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Research Paper

Social Sciences

Perspectives Of Counselling

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ABSTRACT

Counselling is a therapeutic process through which individuals are helped to make decisions to solve their problems related to their personal, social educational and career concerns through establishing co-operative relationship with the individuals by the counsellor. The Relationship oriented environment thus produces high degree of self-esteem and satisfaction in individuals. The social environment that emphasizes personal development produces high level of skills learning

KEYWORDS: Counselling, Co-operative Relationship, Individuals, Counsellor, Problem Solving

INTRODUCTION

Counselling' means different things to different people. To some it's about an advice and to others its sympathy. For few others, counselling is creating awareness. Albeit, views about counselling differs , it is aim is only to develop a co-operative relationship and then using that relationship to help clients to explore themselves and their environments to gain a clearer understanding and work out appropriate behaviours. Thus, the purpose of counselling is to enhance the personal development, the psychological growth toward a socialized maturity of its clients.

In other words counselling is a therapeutic growth process through which individuals are helped to define goals, make decisions, and solve problems related to personal, social educational and career concerns. Specialized counselling provides assistance with concerns related to physical and social rehabilitation, employment, mental health, substance abuse, marital & family problems, human sexuality, religious and value choices, career development and other concern".

The counsellor should recognize the role of client's environment in counselling even as concentrating on client. Consellor's ability to conceptualize and assess the social milieu in which the client lives and works is a vital asset to maximize treatment gains. So, the counsellor should first help the client to 'select' conducive social environment. In case, that is not feasible, the second strategy of "change" should be attempted failing which the third strategy of 'creation' should be implemented. The Relationship oriented environment thus produces high degree of self-esteem and satisfaction in individuals. The social environment that emphasizes personal development produces high level of skills learning. Since it is learning and achievement oriented, it may also tend to produce high levels of anxiety in the individuals.

DEFINATION

It is difficult to think of a single definition of counselling. This is because definitions of counselling depend on theoretical orientation. Counselling is a learning-oriented process, which occurs usually in an interactive relationship, with the aim of helping a person learn more about the self, and to use such understanding to enable the person to become an effective member of society.

Counselling is a process by means of which the helper expresses care and concern towards the person with a problem, and facilitates that person's personal growth and brings about change through self-knowledge.

Counselling is a relationship between a concerned person and a person with a need. This relationship is usually person-to-person, although sometimes it may involve more than two people. It is designed to help people to understand and clarify their views, and learn how to reach their self-determined goals through meaningful, well-informed choices, and through the resolution of emotional or interpersonal problems. It can be seen from these definitions that counselling can have different meanings.

Counselling is directed toward helping the client to achieve a more adequate personality adjustment.

THE AIMS OF COUNSELLING

Underpinning the diversity of theoretical models and social purposes discussed above are a variety of ideas about the aims of counselling and therapy. Some of the different aims that are espoused either explicitly or implicitly by counsellors are listed:

Insight: The acquisition of an understanding of the origins and development of emotional difficulties, leading to an increased capacity to take rational control over feelings and actions (Freud: 'where id was, shall ego be').

Relating with others: Becoming better able to form and maintain meaningful and satisfying relationships with other people: for example, within the family or workplace.

Self-awareness: Becoming more aware of thoughts and feelings that had been blocked off or denied, or developing a more accurate sense of how self is perceived by others.

Self-acceptance: The development of a positive attitude towards self, marked by an ability to acknowledge areas of experience that had been the subject of self-criticism and rejection.

Self-actualization or Individuation: Moving in the direction of fulfilling potential or achieving an integration of previously conflicting parts of self.

Enlightenment: Assisting the client to arrive at a higher state of spiritual awakening.

Problem-solving: Finding a solution to a specific problem that the client had not been able to resolve alone as well acquiring a general competence in problem-solving.

Psychological Education: Enabling the client to acquire ideas and techniques with which to understand and control behaviour.

Acquisition of social skills: Learning and mastering social and interpersonal skills such as maintenance of eye contact, turn-taking in conversations, assertiveness or anger control.

Cognitive change: The modification or replacement of irrational beliefs or maladaptive thought patterns associated with self-destructive behaviour.

Behaviour change: The modification or replacement of maladaptive or self destructive patterns of behaviour.

Systemic change: Introducing change into the way in that social systems (e.g.families) operate.

Empowerment: Working on skills, awareness and knowledge that will enable the client to take control of his or her own life process.

Restitution: Helping the client to make amends for previous destructive behaviour

Generativity and social Action: Inspiring in the person a desire and capacity to care for others and pass on knowledge (generativity) and to contribute to the collective good through political engagement and community work.

It is unlikely that any one counsellor or counselling agency would attempt to achieve the objectives underlying all the aims in this list. On the whole, psychodynamic counsellors have focused primarily on insight, humanistic practitioners have aimed to promote self-acceptance and personal freedom, and cognitive– behavioural therapists have been mainly concerned with the management and control of behaviour. However, any valid counselling approach should be flexible enough to make it possible for the client to use the therapeutic relationship as an arena for exploring whatever dimension of life is most relevant to their well-being at that point in time.

ETHICAL PRINCIPLES OF COUNSELLING

Principles direct attention to important ethical responsibilities. Each principle is described below and is followed by examples of good practice that have been developed in response to that principle.

Ethical decisions that are strongly supported by one or more of these principles without any contradiction from others may be regarded as reasonably well founded. However, practitioners will encounter circumstances in which it is impossible to reconcile all the applicable principles and choosing between principles may be required. A decision or course of action does not necessarily become unethical merely because it is contentious or other practitioners would have reached different conclusions in similar circumstances. A practitioner's obligation is to consider all the relevant circumstances with as much care as is reasonably possible and to be appropriately accountable for decisions made.

Fidelity: Honouring the trust placed in the practitioner

Being trustworthy is regarded as fundamental to understanding and resolving ethical issues. Practitioners who adopt this principle: act in accordance with the trust placed in them; regard confidentiality as an obligation arising from the client's trust; restrict any disclosure of confidential information about clients to furthering the purposes for which it was originally disclosed.

Autonomy: Respect for the client's right to be self-governing

This principle emphasises the importance of the client's commitment to participating in counselling or psychotherapy, usually on a voluntary basis. Practitioners who respect their clients' autonomy: ensure accuracy in any advertising or information given in advance of services offered; seek freely given and adequately informed consent; engage in explicit contracting in advance of any commitment by the client; protect privacy; protect confidentiality; normally make any disclosures of confidential information conditional on the consent of the person concerned; and inform the client in advance of foreseeable conflicts of interest or as soon as possible after such conflicts become apparent. The principle of autonomy opposes the manipulation of clients against their will, even for beneficial social ends.

Beneficence: A commitment to promoting the client's well-being

The principle of beneficence means acting in the best interests of the client based on professional assessment. It directs attention to working strictly within one's limits of competence and providing services on the basis of adequate training or experience. Ensuring that the client's best interests are achieved requires systematic monitoring of practice and outcomes by the best available means. It is considered important that research and systematic reflection inform practice. There is an obligation to use regular and on-going supervision to enhance the quality of the services provided and to commit to updating practice by continuing professional development. An obligation to act in the best interests of a client may become paramount when working with clients whose capacity for autonomy is diminished because of immaturity, lack of understanding, extreme distress, serious disturbance or other significant personal constraints.

Non-maleficence: A commitment to avoiding harm to the client

Non-maleficence involves: avoiding sexual, financial, and emotional or any other form of client exploitation; avoiding incompetence or malpractice; not providing services when unfit to do so due to illness, personal circumstances or intoxication. The practitioner has an ethical responsibility to strive to mitigate any harm caused to a client even when the harm is unavoidable or unintended. Holding appropriate insurance may assist in restitution. Practitioners have a personal responsibility to challenge, where appropriate, the incompetence or malpractice of others; and to contribute to any investigation and/or adjudication concerning professional practice which falls below that of a reasonably competent practitioner and/or risks bringing discredit upon the profession.

Justice:The fair and impartial treatment of all clients and the provision of adequate services ,The principle of justice requires being just and fair to all clients and respecting their human rights and dignity. It directs attention to considering conscientiously any legal requirements and obligations, and remaining alert to potential conflicts between legal and ethical obligations. Justice in the distribution of services requires the ability to determine impartially the provision of services for clients and the allocation of services between clients. A commitment to fairness requires the ability to appreciate differences between people and to be committed to equality of opportunity, and avoiding discrimination against people or groups contrary to their legitimate personal or social characteristics. Practitioners have a duty to strive to ensure a fair provision of counselling and psychotherapy services, accessible and appropriate to the needs of potential clients.

Self-respect: Fostering the practitioner's self-knowledge and care for self

The principle of self-respect means that the practitioner appropriately applies all the above principles as entitlements for self. This includes seeking counselling or therapy and other opportunities for personal development as required. There is an ethical responsibility to use supervision for appropriate personal and professional support and development, and to seek training and other opportunities for continuing professional development. Guarding against financial liabilities arising from work undertaken usually requires obtaining appropriate insurance. The principle of self-respect encourages active engagement in life-enhancing activities and relationships that are independent of relationships in counselling or psychotherapy.

THE COUNSELING PROCESS

Beginning of counselling session (introduction): As the patient enters the room, greet the person, call the person by name, welcome the client and make him/her comfortable. Introduce yourself if meeting for the first time and tell the person the purpose of the meeting (to understand the health problem and its best management). Encourage the counselee to talk about themselves.

I. Active attending or Listening: It is most important step in counselling because the details provided by the client are based on it. Active listening means listening carefully and paying attention to verbal as well as non verbal signals. Provide in-depth information to relieve fears and worries of the client. Similarly, counsellor's words, expression and posture/gesture (verbal/non verbal communication) indicate that attention is being paid to what is being said. By demonstrating an attending behaviour we enhance the client's self-respect, establish a safe atmosphere and facilitate free expression of thought by the counselee. Active listening includes reflection of feelings, questioning, paraphrasing and clarification. Similarly, actions of the counselee communicate many unexpressed feeling. Some of these nonverbal activities are counselee entering the room, Voice quality, Breathing, Eyes, Facial expressions, Leg movement & Body posture

Reflection of content and Feelings: People respond differently to their illness. They may express their feelings as fear, anger, anxiety or sadness about disease. E.g. depression may be expressed as short temper, Irritable behaviour, less interest in daily routine, inability to sleep, loss of weight and feeling of worthlessness and anxiety. Do not try to stop, let the person express their feelings, do not stop patient/ family members from crying. Do not take anger personally and try to stay calm.

The counsellor must recognize such feelings in a direct, unemotional way. The focus is kept on the emotions of the client and his/her subjective experiences in coping with the situation. Counsellor reflects the contents and feeling of the other persons by responding back to the client and communicating a message though empathy, questioning

or paraphrasing that conveys that counsellor is listening and trying to understand counselee's circumstances.

Questioning: Always try to use questions and establish communications so that both the problem and the solutions are clear. Asks questions in order to clarify the situation and make client aware of all the dimensions of the problem and help the clients to understand the core issue underlying his/her fears or concerns. Do not ask too many closed question (closed questions are those questions that can be answered by one word like yes /no). Ask open questions to make communication easier, encourage further discussion and facilitate building of trust and warmth in the relationships.

Use questions containing why with caution as it may easily sound judgmental. If you need to use „why", use it in the middle of a sentence and not in the beginning of a sentence.

Paraphrasing and clarification: Paraphrasing is repetition of the jest of client"s feelings by the counsellor in their own words. For example, "You seem to be saying that you are afraid that your family is not going to take care of you". The clients might then agree with the interpretation. If not, the counsellor can seek clarification by saying "will you please explain it with more details?" Utilizing this technique, the counsellor attempts to give feed back to the client; the essence or content of what the client has just said and clarifies understanding of the client"s world. Clarification helps the client to come to understand themselves better. When you ask the client to explain something in more details or in a different way; by doing this clients not only explore their own feelings further, but will also feel that you are trying hard to understand their situation. In the process, counsellor's also tell the client about the scientific facts not known to them.

II. Interpretation: Often people avoid focusing on the real problem and talk around the issue. Interpretation goes beyond what is explicitly expressed by the feelings and implied meanings of the client"s statements. Even client is unaware of this. Counsellor redefines the problem from a different point of view to bring out more clarity to the problem and make client aware to the core problem. The counsellor also helps client to establish what is relevant, emphasising the important points – for example, "Of all the things you talked about today, it seems to me you are most concerned about...."

III. Repeating: At times of stress and crisis, clients are in a state of denial or feeling overwhelmed. They may not always understand everything they are told. As a counsellor, do not hesitate and repeat salient points of the discussion, statements of support or necessary facts. It ensures that the clients clearly understand the problem and requisite action. Client would usually convey that they understand and accept the information.

IV. Summarizing: Many people who are stunned by news of the disease may respond by talking quickly and trying to provide more details or ask more questions; than counsellor can absorb or comprehend. It is then helpful for the counsellor to interrupt at times and summarize what has been said. This is like paraphrasing and helps to ensure that each understands the other correctly. Summarizing towards the end of the counselling provides guidance and direction to both counsellor and counselee; to deal with practical matters of the problem and decide plan of action. A summary resembles a combination of reflection of feeling and paraphrasing over a longer period of time. At the end of each session, the counsellor should summarize the salient points of the discussion, highlight decisions which have been made and need to be acted on.

V. Confrontation: Many a time's clients are so much preoccupied with their fears that cannot see the connection between their behaviour and the responses of the others. Confrontation involves a direct examination of incongruities and discrepancies in the client"s thinking, feeling and/or behaviour. The counsellor tells the client that how their thoughts affect their action and behaviour, which in turn affect the behaviour of others towards them. E.g. Because of fear of discrimination, people withdraw themselves and do not speak to friends and relatives. Friends and relatives in turn also respond by not talking to them. Establishment of strong relationship and rapport is essential before commenting on such issues. It is a highly intrusive skill hence timing is very important and advice on confrontation must be delivered in an atmosphere of warmth, care and concern.

VI. Respecting: As a counsellor, try to appreciate that people see their problems in unique personal ways determined by culture, social class and personality. Respect client"s views and beliefs and build on them. Show respect, for instance, by asking a client to explain different aspects of the culture or personal beliefs that are strange to you; for example, "you feel strongly about this. I don"t know about it. Tell me more about it".

VII. Structuring or Prioritization: Structuring means helping the client to see relationship between facts and feelings. It helps clients to determine the important aspects of their concern that needs immediate attention and other less important aspects that can be put off until later. It is essential part of planning and probably one of the most critical skills in counselling.

VIII. Deciding Plan of action: Based on the scientific knowledge, cultural and socio- economic aspect of the client, help the client to explore all the possible solution for the prioritised aspect and choose the most relevant option for action. Encourage client to take their own decision and act accordingly.

IX. Concluding a counselling session: While ending the session summarize the salient points and decision taken, congratulate client for their efforts, wish them luck and fix next visit.

CONCLUSION

Counselling is the skilled and principled use of relationship to facilitate self- knowledge, emotional acceptance and growth and the optimal development of personal resources. The overall aim is to provide an opportunity to work towards living more satisfyingly and resourcefully. Counselling relationships will vary according to need but may be concerned with developmental issues, addressing and resolving specific problems, making decisions, coping with crisis, developing personal insights and knowledge, working through feelings of inner conflict or improving relationships with others. The counsellor's role is to facilitate the clients work in ways that respect the client's values, personal resources and capacity for self-determination.

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