuster (2005) has involve some of the inquiry that the counselee animate at this stage.

The counselee has many inquiry in his/her mind, such as, is the counselor interested in me?

Is he/she minded to give me time and listen carefully?

Can I divide my familiar thoughts and feelings with him?

Does the counselors has anything I can Use?

Would he be prosperous in my world? Can he help me??

On the constituent of counselors the basic expertness claim at this stage are social aptitude, listen physically, observing and hearing and the attitudes claim are honor, genuineness and empathy. The social aptitude include compliment skills, refinement skills and humanity skills. Greeting skills intimate using the stipulated ways of greeting clients nicely, in correspondent self-introduction, in acknowledge them and what they want to say. Social skills are an interpretation of one's sensitivity to the feelings and opinions of others, of one's esteem for others, of one's understanding to others. And

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beneficence skills are about unreserved one's good desire for others and adroitness to do something for others. Social expertness facilitate interpersonal interaction and give a fate to search each other and the goals of the relationship.

The skills of attending physically comprise of the counselors's cleverness to give his/her full relevancy to the counselee and to divulge his/her interest through non-verbal messages. The meaning of attending physically is to surround the counselee in the counseling procedure. The expertness steps of attending physically are four actions or behaviours, which should progress from the attitudes of honor, genuineness and empathy. The expertness of observing at this stage insist of the consunsellor's skill to see the counselee's behaviours and take clues from their non-verbal messages. The scrutiny helps the counselors in sympathetic how the Client experience.

Exploratory Phase

The another stage in the counseling operation is exploratory. In this stage the client / inmate and counselors meet in the counseling scope. It is the initial meeting of counseling in which the intake procedure or admission of the client into the formalities of counseling are determine. The actual counseling start at this point of time. This stage maintain the introductory stage. This is like construction something on the accomplishment of the initial stage in which the counselors has established some rapport and adapted the client for the counseling sessions. The exploratory stage is intended for incoming into the counselee's compose of reference in order to

accurately interpret how s/he oppose the world. The meaning of this stage is also construction the counselee's trust in the counselors.

Further the counselors exertion to assemble more facts and data around the counselee and assess the client's dispatch to pass on to subsequent next stage. At this phase the intelligence is own originally from the client, but it might also be required, with the consent of the client, from important other in the client's life. The areas of enquiry for gain information include the following:

1. The problem, and its consequence on the client / inmate and his surrounding;

2. Probable factors that composed and support these problems;

3. Probable factors that may alleviate these problems;

4. The clients understanding about the problem and efforts to tackle the problem.

Information is also hold about the client's individuality and life which include:

1. The client's regulation at home, at work, with friends, with people of the opposite sex, and with the social order in common;

2. The client's strengths and weaknesses, good quality and bad habits, likes and dislikes; and,

3. How the inmate spends his time or runs his life.

Further information is possess about the client's surrounding which include the family, friends, the colleagues at workplace and other social, occupational and leisure areas. Accurate understanding of the person is very existent for counseling. This is done at this phase through encourage the counselee to a deeper self-exploration. During the initial interviews the client portion and clarifies the troubles that have brought him/her to the counselors. Often, the

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client comes without having clarity of own proposition. The counselor serve the inmate to share his or her story, highlighting and clarifying the issues. The counselor, based on the information given by the inmate, provide the case file. The counselors at this phase provide the client through self-exploration to arrive at the statement of the problem in clear and unambiguous expression.

The assessment of client's need and expertness to move on to the subsequent stage is very significant at this point. If the counselors understands that the inmate is inadequately motivated for counseling, by giving feedback and in consultation with the client they. During the incipient interviews, at this stage, the inmate and the counselors get into a formal or informal agreement. This agreement is a kind of contract which is necessary. The conditions of this comprehension are basically that the counselors will work purely to accept, interpret and help the inmate, which the client will collaborate to in the best practicable manner in matters such as self-revelation, truthfulness, and adherence to the counselors's suggestions. At this point of time the details about counseling and the inevitable practical arrangements for counseling such as duration, timing, the frequency of sessions, payment inventory (if charged),etc. are worked out clearly with the client. On the part of counselors, all the skills used in the first phase persevere to be used by the counselors at the phase of examination.

It must be prominent that all the skills are aggregated and the entire procedure of counseling is gradually built up. In the initial stage by attending, observing and hearing to the counselee the counselors disclose their interest in helping the dependent. While interviewing the dependent, the counselors attempts to assemble verbal and

nonverbal data about the dependent. After collection data the counselors must integrate the data in to something meaningful in order to suitably respond to the clients' feelings and content. Thus at this phase the counselors use the expertness to label correctly the counselee's feeling, the reason for the feeling and to communicate this understanding to the counselee.

This is done by integrating the observations and comprehension to the appropriate sentiment, word for reply to the dependent.

As the counselors keeps correct responding, the dependent builds up trust in the counselors. This belief in the counselors together with the counselors's attitudes of empathy, genuineness and respect will provide the counselee to go deeper into self-exploration. When the counselors understanding that the dependent has explored all pertinent areas of her personality then the counselors must summaries the comprehension about the main feelings and encounter expressed by the counselee. This summary must be accepted and demonstrate by the counselee. Thus the acceptableness and approval to the counselors intelligent is clients signal to move to the proceeding stage.

Planning Phase

The third stage in counseling procedure is planning an intervention for the dependent. This phase is also invite as personalizing the problem and the goal. This is in prolongation with the earlier stage. At times this override. While examine the last stage it has been seen that through the procedure of self-examination the counselors helps the counselee to understand where's / he is with respect to where s/he wants or needs to be. Once the client accepts and acknowledges the counselors's response in the outline of summary,

s/he shows willingness to devise suitable goals and procedure for the involvement.

The counselors must guarantee the clients willingness; otherwise the procedure will not be supportive to the client. For a few sessions after the initial stage of self-investigation the counselors continues to appraise the clients' psychological structure and problem circumstances. After obtaining a general perceptive of the client's problems and prospect, specific goals of counseling requirements to be set. The counselors guides the client in setting the exact goals. Such goals are often stated as specific affecting and behavioral changes that are satisfactory and attractive to the inmate and to society. It is significant to break down the goals into their rational sub-components or sub-goals, which by high merit of such recognition, are more easily tackle. The specific goals are practical in monitoring the growth of achieving these goals. participation of the inmate in setting the goals is extremely important.

At this stage, the counselors uses the expertness of personalizing the problem and the goal together. This constitute the dependent take responsibleness and approve their input to the problem situation. The counselee's input to the problem or personal restriction must be articulated in composite behavioral expression. This input is something pessimistic and is by and large something that the counselee is doing or not doing. In this case while planning the goal it is just the inconsistent of the problem and, thus it channels the counselee's energy into something actual and helpful.

For instance, if the dependent's problem is that he cannot restraint his soften, the goal is to restraint his soften. The meaning of this phase is to help the dependent to delineation where they desire to

be. This stage is the crucial stage of the counseling procedure and the accomplishment of counseling completely depends on it. If the scheme has been carefully sketch with the involvement of the dependent, then compensating results will be accomplish. Thus, the counselor supports the client by distinguishing suitable and methodical steps competent to the client. Based on the perceptive of the client the counselors may intimate some modification or innovate in behaviour pattern or life style of the client. The client may have to undergo certain therapy or some sessions.

It is the phase during which the counselors analyses the clients' feelings and behaviour, contribute constant feedback, support and guidance to plan behavioural change. While planning change the succeeding questions are addressed:

- What are the emotional constituent that have to be corrected to resolve the nonadoptive behaviour?
- What are the imperfect ways of cogitative that the inmate obvious that require to be accurate for a resolution of the nonadaptive behaviour?
- What are the social and environmental factors that have to be addressed to resolve the dysfunctional behavior?

The expertness of the counselors lies in encourage the counsellee to use her means and assist towards transaction with own problem. Counseling is about actualizing human efficacious. One extend as a person when one utilizes his/her own personal means. At this phase the counselors goes more profoundly in sharing his/her perceptive of the client and tries to create awareness throughout the client's contribution to his/her own problem. The expertness enumerate in the introductory stage and the skills enumerate in the explorations

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stage are carried over to this stage also. While serving the inmate to personalize the problem and delineation an action by congelation a goal the counselors should attend, perceive, listen, respond and personalize by making the counsellee apprised of her deficit behaviours in accomplish the plan of action (Fuster, 2005). Along with all the skills and attitudes the counselors at this phase uses confrontation and immediacy. The difference here is an action which is initiated by the counselors based on his/her sympathetic of the counsellee.

The counselors perceive some dissimilarity in the counsellee's performance and convey it to his/her awareness. The significance of confrontation is to shorten the imprecision and incongruities in the counsellee's encounter and in his/her communication to the counselors. It scope at motivating personal augmentation. Another expertness used at this phase is immediacy. Immediacy is dealing with the sentiment between the counsellee and the counselors in the here and now. Immediacy override somewhat with confrontation but it is distinct. In reply with immediacy the counselors used the observed dissimilarity in the counsellee to define here and now affiliation with the counsellee.

Action Phase

Once the planning phase has established where the inmate is with consider to where s/he wants to be, the action stage start. This phase is also called by Fuster, as initiating stage. At this stage, the client influence toward the preferred state. The counselors support the client elaborate strategies for action and instigate him or her to execute plans and obtain goals. The counselor helps the inmate by distinguishing suitable and methodical steps competent to his/her

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Need and means.

These steps are taken gradually to recognize the goal. The converge of this phase is to motivate the inmate to act in order to unfold his/her problem. This is done by distinguishing what can be done to reach the goal and by taking up discriminating steps in such a way that the counselee realizes that the goal is attainable.

The inmate is support to execute the goal through various profitable counseling models and techniques. Some of the models used at this stage are: Transactional Analysis (TA), Rational Emotive Therapy (RET), Learning theories (LT), Gestalt Psychotherapy (GT), etc. and some of the techniques used are cognitive and psychoanalytical, supportive and behavioural, problem solving and other.

The therapeutic gains during the action stage contain:

➢ Resolution of excitable crisis;

➢ Resolution of problem behaviours;

➢ Improved self-expectation and self-appreciate;

➢ Improved self-control and disappointment endurance;

➢ Improved actuality orientation and appraisal of threats;

➢ Improved communication¬ and problem-solving skills; and

➢ Improved overall regulation, judgment, and emotional steadiness.

This presume that the counselors is inform and trained in different models and techniques of counseling and is sufficient to use them. The expertness at this phase used by counselors confine all the expertness used until this stage as well as skills in setting goal clearly, distinguishing appropriate steps to the goal and schematize the steps, etc. The counselors uses his/her skills in presenting a goal very pertinent to the client's need, devising practical and composite steps within the capacity and usable resources of the inmate and helping

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the client in taking the initial step. The programme of action must be plan in accordance with the efficiency and responsiveness of the inmate so that while taking action they must encounter the good sentiment that they can do it and gain motivated to take the initial step.

The counselors should account that to constitute the action plan more competent it must emerge from the counsellee's point of reference and he/she must have approval for that. The plan of action to the goal is on different levels; physical, intellectual, emotional, interpersonal and spiritual. Effective plans are supported on a holistic approach. It signify, in tempt to help the inmate with a personal problem, the counselors must intimate steps which coverall the levels of his/her personality i.e. psychological, biological, sociological and spiritual levels. As prompt by Fuster, on the biological level, plan may contain various ways of improving the counsellee's physical health, such as rest, food, vitamins, exercise, etc. On the psychological level activity may contain training in responsiveness and assertiveness, training in how to modify one's attitudes, etc. On the sociological level, it may contain procedures to modify the counsellee's social surrounding. This might be done moreover by moving away from some demanding situation or by helping the counsellee to adjust his/her attitudes and his/her interpersonal relations. On the spiritual level, plans may comprise meditation and prayers for potency and courage, trust in God, etc.

Evaluation and Termination Phase

Evaluation is an significant division of the counseling procedure. It is necessary that the counselors undertakes assessment before the termination of the process. Evaluating means to appraisal how the

counselee has taken the exploit in order to achieve the goal and in view of the plans how far the client is succeeding. Appraisal or assessment of client's growth is an ongoing process which begins right in the first stage. However, it is done at this phase with the reason of terminating the process. Counseling should never be suddenly terminated. The extinction of counseling is systematically done after following a series of steps.

The counselors during the assessment and termination stage ensures the followings:

1. Evaluate readiness for extinction of counseling process;

2. Letting the inmate know in go forward about the termination of counseling;

3. Discuss with client the willingness for termination;

4. Review the course of action plan;

5. Stress the client's role in implementation change;

6. Warning aligned with the danger of 'flight into health';

7. Giving orders for the maintenance of adaptive performance;

8. Discussion of follow up sessions; and

9. Assuring the convenience of counselors in case of deterioration into dysfunction.

While examine around this stage, it is essential to recognize when and how the counselors should discontinue the counseling procedure. The client is the instant of regard to make this determination. As the client suitable desired advantage, the client her/himself may suggest that there is no further need for propagation. Sometimes conclusion may depend upon external supremacy, such as time constraints or unforeseen contingencies.

The counseling may also terminate because the client feels that she / he does not wish to persist; or, because both either determine that no advance is being made towards the set goals.

As it has been examine in planning stage, counseling is always conducted with prearranged goals. The goals may be adapt as required during the succession of therapy. The counselors disclose specific plan for each client. Accordingly, as action plan advance and the goals of client are progressively obtain, the counselor must appraise and assess the readiness to terminate the process.

The counselors must give sufficient accelerate consideration of termination so that clients can psychologically orient themselves towards independent performance. Such notice of termination is also inevitable to give the inmate an occurrence to promote issues that she/he had not examine. Failure to contribute adequate consideration of termination may induce to crisis in functioning when the termination is announced. The clients evaluation of the situation is existent while terminating counseling sessions.

The counselors should inspect with the inmate about his/her expertness to terminate. The debate may include client's perception of what has transpired during the procedure, his/her hesitate and misconceptions, and assurance to handle prospective situations. While terminating counseling, it is significant that the inmate is refuse against the 'flight into health' which keeps him/her conscious of the realities of the situation and the possibilities of relapse after frequent to the unsupervised surrounding. Since the risk for setbacks, provisional or otherwise, after termination is high, the client should be given adequate counseling about how to switch potential troublesome situations.

Further, while reconsider the entire procedure, the counselors attract to the client's application the problems initially recognized with him/her, the goals that were consent upon and the plan of action engage to accomplish the goals, tasks granted, interpretations and insights that resulted, advance and setbacks in the procedure, and such other issues. In order to make the client more confident the counselors must constitute the client known around the role that s/he has played. The counselors should also interpret that his/her role has been that of a direct to the client on his journey to realize the set goal.

Lastly, at this phase some debate of follow up sessions and extended uncritical accessibility of the counselor to the clients is necessary. There is need for the inmate to persevere to maintain contact with the counselors for extended assistance for the maintenance of the functional balance. The frequency of such follow-up sessions is supported upon individual circumstances, and can increase or decrease depending upon the need. Therefore, the counselors should distress on 'open doors' which advert to easy respectability of the counselors to the client. The clients must be made feel that he/she need not experience guilt in case he/she backslide into dysfunction and he/she should be made to feel that the counselors will always be effectual to him/her.

The Counseling Process

Counseling is a procedure. It means that Counseling surround a succession of identifiable events scatter over a duration of time. The time taken, the succession of events, and dynamics involved, the character and level of examination, differ from individual to

individual. However there are assured fundamental phases, which form the essentials of counseling procedure.

The term counseling procedure means a methodical professional help granted to an individual. The analysis of different view-points and definitions of counseling points out that:

- Counseling is a procedure of helping the individuals to help themselves. It complicate helping the individuals to recognize and use their own internal potentials, to set goals, to require plans and to take action therefore.

- It is a uninterrupted process as it is needful at the distinct stages of life viz. childhood, adolescence, adulthood and even in mature age.

- The procedure involves a sequence of stages and steps which are succeed by the trained professionals in order to help the client.

The inference of understanding the counseling procedure is that it guides the worker in prediction probable prospective scenarios, congelation objectives, organizing perceptions assessing clients problems, developing realistic and optimistic expectations that are stage discriminating and originate different prospectus according to the specificity of the stages. However, it should be well-known that individual behavior is intricate and sometimes may not fit into anticipate and predetermined stages always. One is not examine here the exceptions but the commonly practiced arrangement of the phases in the counseling procedure. These are not rigid compartments. One may effortlessly overtake into the next stage and from time to time the counselor has to go backwards to a prior phase, and then again progress to the next. The whole procedure of counseling is meant to help the persons to get from where they are to where they desire to be.

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The procedure of counseling consists of certain concepts, they are as follows:

Readiness:

The counselee are of two types i.e. one who seeks help voluntarily and the other who are referred. The Counseling presuppose a wish on the branch of the counselee that makes him come for the help. This desire is referred to as willingness.

Counter Will:

People knowledge complexity in asking for help and accepting it, since they are unwilling to face the penalty of change or an admission of insufficiency of failure. The unenthusiastic feeling that holds back one from seeking help is referred to, as counter will.

Case History:

Case History is a methodical collection of facts about the counselee's history and present life. However focus of notice varies from case to case.

Rapport :

Rapport is a warm friendly and understanding impression created by the counselors, which is catalytically in the arrangement of an effective counseling association. Warmth of relationship and feeling of trust, which progress out of unrestricted acceptance are important in contributing to the establishment of rapport.

Transference:

It refers to the counselors transferring a motions first felt toward someone early in life. The counselee is expectant to express his/her feelings and emotions freely. The counselors acknowledges these approach and handles in a therapeutic way.

Counter Transference:

Counter transference occurs when counselors project their unsettled conflicts upon the counselee. When counselors feels painful and experience feelings of anger, bitterness or become over-sentimental. This is unhealthy.

Resistance:

Resistance refers to counselee's move to oppose the counselors's effort to work towards set goals. This influences counseling result absolutely. Confrontation ranges from open antagonism to passively resistant behavior like being late for an appointment

The procedure of counseling has been discussed by many authors. On the other hand, a few of the authors' views in this observe will be discussed here. With regards to counseling procedure Judy Harrow (2001) writes, 'One way to recognize the procedure of change is as an ongoing twist. Like all models, this is simplify, but the simplification helps one to know a very complex procedure. Every human being has many facets. One can grow at a different rate (or even regress) in each facet, in different periods of one's life'.

Marjorie Neslon (2001) has given the following nine steps in the counseling process:

1. Establish a secure, trustful environment.
2. Clarify: Help the person put their interest into words.
3. Active listening: find out the client's order of business.
        a) repetition, sum up, mediate, elucidate
        b) concenter on feelings, not events
4. Transform proposition statements into goal statements.
5. Explore practicable approaches to goal.
6. Help person choose one way towards goal
Develop a plan (may involve several steps)
7. Make a contract to fulfill the plan (or to take the next step).

8. Summarize what has occurred, clarify, and get confirmation.

9. Evaluate progress

10. Get feedback and sanction

According to G. Egan, G. (1986) successful counseling can be seen as a three-phase process

1. Exploration: The inmate clarifies his/her perception of the problems that have convey him/her to counseling. The inmate explores and clarifies problems. The counselor serve the inmate inform his or her tale, focusing and clarifying as well as pointing out hidden spots and serving to propagate new view.

2. Planning: he promote strategies to reform his situation. The client disclose a plan for change. The inmate think a new scenario and disclose goals to accomplish it. The counselor instigate a consignment to change.

3. Action: he takes composite proceeding to obtain measurable change. The inmate induce toward the choose scenario. The counselors support the client develop strategies for act and stimulate him or her to accomplish plans and realize goals.

Fuster (2005), while coincident the Carkhuff's models of counseling has coincident the counseling procedure in five stages as attending, rejoin, personalizing, commence and appraise. He has also given the details of attitudes and skills required of the counselor at each stage.

COUNSELING PRINCIPLES

Counselors should set aside their own value system in arrangement to identify with the person during counseling. The things the counselor may view as immaterial may be of supreme consequence to the counselee. We tend to look the world through our own

excellence, and this can immediate problems when we are compare with values that are at odds with our own. If persons in your unit expect something is reason them a problem, then it is a problem to them, unobservant of how inferior you might believe the problem to be. The objective of counseling is to give your personnel maintain in dealing with problems so that they will regain the capacity to work powerfully in the organization.

The principles on which the procedure of counseling is based are-

➢ It involves a face-to-face relationship between two persons.

➢ It is emotional rather than just intellectual attitude.

➢ It is more than suggestion giving. The progress comes during the thinking that a person with a problem does for himself.

➢ It involves solution of instant problem as well as the future decision of the individual.

The counselors should succeed the above principles while counseling to constitute the procedure of counseling competent. It is not an calm task. To make the procedure prosperous the counselors should also follow undeniable principles in his own self to develop his skills. He should follow the principles as granted below during counseling.

Warmth: The Counselors should communicate personal excitement and make inmate feel welcome esteemed as individuals.

Acceptance:

The Counselors should accept the person & his feelings for what he is without judge him. He should also recognize the person unbiased of age, race, sex, etc.

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Genuineness:

The counselors should be extremely honest with himself and with client he should be exceptionally open, friendly and undefensive.

Empathy:

Instead of display sympathy to the person having problem, the counselors should show empathy, which indicate to sense the feelings and exercise of another person.

In order to make good relationship the above qualities are very much important to counselor.

Conclusion

After going through this chapter, one get better understanding about the basics of counseling procedure. Now you can able to develop your capacity to apprised about where and how to start, what to do and when, etc. This chapter was extended to help the learner to know about the counseling procedure and the different phases / stages in the counseling procedure from beginning to end. As examine in this chapter an attempt is being made to learn the counseling procedure and the stages given by distinct scholars. We have tried to examine the procedure in five phases viz. preparatory phase, examining phase, planning phase, action phase and evaluation and termination phase. Now the learner will be able to explain the counseling procedure, describe each phase through which counseling passes and estimate the skills counselors has to use in each phase and the sequence of phases s/he has to follow.

IV. COUNSELING SKILLS AND TECHNIQUES

Skills - listening and responding, handling emotions and problem are solving; Techniques – initiating contact (rapport), establishing structure, interaction, attending behavior, observation of nonverbal behavior, narrative and verbatim.

COUNSELING SKILLS:

When working with inmates, counsellors draw on a many of skills, called counselling skills, which – when application with conception and care – can help move the counselling procedure forward. In this section, we will examine at the most competent skills to use in counselling. They are as maintain - listening and responding, handling emotions and problem solving.

LISTENING AND RESPONDING

It is a procedure of hearing the other persons voices.

a) During listening it is significant to demonstrate that the counselors is listen through the least prompt' such as head nods, yes, no etc. They discover that I am with you'. Overuse of these should be avoided.

b) Behavioural aspect of listening - (**SOLER**) The following SOLAR acronym will prompt you about your external setting which gives assurance to your inmate that you are listening.

S: Face the inmate Squarely, that is, adopt a pose that signify involvement.

O: Adopt an Open posture fit with both accomplishment on the ground to start with your hands folded, one over the other.

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L: As you look your client, lean toward him or her. Be informed of their space necessarily.

E: Maintain eye contact. Looking aside or down seems that you are bored or ashamed of what the client is saying. Looking at the person intimate that you are complex and worried.

R: As you incorporated these skills into your accompany listening skills, relax..

Aspects of Listening

Linguistic aspects	: Words, phrases, figures of speech
Paralinguistic aspects	: Timing, volume, tone pitch, "ums" and "errs", fluency
Non-Verbal aspects	: Facial expression, gestures, touch, body position, and

  Proximity to the counselors, body movement and eye contact.

Attending and appearance receptiveness

It is the action of exactly focusing on the other person. It surround consciously doing ourselves apprised of what the other person is saying and of what they are severe to communicate to us..

Observing Body Messages

Non-verbal aspects of communication refer to body language. The way the client expresses through the exercise of their body. They offer clues about the client's internal status beyond the words. Morris calls it "Man Watching". Body language depends on context in which it occurs, the character of the relationship, individual's personal style, personality of the person. Therefore avoid assuming what person is saying with their body languages.

Listening Blocks

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- **Attraction:** Attention is paying attention on what you are feeling rather than what client is saying.
- **Physical condition:** Sick/tired, without realizing it you tune out certain things client is saying.
- **Concerns:** Worried with you have concerns.
- **Over-eagerness:** Listen to only a part and react.
- **Similarity of Problems:** Same as your own problem. Your mind wanders.
- **Differences:** Different experiences of yours and client.
- **Distracting**.

Effective Listening:
- Attention focuses external
- Postponement of judgment
- Concentration to the behavioral aspects (SOLER)
- Avoidance of explanation
- Development of free-floating notice

Communicating:

Communicating to others is an barter of ideas and opinions between two or more people during speech, writing or signs. The communication incorporated physical setting as well as psychological predispositions of the receiver.

Communication = thoughts and feelings

Factors Involved in the communication
- Purpose: Specific
- Distribution: Environment
- Timing
- Feedback

- Follow-up

Causes of Communication Breakdown

- Lack of consideration of the other person's mind-set and personality
- Use of technical language
- Not thinking about other, how they get affected (networking missing)
- Lose human factor (envy, jealousy)

Clarification:

To get determinate information through this to help clarify the client's imagination without pressurizing.

Concreteness:

Using distinct language to describe the client's life position. It encourage clear introspection in clients life and supply counselors with a fuller sense of the exclusivity of the clients experiences.

Restatement:

Enables the counselors to oppose the counselee gain that he is being fully understood and approve. Counselors accurately repeats as said by the client. Client thus gets a rest and a chance to assemble his thoughts before going agreement.

Paraphrasing:

The counselors summarizes. He adopt/choice those ideas and feelings which seem most essential and pertinent and feeds them back to the client in a more organized form.

Ways to Impede Communication

- Counselors's predispositions
- precipitate advice giving
- Lecturing

- Excessive questioning
- Story telling

Questioning: What it is?

Questions are used to attract out information from others. How to use it?

There are numerous types of question. Choose the most appropriate:

Open-ended questions:

Open questions further discovery and instigate thinking. They are useful to help the other person to begin talking about a subject, delineation a situation, give a extensive description of what occur and how he or she reacted. There are three extensive types of open question:

Clarifying question

- What purposely does that denote to you?
- Can I make sure I interpret that…?
- If I hear exactly, what you are saying is…

Creative questions

- How have you accomplished others handle comparable situations?
- What do you think about…?
- Would you like to talk more about it?
- I d be interested in hearing more
- What would be your approximate if there were no constraints?

Process questions

- What would you like to get from this session?
- What do I need to reveal to ensure everyone interpret your role?
- What authority do you think you require to finished this task?

Follow-up or probing questions

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The intention of follow-up questions is to get information, widen decisions and interpret reasons and motivations. Do not over use "why". It causes people to become safeguard.

- In what way would this help obtain greater customer satisfaction?
- What other aspects of this should be examine?
- How would you involve others in equip this plan?

Follow-up questions are useful for examine - acquisition to the heart of a topic, obstruction information and filling in detail.

A particular type of follow-up question is the reflective question, helpful for gaining a clearer understanding, disclose more information or disclose feelings.

- You say you were pleased….
- Incompetent….
- You say he reacted to this How did he return….?

Closed questions

Closed questions are those that induce to either "yes" or "no". They are useful in obstruction facts speedily but can lead to a one-sided conversation. Examples are:

- Have you been shopping recently?
- Is there enough currency in the bank?
- Have you done this sort of business before?

A closed question can be beneficial lead into open inquiry once an area to explore has been recognized.

Less useful questions

Certain types of questions are less useful. Try not to use them - these include:

- Leading questions (I assume you…)

- Hypothetical questions (If you were in my place….)

- Multiple questions..

  HANDLING EMOTIONS AND PROBLEM ARE SOLVING;

  A number of approaches to counseling converge on helping people by empower them to interpret their feelings and emotions better. There are three key assumptions taken when we work with inmates' feelings in this way:

- The means we feel (and hence think) is a substance of choice. We don't have to be driven by our feelings: we can adopt what and how we handle about ourselves, others and the experiences we have.

- Mood, thought and behaviour are associated. If we innovate one, the others start to innovate automatically, because feelings and thoughts are associated all the time, and both are associated with behaviour (see fig. 9.1).
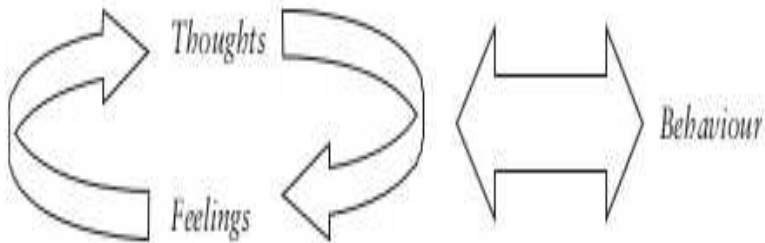

Figure 9.1 Thoughts, feelings and behaviour

- Recognizing and working with our disagreeable, unpleasant or disquieting feelings concede us to innovate those feelings. If we are able to recognise, interpret and change our feelings, we can then

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both think and act differently. Our skills as counselors lie in helping our client to understand and recognise their feelings in order to innovate them.

Feelings and emotions

People exercise a huge range of feelings, both absolute and negative: agony, grief, grudge, depression, anxiety, fear, disappointment, jealousy, humiliation, shame, guilt, loss, betrayal, joy, love, expectation, sympathy, warmth, excitement, delight, playfulness. Sometimes people talk about emotions equivalent of feelings.

Common Kinds of Difficulties with Feelings

There are two general kinds of difficulties with feelings.

- Difficulty in recognizing or accepting feelings: being incapable to associate with or to distinguish between distinct feelings. People may exercise 'not having' feelings or being 'out of concern' with them, or unable to 'own' their feelings.

- Difficulty in coping with feelings when they emerge to be irresistible, for example, overwhelming dejection or sadness. Or approach may be so strong that a person is pushed to act inappropriately, for example, love or infatuation guiding someone to say or do out of line things, or embarrassment leading someone to be improperly angry or disturbed..

Our intention in counseling people so that they can deal with and turn their feelings are:

- To help them to move from an inefficient or unhelpful declaration of their emotions to an competent or assistant one;

- To enable clients who have difficulty admission or recognizing their repressed feelings to be in reach with, and recognise, their feelings, 'owning' them;
- To empower clients who cannot manage with their feelings, who feel beleaguered by them or whose approach may be expressed inappropriately, to interpret and deal with those feelings more helpfully and, if relevant, to innovate them.

A key message is that nobody necessarily to be driven by their feelings: we can elect what and how we feel about ourselves, about others and about the exercise we have, as long as we can develop our efficiency to be aware of and understand our feelings, know how to express them helpfully and to modify them.

Skills and Techniques to Enable People to Change their Feelings
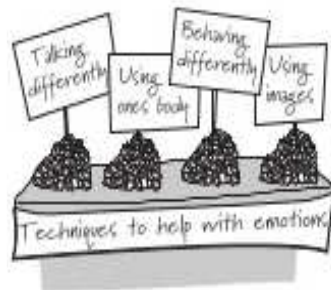
When people are not in concern with their feelings, or when they find them overpowering or laborious to cope with, they may be functioning at a thinking and social level, but in such a means as to reject and constrain their excitable world. This is likely to give rise to tensions, disquiet and, in some circumstances, physical symptoms or problems. Once a person begins to disregard feelings in this way, those feelings can become larger than life. When helping your client,

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to approve and start to cope with their feelings, we need to be mindful of the following:

- Avoiding lengthy discussions about elapsed feelings because it can stimulate our client to imagine about feelings as historical exercise rather than to exercise emotions in the immediate. This prevents change.

- Discouraging a client from talking about what could, should or might have been in the elapsed, or similar conjecture about the future. Such talk avoids dealing with present feelings and is a way of making feelings thinker rather than emotional experiences.

- Avoiding putting words into our client's mouth. No matter how empathic we might feel, we cannot be sure that we know what a person is feeling.

General ways of helping

There are some common ways of helping people to access and prospect their feelings and begin to change or restraint them:

- Getting them to be special and focus on the detail when they describe incidents or conversations.

- Encouraging them to do things in the sessions which empower them to experience and explore their feelings instantly – not to just talk about feelings but to explore them actively, using some of the methods out-lined below.

➢ Encouraging them to recognize accountability for their own behaviour and their own feelings. This enables them to stop denying their feelings, or discard their emotions, or reproach other people.

➢ Encouraging and instruction them to hold a concerned view of themselves.

Specific Techniques to Help People Change their Feelings

In this section, we turn from broad ways of helping to look at five kinds of specific techniques (see table 9.1).

Table 9.1 Techniques for working with feelings

Enabling clients to talk differently	Enabling clients to behave differently	Working with images	Working with bodily sensations	Developing mindfulness
• Focusing on the here and now • Avoiding 'whys' • Owning feelings • Taking responsibility • Saying 'won't' not 'can't'	• Writing feelings down • Using the 'empty chair' • Sculpting and other psychodrama techniques • Amplification • Reversals • Rehearsal	• Using dreams and imagery • Working with imagery and artwork	• Focusing on the body	• Present-moment awareness • Befriending emotions

PROBLEM SOLVING:

Problem-solving is the process of overcoming difficulties or obstacles encountered in the attainment of a goal or objective. It can be considered as the act of defining a problem, influential the cause of the problem, identifying, prioritising, and selection alternatives for a solution, and implementing a solution.

An investigative approach is the use of an suitable process to dislocate a problem down into the smaller part inevitable to resolve it. Each part becomes a smaller and easier problem to resolve. A procedure is a repeatable order of ladder to attain a goal; to work, it must fit the problem and be used exactly.

Innovative problem solving is the mental procedure of scrutinizing for a new and novel explanation to a problem. Ruth Noller, from the Creative Education Foundation (2016), is more limited about the procedure, referring to it as a "proven method for approaching a problem or a confront in an creative and innovative way". Breaking the phrase into its component parts, she goes further:

- "Creative" involves "elements of newness, innovation, and novelty";
- "Problem" suggest to "any situation that presents a challenge, propose an opportunity, or represents a troubling concern"
- "Solving" is about "devising ways to answer, to meet, or to satisfy a situation by changing self or situation".

Specifically examine organisations, we can recognize the greater momentum given problem-solving capacity by organisations and also the Department of Education, Employment, and Workplace Relations. A report accredited by the latter recognized three clusters of skills which have come to be called employability skills. These are non-technical skills which play a important part in assist to an

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individual's competent and prosperous participation in the workplace. Employability expertness are also sometimes apply to as generic skills, capabilities, endow skills, or key competencies. The three clusters recognized were those of navigating the world of work, interlude with others, and "acquisition the work done". This last category hold problem-solving skills.

Have a look at all the aspects of problem-solving which enterprises (small, medium, and large) have recognized as crucial to their success:

➢ Developing artistic, innovative solutions

➢ Developing beneficial solutions

➢ Showing assurance and introductory in distinguishing problems and solving them

➢ Solving problems in teams Applying a frequent of strategies to problem-solving

➢ Using mathematics (contain budgeting and fiscal management) to solve problems

➢ Applying problem-solving strategies across a frequent of areas

➢ Testing assumptions, taking data and circumstances into narration and Resolving customer interest in relation to complicated project delivery (Business Council of Australia and Australian Chamber of Commerce and Industry, 2002.

COUNSELING TECHNIQUES:

There are many distinct techniques that counselors can use with their clients. Let's take a appear at some of the techniques that we feel to be most competent during a counseling session – initiating contact (rapport), establishing structure, interaction, attending behavior, observation of nonverbal

Behavior, narrative and verbatim.

INITIATING CONTACT (RAPPORT),

The counselor's role is more like a guide, counselor does not inflict his decisions on the client he always let the client adopt the best practicable solution for himself from the profitable possibilities. In rapport development counselor does not judge his client because clients can quite the procedure if he thinks the counselor is judge or evaluating his decisions/actions. Initially or later in the procedure, counselor should avoid ordering, advising and arguments in the procedure these things kills the competence of the process..

ESTABLISHING STRUCTURE,

Counseling has to be done in the nonviolent place there should not be any kind of disorder that can separate and create any confusion between client and counselor. Everyday counseling must be begin at a fixed timing otherwise it could be the first flaw of the process, because time management is an complete part of counseling. The counselor should gather and systematize the enlightenment about the client and outline the key mechanism of the counseling procedure. That contain delineation the counseling tactics and self-role induction.

INTERACTION,

One of a counselor's first objectives when meeting with a client is to build some configuration of trust. If clients don't have assurance in their relationship with their counselor, they are fewer likely to uncovered up about the defiance that they're facing, much less be open to examine these defiance with the person with whom they are meeting. However, as significant as trust is, it is not incredible that

can be built immediately. Creating relationship in a professional counseling association require work, planning and promise.

The therapeutic relationship is the association and relationship improved between the therapist and client over time. Without the therapeutical relationship there can be no competent or meaningful therapy. This appropriate to all constitution of counseling and psychotherapy, and unconcerned of the theoretical orientation of your therapist or counselors, the relationship improved between you will be examine of high consequence.

A strong bond is intersecting to the succession of counseling and psychotherapy. It can be particularly valuable to clients who may have contend forming relationships in their past, and those who practiced traumatic events in their early years, most important them to find it laborious to form relationships in adulthood. Therapy concede clients the possibility to explore their related attachments, bonds and exercise through their relationship with their therapist, which is why this relationship is so essential.

The therapeutic association has many components and modify between each individual relationship. However there are some usual themes and characteristics which I have enrolled below:

Genuineness: It is intersecting that the therapist be a 'real' human being, purpose that they are able to spontaneously and deeply be themselves, not an all-knowing clever. They must be a real person who can relate to another genuinely.

Empathy: This is the therapists' aptitude to recognize, recognize and interpret the condition their client is experiencing and to interpret their feelings, ideas and motivations. This is the basis and

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endowment for a therapeutic relationship because it enact a personal association between the therapist and client, concede the client to see their therapist examine them, excellence and understands their needs.

Trusting and a non-judgmental attitude: For a therapeutic relationship to develop, enlarge and flourish, it is intersecting a client handle their therapist is faithful. For clients who find it laborious to uncovered up or prospect their feelings due to worrying that it is not safe for them to do so, it matters greatly that they can feel confident that their therapist will not judge them.

Care and warmth: When entering into a the consulting scope for the first time, or even meeting a new therapist after a break from therapy, there can be a sense of fear, disturbance and nervousness. Therefore, it is crucial that a therapist provide an surrounding that feels warm, caring and safe, in order for the client to feel they are able to split their feelings, ideas and thoughts.

Insight and experience: The introspection and exercise of a therapist allows them to understand at more depth, things that may have been said to attract attention to language used, or a stated way that a client may be immediate within any granted session. It is also essential to note that exercise and insight of a inmate is also hugely essential. A therapist and inmates may be two very distinct people from distinct walks of life, but in this relationship evolves the capability to interpret sharing experiences and to find new wisdom emerging. This joint learning and creative experience can make therapy so rewarding for both client and therapist. It is this reciprocal meeting and barter of experiences that grow the power of talking

therapies.

ATTENDING BEHAVIOR,

Good presence behavior exhibit that you believe a person and are interested in what he/she has to say. The consequence of attending is an incentive to the person to go on talking about his/her ideas or feelings spontaneously. Without using words, you are communicating that you are hearing to the person. There are numerous components of good attending manner:

Eye Contact: Looking at a person is one way of appearance interest in that person. However, you can make a person feel unpleasant if you stare at them too intensely. The best way of appearance that you are listen to someone is by looking at them spontaneously.

Posture: This is a natural response of interest. It's best to lean slightly towards the person in a mitigate manner. Relaxation is essential, since you want to change the focus from yourself so that you are more able to pay attention to the person you are talking with.

Gesture: You reveal a immense deal with your body movements. If you flail rudely with your hands or if you cross your arms over your chest and hunch your support with your head bent downwards, you are very likely to reveal some unintentional messages.

Facial Expressions: A good listener's facial expressions show responsiveness. Examples: smiling, eye-brow raising, frowning, when appropriate.

Verbal Behavior: A good listener's discourse relate to what the other person is saying. By directing your comments and questions to the topics furnish by your friend, you show interest in what he or she is saying.

OBSERVATION OF NONVERBAL BEHAVIOR,

By exactly observing non-verbal behaviour, a counselors can estimate the affect her/his term and actions have upon the client. Skilled client observation also allows the counselors to recognize discrepancies or incongruities in the client's or their own communication.

Counselors should teach how to listen to and interpret nonverbal messages such as actual behaviour (posture, body motion and gestures), facial expressions (smiles, gloom, raised eyebrows, twisted lips), voice related behaviour (tone, pitch, voice level, intensity, inflection, spacing of words, emphases, pauses, silences.

NARRATIVE AND VERBATIM.

The term "verbatim" advert to using the correct same words, word for word. A verbatim report in counseling advert to an account that records everything that was said during a conversation in the exact phrasing that was used at the time. The most known usage of verbatim writing is done in court, by the shorthand typist who records everything said. Verbatim reports are used as personal accounts of what was before-mentioned at the time and place.

Counseling Theory and Practice

V. COUNSELOR-COUNSELEE RELATIONSHIP

Personality factors of Counselor Importance of self-awareness; communication patterns, body language, feedback - Factors influencing the relationship -transference and counter transference - Professional Ethics in Counseling ethical practices and standards for human service-professions, ethics to counseling - professional guidelines.

INTRODUCTION

Counseling is not only about exploring core issues and gaining a different view on problems and psychological difficulties. It is also about building a relation and belief with the counselors, so that a client feels physically powerful enough to unlock up and voice their irritate. This relationship is built on trust and privacy, and can make all the difference between a positive and negative counseling encounter. The quality of relationship is what regulate the helpfulness of the therapist, teacher, counsellor, social worker, and the parent. It is Rogers' belief that the superiority of the association is much more significant than is one's knowledge of hypothetical issues, the availability and use of assessment data, the nature of his professional training, or the technique and orientation of the counselling procedure to which he adheres.

PERSONALITY FACTORS OF COUNSELOR
IMPORTANCE OF SELF - AWARENESS;

Counselors will spontaneously attract their own conclusions about self-consciousness. Their work with clients may present many personal defiance, but also an on-going convenience to assess

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personal strengths, feelings, thoughts and limitations, as they relay to other people. Understandably a counselors may also experience a wisdom of personal fellowship, whilst counseling clients, but must abide emotionally separate at all times.

Relating to clients, in a positive, open manner, conscious the client to divulge in a strong, confidential environment and provides the counselors with the ideal setting in which to converse in a conducive way. Using their individual life encounter, a counselors can exhibit empathy, sympathy and understanding without becoming personally concerned in the counseling procedure.

Becoming More Self-Aware

Self-awareness is something that extend over a era of time and with examination. Techniques, to access information about one's self, can be well-informed, and personal experiences can affect personal thoughts and feelings. A counselors will experience all of these issues and concerns, and must use the knowledge convenient to help their client conquer their own personal issues.

Throughout a counselors's education he/she will be subject to a series of opportunities that will permit them to question their own beliefs, awareness and values, and how these impact on their personal lives, work and others. It is this self-awareness and self-wisdom that forms the foundation of their counseling career.

A person's augmentation and intelligent can merely be assessed through self-awareness, and it is no distinct for those working in a therapeutic profession. Being continuously open to personal, and career, development will help a counselors fully interpret their values and self.

Counseling Theory and Practice

Dealing with Intimacy

Counseling is a extremely personal, private and trustworthy process for each individual client. It is also a demanding exercise for the counselors who is maintain the client through the counseling procedure. Dealing with familiar information, on any level, will make a person feel liable and a counselors will experience this also. Maintaining a professional attitude throughout the counseling procedure will empower the counselors or psychotherapist to assist the client, to the best of their ability. However, at the end of the counseling association a counselors must be able to close the door on the association. A good counselors will not also not allow their own beliefs, attitudes and values to compromise the client-counselors relationship in any way.

Changing Attitudes

Through supervised counseling sessions and consultations with practiced professionals, a counselors will be able to explore their own self-awareness and personal development. Difficulties in counselors-client attitudes can also be expressed. This should be an on-going procedure throughout a counselors or psychotherapist's career, and can contribute the therapist with clearness, focus, further intelligent and personal augmentation. Without a positive outlet to explore these ideas a counselors will lack the convenience to develop their skills.

COMMUNICATION PATTERNS

Being able to effectively communicate is a counselors's inherent role. The counselors's job during a sitting is to offer maintain to clients, and it commences during the client's first assessment. In most cases, the client's sensational state will become a barrier for him or her to

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completely converse with the counselors – at this point, it is the time to perceive the client's body language in order to distinguish what is happening 'between the lines'. It is not an hypothesis game, but rather an psychoanalysis based on behavioural tendencies..

It is equitable to establish that the counselors's main focus in the communication process is to focal point on the client's declaration, and if required, animate that declaration. But what are the requirements for good listening? In perfume, there are no requirements – in practice, there are numerous guidelines which tend to improve the client's expectation in expressing his/her issues, improve the counselors's cleverness to apprehension the messages which are being given, and encourage actual feedback from the inmate.

The Counseling Setting

There are aspect of a counseling setting that will assist to improved communication.

- Comfort – a comfortable congelation improves inmate expression of feelings.
- Security/Privacy – afford the client with security during a session.
- Noise control – ensuring that noise does not affect communication.
- Stimuli control – a indifferent environment (light colours and decoration).
- Unhurried/conducive environment – a space in which the inmate can portion in their own pace.

Basic Communication Skills

Once the suitable counseling setting has been provided, it is occasion to apply fundamental communication skills to help improve

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the client's declaration of emotions and statement of thoughts. Such rules are advantage for any communication process, but particularly essential during a counseling relationship.

- Listening well – excellence the inmate and show interest for the intercourse.
- Observing – observing body language, voice tone and emotive expressions.
- Acknowledgement – the acknowledgment for the client's introductory to condition his/her issues.
- Awareness – insure that the counselors's body language is suitable for the context.
- Thinking – reasoning in relation to what is and what is not suitable input to the process.
- Verbal utterance – ensuring the use of the appropriate tone, rhythm and volume of voice.
- Reflecting – clarifying and authenticate what the inmate has expressed to the counselors.

BODY LANGUAGE (UNDERSTANDING NON-VERBAL MESSAGE)

1. Generally the non-verbal communications are narrated to the substitute such as the sensitivity, training and skill of the counselor.
2. It contain posture like body movements, smiling, blooming (shame or perplexity), weeping and other postural movements.
3. Scratching the head, resting the face on the hand, crossing the arms across the chest, cracking the knuckles (finger joints), fiddling (like playing violin) with the fingers, rubbing the thumb with the finger, closing the nostrils or site the index finger on the nostril, biting the

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index finger, biting the lip, holding the chin, playing with such things as a key chain, ring, pencil and the like are also a number of the common devices commonly engage by individuals and

4. Facial expressions (face is the index of mind).

FEEDBACK:

Feedback is in an necessary part of counseling. From feedback sessions, counselor should recognize how the clients are cogitative and feeling about the procedure. The counselor can study a immense deal from the written feedback of former clients. He / she can use this information to experiment his theories and hunches and to progress his counseling advance.

The Benefits of Giving Feedback

The procedure of giving "excellent" feedback confide upon consignment in the person gift it to be fully present when observing the individual who is to receive the feedback. This can serve to extend the listener's own practice and skills in listening, intelligent and empathizing with the observed person. It is therefore existent for someone training to be a counselors to practice and develop their efficaciousness at observing and giving feedback. It helps to grow themselves as people..

Giving feedback to colleagues in the place of work has the advantage of institute the leader within the team. It can generate respect and open-mindedness upon which trust between group members who work together can be built.

In spite of the position, if feedback is attended with "unreserved positive regard" then the value of the feedback is further enhanced. It means that there is an necessary respect for the person's valuable

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as a person and his welfare. In this mode the feedback given becomes frank trusty and constitutive with the best interests of the person receiving it. We can imagine of it's a gift from one person to another. In a helping relationship, giving feedback has the advantage of empower the speaker to grow their own skills of hearing, observation and practice in giving constitutive feedback..

The Benefits of Receiving Feedback

The advantage of receiving feedback, for the person accept it relates to the convenience to interpret and consider another standpoint on themselves and decide if they desire to act on it. The feedback can provide another perspective which helps the receiver interpret themselves better through others and can help them to further develop.

In the workplace, many employers animate the use of regular team feedback sessions in a one-to-one scenario, where individuals give and accept feedback to and from each other. The individuals can be peers or can be team member and their manager. Another approach which can be used either instead of, or as well as the one-to-one method, is 360 degree, unknown feedback questionnaires. This is where the person requiring the feedback, on their own leadership behaviours, for example, can request a survey from a quantity of respondents contain managers peers and own staff. This can be a influential way of gathering convincing feedback on own strengths and weakness, giving substantial direction and insights for the person's own prospect personal development.

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FACTORS INFLUENCING THE RELATIONSHIP

The counseling procedure is control by several characteristics that help it become a profitable time for the inmate and counselors. Not all characteristics appropriate to all situations, but commonly, the following help to bring about positive rise.

- Structure & Setting
- Client qualities
- Counselors's qualities

Physical setting

Counseling can happen anywhere, but the professional generally works in a place the provides:

- Privacy
- Confidentiality
- Quiet and
- Certain revive

When operation with a client, you desire to send a communication that you are listening.

This can be done by being mindful both verbally & non-verbally.

Privacy:

Trust is an existent component in the growth of helping relationships. Counselors regard the assure of confidentiality to be existent for the growth of client trust. Most persons seeking counseling services appropriate that what they reveal counseling will be set aside in self-belief by their counselor, with narrow exceptions.

RELATIONSHIPS

1. Relationship is the core of the counseling procedure

2. The attitudes of both the counselor and counselee overcome the relationship

3. By signify of relationship the counselor elicited and recognizes the important feelings and ideas that limit the behaviour of the client

4. It also help the inmate to acknowledge these feelings and ideas

5. Relationship acts as a beneficial agent in its own right

6. Lack of competent inter-personal relationship results in lack of symmetrical and self-content adjustments

7. The counselor helps the inmate make effectual inter-personal relationships and to free him from unrealistic aspirations

8. Here the role of the counselor is the role of a teacher

9. Uniqueness and commonness are the two extension of the counseling association

10. So it is not practicable to have a synthetic type of relationship

11. The uniqueness is composed of the attitudes, beliefs, likes and dislikes, physical, physical characteristics, and home and social backgrounds of both

12. The strict interest in the relationship confide upon the reciprocation of both parties the nature of excitable interaction limit the superiority of the association

13. The counselor should be aware of the distinct levels of his impact on the inmate and the client on himself

14. Relationship is also dependent on the cognitive and conative aspects, where cognitive aspects refer to the exchange of information and skillful the implications of different courses of action and conational means declaration of feelings

RAPPORT

1. Rapport is mostly invite counseling interview

2. It is a warm, friendly and understanding requisite which is existent for an effective association between the interviewer and the interviewee

3. It is a relation that cannot be secured by force

4. It grows out of warmth of relationships and the desire on the part of the counselor to sympathetically understand the counselee and the counselee's cooperation in irritating to help the counselor achieve a warm, friendly and trusting relationship

5. Rapport is not one-sided

6. Rapport is reciprocal and grows out of a concurrent effort

7. Rapport is not the usage of finesse the counselor uses by which he obtains relation

8. It limit the success of a counseling interview

9. It has not only safe but also maintained throughout the counseling procedure

10. Its maintenance is as essential as its initial establishment

11. It is sustained through the regard and trust the counselee has for the counselor

12. Even a small sentiment of doubt can put an end to the entire relationship

13. It cannot be examine by any kind of measurement scale

14. If application is drawn towards relation, the counselee can become self-conscious and or the counselor can become self-conscious and relation would be lost

FACTORS RESPONSBILE FOR MAINTAINING RAPPORT

1. Warmth of relationship

2. Communication of this sense of excitement to the counselee (not indispensably through verbal or such other direct modes of communication) and

3. Feelings of belief which raise out of absolute approval

4. Gestures such as moving out to allow the client

5. Greeting the client warmly

6. Putting him at ease

7. Directing his consideration away from the problem and

8. Sensitiveness to the counselee's needs and moods, etc.,

TYPE OF RELATIONSHIP

- The aptitude to communicate and interpret their clients, maintain an suitable emotional discrepancy and

- Divest themselves of status concerns in regard to their clients designate efficient counselors.

- Characteristics of relationship are…It is meaningful to the persons involved – it implies mutual self-consignment.

- It has a noticeable tone of feeling, that is, the individuals who are involved experience certain sensational states.

- It implies uprightness – the persons involved are rationally and psychologically honest with each other

- It can exist by reciprocal consent only, that is, there is no constrains

- It comes into being or becomes inevitable when one is in need of some kind of help which another can equitable provide

- It surround communication and interaction

- It is often structured

- It is uniform through mutual combination and collaboration

- The helping person must have a wisdom of security
- The goal of object of the serving association is to change the client absolutely

NON-INTELLECTIVE FACTORS

- The competent counselor display tolerance for imprecision, understanding (of the client), maturity, and ability to enact good social relationships with clients and non-clients.
- High-rated counselors were concerned, sensible to the expectations of others and society, patient and non-aggressive in inter-personal relationships and showed appropriate self-control.

  The counseling association is a unique one, attended by stated rights, responsibilities, and protections. The association between a counselor and inmate must cause no harm to the inmate. The American Counseling Association (ACA) guiding principle state that the association is to animate client growth and development while keeping the client's welfare in mind. This is completed through maintaining suitable records, formularize counseling plans, obtaining informed consent and avoiding dual relationships with clients. Romantic relationships are closely prohibited; however, romantic relationships can be examine with earlier clients after a period of five years. Counselors must obtain care to examine all these guiding principle, as the association between a counselor and inmate is imbalanced in that the counselor, by virtue of being the expert, holds more influence.

TRANSFERENCE AND COUNTER TRANSFERENCE

TRANSFERENCE

Transference delineate a situation where the feelings, solicit, and expectations of one person are redirected and appropriate to another person. Most usually, conveyance refers to a therapeutic setting, where a person in rehabilitation may apply certain feelings or Emotions toward the therapist. Transference is a mental occurrence in which an person redirects emotions and feelings, often mechanically, from one person to another. This procedure may occur in therapy, when a person receiving treatment applies feelings toward—or expectations of—another person onto the psychoanalyst and then begins to work together with the psychoanalyst as if the psychoanalyst were the other individual. Often, the patterns seen in conveyance will be representative of a association from childhood.

The concept of conveyance was first delineate by psychoanalyst Sigmund Freud in his 1895 book Studies on Hysteria, where he noted the deep, intense, and often unconscious approach that sometimes developed within the therapeutic associations he recognized with the people he was treating.

Transference is a frequent event among humans, and it may often occur in therapy, but it does not unavoidably imply a mental health condition. Transference can also happen in various situations outside of therapy and might form the foundation for convinced association example in common life.

Types of Transference

Some of the additional common types of conveyance include:

- Paternal transference, when an individual examine at another person as a father or an idealized father stature. The person might be sight as powerful, wise, and determinate, and an individual may anticipate protection and sound information from this person.

- Maternal conveyance occurs when an individual treats another individual as a mother or idealized mother figure. This person is often viewed as loving and influential, and nurture and comfort is often anticipate from them.

- Sibling conveyance can occur when affectionate relationships are fault or when they dislocate down. Unlike parental conveyance, this type of transference is generally not delineate by leader/follower behavior, but by peer or team-based interactions.

- Non-familial conveyance can be seen when individuals negotiate others according to an abstract version of what they are anticipate to be rather than who they positively are. Stereotypes can form in this appearance. For example, priests may be predictable to be holy in everything they do, while policemen may be anticipate to uphold the law at all times, and doctors may be anticipate to cure any illness. Sometimes, conveyance is seen in everyday situations, such as when:

- One is easily irritated by a classmate who looks a bit like one's often-irritating younger sibling.

- A young person negotiate a much older female coworker with mildness because she brings back memories of that person's now-deceased mother.

- An individual begins to suspect a idealistic partner simply because a previous partner cheated.

  Transference can be positive or negative. Both types can benefit therapy in distinct ways. Positive conveyance can induce the

individual in therapy to view the therapist as kind, disturbed, or otherwise helpful. Negative conveyance might cause a individual in therapy to direct angry or distressing feelings toward the therapist, but the therapist may be able to use these emotions to assist the person achieve greater perception. Thus, counselors should become apprised of this occurrence to intercept from abiding to a role imposed by the client as it could make the client dependent and can interfere in fetch about therapeutic change in the client. The client's attitudes towards the therapist can directly be discussed where a strong conveyance occurrence is observed.

COUNTER-TRANSFERENCE

Counter-transference, which occurs when a therapist transfers emotions to a individual in therapy, is often a revulsion to transference, a occurrence in which the individual in manipulation redirects feelings for others onto the psychotherapist.

History of Counter-transference

Sigmund Freud primarily developed the idea of counter-transference. He delineate it as a largely unintentional occurrence in which the psychologist's emotions are control by a individual in therapy and the psychologist reacts with counter-transference. Classical psychoanalysts, such as Carl Jung, who faced his own struggle with counter-transference, designate it as a potentially questionable occurrence that can restrain psychological manipulation when left unchecked. In other words, it is inevitable for therapists to master the inclination to contribute in unintentional counter-transference by developing healthy boundaries and abide mindful of the threat posed by counter-transference, both to the

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beneficial relationship and a therapist's work with people seeking manipulation.

In contemporary psychology, clinicians typically constitute a difference between helpful and unhelpful counter-transference. Many contemporary psychologists publicly share their own feelings with the community they are negotiate and may use counter-transference, in a sensible manner, to understand distinction between their self-experiences and the experiences of the person in therapy.

Unhelpful counter-transference, or even harmful counter-transference, can appear when the therapist transfers to a individual in treatment approach that are mislay or when a therapist uses a individual in therapy to meet personal psychological needs. Examples of Counter-transference not all counter-transference is uncertain. For instance, a therapist may intercept with a individual who has utmost difficulty making conversation. The therapist may begin, unwittingly, to lead the familiarity and provide supplemental prompts to the individual in manipulation to encourage debate. A therapist who realizes this can then point to the counter-transference to help that person better appreciate the effect a complexity making discussion can have on others. A therapist who has skilled the same issues as a person being treated may also be able to recognize with that person more intensely, whether the therapist decides to share those individual stories or not.

However, a uncertain example of counter-transference might appear when a individual in handling triggers a therapist's issues with the therapist's own child. The person being treated, for instance, might be bold with the psychoanalyst and may transfer provocation felt

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toward a parent onto the psychoanalyst. If the psychoanalyst reacts to the individual as one would react to one's own child, by becoming increasingly restraint, for example, without recognizing the counter-transference, this could unhelpfully impact the therapeutic association and bring about unhealthy patterns in the life of the individual in treatment.

A therapist might also touch ill-equipped to deal with an individual who unambiguous personal preferences and beliefs contend from the therapist's own, such as racist or homophobic views. In good therapy, however, a psychoanalyst can still help an individual who has differing opinions by attempting to comprehend where any detrimental or potentially harmful attitude stem from and discussing that the past with the individual in treatment.

PROFESSIONAL ETHICS IN COUNSELING

"Ethics (from Greek – meaning "custom") is the branch of axiology, one of the four major branches of philosophy, which endeavor to learn the temperament of morality; to discriminate that which is right from that which is wrong. The Western practice of ethics is sometimes called 'moral philosophy'". (Extract from Wikipedia).

The origins of ethics are related to the preliminary of moral behaviour in early societies. The relevancy of concepts such as 'right' and 'wrong', and the definition of these concepts in distinct environments, induced the need for a formal approach to social behaviour – an exertion to composed commonness and organisation in a society. In this context, codes of behavior were created, and distinct forms of behaviour compulsion adopted.

As societies developed, and incremental consequence was placed in constructional thinking – such as the approach of sciences – meta-ethics became an well-known subject of debate. Meta-ethics denotes to the assessment of ethical statements, an actual analysis of ethics itself. Names such as Kant, Hobbes, and Nietzsche were well-known in this era. At the moment, ethics is still a main topic of discussion. As societies evolve, the relations between individuals become more complex, and so do the etiquettes and codes of conduct. The expansion of business relations has raised several ethical dilemmas, and ethical counseling is one of them.

Ethical Counseling

Because counseling is not a direct profession in many countries, the use of ethical principles is a method of guiding the superiority of the benefit provided by counselors, the superiority of training furnish to counselors, and of defend clients. These standards supply conduct guidelines for professionals and are an competent way support many counselors lacking experience or enlightenment of the industry. It as well serves the intention of structuring the counseling industry, providing common professional descriptions, definitions and service boundaries harmonious to each type of counselors.

There is a broad range of issues encircle the field of ethical counseling – which are also element of common guidelines for the practice of therapy. According to Daniluk and Haverkamp (1993), "the major ethical framework suggest to in many deliberations of therapy is one based on the concept of autonomy, honesty, beneficence, justice, non-maleficence and self-interest".

In this context, we devise several 'problem areas' in ethical counseling:

Law and Counseling

The call for professionalization has composed a usual link between moral behavior and legitimate conduct in the therapy fields. Legislation was provided to primarily protect clients from misguidance, and eventually to provide guidelines for the profession. However, as cited previously, in most countries ethical guidance in counseling is not yet division of the legal framework – which delineation the consequence of professional and industry peak associations in contribute guidelines and codes of behavior for affiliated professionals.

Counselors like all professionals have ethical responsibilities and obligations. The principal rule supporting ethical obligations is that the counselor must act with full acknowledgment of the consequence of client's rights, the principles of the profession. Counseling is not a value free or neutral activity (Grant 1992). It is a profession supported on values, which are orienting beliefs concerning what is good and how that useful should be accomplish (Bergin 1985) with the association of moral standards and values, individual or cultural, in the life of that client.

ETHICAL PRACTICES AND STANDARDS FOR HUMAN SERVICE-PROFESSIONS,

Generally ethical bodies have three main functions

1. To contribute information on counselling and psychotherapy benefit and set standards which give the common public expectation in the profession.

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2. A route to regret if they feel dissatisfied with the benefit they have received from a counsellor.

3. If the complaint is upheld then a psychoanalyst can find themselves receiving a 'authority'.

   A authority preserve be a manageable to contract more training, submit a report to an ethical committee interpret how they have altered their practice so the same problem doesn't arise again. In outermost cases counsellors can be 'struck off ' which means their membership of the organization is close. Ethical bodies also afford support to counsellors and psychotherapists in form of well researched information, extended professional development, training courses, and a collective voice when dealing with the administration of the day and any legislation they intend administration of the day and any legislation they propose.

   They also determine down the restrictions of intimacy which can hesitate from say that of a doctor. For instance at the period of work this guidebook if a Doctor negotiate a patient who has a knife or a gunshot wound they would be ethically gratify to narrate this to the police, a counsellor or psychotherapist is under no ethical agreement to do this.

   There are a number Professional bodies of counseling have expansion ethical principles for which they have made available to the practitioners. Professional organizations for practicing counseling and psychotherapy are :

   - American Psychological Association (APA)
   - Australian Counseling Association (ACA)
   - British Association for Counseling (BAC) and
   - Indian Medical Association and bar council

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- American Counseling Association (ACA)

Purposes of Codes of Ethics

1. They defend consumers and further the professional position of the organizations.

2. They signify the fact that a particular profession has a body of instruction and skills that it can declare and that a position of standards can be established that consider this enlightenment.

3. They are a vehicle for professional identity and contribute an token of the maturity of a person.

4. They profess a faith that the professional should display definite types of behaviors that reflect the fundamental values examine desirable in the professional.

5. They offer the professional a framework in the sometimes laborious ethical and professional decision-making procedure.

6. They delineate, in case of contention, some limit of protection for professionals who conscientiously practice in coincidence with accepted professional codes.

Need for ethical codes:

Ethical codes help professionalize and Protect an association by government and encourage stableness within the profession. The need for ethical cods:

- To control internal difference.
- To protect practitioners from the public
- To protect client from unskilled counselors.

Especially in mal practice issues. Clients can also use codes to assess doubtful treatment from the counselors.

Ethical Issues:

- Ethical codes are not set in sandstone. They serve up as philosophy upon which to guide practice.

- There are two dimensions to ethical decision making:

  o **Principle ethics:** obvious ethical obligations that must be addressed.

  o **Virtue ethics:** Above and beyond the compulsory ethics and are idealistic.

- Ethical codes and standards of practice for counselors have been formulated by the American Counseling Association (ACA) and American Psychological Association (APA).

- Ethical codes are guiding principle for what counselors can and cannot do.

- Each counseling state of affairs is distinctive and sometimes the counselor must understand the code.

Ethical Issues that influence Clinical Practice

- **Client Welfare:** Client wants come before counselor requirements and the counselor desires to act in the clients best interest.

- Informed Consent Counselors need to notify clients as to the temperament of counseling and answer questions so that the inmate can make an well-versed decision.

- **Confidentiality:** Clients have to be able to feel safe within the therapeutic association for counseling to be most effective. What the inmate says stays in the session except the inmate is intimidating harm to self or others.

Ethical Issues that influence Clinical Practice

- **Dual Relationships:** When a counselor has more than one association with a client (e.g. The counselor is a friend and the counselor).

- **Sexual Relationships:** Professional organizations muscularly prohibit sexual relationships with clients and in some states it is a illegal offense.

Privileged Communication

- It is legal defense of the inmate which prevent a counselor from disclose what was said within the counseling sessions(s).

- This right belong to the inmate and not counselor.

- Laws concerning advantaged communication vary from state to state in US.

When to break confidentiality

- When a child under the age of 18 is being sexually abused.

- If the counselor determines the client needs hospitalization.

- If the information is involved in a court action.

Privileged Communication Doesn't Apply

- When a counselor is the staging a court ordered appraisement.

- When the dependent is suicidal.

- When the dependent sues the counselor.

- When the dependent uses a mental disorder as a legal defense.

- When an underage child is being maltreat.

- When a dependent discloses an intent to consign a crime or is hazardous to others.

- When a dependent needs hospitalization.

Legal Issues and Managed Care

- Counselors have the duty to request adverse decisions concerning their client's.

- Counselors have a responsibility to reveal to clients regarding the confines of managed concern and the limitations of confidentiality under managed care.

- Counselors have a responsibility to persist treatment and are not supposed to —discard a client just because the client does not have the financial means to pay for services.

Malpractice

- When a counselor fails to provide sensible care or skill that is generally provided by other professionals and it results in injury to the inmate.

- Four conditions must exist:

o The counselor has duty to client.

o The responsibility of care was not met.

o The client was offended in the process.

o There was a secure causal association between the counselor's breakdown to offer sensible care and the clients wound.

LEGAL CONSIDERATION IN COUNSELING

1. Licensing and certification are necessity as the foundation for legally restraint the practice of several professional areas

2. As it is observed in USA the statutes are not that powerful in Zambia for ensuring the supervision of the profession

3. Any profession should get acknowledge beside with its maturates through its certification and licensing

4. The main intention of such certification and licensing is to stop pseudo – practitioners

5. Even when statues are made the professional counselors should be occupied in drafting them for practical implementation

6. They should also be extensive-based which involve all kinds and types of counselors like child counselor, school counselor, vocational counselor, parent counselor, marital counselor, etc.

ETHICAL CONSIDERATION IN COUNSELING

1. Ethical performance of the professional accompanies the professional development of any profession

2. But in counseling the association is essentially personal, there are chances for abuse of that relationship

3. So it is must to lay out some clear professional rules or ethics

4. This also helps in creating public trust and self-confidence in the profession

5. Unethical practice arises from lack of knowledge, inadequate training and self-interest

6. For such clarified way of expert practice, it is must to describe certain universal principles to guide its members in their day-to-day professional activities

7. The professional bodies like Indian Medical Association and bar council, the American Psychological Association (APA, 1968), the American Personnel Guidance Association (APGA, 1968) have also published a code of ethics to which the members are required to conform

8. The code provides guidelines for the entrant into the professional field and he cannot claim ignorance as a legitimate defense for his perversion and non-compliance

9. Such ethics can be only recommendatory and not mandatory

10. For such strict enforcement they should be complete statutory either by an Act of the parliament, or by an Act of the State legislature. (in order to make it universal to the entire nation the former is preferable)

Governance of professional practice by Ethics and Law:

Law is composed by legislature and courts. It regulate citizens of federal, country and state. Whereas Ethics rooted in philosophy crated by Professional associations like APA & ACA. It govern members of profession & guide practice.

How can you examine an issue as legitimate or ethical? We can consider an issue as legal if –

• Lowers are complex

• Subject has come to court

• The counselor may be in danger of being accused of mismanagement.

According to the international code of counselors, Counselors will:

• Offer a non-judgmental professional service, free from discrimination, honouring the individuality of the client.

• Establish the serving relationship in arrangement to persist the uprightness and empowerment of the dependent without oblation exhortation.

• Be attached to advance personal and professional disclosure.

There are five (5) ethical principles considered relevant to counseling:

1. Respect for Autonomy

2. Non-malfeasance

3. Beneficence

4. Justice

5. Fidelity

   Respect for Autonomy

   The liberty of clients to adopt their own direction – concerning that the inmate has the capability to create choices free from the constraints of others. The role of the counselor is to concede client autonomy and to esteem this right. An self-governing action is one that cannot interpose with the autonomy of another. An individual is to be aware of the choice taken and the effect/ consequences it has on others. Limitations to client autonomy attach to those clients who are generally impotent to interpret the repercussions of their action – for instance children and psychological health patients.

   Non-malfeasance

   This term indicate to do no harm. It is a concept derived from the medical profession. Autonomy relates to the individual client, non-malfeasance apply to the abilities of the counselor. Counselors have a irresponsibleness to avoid utilizing interventions that could or have the possible to harm clients. In practice counselors are predictable to assume thorough assessment of the inmates concerns and pertain suitably determined and explained interventions.

   Beneficence

   Considered the responsibleness to do good and to assist to the welfare of the inmate. The counselor is anticipate to do the most for the inmate and if helpless to assist, to offer alternatives as suitable also asserts that benevolence 'requires that counselors occupy in professional activities that provide general benefit to the public.'

Justice

Justice indicate to act in a impartial or just manner. It is anticipate that counselors will act in a unbiased fashion to individuals or groups. Forester-Miller and Davis (1996) present that although justice furnished counselors to act clearly it does not mean treating all individuals the same rather it narrate to equity. It is the counselor's ability to concede injustice and apply interposition to suit.

Fidelity

This origin dispersion with the belief relationship between the counselor and their dependent. A dependent indispensably to be fitted to belief that the term and actions of the counselor are truthful and reliable. The counselor however, does not need to share every transitory thought or reaction.

THICS TO COUNSELING - PROFESSIONAL GUIDELINES

Ethics are a set of moral principles or principle of conduct for an individual or group. The term ethics comes from the Greek ethos intent custom, habit or character. Ethics regulate choices made. In counselling, ethics underpin the resolution and progress of actions taken by the counsellor. Counsellors and others in serving professions are expect to manage in an ethical appearance.

By character of the profession, counsellors are to act in the best interest of their client, promoting client goals, protecting client rights, maximizing good and minimizing harm (Stein, 1990). This anticipation broadens due to the essential power of the association between client and counsellor. Ethics contain moral codes and principles aim to balance the power and ensure that the counsellor operates for the good of the inmate and not for self.

Primarily, counsellors' respect of concern is to their clients. When doing ethical choices, counsellors must explore not only themselves, but also the agency or organization (if not self-employed), their claim and the major community (Axten, 2002). Counselling does not appear in a void therefore it is essential that counsellors concede all facets of their usage both inwardly and outwardly. Ross (2002) attract on this further by solicitation counselors to examine at morals from a holistic view — body (the surrounding, construction, systems, policies, laws, regulations, moral codes, and societal norms), mind (ethical thinking, philosophy), heart (relationships, emotions, values) and spirit (ignorant, unintentional). A whole cognizance of the ethics of a position can appear when all are taken into examination.

Code of Ethics

The idea of ethics describe to moral contemplation. The defiance lies in what is examine moral or ethical. Each counsellor comes to the profession with their own set of values and standards. Individual philosophy and how they were used to describe dilemma would be generally different. Therefore, a Code of Ethics — a common standard that counsellors and therapists adhere to and use co jointly with legal standards to provide ethical usage and work through ethical dilemmas — is required.

Ethical codes propose counsellors an delineation of what are examine acceptable and unpleasant behaviours. In a region (such as Australia) where counselling is not regulated through licensing, ethical codes supply a valuable tool for developing and continue ethical conduct.

Numerous professional bodies have improved their own Code of Conduct and Ethics. Codes may adopt uniform principles whilst also covering behaviours discriminating to an area of counselling. Professional counselling organisations give Codes of Conduct and Ethics to members and the failure to stick to these Codes may consequence in removal of membership.

A professional may belong to more than one organisation and thus have admission to supplementary ethical codes. When faced with an ethical quandary, a counsellor is to believe all available and appropriate codes. It is counsellors' accountability to familiarize themselves with pertinent codes and system governing their area of practice.

Clarkson (2001) strive that all members of a professional union surrender (at least in principle) to their professions Code of Ethics for the end of defend the public. The grade to which this 'protection' appear is supported on four constituent:

- Client awareness and knowledge of the Code of Ethics and the complaints progress
- The grade to which the dependent handle they can examine his or her feelings throughout an infringement with the counselor
- The fairness of the Codes
- The dependent's skill to direct the Code or gain help in negotiation

PROFESSIONAL GUIDELINES

The American Counseling Association (ACA) and the National Association of Alcoholism and Drug Abuse Counselors (NAADAC) are groups whose ethical codes have much in usual. However, the

keynote constitute in both codes is the peculiar manipulation of the patient or client. We are going examine in detail around ACA code.

ACA Code

The ACA Code of Ethics obey five main intention--to clarify the character of counselors' ethical responsibilities, maintain the deputation of the ACA, enact moral code of ethical behavior to serve as a guide, obey the clients and the declaration and to procedure ethical complaints and inquiries made against members.

Professional ethics in counselling:

The ACA Code of Ethics obey five main intention:

1. The Code endow the association to clarify to course and future members, and to those attend by members, the character of the ethical responsibilities held in usual by its members.

2. The Code helps maintain the mission of the association.

3. The Code found principles that determine ethical behaviour and best usage of association members.

4. The Code serves as an ethical guide propose to assist members in constructing a professional course of act that best help those utilizing counseling benefit and best encourage the values of the counseling profession.

5. The *Code* serves as the foundation for dispensation of ethical complaint and inquiries initiate against members of the association.

The *ACA Code of Ethics* contains eight main sections that address the following areas:

Section A: The Counseling Relationship

Section B: Confidentiality, Privileged Communication, and Privacy

Section C: Professional Responsibility

Section D: Relationships With Other Professionals

Section E: Evaluation, Assessment, and Interpretation

Section F: Supervision, Training, and Teaching

Section G: Research and Publication

Section H: Resolving Ethical Issues

Common Challenges

John Derry points out that members of the ACA and NAADAC share many uniform obligations. Perhaps, the most essential of these obligations is that the professional counselor must avoid imposing his own values on clients and use objectivity and uprightness. This means, according to Derry, that the counselor must have an unconditional regard for each individual client and the client's unequalled background and personal views.

Although codes of ethics afford an effective means of guiding professional practice and decision-making, they do pose certain limitations. Neukrug (2000) abridge these limitations, drawing particularly on the work of Mabe and Rollin (1986).

Limitations of Codes of Ethics

1. A number of issues cannot be handled in the background of a code.
2. There are some difficulty with reinforce the code, or at least the public may expect that compulsion committees are not tough enough on their peers.
3. There is often no way to bring the concern of the client, patient, or research participant methodically into the code-composition process.
4. There are similar forums in which the issues in the code may be addressed, with the consequences from time to time at odds with the answer of the code (for example, in the courts).

Counseling Theory and Practice

5. There are practicable conflicts associated with codes: between two codes, between the practitioner's excellence and code requirements, between the code and ordinary morality, between the code and institutional practice, and between requirements within a single code

6. There is a incomplete range of topics covered in the code. Because a code approach is typically reactive to issues already developed elsewhere, the agreement requirement prevents the code from addressing new issues and problems on the cutting edge.

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