About the Book

Practicum in Guidance and Counselling: A Comprehensive Text is an educative resource written to provide comprehensive guide for professional development of counsellor trainers and trainee counsellors alike. Written in simple, straightforward language using relevant graphical representations, the book is presented in thirteen chapters with up-to-date information on practical counsellor development. It covers all content areas specified and recommended for training at both undergraduate and post-graduate counsellor training programmes. The book is a very rich text for students of Colleges of Education, undergraduates, postgraduates, counsellor educators as well as even practicing counsellors.
PRACTICUM IN GUIDANCE AND COUNSELLING: A comprehensive text.

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Published by:
OASIS PUBLISHING
No 15 Alpha Close, off Ugbokolo Street,
Behind Wema Bank,
High level Makurdi.
Tel: 0803 401 9415

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ISBN: 978-978-54335-0-0

Published by:
OASIS PUBLISHING
No 15 Alpha Close, off Ugbokolo Street,
Behind Wema Bank, High level Makurdi.
Tel: 0803 4019 415
DEDICATION

This work is dedicated to all the people that work tirelessly to fan practical guidance and counselling, diligent counsellors and counsellor trainees and most importantly to God almighty for opportunity to contribute a valuable resource to this field of study.

ACKNOWLEDGEMENT

The Authors most responsibly acknowledge the fact that the needs of the guidance & counselling students for a material like this and their enthusiasm in carrying out their practicum exercise greatly motivated us to put this book together.

We acknowledge the varying contributions of authors cited in this book whose works have contributed to fine tune the ideas of the authors in putting together a book of this quality.

We sincerely acknowledge the invaluable contribution of Prof. D.I Denga for reading through the manuscript; giving useful advice which enriched the context of the book and writing a foreword.

Finally, we are thankful to God almighty for granting us special grace to produce this piece of work and our beloved families for their time, moral, financial and loving support which made this book a reality.

Grace Wandoo Akuto (PhD)
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Beatrice Ngohemba Kohol
Terumbur Agba Iordaah
FOREWORD

A practicum or an internship is akin to a laboratory facility where human learning moves from intuition or imagination to practice. A field-based experience concretizes theoretical formulations and drives away shaky conclusions.

A practicum in Guidance and Counselling brings the trainees face to face with practical issues that need to be exposed and analysed for a better understanding and further skill-acquisition. This is a testing ground that solidifies professionalism.

PRACTICUM IN GUIDANCE AND COUNSELLING: A Comprehensive Text, diligently and professionally written by Dr. G.W. Akuto, Dr. C.I. Atser, Dr. B.N. Kohol and Dr. T.A. Iordaa - all of the College of Agricultural and Science Education, University of Agriculture, Makurdi in Benue State of Nigeria is a vintage and pioneering contribution to the knowledge bank of the counselling profession.

The contents of the book meet all the salient steps in conducting a guidance practicum. I urge student counsellors as well as professional counsellors to keep a copy of this book handy for training and renewal purposes.

Prof. Daniel I. Deng'a
Professor of Counselling (Psychology)

PREFACE

The field of Guidance and Counselling like other professions such as medicine, pharmacy, and Law to mention but a few requires students in training to get fieldwork experience. Most trainees express difficulty finding a suitable site, what to do after securing a site, how to conduct themselves in the presence of their supervisors among others.

This book, 'Practicum in Guidance and Counselling: A Comprehensive Text' provides answers to all such fears. It is a practical guide for counsellor trainees and an excellent resource material for teachers. It is an outcome of several years of experience building in counsellor education. This text offers an up-to-date concise and comprehensive, practical training information. It covers all content areas specified and recommended for training at both undergraduate and post-graduate counsellor training programmes.

The book is written in thirteen chapters spanning over fundamental issues in counselling practicum such as prerequisite training for practicum exercise, documentation, sites and settings for practicum, developing client base for practicum/counselling practice, counselling theories, techniques, skills and procedures as well as ethical and professional guidelines for counselling practice. Other issues treated
include catalogue of practicum students' experiences and supervision/assessment of practicum. The chapters are presented in simple lucid language and graphics for easy comprehension by both trainees and counsellor educators. While the counsellor trainee needs to study it to acquire relevant skills, methods and techniques required to guide clients. Teachers/Counsellor Educators need it to instruct, guide and provide effective supervision.

The book ends with sampled typical encounters provided by the seasoned authors to provide local examples where prospective trainees can take a cue.

It is a very rich text for students of Colleges of Education, undergraduates, postgraduates, lecturers and other levels of education as well as even practicing counsellors.

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CHAPTER ONE
Guidance and Counselling Practicum

Introduction
Experience is said to be the best teacher and in our everyday life, what we learn experientially tends to make learning more meaningful and spurs us into action. In fact, each day we live is an opportunity to learn and also to put what has been learnt into use. Imagine a situation whereby one keeps on learning and does not put what is learnt into practice. The tendency to forget and not to retain anything is very high. If some skills are acquired and are not used, then, the time spent for the acquisition has been wasted. For example, if a person finishes acquiring skills in auto mechanic and he did not immediately look for a place to start off, he stands the risk of stagnating what he has used several years to acquire. The same goes with Guidance and Counselling skills. This is why the practicum programme is regarded as the most important aspect of the process of training Guidance Counsellors. The practicum experience is not different from what doctors, nurses, student teachers, pharmacists etc are usually exposed to during their course of study. For Counsellors in training, the practicum programme is designed to assist them acquire certain skills and behaviours which indicate the Counsellors' mastery of techniques and knowledge. In fact, when skills are properly internalized through practice, it builds the confidence of clients and this consequently develops into a relationship between counsellors and the clients. In this text counsellor...
trainees will be exposed to the introductory and rudimentary knowledge of practicum in Guidance and Counselling, the skills and techniques required for interview as well as a sample of typical counselling encounters that gives hands on kind of exposure preparatory to the actual field work in practicum.

Clarifying the Concept of Guidance/Counselling Practicum
The word Practicum connotes “Practice”. Practicum in guidance and counselling is thus simply refers to the exposure of counsellor trainees to the practical experiences. Guidance practicum can be defined as a period of closely supervised field work experience of guidance counsellor trainees. It is a period of internship or apprenticeship, during which the theoretical knowledge, skills, techniques and organizational strategies are practiced in approved settings (Nwachukwu 2000). The setting could be School or out of school like, Social Agency, Industry or Hospital relevant to the fulfillment of the trainee’s professional aspiration.

Practicum in Guidance and counselling has to do with the practical aspect of the course. It entails the application of the knowledge acquired in the first two phases of the counsellor trainee program of study which include;

I. Exposure of counsellor trainee to the theoretical framework of counselling

II. Micro-counselling, involving the experimental framework of counselling also termed as pre-practicum.

The Theoretical framework of counselling is the actual course of study which comprises core courses drawn from psychology and counselling practice as well as ancillary courses drawn from relevant educational pedagogy and other courses in general studies and computer studies. Day by day training across these courses is achieved through lecture, homework, group projects, term paper writing, role playing etc. The counselling practicum is a necessary component of the counsellor training programme; without it the counsellor is only loaded with theoretical knowledge but without practical skills to apply. It is during practicum that the counsellor trainee applies theories learnt to real life situations while also gaining knowledge of of personality to guide clients in solving their problems.

Aims of the Counselling Practicum
The counselling practicum is a training vehicle for counselling students which in the preliminary phase provides the candidates with information about the requirements, policies and procedures for eligible participation as well a successful completion of the practical segment of their training. It is designed to provide candidates the opportunity of learning to apply theoretical knowledge in a community setting to develop/consolidate practical counselling skills and competencies. Broadly, the counselling practicum is
aimed at providing training and leadership to counsellor trainees to make them highly skilled and knowledgeable in the integration of theory and practice. The counselling practicum is posed to:

a. Prepare counsellor trainees to become culturally competent and relevant in counselling diverse populations in schools and out of school settings
b. Develop skilled counsellors to handle persons with special needs.
c. Expose counsellors to and engage them in field based experience necessary for making them reflective practitioners
d. To develop a broad understanding of personal and interpersonal experience of the clients from multicultural and global perspectives
e. Develop professional dispositions in the counsellor trainees.

Specific Objectives of Guidance and Counselling Practicum
According to Gesinde (1991) Guidance and counselling practicum is aimed at achieving the following specific objectives:-

1. Opportunity to synthesize ideas from various courses- Trainees are usually exposed to different units of courses in the course of study while practicum provides an avenue for them to apply the knowledge and skills gained in these various course units in their practice of Guidance and Counselling.

2. Collection and utilization of educational, vocational and personal social information- The introductory knowledge in counselling practicum helps trainees to acquire skills in:-
   a. Identifying information sources in their environment
   b. Collecting relevant information materials for the category of clients with whom they are working
   c. The classification of such information materials into specific categories for easy retrieval whenever and wherever they are needed.
   d. Making maximum use of the information board or bulletin reading corners where such information can be displayed.

3. Ability to select, administer, analyze and interpret relevant tests- The preparatory practicum period affords the trainee the opportunity to develop ability to choose and use appropriate tests for appraisal of individuals or a group of clients in educational, vocational and personal-social problems.

4. Development of skills in handling group activities- for the fact that counsellors are few and the needs of clients may be similar, group counselling activities are essential particularly in school settings. Conditions that require group counselling may include study habits, social adjustment, making friends, choice of subjects, career choices and so on. Group guidance activities may also relate to the orientation service,
information service or awareness creation service for any identified needs of a group.

5. **Development and utilization of initiative and resourcefulness**—What happens in counselling settings cannot all be taught in schools, so the trainee counsellors are encouraged to develop initiative and resourcefulness in such areas as:-
   i. Developing and maintaining good interpersonal relationship with the boss and other staff of the practicum setting.
   ii. Developing strategies that can lead to acceptance of guidance services in a setting that is new and may be hostile to such services.
   iii. Developing techniques that can help in overcoming several difficulties which usually face new personnel in new settings; e.g., restructuring the existing structures laid down for guidance and counselling practicum.

6. **Acquiring counselling skills**—According to Gesinde (1991) the practicum training program sharpens the trainee counsellor's skills, ability to receive clients warmly, kindly, establish and maintain rapport and motivation throughout the duration of any counselling encounter. The trainee must learn to communicate effectively and clearly, develop ability to identify client's real problem and be able to choose an appropriate approach of counselling.

7. **Increased self-understanding**—Training in practicum is a period to acquire skills and abilities necessary for helping others solve their problems, and also for the trainee to improve on understanding of him or herself. This involves understanding one's weakness and strength, one's values and attitudes that may march or promote counselling relationship and outcome. It's also a time to realize counsellors' limitation in handling certain delicate problems and his/her adeptness in making referrals.

**Levels of Counselling Practicum**
There are 3 major levels of practicum, viz:
1. Pre-practicum preparation
2. Practicum period
3. Internship level

**Pre-practicum period**
This is the period of when theoretical knowledge is gained in theories, principles and techniques which prepares the counsellor trainees ahead of the field or practical work. At the point of practice, the counsellor-trainee resort to this theoretical base for application. The theories, principles and techniques serve as basis to draw upon in counselling sessions.

In ideal cases, the trainee also learns by observing counselling cases live or in video tapes by trainers or experts. They may also use transcribed counselling cases. In this way, they learn how to apply knowledge and skills appropriately in counselling sessions. In addition, role plays are organized whereby trainees are taken through a micro-counselling course with the
trainees serving both as counsellors and as clients; observations/criticism are thus made for adjustment and best practice.

Practicum Period
This is a time set apart (between 6 to 12 weeks) during the cause of training for trainee counsellors to acquire and /or consolidate practical skills. At this period counsellor trainees are posted to practice in settings like schools, prisons, remind homes, social welfare centers, and hospitals to practice and consolidate the basic skills and tools they have acquired in training. This affords the trainee the opportunity to come into real contact with people in need and to seek ways to help them. In practice however, some undergraduate programs hardly make time for this because of their focus on training in a teaching subject, except in universities where counselling is offered as a sole professional course. Some universities such as University of Agriculture Makurdi, offer it as a duo with options in a teaching subject while also exposing the trainees to practicum exercise for skill acquisition.

Internship Level
This is the last stage of practical training for professional counsellors. Just like the training program for medical doctors, it's expected that they should spend some time in practice under supervisors in a designated setting to practice and master skills and use of tools in counselling. Usually this should be with some pay, as the young counsellor is working as well as consolidating his learning. The Internship period may take up to six months.

Preparation for a counselling practicum
Taking a cue from Gesinde (1991), the preparation for counselling practicum is two-dimensional; knowledge and material based dimensions. The following are guidelines for preparation towards a counselling practicum.

1. Involvement in all guidance activities- the student counsellor is expected to be involved in all the known guidance activities which include; appraisal service, occupational service, educational service, counselling service, placement service, orientation service, referral service and follow up service. It's expected that exposure of student counsellor to these services will enable him to assess his level of understanding in these activities.

2. Information materials- the student counsellor will need to collect relevant and appropriate educational, occupational and personal-socio information that may be useful for his clients. Guidance posters can be designed or information materials from newspaper, magazines and internet sourced materials can be used and displayed on the bulletin boards especially when evidence shows such information is needed by clients or as a display to attract attention of clients with such information needs. Details on more of the materials border on counselling records kept during practicum and treated fully under the
chapter on documentation in counselling practicum.

3. **Knowledge and skills of the trainee** - it is expected that the counsellor trainee will undoubtedly have been equipped with knowledge and skills in the basics of guidance and counselling. This is clearly part and parcel of his/her preparation without which the practicum exercise will be futile. The counsellor trainee must have a good knowledge of counselling theories in order to decide which to apply to particular problems; interviewing skills which entail how to begin, carry through and end a counselling session/interview, and techniques to be employed at different levels with clients; familiarity with counselling ethics in order to keep to the “dos” and “don’ts” of the profession and his/her personality predisposition that might hinder or facilitate counselling encounters.

**Common Types of Counselling Specialties**
Counselling is a very broad category of helping profession that encompasses many opportunities in any number of counselling subfields. Counsellors work in schools, hospitals, rehabilitation facilities, among other locations, or they can maintain a private practice, and there are many ways in which to specialize during your counselling career. Here are some of the most common areas of specialization for prospective counsellors:

a. Educational Counselling
b. Career Guidance and counselling
c. Marriage and family counselling
d. Rehabilitation counselling
e. Substance abuse counselling
f. Mental health counselling

For mental health, these are some of the common mental illnesses that counsellors are likely to work with:

i. Anxiety disorder
ii. Attention deficit disorder
iii. Bipolarity
iv. Borderline personality
v. Depression
vi. Eating disorders
vii. Generalized anxiety
viii. Obsessive-compulsive disorder
ix. Panic disorder
x. Post-traumatic stress disorder
xi. Schizophrenia
xii. Social phobia

It may not be necessary to choose a specialty until one begins the master's or higher degree educational program in counselling, although many students go into their counselling programs with one specialty or the other in mind. This is because one might end up in an area not previously considered depending on prevailing circumstances in the course of training. It is appropriate to keep an open mind, on what aspect of counselling to pursue by proceeding with a counselling degree in a traditional setting that offers a variety of options to diversify before specializing. In addition to the main specialties listed above, professional counsellors can
also assist their clients using techniques in areas such as these:
- Debt and financial counselling
- Child development counselling
- Eating disorder therapy
- Grief and bereavement counselling
- Art therapy
- Musical therapy

It must be asserted that it is where one has the strongest desire or passion to serve that one can programme his/her counselling career. It is after training that you can use your desire to help others by finding the right counselling degree programme. Predictions from the U.S. Bureau of Labor Statistics hold that job opportunities in counselling are favorable and job openings are expected to exceed the number of students graduating from counselling schools both globally and locally. Trainees must also understand that no matter the type of counselling programme taken, professionals in every field have a culture that foster respect and trust. Combined with such a positive job outlook, a career in counselling gets to be a win-win all the way. This is quiet timely information as the student proceeds to the practical and highly deciding part of training in counselling.

Summary of key points
This chapter has attempted to introduce to the reader the concept of practicum which is the practical and most crucial aspect of the counsellor training programme. The aims and specific objectives of the counselling practicum range from developing skilled counsellors by exposing them to field based experiences that enables them handle a wide dimension of counselling cases. The practicum offers counsellor trainees special opportunities of synthesizing ideas from across all courses studied. The chapter ends with a brief discussion on the three levels of practicum which include: pre-practicum preparation, practicum period and internship levels. These practical experiential exposures are all necessary for counsellor trainees as they transit from a more theory based level of training to the practical level.

Revision Questions
1. What is counselling practicum?
2. Discuss in detail five aims of counselling practicum.
3. Distinguish between a practicum and an internship.
CHAPTER TWO
Prerequisite Training for the Counselling Practicum

Introduction
Preparing student counsellors for the practical aspects of counselling requires that the scope of the practical work be taken into cognizance. This helps them to avoid operating in the state of oblivion. This involves a good forecast of both training schemes preparatory for the practical work and the scope or range of guidance and counselling services/practices that they require to undertake while on practicum. The practicum offers opportunity for a trainee to practice the roles of practitioners in the application of theory to real life issues. This chapter thus offers some insights into all these and some training approaches for counsellors.

Scope of Guidance and Counselling Services
The scope of guidance and counselling practice can be grouped into three broad categories:
1) Educational Services
2) Vocational Services
3) Personal-Social services.

Different practitioners have tried to sub-divide these three broad categories into varying sub-units of services, welfare or industry. The nationally and internationally agreed units of services among counselling practitioners according to Nwachukwu (2000) include;
1. Orientation
2. Information
3. Appraisal
4. Counselling
5. Placement
6. Referral
7. Follow-up
8. Family counselling
9. Community counselling

Orientation Service
Orientation service is a guidance service that is given to new students to acquaint them with their new school environment. It enables the newly arriving students to get some sense of direction and to acclimatize with relative ease. Orientation helps them to feel emotionally, socially and mentally secure as they adjust to their new environment.

Organized to formally absorb the new comers into their new environment an orientation programme rids them of their fears and ignorance. It features guest lectures or talks on topical issues like the school philosophy, policy-rules and regulations on good conduct, academic progression as well as the curricular and co-curricular offerings of the school. The pieces of information from such orientation talks arm the new students well enough to forestall unguided conduct and the problems of “had I known” in matters of discipline and academic growth.
Counselling service
The counselling service is a service that is given in a face-to-face interaction between the counsellor who is professionally trained in psychological principles and a counsellee who is termed as a client. The professional counsellor uses psychological techniques and skills to help clients understand themselves. The counselling service can be offered as individual or group counselling encounters.

Placement service
The placement service refers to the process of grouping students in learning streams based on their academic strengths, interests, preferences, devoid of undue compulsion and parental prejudices. In the secondary schools such placement service requires that the counsellor is abreast with current curricular reforms and offerings in the educational system. It is a fundamental service which should be done well to enable the student to progress smoothly without undue frustrations or difficulties at one point of his education or the other.

Referral service
The referral service is one that involves transferring or pointing the client to another person or agent within or outside the school to get some form of specialized assistance which the counselor has limitation to offer. Referral service is an indication that the counselor is liberal and has great concern in maximizing help for clients. It also means that the counsellor should be adequately informed of relevant help avenues within and outside the school.

When does a counsellor make a referral? We make referrals whenever someone else could be of more help than we really are. This may be because the client requires more expert professional help, e.g. a doctor, lawyer, psychologist, social worker, marriage counsellor, etc., because you lack the necessary skills with that type of concern or client. You could also find the client too hostile or too shy and you can't seem to work with her/him. In summary, to go further would be to go beyond your professional limits when someone else could be of more help to that person. But a point of note for a practicum student is that, one should always consult with the field supervisor before making a referral.

If you are sure the person will accept a direct referral, give them the name of the referral source and tell them how to make contact. If the person seems slightly hesitant, you can both explore the hesitancy with them and help them find a way to cope with it or refer them to someone else. If the person refuses to be referred, you can explain your limitations and see if they still want to work with you knowing your limitations, or confront them with your limitations and refuse to work with them if necessary. This latter alternative seldom happens, but it does occur. Student counsellors should avoid being pushed beyond their limits since this may
not augur well for professional development and even for their assessments.

Information service
This is the provision of most needed information in all the aspects of life, be it educational, vocational or personal-social. The base line is that such information should be valid, reliable and useable to enable the beneficiaries to use them in decision making sound decisions. The information service also behooves on the school counselor to be well versed inter-disciplinarily to have a broad view on issues.

Appraisal service
The appraisal service has to do with the collation, analysis and interpretation of all valid data and information on counselees relating to interests, strengths, attitudes, aptitudes, personality and capability to enable them understand themselves better. Appraisal services make use of both psychometric and non-psychometric instruments like tests results, observations, interviews, interest inventories, rating scales, autobiographies and others.

Follow up service
Follow up service refers to the attempts made by the guidance counselor to appraise clients' post counselling status. How have he /she done the assignments given, aftermath of such, how he/she is responding to a new way of life as per modified behaviours, new learning style, performance in a subject of difficulty etc. The follow up service makes for adjustment in counselling techniques used if need be and it forms useful information when it comes to the overall appraisal of the attainment of the goals of the counselling programme in an establishment.

Family Counselling
Family counselling is the name for counselling done to help people with relationship difficulties or interpersonal issues to do with children and family during marriage, separation and divorce. Family counselling looks at the individual in the context of their relationships and social milieu rather than in isolation. It is a means of intervention that attempts to understand and address human beings’ pain and distress within the context in which it occurs i.e. the family or relationship environment. Clients are facilitated to make sense of their lives and difficulties in the context of their family formation and functioning. It aims to enhance communication between family members and to cultivate the independence of the individual within the family. Family counselling can help when siblings aren't getting on, or when parents and children are going through a divorce or separation. Forming a new family is also a challenge which calls for pre-marital counselling services to help everyone settle. Other services offered in family counselling may include courtship and dating, premarital relationships, sexuality matters, fertility and genetic counselling etc.
Family therapy is usually provided by a psychologist, clinical social worker or licensed therapist as such counsellor trainees can also choose to practice under circumstances that allow them to handle family counselling matters, like in Social Welfare offices and community based counselling. Family counselling emphasizes the importance of involving the whole family unit opposed to focusing efforts on a single individual.

Community Counselling
Community counselling takes the counselling service outside of institutional settings like schools, prisons, remand homes, hospitals and puts it directly into the community, from where this particular type of counselling gets its name. Clients can generally visit the counsellor at a smaller, private practice setting in the community. This sort of setting allows for a smaller setting, which might be more comfortable for those patients who don't like large crowds, public or other distractions. It is often located much closer to where clients actually live and this makes it easy for proximity. Community counselling services take a wide variety of forms, like correctional facilities, mental health centres, retirement communities, business and corporate offices handled by counsellors with bias in such various areas. Community counselling positions will require some level of certification in the specific area, hence counsellors interested in community counselling would ensure they pursue the proper degrees and certifications. There are a variety of community counselling programs in a number of universities and even on the Internet that will help provide the right kind of information and knowledge needed for practice. Community counselling include supportive counselling, linkage and referral, client advocacy, substance abuse counselling, gerontological counselling, health and rehabilitation counselling, crises/disaster counselling and various other services as demanded.

Community counselling is a form of counselling in which counsellors may also work with families, individuals, couples and also communities in one or the other way. The services provided can be done on one on one basis, groups to adults, adolescents and families. Community counsellors' work may include identifying and working with groups who are at risk for certain problems such as substance abuse, poor health, commercial sex workers, physical, emotional and learning disabilities, school dropouts, poverty, vulnerable groups as well as those that face emotional and physical abuse in order to reduce or ameliorate them. They also attempt to empower and increase coping skills of their target populations through education, client advocacy, political education /involvement such as influencing policy makers. Most specifically, the scope of school guidance and counselling practices cover all school activities and reaches up to pupils/students' needs outside the school which invariably enhance adequate learning and development or hinder it. The various units of the scope
of guidance and counselling constitute the focus of the student counsellor in practice. The clientele during practicum could be drawn from pupils-students, adolescents, adults, teachers/staff, managerial executives and even parents. The problem of clientele could range from educational to vocational or personal-social problems. Practicum therefore forms an integral part of the counsellor education program at all levels and in other areas of specialization.

Guidance and Counselling Roles
Guidance and counselling practice and roles, are referred to as the various roles played by counselling trainees. The guidance and counselling practices can be divided into 3 major parts;
1) Curative (Remedial) counselling role
2) Preventive counselling role
3) Development (Educative) counselling role

Curative/Remedial role- Aims to help a person with current problem difficulty adjust to positive behavior change. The essence is to remedy an abnormal behavior that already occurred. As used in educational guidance it is designed to help people with learning difficulties to improve their study skills or basic knowledge to boost their academic performance.

Preventive Role- This role in counselling aims to circumvent or forestall difficulties that might arise in future. This is particularly done where developmental case history shows areas of behavior trend over the years. This is greatly enhanced by awareness creation and sufficient exposure to relevant information. The preventive role is guidance-oriented.

Educative/Developmental Role-This aims to guide and assist from primary education levels toward normal development rather than focus on remediating abnormal development. The argument is that if appropriate services are rendered early enough abnormality and maladjustment will be very minimal. This encourages teaching developmental functions in the span on individuals life.

Based on the above and on the aims of counselling practicum, the counsellor trainee in preparing for the practicum program must develop competencies needed for a successful participation in the program. These competencies include:-

1. Academic scholarship: This involves developing a strong foundation in the theoretical and subject matter of counselling. This will enable the counsellor trainee to develop;
   i. Skills for responding to verbal and non-verbal behavior of clients he meets on the field.
   ii. Specific awareness and knowledge of their individual/group counselling skills.
   iii. Skills to identify and assist in the referrals of clients who have various counselling needs that require relevant professionals, example of such problems may include, drug use and abuse
physical violence/abuse, sexual abuse, interpersonal conflicts, academic performance, suicidal ideation, health issues as well as career and educational choice issues to be referred the appropriate professionals like clinical psychologists, medical and paramedical personnel, subject teachers etc.

iv. Skills in using computer assisted programs and assessment tools.

Some of the courses that provide academic scholarship at the undergraduate level include across the universities;

a. Introduction to school guidance and counselling or principles of guidance and counselling 

b. Counselling theories

c. Group procedures and dynamics in counselling

d. Organization and administration of guidance and counselling program

e. Occupational and vocational development and theories

f. Ethical and professional responsibilities in counselling

g. Psychological testing

h. Measurement and evaluation

i. Behavior modification

j. Sensitivity training

k. Counselling techniques

l. Research methods, statistics and computer applications

Relevant courses in education built in to the counselling curriculum include curriculum theory, planning and implementation, classroom organization and management as well as philosophy of education. The courses from psychology of education include:

- Psychology of learning
- Psychology of adolescent
- Psychology of child development
- Abnormal psychology
- Psychological foundations of counselling and educational psychology
- Introduction to special education

These courses jointly give the counsellor trainee an academic scholarship base for a professional practice in the following areas:

2. Effective practice: The prospective practicum student should be able to develop knowledge of general and content specific counselling strategies in meeting the needs of clients, be they cognitive, emotional and/or behavioral. This knowledge is acquired from the content of the various courses taught such as, introduction to school counselling with content on the role of school counsellors, principals, teachers, students, parents and community members. The school guidance programs and organization of group activities like career days & orientation service as well as other courses offered in the span of the training program
gives the counsellor trainee a knowledge base to develop competence as enumerated above.

3. Technological applications: The era of the computer poses challenge to all professionals especially the counsellor trainee who is supposed to be versatile in a wild dimension of human learning. This behooves the counsellor trainee to undertake the study and use of technological applications to enhance his professional practice. These technological applications include career inventory software instruments, statistical software packages, and internet skills for collecting counselling and psychological information, use of the social media, audio and video devices. A sound knowledge of computer science and applications is thus inevitable.

4. Multiple forms of assessment: This competence will involve use of valid multiple forms of assessment. It will require a sound base in the principles of psychological testing to develop skills in group intelligence tests, interests and personality inventories, aptitude batteries, achievement tests, mental hygiene instruments, other tests and measurement devices used in counselling.

5. Multicultural and global perspectives: it is expected that the counsellor trainee should acquire adequate knowledge of prospective clients' physical, cognitive, emotional and socio cultural development. Courses on 'Ethical and professional issues in counselling as well as Psychology of Child and adolescent are relevant in this wise.

6. Special population perspective: From the knowledge gained from courses on the special curriculum and special education the counsellor trainee should demonstrate knowledge of the educational and counselling needs of the learners who are physically, mentally and emotionally challenged. This will also cover skills for finding counselling services to industrial workers.

Approaches for training of counsellors
There are two main dimensions to counsellor training and this according to Okobiah (2006), include the clinical- laboratory and the field experience. While adequate discussion has been made on field work in other sections of this book it suffices to look more closely at the clinical aspect of training.

Clinical-Laboratory training approach
In the clinical dimension of training also termed as micro-counselling, the trainees are taught using demonstrations, role-playing/role reversal, observations etc. Very comprehensively the clinical laboratory training approach is guided by five essential elements put forward by Martin and Bryan (1985) which are:-

1. **General goals** - to direct the learning process
2. **Pre-assessment** - to assess clients' characteristics and capabilities vis-à-vis the stated general objectives
3. Objectives- to transform general goals into more specific behavioural statements
4. Instructional activities- picking activities and content coverage to enhance attainment of stated behavioural objectives
5. Evaluation- to assess clients' behavior to determine extent of behavioural change due to skill acquisition

These elements have been found very useful in the process of counsellor training. Using these elements, all the skills from starting the counselling session through to building rapport, eye contact, listening, questioning, summarizing, reflecting etc can be taught to the trainees prior to the practicum exercise. It is apt to take close look at these elements.

General Goals
The general goals are the broad goals formulated jointly by the counsellor educator and the trainees. They are stated ab initio in broad terms but further broken down into learning objectives. Examples of general goals include:

a. To gain understanding of the concept to be mastered (rapport, eye-contact, questioning, listening etc.).
b. To develop appropriate skills relating to any of the concept taught
c. To identify the different ways of expressing any of the concepts to be mastered.

Pre-assessment
The pre-assessment in the counsellor training programme is likened to set induction in teacher training since both of them help to assess the trainees' level of attainment in relation to the knowledge and skills they need to acquire. It is done with the needs assessment survey following which even the goals can be formulated more appropriately. Pre-assessment can be done at different levels; for the whole counselling scheme and for each counselling process. The purpose of the pre-assessment as given by Okobiah (2006) includes:

1) Determining the entry behavior of counsellor trainees. This gives idea about how much they have learnt and how much more they need to learn in terms of counselling skills.
2) Formulating the general and specific goals to be attained
3) Determining the counselling theories and techniques to use

At each counselling process the pre-assessment can be done to identify:

i. The nature of the client's problem
ii. The typical behaviours and attitudes that may be contributing to the development of the problem.
iii. Environmental stimulants of the problem
iv. Relevant specific counselling goals
v. The ability of the client to achieve set counselling goals

A pre-assessment for counsellor training programmes is very crucial and a sine qua non for prospective
practicum students because, it guides the counselor educators in providing most relevant learning experiences for them. The analysis of the needs assessment survey done in pre-assessment provides the basis for formulating both the goals and objectives for each aspect of training in the counseling scheme.

Objectives
The objectives would reflect the particular skill to be taught and are transformed from the general goals. For starting a counseling process the learning objectives may include:

a. To be able to invite the client warmly into the counseling office
b. To be able to show the client to a comfortable seat.
c. To be able to take a seat facing the client
d. To be able to exchange initial greetings with warm jokes
e. To be able to impart confidentiality

For the listening skill the objectives may include:

a. Be able to exhibit sound observation skills to identify non-verbal cues/feelings (overtones)
b. Be able to develop good attending skills
c. Be able to restate appropriately as he listen
d. Be able to paraphrase clients' statements
e. Be able to identify incogruencies in the client's statements and presentations
f. Be able to demonstrate adequate understanding of the listening skill by listening in total, with the ears as well as mouth, hands, head, body and soul.

Instructicnal activities
Instructional activities here refer to those activities that would facilitate the acquisition of a given skill. For rapport building activities may include:

1. Inviting the client into the office by addressing the client by name if known, telling the client your name smiling, looking into their face and asking them to come in using 'please' in a warm manner.
2. Asking the client to sit down involves gesturing with your hand or nodding the client towards a seat while smiling, maintaining eye contact and using 'please'.
3. Sitting face to face with client involves maintaining eye contact, leaning forward, smiling and watching the client with interest but pausing for little while (5-10 seconds) before saying something.
4. Exchanging initial greetings involves offering and responding to initial greeting statements from the client while maintaining eye contact and smiling.
5. Imparting confidentiality has to do with telling the client he can trust you the counselor, that the counselor is under obligation to keep the client's secret by not telling anyone anything discussed in the counseling session while maintaining eye contact and showing deep concern.

For the listening skill the instructional activities may include:

- Exhibiting sound observation skills proves useful in identifying non-verbal cues/feelings in other
words known as expression overtones. This may involve identifying the content of the client's verbal statements vis-à-vis his feelings and non-verbal behavior. This has to do with determining what the client is talking about in terms of the 'what', the 'who', the 'where' and 'when' of the client's presentation. The feeling involves determining how the client is feeling in terms of his emotions as he presents whether he is happy, mad, sad, confused, scared, embarrassed, disgusted etc. The client's verbal behavior include voice tone, loudness and softness, spacing of words/speed, stuttering, emphatic use of particular words, sighs and other emotional vents like crying, laughing or even uncomfortable silence/pauses. The body movements and posture may include from the look on the client's face; smile, frown, bewilderment, grimace, eye contact or whether the hands and legs can give additional meaning to what the client is saying. The counsellor may attempt to label all these as to how he feels or how most people feel when in similar situations as the client.

If well articulated the observations made can help the counsellor trainee in developing good attending skills as to what next to do or how to proceed in the counselling process. This may involve using verbal encouragement.

To be able to respond and restate appropriately by attempting to say back what the client has said to him/her hear it. This may also involve using verbal encouragements by making brief statements of not more than two words like 'I see', 'm hmm', 'that's okay', 'it's okay', 'yes', 'wad' as appropriate. Non-verbal encouragement may include smiling warmly at the client, nodding the head and maintaining eye contact.

To be able to paraphrase clients' statements has to do with using different words to state what the client has said to make it clearer. This is treated in detail in chapter eight.

To identify inconsistencies in the client's statements and presentations involves the ability of the counsellor trainee to note contradictions and attempt to address them. It may also do with not ignoring such incongruencies as if they are nonexistent but practically identifying them.

Be able to demonstrate adequate understanding of the listening skill by listening in total, with the ears as well as mouth, hands, head, body and soul. Facing the client with the your whole body keeping arms on chair armrest, on the desk top or on your laps while keeping your legs still with non-nervous movements. The counsellor should also keep his neck muscle relaxed and avoid playing/fondling with his hair, jewelry, pen, and handbag and even slouching in his chair but sit up. This involves the facial expression that shows paying attention, a closed mouth, sober expression, open eyes but no gum chewing.
Training for Empathic Understanding

Empathic understanding is another important skill that must be acquired by counsellor trainees. As asserted by Carkhuff (1979) and Pietrofessa et al (1978) empathic understanding is about the most crucial of helping dimensions or skills without which there seems to be no basis for meaningful counselling relationship in the real therapeutic sense. Training in empathic understanding also follows the elements identified by Martin and Herbert (1985) from pre-assessing the trainees' understanding of the concept to evaluation.

Pre-assessment

Pre-assessment for empathic understanding may include things like:-

i. Determining trainees' understanding of the concept of empathy
ii. Identifying indicators being understood
iii. Identifying indicators of understanding someone or client
iv. Identifying the characteristic features of empathic understanding
v. Determining the impact of empathic understanding on both the receiver and the sender
vi. Describing how an empathic listener or therapist behaves
vii. Giving statements that can be used to express empathic understanding

Based on the outcome of the pre-assessment the broad goals can be formulated followed by the specific objectives

Broad Goals for Empathic Understanding training

i. Explanation of the concept of empathic understanding
ii. Acquisition of ingredients or basic characteristic behaviours of empathic understanding
iii. Ability to display basic empathic behaviours

Specific Objectives

Basic training objectives in empathic understanding would include as follows:-

i. To state the professional/scholarly definition of empathic understanding
ii. To state the main aim of training in empathic understanding
iii. Ability to exhibit or communicate empathic understanding
iv. Ability to model an empathic person
v. Ability to identify empathic behaviours

Instructional Activities for Empathic understanding

The clinical laboratory training approach avails the counsellor trainees' the opportunity of observing, experiencing and trial testing the empathic understanding skill. This is by using various instructional activities like training exercises, demonstration, role-playing and role reversal. Activities used may include:-
Explaining the concept of empathic understanding and other related ones like internal frame of reference

Highlighting the conducive atmosphere necessary for the display of empathic understanding

Identifying the characteristic behaviours of empathic understanding

Identifying the premises upon which empathic understanding is made

The concept of empathic understanding and related ones-

Definitions abound on the concept of empathic understanding. The simple dictionary meaning of empathy is the ability to imagine another's feelings and problems as if they were one's own. Very comprehensively, Rogers (1959) defines empathy as perceiving the internal frame of reference of another with accuracy and the emotional components and meaning which thereto, as if one were the other person but without ever losing the 'as if condition'. This means to sense the hurts and pleasure of the other person as he senses it and to even perceive the cause as he perceives them, but not ever losing the recognition that it is 'as if' one were actually hurt or please. Empathizing with someone thus has to do with feeling like that person, having same understanding of the problem with the person and experiencing the problem in a similar way.

Empathic understanding is therefore an individual's ability to sense or feel and describe the private world of another person (in relation to his experiences, thoughts, feelings) and accurately communicate same to the individual (Okobiah, 2006). No matter the intensity of the problem, the therapist or counsellor maintains an emotionally stable disposition when communicating empathic understanding.

The internal frame of reference- is the client's perception about his world (world view) and how he feels about his problem. This of course is not related to the cause of the problem which might be from an external source but it relates to the individual's internal frame on how he perceives and feels about the problem. To get in the client's internal frame of reference means that the counsellor has to feel the client's problem the way the client feels it and perceives it as the client perceives it. As succinctly put by Okobiah, 2006 he has to forget himself and his world and enter into the client's phenomenological world. This is to literally get in the client's own shoes.

Conducive atmosphere necessary for the display of empathic understanding- a warm, accepting, comfortable, free, trusting relatively permissive and rather intimate than formal is a sine qua non for the communication of empathic understanding. Such an atmosphere is characterized by

- A feeling of acceptance
- Warm reception on part of the counsellor
- A comfortable and congenial environment
- Feeling of warmth by the client
Feeling of care from the counsellor
Trust and privacy

These are not just necessary for communication of empathic understanding but also set tone of interaction and create a free flow of information between the client and the counsellor.

The characteristic behaviours of empathic understanding - the characteristic ingredients of empathic understanding include:-

✓ Concentrating on the client’s verbal and non-verbal expressions
✓ Concentrating on interchangeable responses with the client
✓ Using a similar feeling tone (sadness, bewilderment, anger, distrust) to that of the client
✓ Responding in the language the client is most attuned to and understands clearly
✓ Clarifying client’s experiences, feelings and even thoughts in a meaningful and understanding way
✓ Bringing out implied ideas, feelings, experiences and thoughts noted in the client’s presentation
✓ Assessing one’s effectiveness through client’s behavior and responses

For Hogan (1975) the basic characteristics of an empathic counsellor/helper include flexibility, tolerance, acceptance, psychological maturity and open-mindedness. These are most likely to increase the counsellor’s level of maturity and dexterity in the use of helping skills.

The premises upon which empathic understanding is made - the counsellor makes empathic understanding on the following premises:

a. After acquiring the ingredients of empathic understanding
b. If he wants the client to gain a greater understanding of his problem
c. If he tries to relate with the client in an honest and genuine manner
d. If he operates from the client’s internal frame of reference and goes to his level
e. If he accepts the client unconditionally

Evaluation
Evaluation is done after series of practices are made on the skills developed from opening session to listening, empathy, rapport, summarizing etc. The counsellor trainees should be made to listen to appropriate counsellor activities that are typical of each skill to be taught. Excerpts are given in the chapter on counselling skills which can be used for trainees to role play as both counsellor and client.

Use of Role-play and Role Reversal in clinical training
Role-playing involves the trainees assuming the role of either the counsellor or client in order to demonstrate how a given skill is used in the course of counselling. It’s kind of learning to do something by doing it. One trainee takes up the counsellor role at one point while the other takes on the client’s role. Role-reversal on the other hand is when the trainee acting the part of the

✓ Feeling of care from the counsellor
✓ Trust and privacy

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counsellor in the counselling encounter exchanges with the one acting as the client and vice versa. The direct reversing of counselling roles help both parties to understand better the feelings that accompany the use of each skill. As they demonstrate the use of such skills for others to watch and see, they also get them internalized. As reported by Butler and Hansen in Okobiah (2006), this is a didactic experiential training programme that could increase the level of trainees' facilitative functioning as it involves trainees experiencing practically rather than through just written responses.

All trainees should be given adequate opportunity to role-play and practice as both counsellor and clients on a wide dimension of problems using different skills such as rapport building, listening, empathic understanding, self-disclosure etc. to help trainees participate fully in the clinical training using role-play and role-reversal trainees must also get familiar with rating scales for the counselling skills and the facilitative elements/conditions of helping dimensions as used in the counselling process.

A Typical Rating Scale for Students' Role-Plays/Role Reversal Quality Checklist

<table>
<thead>
<tr>
<th>Skill: opening a counselling Session</th>
<th>Student 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office arrangement/warmth</td>
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<tr>
<td>Preparing of counselling worksheets</td>
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Guide for Counsellor Trainer's Evaluation

1. General Impression: (excellent, good, average, just fair)
2. Trainee's strengths to consolidate:____________________
3. Trainee's weaknesses to check:____________________
   (to practice more on a certain skill, to relearn a particular skill, to move to the next skill to learn immediately)

A Typical Rating Scale for Students' Role-Plays/Role Reversal Quality Checklist

<table>
<thead>
<tr>
<th>Skill: Listening</th>
<th>Student 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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</thead>
<tbody>
<tr>
<td>Counsellor's posture</td>
<td></td>
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<td></td>
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<tr>
<td>Maintenance of Eye contact</td>
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</tbody>
</table>
Facial Expression
Use of Non-verbal encouragement
Use of Verbal encouragers
Identifying content and feelings
Assessment key: + = well done ± = average - = poor, needs work

Guide for Trainer’s Evaluation
1. General Impression: (excellent, good, average, just fair)
2. Trainee’s strengths to consolidate: _____________
3. Trainee’s weaknesses to check: _____________
   (to practice more on a certain skill, to relearn a particular skill, to move to the next skill to learn immediately)

A Typical Rating Scale for Students’ Role-Plays/Role Reversal Quality Checklist

<table>
<thead>
<tr>
<th>Skill: problem solving</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem statement</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Definition of problem</td>
<td></td>
</tr>
<tr>
<td>Explaining problem-solving process</td>
<td></td>
</tr>
<tr>
<td>Stating usefulness of process</td>
<td></td>
</tr>
<tr>
<td>Identifying alternatives</td>
<td></td>
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<tr>
<td>-Client’s alternatives</td>
<td></td>
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<tr>
<td>-Counsellor alternatives open-ended</td>
<td></td>
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<tr>
<td>Summarized list of alternatives</td>
<td></td>
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<tr>
<td>Analysis of alternative consequence</td>
<td></td>
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<tr>
<td>Rating the alternatives</td>
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<tr>
<td>Selecting the best alternative</td>
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<tr>
<td>Checking client response on choice</td>
<td></td>
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<tr>
<td>Checking other alternatives if needed</td>
<td></td>
</tr>
<tr>
<td>Support service for decision/action</td>
<td></td>
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<tr>
<td>Use of reflecting statements/pauses</td>
<td></td>
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<tr>
<td>Use of open-ended questions/pauses</td>
<td></td>
</tr>
<tr>
<td>Use of closed-ended questions and Pauses</td>
<td></td>
</tr>
<tr>
<td>Listening style indicated by an active posture, eye contact, facial expression, verbal and non-verbal encouragement</td>
<td></td>
</tr>
</tbody>
</table>
Guide for Trainer's Evaluation

1. General Impression: (excellent, good, average, just fair)
2. Trainee's strengths to consolidate: ____________
3. Trainee's weaknesses to check: ____________
   (to practice more on a certain skill, to relearn a particular skill, to move to the next skill to learn immediately)

Summary of key points
At the end of the day, the reader on the need to be adequately equipped with knowledge before going into the field to enable them render good services to their prospective clients. This knowledge arise from their academic scholarship, communication skills, ICT applications, various courses in educational psychology, psychological testing, group procedures and dynamics in counselling as well as other foundation courses. All these will be applied under multicultural and global perspectives covering a wide special population. Some of the services which they may likely provide include educational, vocational and personal social services.

The Clinical-Laboratory training approach has been identified as the most common method of training counselors. Following the five essential elements of this training approach from general goals, Pre-assessment and objectives as well as instructional activities and evaluation, all the skills from starting the counselling session through to building rapport, eye contact, listening, questioning, summarizing, reflecting etc can be taught to the trainees prior to the practicum exercise.

Revision Questions
1. Describe four units of services offered in guidance and counselling.
2. Discuss any five academic based competencies you require for a professional practice in counselling practicum.
CHAPTER THREE
Documentation and Recording in Counselling Practicum

Introduction
Documentation is the act of giving a written account of activities or events that occur in the course of the counseling practice. It encompasses all the records in hard and soft copies generated during the practice period. In counselling the common types of recording materials include the audio and video tapes, log book, audio and video CDs, chips or memory cards. Suffices to look more closely at some of the records and how they are generated.

Role of records in counseling
Counselling records and documents are very useful in so many ways such as:

a. stimulate discussion and interaction
b. remind the counsellor of the information to be communicated
c. communicate information in a simple relevant way to the client
d. act as a reminder to the client of previous communication and counseling encounters
e. illustrate examples and consequences of action/inaction
f. prepare documents for assessment

Types of Records used in Counselling Practicum
Audio Tapes and CD-ROM
During practicum counsellor trainees are expected to record all treated cases as they occur. They will need to select one of the best treated cases for assessment. Trainees do not need to record role-played sessions which can easily be detected (a repeated session is always different from an original one and easy to detect) and this can mar their assessment. To forestall this Okobiah (2006) advocates for taping of all counselling cases to be discontinued only later when the trainee has enough number of recorded cases to choose from then they can decide to start recording only really good ones. Trainees must guide against the temptation of faking catharsis as if it increases the efficacy of the counselling process or their marks. This is against the ethics of honesty and a bad effect on the clients who used for such role-plays.

All recorded cases for submission should be transcribed. Transcription is writing on paper verbatim what has been recorded during counselling sessions. It is the exact written content as the recording made without paraphrasing. Trainees must not substitute words or paraphrase sentences even if they are said wrongly. It is one of the most difficult task in counselling practicum but it does not imply editing.

The student counsellor should submit both tape recorders and cassettes from the counselling sessions with clients during practicum. It is assumed that the practicum supervisor could be better enabled to make
objective evaluation of the student in the counselling session/exercise, but rather than do on-the-spot evaluation as is done in teaching practice the counsellor has to use tape recorded counselling sessions to avoid third party interruption in the counselling session. The student counsellor is required to submit the cassette of counselling cases to the supervisor. The cassettes should be labeled clearly to avoid a mix up with the following pieces of information:

b) Name of the student counsellor

c) Identification/Registration number

d) Level of student counsellor 200, 300 etc

e) Code number of client taped

Case recordings of clients should not be recorded on one side of cassette. It should be one side to a client or the whole cassette to a client as the need may be.

Video Tapes and Video CD recordings

Video recording of specific guidance and counselling activities like career days, orientation programs and leadership training for prefects and even group and individual counseling sessions can be made and viewed by students and trainees to help provide rich learning experiences for skills. Such experience can really impact and sensitize beginning counsellors on how best to handle problems relating to learning difficulties, truancy, behavioral and vocational matters. Trainees can observe both the verbal and non-verbal communication cues as used in counseling situations.

The drawback on use of these electronic recording devices is the lack of such gadgets, electricity and even proper office accommodation as well as funds. In any case the trainee and counsellor in residence can always make provisions to cater for these lack while the school administration can provide some funding too.

The purpose of taping sessions is to enable you and your supervisors to review your work and give feedback to enhance your skills. Of course this needs to be explained to the client beforehand and for minors, parental consent should be sought. A tape record permit can be found in the appendix. Videotapes are part of the client file and need to be protected as such. All video & tapes are to be erased or original links destroyed at the end of the practicum exercise.

The Logbook

The logbook is a vital document required of trainees and field counselors. It is a record of all counselling and guidance activities carried out by the counsellor trainees during the practicum period. The logbook is a non-complicated record made up of nine columns of

1. Date
2. Client's bio/personal data
3. Identified problem
4. Objectives
5. Summary of counseling process
6. Techniques employed
7. Trainee's self assessment/evaluation
8. Conclusion (plan for further counseling /appointment, referral action if applicable)
9. Supervisor's comments
The client's bio-data includes the client's personal details like name, sex, age, class and occupational status for non-students' clientele. The counseling objectives should be stated in relation to each problem identified. What is required under summary of counseling process is a brief statement pointing out all the issues bordering on rapport, problems and procedures used. Under techniques the trainee is expected to record the major counseling approaches and skills used like behavior modification, rational emotive therapy, restatement, prodding, reflection etc. Under self assessment the trainee should state his impression about the client, the client's problem and his (the trainee's) overall performance as per the following:
   a. Appropriateness of his responses
   b. Inappropriateness of his responses
   c. Assignments given to himself and the client
   d. What should have been done that was not done
A sample filled logbook can be found in the the next page.

Under supervisor's comments is what the supervisor's observations are about what the trainee to be doing; he checks all the cases treated before his arrival, gives necessary corrections and records what he considers should be. If it is the client visiting the supervisor he/she has to bring along the log of treated cases and tape recordings to enable him/her make meaningful contributions as the case may be. To facilitate recording in the logbook, the trainee can review his recorded tapes by playing and replaying to enable them identify problem treated, techniques used and all other details. All cases treated should be recorded in sequence. Other records kept during practicum include the following.

   iv. Akinboye's Adolescent Personal Data inventory (1978)

Usually inventories for use must be in line with the likely needs or problems of clients which is dependent on the location/area of work. In some schools such tests mentioned above are essential because problems of students revolve around issues such as study habits, vocational problems, choice of subjects, interpretational relationships etc.

File jacket: The student counsellor should provide a file jacket to his/her supervisor in which tapes, summary forms, weekly reports, time table and other vital documents pertaining to the counselling practicum exercise might be kept. This helps the supervisor in the appraisal of the student counsellor. The file jacket could be labeled as follows;
   a) Name of student counsellor
   b) Identification/Registration No
   c) Level of study/classification (200, 300, MEd, PGDE)
d) Practicum site
c) Date and year of practicum

Time Table: The student counsellor is expected to submit his/her supervisor, a practicum time table that shows details as to when he/she is available for counselling sessions on the site. This should contain information on the address or site, time of practicum session, type – whether individual or group, duration of the counselling sessions and days the counsellor trainee is available. Before drawing the time table, the student counsellor should first visit the site, check the venue and agree with the head/authority, to figure out the times available for counselling sessions.

Case Documentation:
The client files contain a variety of forms, which need to be kept accurate and up-to-date, as dictated by good clinical practice and legal liability issues. Client files are to be kept locked at all times. Trainees may as well consult with the site supervisor for documentation requirements at your site. But a typical counselling file is comprised of the following documents:

Referral Form: Prior to beginning counselling, clients will complete a referral form. This form is used to identify information necessary to arrange the client's presenting concern. The referral form is a part of the chart and contains confidential information.

Disclosure Statement/ Informed Consent: The disclosure statement is a critical piece of documentation. Prior to beginning counselling, the counsellor is required to review the details of this form with the client, respond to all questions, and obtain the signature of the client that the client understands the limitations and bounds of the counselling encounter. This form is to be signed by the client and counsellor. All practicum students must comprehend and be able to explain any portion of this document and as such, you will probably be required to utilize a form specific to your setting.

Counselling Notes: After each session, a counselling note is to be written into the client's file. The purpose of counselling case notes is to assist in scheming/planning treatment and evaluation. They may also be used as a legal record, documenting the content and process/proceedings of counselling encounter. Therefore, case notes are a record of all client contacts: counselling sessions, telephone contacts (and attempted contacts), cancellations, no shows, consultations and any written communication you send to or receive from or about client. The trainee should write a counselling note for each session. The note could be between 5 to 7 sentences long, unless special circumstances dictate more careful documentation. Notes should be written soon after the session and they facilitate logging. In writing notes, the trainee should record content and process of each session, goals, changes in goals, and progress related to goals. Other notes to write will depend on the theoretical orientation one is working on.
from and site requirements. A documentation structure for taking counselling notes referred to as 'DAP' notes is recommended. Where

'D' is the data collected

'A' is assessment of the client as used

'P' is the plans for the counselling process

This format of taking notes during counselling assists the counsellor in differentiating between the data (D) collected during the session, the counsellor's perspective and assessment (A) of the client or session, and future plans (P) for either the client or counselling process.

Data (D) - refers to the behavioral descriptions, client quotes and specific factual information e.g., the client was tearful as he talked about his recent failing grade.

Assessments (A)- are the counsellor’s opinions and tentative interpretations of his observations. They should be qualified by phrases such as: 'in the opinion of this counsellor,' ‘apparently,' ‘it seems,' or ‘it appears.'

Plans (P)- include the scheduling of the next session, a description of assigned homework, and reminders or prompts for the counsellor e.g., ‘monitor depressive symptoms and thoughts of self-harm,' homework or other work outside the session is agreed upon, make note of it. To assign homework and not follow up on it can be confusing and devaluing to the client. Special circumstances, which require additional documentation, need to be discussed and written up under the direction of your supervisor or instructor. Be sure to document that you recommended such consultation, then document what you and the client did to follow up with that recommendation, including sending for a medical report and/or referring the client for more appropriate treatment. Special documentation is also needed when there is suspicion of or evidence of ‘at risk' behaviours, including suicidal behaviour, substance abuse, reporting of crime, or physical or sexual abuse. It is ideal to make a careful record of what was told to you and by whom; record what you did about it and why. In subsequent notes, continue to document how you monitored and appropriately responded to the situation over time.

Closing/Transfer Summary: Closing/Transfer Summaries are used when service to a client is either ended or temporarily suspended. The draft of the summaries should be discussed and reviewed with your supervisor.

Special Circumstances: Counselling Practicum students are not trained to work with all categories of clients. If the trainee suspects that the client needs care other than what is provided/offered in the counselling setting, then it's important to discuss this with the site supervisor. He or she will help the trainee assess the client using the current DSM-IV, suicide assessment materials, and/or appropriate legal or procedural guidelines to ascertain whether need be for referral. Clients who may not be appropriate to the training missions of practicum include those who are suspected...
A documentation structure for taking counselling notes referred to as 'DAP' notes is recommended. Where:

'D' is the data collected.

'A' is assessment of the client or case.

'P' is the plans for the counseling process.

This format of taking notes during counseling enables the counselor to delineate between the data (D) collected during the session, the counselor's perspective and assessment (A) of the client or session, and future plans (P) for either the client or counseling process.

Data (D) refers to the recorded descriptions, client quotes and specific factual information e.g., the client was recall to be a likely suicide risk at the end of the session.

Assessments (A) are the counselor's opinions and tentative interpretations of his observations. They should be qualified by phrases such as 'in the opinion of this counselor, 'apparently,' 'it seems' or 'it appears.'

Plans (P) include the scheduling of the next session, a description of assigned homework, and reminders or prompts for the counselor e.g., 'monitor depressive symptoms and thoughts of self-harm,' homework, or other work outside the session is agreed upon, make note of it. To assign homework and not follow up on it can be confusing and devaluing to the client. Special circumstances, which require additional documentation, need to be discussed and written up under the direction of your supervisor or instructor. Be sure to document that you recommended such consultation, then document what you did and the client did to follow up with that recommendation, including sending for a medical report and/or referring the client for more appropriate treatment. Special documentation is also needed when there is suspicion or evidence of 'at risk' behaviors, including relational violence, substance abuse, reporting of crime, or physical or sexual abuse. It is ideal to make a careful record of what was told to you and by whom, record what you did about it and why. In subsequent notes, outline in detail how you monitored and appropriately intervened in the situation over time.

Closing/Transfer: Summary

Closing/Transfer summaries are used when service to a client is either ended or temporarily suspended. The draft of the summary should be discussed and reviewed with your supervisor.

Special Considerations: Counseling Practicum students are not trained to work with all areas of clients. If the trainee suspects that the client needs care other than what is provided, offered in counseling, setting, then it's important to discuss this with the supervisor. He or she will help the trainee assess the client using the current DSM-IV, suicide assessment materials, and/or appropriate legal or procedural guidelines to ascertain whether need be for referral. Clients who may not be appropriate to the training missions of practicum include those who are suspected
to be suicidal, homicidal, physically/sexually abusive or violent, severely depressed, psychotic, borderline, or in apparent need of 24-hour availability of care for any reason. Clients who seem to be suffering from some severe eating disorders, tic disorders, organic disorders, psychoactive substance use disorders, schizophrenia, bipolar disorders, dissociative disorders, paraphilias, and impulse control disorders are beyond the scope of the counselling practicum student experience.

Making Referrals:- Appropriate referrals are an important part of good treatment to certain clients. It is important that you discuss any possible referrals with your supervisor or instructor. They can assist you in making the decision and in finding appropriate referral sources. Always offer the client three possible referral sites.

Crises Intervention and Suicide Assessment/Indicator Chart: Client emergencies may occur in Counselling Practicum. Sometimes, clients do experience serious crises and may need immediate specialized intervention. If, during a counselling session, you feel that this may be the case, ask enough specific questions to determine the nature of the crisis. If appropriate, assess the client for suicide, using materials from a book of this nature, or as directed by your site supervisor. If the client appears to be suicidal or otherwise in crisis, obtain immediate consultation in the following way: You may tell the client you’re very concerned about what you’re hearing or seeing and would like a second opinion. While it is not appropriate for practicum students to provide ongoing care during counselling practicum for suicidal clients, the following information is offered as a guide to the assessment of clients who may be at risk for suicide or other self harm. All counsellors must familiarize themselves with this material and be prepared to use it at any time.

In general, evaluating for a number of characteristic indicators may assess the magnitude of a client’s suicidal potential. These may include the following.

- Presence of crises and/or mounting environmental stress
- Presence of mood disturbance: mounting agitation and restlessness, or depression
- Depressed mood
- Loss of interest or pleasure
- Decrease or increase in appetite
- Insomnia or hypersomnia
- Agitation or feeling of being slowed down
- Fatigue or loss of energy
- Feelings of worthlessness or inappropriate feelings of guilt
- Indecisiveness or inability to concentrate
- Recurrent thoughts of death
- Increase in self-destructive behaviors, including risk-taking behaviours, substance abuse or misuse, hostility and/or poor impulse-control
- Disheveled appearance
- Withdrawal or isolation
- Feelings of hopelessness
* Making final plans for suicide: the more specific and plausible the plan, the higher the risk
* Identification of the method for harming self
* Giving away prized possessions
* Describing 'suicide scenes'
* Planning for or presence of suicide note
* Saying good-bye
* Has friend or family member who committed suicide
* Earlier suicide attempt
* Suffering from a chronic illness
* Client is aged 14-19
* Lack of social support
* Poor or lacking family relationships
* Lack of social contacts or friendships
* Lack of involvement in leisure activities
* Lack of involvement in religious life or affiliation

The more these symptoms are present, the greater the client's risk of suicide. The trainee should in addition to keeping these symptoms in mind, ask the client whether he or she has been thinking of harming him or herself; how long has that been on their mind; what they do when they think about suicide; if they have ever attempted to commit suicide and what ways they have thought of doing it; whether they have the means (pills, weapon, etc.) and plan to carry this out; whether they have spoken to others about these ideas; and who is available to them as a support. Some suicidal ideations may not be as sincere, unambiguous, and dangerous as others are. If the trainee feels that the client may be at any degree of risk, then it's appropriate to consult with the site supervisor and even the university supervisor. They might help in further assessing the client's needs and instruct on how best to help the client receive appropriate care.

Summary of key points
This chapter dealt with documentation in counselling practicum highlighting the common documents or records counsellor trainees are supposed to keep preparatory for their assessment at the end the practicum exercise. These records include the audio and video tapes, CD ROMs, memory cards, logbook, Test Inventories for diagnoses like the Bakare Student Problem Inventories, counseling notes, referral forms etc. The use of documentation in counseling is not just for assessment purpose alone but also to stimulate discussion and interaction among trainees. Sample of the records are given above while some are found in the appendix.

Review Questions
1. Highlight five material resources the counsellor trainee need on a counselling practicum.
2. What is the role of records in counselling practicum exercise?
3. Make a brief discussion on how the logbook is filled.
4. What is the use of a student problem inventory in counselling practice?
CHAPTER FOUR
Appropriate Sites and Settings for Counselling Practice

Introduction
Setting refers to the environment where the practicum exercise takes place; the office space within the counselling environment or site. The counselling environment is not just the physical environment but it includes how you treat people in these physical environments. It encompasses the sites and settings used for counselling practice. Preparing a good counselling environment lays the necessary foundation for sites and creating appropriate settings for building trust/alliance. In this chapter we shall look at the most important things that counsellors can do to create these and to make client feel welcome and comfortable. We shall also identify things that should be guided against or avoided. Although the guidance and counselling scheme is an exclusive educational service offered under peculiar circumstances like in any room that is reasonably soundproof and has enough space it's remarkable how much difference the environment can make in the conduct of counselling practice. This is because if the client is comfortable with the space or counselling surroundings it becomes a lot easier to open up properly. Settings can also be used to mean the sitting arrangement for counselling purposes. Different settings work for different people but each can be arranged to cater for the privacy needs of all clients. To say the least, the counselling environment should be welcoming, comfortable, with few distractions, privacy for confidentiality and non-threatening but at the same time very warm. In this chapter we shall be looking at appropriate sites and settings for counselling practice generally and in particular where students can undertake a counselling practicum as well as providing guide on the seating arrangements.

Counselling Sites
Guidance and counselling practice has gone past the threshold of the school system and as such that Denga, (1980) advocates for various other sites such as hospitals, industries/workplace, prisons, homes, rehabilitation centers in addition to schools. Some of the sites designated as appropriate for counselling practice and practicum which offer opportunities for counsellor trainees to engage in both individual counselling and group work are given by Iordaa, Akuto and Atser, (2014). Examples of such potential sites which must also be clinical settings include:

i. Schools and colleges
ii. Remind Homes
iii. Prisons
iv. Social Welfare Centers
v. Industrial settings (companies, establishments)
vi. Human Resource Development Centers
vii. Mental Homes
viii. Psychiatric Hospitals
ix. Hospitals
x. Personnel Training Units
xi. Social Rehabilitation Centers
xii. Drug Control Agencies
The choice of practicum lies with the trainee which may also indicate their potential area of specialization. Choices should be made against noisy environments that may impact the recording of counselling cases negatively. Materials for counselling practicum are same for both undergraduate and postgraduate trainees. Suffice to look more closely at a sample of these sites.

School-Based Counselling Settings/Programmes
College and university-based counselling services are usually available to all enrolled students, not just those who live on campuses. Larger universities will have waiting rooms and be somewhat similar to the agency setting. Secondary schools and colleges may have just one office, similar in most ways to a private practice setting. Counselling services for school-aged children may vary by locality, delivered in a private room in the school building, or in a private office in the community. The three key areas of counseling practice in school settings are the educational, vocational and personal-social counselling. The services rendered range from the counselling service, placement service, orientation, study habits counseling, referral, guidance service etc.

Counselling in Medical and Hospital Settings
People in medical and hospital settings are in serious need of counselling. These are in the category of the sick (out-patients and those on admission), those awaiting medical examination results with great apprehension, those awaiting surgical operations, those expecting delivery and even care givers. Aside from the main ailment, these people may also face some psychological problems that border on fear, frustration, sadness, anxiety and doubt. Sometimes some of these people may require more, of counselling than even drugs. According to Akinade (2012) reconciles the antithesis in the whole person, coming out of hospital a better person, not just physically but emotionally, psychologically and mentally.

While most hospitals have outpatient counselling units also termed as clinics, the type of counselling space can vary from place to place. Some clinics are located in the hospital interior, and are treated just like any other department. Hospital-based counselling units or clinics usually have easier access to medical resources than other settings because communication between psychiatrists and non-medical therapists may tend to be better in this setting. Counsellor practitioners in training need to be aware of any strong feelings they may have about hospitals. If they look at hospitals as clean, safe places staffed by caring experts, then the hospital setting has obvious advantages for them in training towards that. On the other hand, if they experience high levels of anxiety just walking around the hospital, they need to consider how that might affect their practicum exercise and get in the way of their training.
Agency/Counselling Centres
Some agencies and counselling centres—especially those associated with hospitals or medical systems—are clean, bright, and modern although others, unfortunately, have a shabby and outdated appearance. Almost all agencies and counselling centres have reception areas and waiting rooms. These common areas can get busy and crowded at times due to the steady stream of clients, caseworkers and government officials coming in and out of the building to attend meetings and consultations.

Counselling in Prison Settings
Prison is supposed to be corrective and reformative for all inmates whose antisocial or maladaptive behavior must have been brought to the attention of the justice system. Rather than being a training ground for inmates to become hardened criminals, the prison is supposed to be a place for reformation and transformation where individuals with social problems are rehabilitated and reintegrated into the society as usefully better. This of course requires counselling services for rehabilitating, modifying behavior of inmates before reintegrating into the society. Counselling of prison inmates may dwell on information service, referral, and diagnosis, vocational and follow-up services.

- Information service may include information on educational opportunities for inmates at both ordinary and advanced levels. Information can also be given on vocational opportunities as well as religious matters and other reformaton agents.

- Vocational guidance service may include occupational training in agriculture, masonry, carpentry, leather works and a host of others. These are to help them to settle into a useful livelihood after their life in prison.

- Rehabilitation counselling services help in giving connection of inmates with career agencies and relevant employers of labour. It also provides training on relationship issues, social and survival/job skills, creativity training as well as financial development and management skills to the prison inmates. According to Akinade (2012), it is when these guidance and counselling services are provided adequately that the rate of recidivism in prisons can be meaningfully reduced.

Counselling in Religious Settings
Counselling can also be offered in churches, community centres, senior centres/Retirement Homes, or just about anywhere else in which private space can be set aside while buildings with ample parking and large meeting spaces are particularly popular choices for group therapy sessions. Waiting rooms and reception areas serve multiple purposes in the counselling arena. Pastoral counseling as it’s often referred to may involve the establishment of a time-limited relationship that is structured to provide comfort for troubled persons by enhancing their awareness of God saving grace and present help in their time of need. Counselling is one method the church can use in carrying out their pastoral work. The added advantage in pastoral counselling is
the ability of the pastor or religious counsellor to tap the supernatural source and use it along with other counselling techniques.

Pastoral counselling is a branch of counselling in which psychologically trained ministers, rabbis, priests, imams, and other persons provide therapy services in an effort to address psycho-spiritual issues in addition to the traditional spectrum of counselling services. Pastoral counsellors are representatives of the central images of life and its meaning affirmed by their religious communities. Thus pastoral counselling offers a relationship to that understanding of life and faith. It uses both psychological and theological resources to deepen its understanding of the pastoral relationship.

Pastoral counselling is said to have had its beginnings as a separate discipline in North America in the first half of the twentieth century, as various religious organizations began to incorporate the insights and training of psychiatry, psychology and social work into the training of clergy. In time, many seminaries and other training programs for religious professionals began to include clinical pastoral education as part of clerical training. In 1963, the American Association of Pastoral Counsellors was founded to provide professional certification for pastoral counsellors and pastoral counselling centers.

Counselling in religious settings can be offered after a tragedy, at a funeral, during a marriage difficulty, or in a pre-marriage counselling session. We counsel in the church foyer, during visitation, or before a critical surgery.

The key principles that should guide a counsellor trainee in pastoral counselling settings include:

1. The use of scripture to provide the right and true solution. The Bible covers a myriad of problems, difficulties, and issues that people face every day like divorce, adultery, substance abuse, dishonesty, and numerous other harmful / maladaptive behaviours. The Bible provides a blueprint for living and should be the priest or pastor's counselling manual in addition to the counselling theories.

2. The counsellee is always responsible to do what is right and none of us can blame others for personal choices made in life. Pastoral counsellors can always pray for and encourage them but give room for them to make their choice.

3. The counsellee should be seen as a person of worth, made in the image of God. So no matter what people have done, they are important to God and should be made to feel important too hence the concept of unconditional positive regard.

4. Counselling for behaviour change should be specific and doable. This may require writing out a "road map" for them rather than just saying to counsellees that they need to stop certain behaviour like wife battering or extra marital affairs is not good enough. They often know they need to stop, but they don't know how so the pastoral counsellor can help them chart the way or find the "how."
5. There are no instant cures to life's problems. The habit that has lasted years will often take months or years to overcome. A bad marriage doesn't become a good marriage overnight. Those who have grown up in an abusive home could have similar challenges with their family. So be patient with people, and remain hopeful, while being an encourager too.

6. Counselling is a person to person relationship. Let people know through self-disclosure that God has helped you with your difficulties and challenges. This gives people hope and lets them know that you are a human person like them.

Counselling in Social Welfare Centers
Counselling in social welfare offices is concerned with handling personal and family matters that dwell on clients' social life. These may include family matters, child abuse, spousal abuse, marital adjustment and maladjustment matters that may lead to divorce. Others may include parental abuse, youth empowerment counselling, economic and financial education and health related matters. Services include enquiry service, resource corner, family life education, parent-child activities, group work service, programme activities, volunteer training and service, outreaching service, counselling service and referral service, etc. for individuals and families in need.

Counselling in Industrial and Work Settings
In industrial and work settings, there are four key areas of counselling needs for workers which include vocational, educational and personal-social as well as retirement counselling. Vocational counseling in work settings may border on:

a. Appraisal services to help workers understand themselves in relation to their abilities, aptitudes, interest and personality so that they can better accept their job designations and placements.

b. Stress management especially for those in managerial and rather frustrating job situations.

c. Providing adequate information on the world of work to help workers to appreciate the wide range of options they can consider in their career.

d. Providing a cushion (as ombudsman) for industrial work relationships matters especially for friction arising between superior and subordinate officers.

e. Helping to give referral services to appropriate sectional heads, medical officers and others as is relevant to the challenges of workers.

Educational counselling in industrial settings is mainly concerned with tackling educational and training needs of workers. This also involves sensitizing and guiding workers into right courses and schools to attend.

Personal-social needs of workers may be multidimensional. The common examples of problems industrial workers may experience are given by Deng (2001) as

i. Socio-personal relationship problems which include family problems (like marital disharmony, sexual dysfunctions, nursing mother syndrome, bereavement...
etc), emotional problems, poor self-concept, drug abuse, delinquencies and poor job behavior.

ii. Psycho-physiological problems such as heart disease, hypertension, stomach ulcers due to work stress and family problems that arise from protracted absence from home as a result of office commitment. The psychological problems may include depression, anxiety, low self-concept and unnecessary subjugation at work place.

iii. Psycho-social problems may include job stress, inter-groups conflicts, labour and union unrest, irregular remuneration and reward system as well as insensitivity of organization and management on the plight of workers as family people.

iv. Other problems of workers may manifest in the workers' apathy, absenteeism, misuse and willful destruction of organizational materials, drug misuse like excessive drinking, carelessness and absentmindedness which may lead to avoidable accidents.

The role of counselling practitioners in such cases is to

✓ To listen to workers and analyze their challenges
✓ Hold training workshops on stress management
✓ Help workers to develop their full potentials to harness other resources to supplement their income to forestall future eventualities
✓ Help teach relaxation techniques to help them make good use of their leisure and holidays
✓ Help in providing cushion in workers/organization relationships

✓ Take proactive measures to help workers maintain sound health by giving timely referrals.

The Home
Some family counselling work may be done in residences to facilitate participation of all family members. In this case, the counsellor must remember that it is still a professional helping service not a social visit to be entertained. As much as possible, the seats and sitting arrangements should be made to bear semblance with the office scenario albeit in familiar, unofficial environment. Really when counsellors visit people in their homes, it is difficult to organize the counselling environment to meet all their needs. However, they can make sure to sit somewhere comfortable and quiet away from other family members. They can also try to minimize distractions by requesting for the switching off of radios or televisions Pearson, and Wilson, (2012). Some follow-up counselling services may in particular require visits to the home to get first hand information on client response to counselling decisions made.

Private Practice Offices
Private practice offices are mostly for private practitioners especially as done in more advanced countries. These are the kinds of offices one finds in regular office settings moderately adorned with tasteful artwork and long rows of bookcases, leather furniture and antiques. Such surroundings could be more modest depending on the resources available to the counselling
office. The decor of a private office reflects the therapeutic approach and personality of the therapist. Styles range from very formal, with straight-backed chairs and academic credentials on the walls, to very homelike, with overstuffed recliners and craft decorations. In most private offices, you’ll have access to a private bathroom. In some buildings, however, you may have to share a bathroom with other tenants.

For large group practices there may be a reception area and waiting room, very similar to what you’d see at a medical practice office. Notwithstanding sensitivities about privacy and confidentiality, clients will probably meet other clients in the waiting area.

For private practice the counsellor practitioner must ensure that he starts out right by getting a license which of course requires a higher degree, an office space, insurance against malpractice and plan properly as well as advertise his services.

The counsellor’s office/workspace
The counsellor’s office space should be private enough to provide a relaxed and comfortable atmosphere devoid of interruption. In Nigeria it is not uncommon that practicum students have difficulty getting suitable accommodation that is free of interference such that they often have no choice but to make do with whatever space is available in the open staffroom, the school library and laboratory. These places are usually noisy and lack privacy which is a hindrance to counselling interaction. Clients have been shown to respond to their physical surroundings cognitively, emotionally and physiologically and these have implications for counsellors working in offices as this would create a supportive environment for the client’s healing journey as well as manage client attendance rates. This is to say that the space in which a counsellor spends a significant portion of the day should be one that contributes to increased positive effect. In fact, a positive mood in a counsellor may improve levels of empathy with clients, and ultimately, therapeutic outcomes. Offices with a “warm, intimate setting tend to produce greater self-disclosure” (Pressey & Heascaker, 2001). Such aspects of the counselling room as comfort of furniture, lighting, colour, neatness and artwork relate significantly to a client’s judgments of the therapist and the healing potentials.

If choice be made, then the counselling office should not be close to the principal’s office nor the vice principals’ to shield potential clients from their prying eyes. It should be spacious, carpeted and well furnished with a minimum of two comfortable chairs for clients, a chair for the counsellor/trainee, a table, a bookshelf and a filing cabinet. Other details on the counselling office are dealt with in subsequent sections.

Seat and sitting arrangement
Sitting arrangement in counselling has to do with choosing the most suitable posture during the counselling session. This is quite crucial to the success of the counselling encounter because it communicates how
much the counsellor cares and how available he is disposed to be to the client. On seating arrangements, counsellors should be sensitive to the client's preference for space and distance in seating arrangements. This is because it has been found that if clients have some control over the furniture in counselling rooms, like moveable chairs, they experience a high degree of comfort, autonomy and equality (Pressley & Heesacker, 2001). Of course this means choice in seating and seating arrangements may likely promote a sense of personal autonomy in a context of experiencing low levels of personal control. According to Brockman and Moller in Okobiah (2006) the common sitting arrangements used in counselling practice include:

1. Sitting face to face across the table
2. Sitting on same side of the table
3. Sitting face to face at the end of the table
4. Sitting at the edge of the table with the counsellor on one side

A graphical representation is given as follows:

Sitting face to face across the table

This sitting position creates a barrier (table) and imposes a superior/inferior dimension which is inimical to the counselling relationship. As reported by Okobiah in Umezulike and Enasator (2010) clients with high level anxiety perceived higher credibility in counsellors without the table barrier than those with.
Sitting at the edge of the table with the counsellor on one side

The implication of the differing sitting positions is just to cater for the difference in client seat preferences as some would be more comfortable with certain sitting positions. In Nigeria, due to authority figure of superior persons it is quite in tune with the tradition for counsellors to face clients across the table. Besides that this position makes for good eye contact as the counsellor can face the client squarely and lean forward as the need arises. Notwithstanding that, modern practitioners show preference for the second sitting position of side by side at same side of the table because it removes barriers, communicates acceptance, friendliness, warmth and it creates a more relaxed atmosphere for counselling.
In group therapy or counselling the seat arrangement is mostly circular while the counsellor can decide to sit among the clients or at the center or across a table. This also is a matter of choice on part of the counsellor/trainee. Graphics give a clue as to what the trainee should do.

Group counselling on Educational Opportunities available after primary school

Getting the Environment right for novel Sites

In environments where counselling is relatively new there is preliminary work to be done to create sites and settings for counselling practice. This involves creating a
space to talk, which is private and quiet and where the
counselling process will be free from interruptions.
Where possible, the counsellor trainee should make sure
awareness is created among potential clients. Part of
creating a safe and welcoming counselling environment
includes the need for adequate reception of the scheme of
counselling. Counsellor trainees, in making
arrangements for counselling environments especially
where they are non-existent should start by checking
that it is clear where people should go to find them (i.e.
the counselling office). They can do this by improving
access, like placing signs on bulletin boards and school
materials needed for beginning each counselling session
include a desk and at least two chairs, private or semi-
private rooms, paper or worksheet, log book, carbon
paper, pen and a roll of tissue paper. Of course this
may also involve checking that the place is clean and
tidy as well as friendly and welcoming.

Lighting and Colour and Tidiness
According to Miwa & Hanyu, (2006), soft lighting and
natural lighting (sunlight) in counselling rooms are said
to support self-disclosure, create a more favourable
impression of the counsellor, and is perceived by both
clients and counsellors as more desirable. As per colour,
individuals are likely to display significant differences
in sensitivity to colour. Findings from research have
shown that warm colours can arouse feelings while
cool colours can bring about a more settled emotional
state (Toflé, Schwartz, Yoon, & Max-Royale, 2004).

Children and young adults are said to have positive
emotions with light colours, and negative emotions with
dark colours (Pressley & Heesacker, 2001). Concern
about whether clients will be affected by, agree with,
enjoy, or be irritated by the colour choices or decor of a
particular counselling room has been ongoing. Taking
into account individual responses, colour and decor
remain significant variables, with little definitive data to
aid counsellors' choices.

Views of nature are also said to evoke more positive
feelings than views of non-natural environments as
found by Ulrich (1979). It is also asserted that bringing
nature into the immediate counselling environment
through the use of indoor plants/flowers can increase
comfort, mood levels, and overall attractiveness of office
environments (Larsen, Adams, Deal, Kweon, & Tyler,
1998).

For Pearson, & Wilson (2012), tidiness is also viewed
more positively i.e. when the counsellor's office and
desk were neat, than if they were messy. Clients' first
impressions of what may seem like small details, could
create an impactful set of assumptions and if clients see
something neglected, dishevelled or messy it may plant
seeds of doubt in their minds about the counsellor's
quality of care.
Setting up an inviting and comfortable counselling office

Setting up your counselling office can be exciting and fun, but it's also challenging for beginners because it is strongly believed that the counsellor's office (or therapy space) is very crucial to the therapeutic process. Good counselling may be conducted in a not-so-ideal environment as is often the case due to space unavailability as mentioned above, but it certainly gets better when a counselling office is set up more thoughtfully with needs of the clients in focus. The counsellor and counsellor trainees should in setting up the counselling office aim for the following attributes:

a. A sense of safety, confidentiality, creativity, and opportunity for the client
b. A comfortable and calm inducing environment flanked by calming artworks
c. Consistency (as opposed to constant unwarranted changes in arrangement and decor).
d. Accessibility of therapeutic tools (assessments, resources, books, games, tissue papers, etc.).
e. Thoughtful planning and spacing to include comfortable arrangement of furniture for communication, appropriate lighting to minimise distractions.
f. Comforting Sights, Sounds, and Smells
g. A view of nature or live plants
h. Teddy bear or stuffed animals on sitting areas
i. Aroma therapy with just a touch of vanilla or lavender scent to spice up the room
j. Use of a white noise machine or anything that puts out unwarranted sound from an air conditioner and others to increase confidentiality
k. Use of natural and soothing wall colours
l. Fidget Toys and Trinkets can also be a sensitive addition for clients who may likely fidget when they are talking so as to provide various options for clients' sensory and nervous needs. These may include things like twisty toys, clicker toys, rocks, and squishy and bouncy balls.

Little things/toys that may help clients in a counselling office

The office walls could be decorated with relevant cuttings from magazines or on bulletin boards mounted against the wall. The counsellor trainees are required to build occupational, educational and personal-social albums using pictorials and similar cuttings which can be kept on the bookshelf for clients and for reference purposes. Improvised flower vases with flowers can be
used for decoration. The posters on the office bulletin boards or walls should carry inviting slogans like:

i. In need of someone to talk with? Please see the school counselor.
ii. Having difficulty with your school work? The school can help you out.
iii. The counselor is trained to care for you and help you solve your problems.
iv. Have problems with your parents/family, teachers and friends? Visit the counselor.
v. Want to know more about yourself? The counselor is trained to assist you discover your potential.
vi. The counselor can help you to be more responsible with your health.

vii. The counselor can help you overcome evil tendencies.

viii. Any difficulty about choosing career and friends? See your school counselor.

Counsellors/trainees should use their ingenuity to imagine what other things that would make a counselling office experience comfortable, welcoming, and enjoyable and add to their office. They should remain open-minded and always think of the unique and subtle ways to spice up their office. This will certainly pay off as it reflects to clients that the counsellor put a lot of thought into creating all of that scenario and space for them depicting therapeutic care (a lot more persons have testified about the influence of the counselling office’s warmth/ décor on calming their nerves even before the counsellor starts the therapeutic process. Clients appreciate out-of-the ordinary items, as long as they are not distracting and don’t take them away from the goals of counselling.

It’s also appropriate for counsellors to keep a basket with toys and reading materials for kids, especially in the waiting room. Such baskets may hold lots of goodies, such as a draw-and-erase board, four sets of classic card games, teen and child magazines, colors and coloring books, and a book on various entertaining themes, current affairs, sports and the like.

Refreshments
While costs may prohibit it also makes sense for counsellors to be thoughtful to provide any light refreshment like some water on demand and the simpler it is, the better. It might quite excite the clients getting such needs met on demand.

A Few Tips on maintaining the counselling office
It is one thing to set up an office and another to keep it well maintained. Counsellor trainees must note that counselling practice is an ongoing process that requires sustained efforts for consistency in service delivery. The following are a few tips that can help in ensuring that the counselling office is well maintained.

✓ Keeping your office clean and clutter free. Nothing can be less relaxing for troubled client than seeing a counsellor’s desk piled high and a dusty table.
✓ Remembering to keep the refreshments stocked if you can afford that (like sachet water or drinks). Avoid inconsistencies.
✓ Minimizing major changes in office arrangement.
✓ Placing the couch against a wall since clients feel safer and less vulnerable when there is something behind them.
✓ Taking care of and nurturing the office plants since neglect doesn't help your appearance of being nurturing and attentive.

The best way to communicate information involves an interactive, two-way discussion. Just like teachers use lesson plans, the counsellor trainee can keep and use sketches/prompts to remind him of the information to cover in a counselling session. Prompts can take many forms, it could be a checklist of activities or it could be a poster or flipchart or other types of visual aids like leaflets or fact sheets, models (such as female pelvis, as the case may be), chalk or whiteboards, pictographs, Songs, drama or poems as well as real life testimonies or case studies and written notes as reminders of points to cover. Trainees should ensure that all materials/tools are developed ingeniously to be relevant to a given counselling case albeit all of them should create an atmosphere of warmth.

Summary of key points
This chapter dwelt on identifying the sites designated as appropriate for counseling practice which include the school system, industrial/work settings, the hospitals/clinics, prisons/remand homes, social welfare offices, private counselling, religious settings etc. This implies that counseling is no longer just situated in the school system and as such counsellor trainees should be allowed to get practical exposure in such work environments prior to their graduation from graduate studies. The counsellor’s office has been adequately dealt with in terms of settings and sitting arrangement with graphical representations. The provision information on setting up fresh counselling offices and their maintenance in areas where they are non-existent is to ensure that trainees are prepared against site drawbacks due to the novel status of counselling practice in some environments. Counsellor trainees must therefore always put on their thinking cap to make ingenuous provisions or improvisations to ensure that ideal offices are not only provided but adequately maintained for good professional practice.

Revision Questions
1. List any 6 sites that you are free to pick for your counselling practicum.
2. Distinguish between a counselling site and a counselling setting.
3. What are the main sitting arrangements that can be considered in counseling practice?
4. Mention five items that should be present a counselling office
5. Maintaining a counseling office is as important as setting it up, discuss.
CHAPTER FIVE
Developing a Client Base

Introduction
Once the counsellor trainee has decided on the practicum site or location where he has secured an office space, he will then need to market the services offered in counselling. The trainee must realize that counselling will only be a small part of the work in counselling practicum. But one of the key issues for the beginning practicum student is where to find clients. This chapter focuses on approaches used in getting clients, the types of clients and their typical characteristics as well as how to handle different problems as presented by clients and dealing with difficult clients.

Methods of getting Clients
There different methods counsellors use in getting clients and these include:
1) Use of tests that range from problem inventories, achievement tests personality tests, occupational inventory
2) Needs assessments
3) Referral services
4) Direct contacts and recommendation
5) Public notices and school assemblies
6) Use of Cumulative Record Folder (CRF)
7) Seminars and workshop (to create awareness on guidance and counselling services) act to explanation.

Use of Tests
The use of tests proves very useful in obtaining clients to start out with the counselling practicum and even in regular practice. It involves administering some tests on all students and analyzing to arrive at the types of problems they. This can be done in classroom encounters. The problem inventory can be administered by simply asking students to write on a sheet of paper any three of five problems they have. Analysis will show those with common problems and those with unique ones. Other tests as identified by Okobiah (2006) include:

- Academic tests such as General Aptitude Test Battery, Weschler's Intelligence Scale, Sequential Test of Educational Progress, Study Habit Inventory, Mental Ability Test, Teacher Made Reading and Arithmetic Ability Test are used to diagnose clients specific academic problems.
- Occupational tests include Bakare's Motivation for Occupational Preference Scale (MOPOS), Vocational Interest Inventory and Essuman's Occupational Interest Profile to help identify client's problems relating vocational guidance.
- Personal social oriented problems can be identified using socio-personal tests like Students' Problem Inventory, Adolescents' Personality Data, Self-concept Scale Problem Checklist, California Test of Personality, Minnesota Multiphasic Personality Inventory etc.
Other non-test methods include socio-metric techniques, peer rating, staff/teacher reports, self reports, anecdotal records and observations.

Administering these tests and non-test methods is the prime starting point in building client base for long term counselling programme. The results of these will provide immediate insights on who needs counselling interventions and on what areas.

Needs assessments

Needs assessments for the counselling scheme are also made at the beginning of the practicum exercise but it goes beyond just the clientele. It may involve the school administration’s views on what the crucial counselling service needs of the school are which might include checking students’ indiscipline generally, helping with the reading culture (study habits), checking students’ noise patterns, dress culture, talents hunting, drug matters, cultism, sexuality education and a host of others depending on the submission of the school administration. It may also include teachers’ service needs for the students from training in listening skills, attention span, one-on-one remedial counselling as well as referral schemes for the counsellor. Needs assessments may also be made from the dimension of even parents, the community and other relevant bodies while the students may also need to provide information on key areas they need the counselling scheme to address. These will provide an insight on how the counsellors can draw clients for guidance and counselling services.

Referral services

Counsellors can also obtain their clients through referral from other staff and especially teaching staff who work closely with the students. Students who are truant, inattentive, hostile, dirty, loners, sickly, poor academically etc can be sent to the counsellor. The Dean of discipline might also make referrals of students on punishment records or in the red book to the counsellor for reformation. The counsellor trainee’s role here is to facilitate this by working developing a good working relationship with all staff members as well as a disposition to handle all referred cases in good faith.

Direct contacts and recommendation

The counsellor in trainee on practicum will be working with the entire school community and as such has direct contact with both staff and students. In the course of interaction with others recommendations may be made on the counselling needs of one or two persons around. The counsellor trainee personal and professional qualities have a lot to tell on how well he can market himself within the school community. He must be approachable, cheerful, friendly, dependable, sociable, fair and firm, of high moral values and integrity and very sensitive. But trainees must note that it is against professional ethics to impose ones’ self on a client nor should they interfere into people’s privacy in the name of getting clients.
Public notices and school assemblies
A very popular method of announcing the presence of counselling services is the use of the school notice or bulletin boards and the school assemblies. The flyers, stickers, directions that help in advertising the counselling office and availability of counselling service can all be put out for the school’s public notice on the bulletin boards. Information on the presentation of group programmes like orientations, career days, leadership training schemes for prefects and others can all be publicized on the boards. Meanwhile the school assembly sessions can take the oral version of all the notices across to the students while reminding them to always look out information details on the notice boards.

Use of Cumulative Record Folder (CRF)
The counsellor can also use the cumulative record folder to identify potential clients, as this will provide information on students’ strengths and weaknesses, interests, activities in and outside the school, health challenges, family background, personality traits etc. Using these records counsellors may find students with distinct bits of information that may require to be invited for counselling services to help nib some of the problems that may inhibit such students if left unattended to. In this way, students with academic problems can be identified as well as those with other problems. Cumulative records can be drawn from past performance records of students at whatever level of education including performance across senior school certificate examinations and JAMB scores for those in the tertiary institutions.

Seminars and workshops
Counsellors in collaboration with school management of organisations could organize seminars where the counselling programmes and services will be highlighted to enlighten the target populace. Worships could also be held with target populations in order to enlighten but very importantly to gain insight into their views of counselling programmes and needs. Through these the counsellor and the counsellor trainee could sell the programme for persons to buy into.

Types of Clients
The training experiences of the counsellors is such that they are prepared to handle relatively normal class of clients but in reality the type of clientele on the field as they proceed for practicum is sometime too divergent from the norm wherein they are faced with all classes of clients aside from the normal ones. To make matters worse referrals may not be realistic since there are no such relevant centres for such referrals. In most cases the trainees may be inundated with some counselling cases beyond his professional confines making it seem as if incapable. It is therefore apt for trainees to be well aware of the types of clients they will meet on the field and how to handle each type professionally. The types of clients according to Okobiah (2006) include: the naive, the loquacious, the shy, the reticent or reluctant, the
mental case, the learning challenged, the gifted, the physically challenged, the dropouts or truants, the delinquents, the evil spirited, other special needs. Suffice to describe these briefly.

The Naive client
The naive client is one that is likely referred assigned or even self initiated but with little or no self knowledge about counselling services. In this case the counsellor should begin by taking out time to educate the client on what counselling is all about, the role of the counsellor in helping clients to understand their problems and how to solve them. Such education will also border on stating in clear terms the expectations of the counsellor and clients in the counselling process.

The Loquacious Clients
The loquacious clients are those that talk a lot and about so many things at the same time that may not even be relevant to the counselling case at hand. They seem to know so much and are ready to give out so much information but sometimes their submissions are quite incoherent. In handling loquacious clients, the counsellor trainee should listen attentively as they make their presentations and jot conflicting points down. The trainee can then restate and reflect the conflicts for clients making him see the need to proceed more orderly by taking one point at a time. The trainee should ensure directive approach by directing and guiding the client towards discussing each problem or issue adequately rather than in a disjointed manner. The counsellor can make responses to loquacious clients like: "you seem to have a lot on your mind to discuss with me but I rather think we can take one thing at a time so that we can do a better job". With these and similar responses the counsellor trainees can further confront such clients with irregularities in the presentations thereby helping them to gain insight into their world and problems. The clients should also be reminded of the counselling objectives so that he will gradually develop the skill of separating and dealing with them appropriately.

The Shy or Reticent Clients
These are students who find it very difficult to open up properly to the counsellor during counselling. They are highly reserved and restrain from saying anything much to facilitate the counselling process. This is to be understood especially for the relatively new practicum students because counselling deals with interpersonal issues that cannot be so easily given out. If that is the case, the trainee should endeavour to familiarize themselves by telling the clients a little more himself, his training background, reason for being in their establishment (for counselling practical work). For example: My name is so-so and so ... I am counsellor trainee from so-so university on practical work. I have been receiving training to help students understand themselves and their problems better so that they can solve such problems. Following this the counsellor trainee can encourage the introverted client to tell them more about themselves as he leads and guides the client.
Sometimes this class of clients are referred and seem to find no reason for that referral so may become reluctant but the trainee can handle this by telling them plainly that "...you have actually been referred to me by the physics or English teacher or the principal for a named problem but you tell me more about this? The trainee can get more directive if the client still seem reticent, he can ask for specific information relevant to the counselling encounter like the student's difficulties in a given area, his preferences.

The trainee must realize as asserted by Mitchell that if the clients get resistant they can't change their clients but can only change how they interact with them hoping that change results. Mitchell defines resistance as something created when the method of influence is mismatched with the client's current propensity to accept the manner in which the influence is delivered. So it could be either that the trainee do not have a technique to manage what is going on in the interaction at the moment, or do not understand enough about the client's world to understand why they are responding the way they are. There is always a reason the client is responding the way they are. The trainees job is to understand the client's world to the degree that he can see their behaviour for what it is and not just as resistance.

Clients are sometimes resistant because the counselor is asking them to deal with an undesired agenda, so counsellors trainees need to connect with the client in order to find the right problem. Getting "I don't know" answers from clients can also be frustrating especially for beginner counselors, but rather than grow discouraged or wasting time fighting the client's response, they can embrace it and empathize with it. This will decrease the defensiveness that comes with fighting it.

The Mentally ill Clients
Mentally ill clients are individuals who deviate from the norm in their behaviour and exhibit bizarre behaviour that depicts senseless and distortion of reality. The mentally ill as defined by Coleman (1976), are those that are have severe personality disorder involving loss of contact with reality and characterized by delusion and hallucinations. The major categories of mental illness are the schizophrenia, the paranoid and affective disorders.

According to Coleman, the schizophrenics are suspicious of everything around, while the paranoid hold bizarre beliefs about themselves and others which affect their conduct and perception. The affective disorders are characterized by withdrawn, erratic, aggressive, depressed- and unpredictable behaviours. Some of these may need early intervention/treatment to correct but some may not be corrected. The school counsellor and the trainees are not trained to handle clients with mental illness but their work is to help identify these cases early enough for referral for relevant medical and therapeutic attention.
The Mentally Retarded Clients
The mentally retarded clients are those with a wide dimension of problems akin to the normal individual. They have a standing history of poor academic performance, failure and rejection which expose them to ridicule among peers in and out of class. They are often described in mean language as failures, good for nothing, incompetent, inattentive and they are most often unable to neither express themselves nor compete with their peers and may be isolated because they cannot relate well with others. These characteristics make working with mentally retarded clients a highly involving and time consuming, emotionally tasking and an area of serious caution for counsellor trainees. For practicum students to be of help they have to first of all identify the needs of the mentally retarded client and proceed to develop a chart to be used for a given period. The chart can be based on improving the client’s academic performance, self care and welfare or vocational work. He can also formulate goals and identify relevant activities that will help the client achieve the goals. Example of activities includes:

✓ Games like the counter to teach mathematical skills,
✓ Flash cards and word cards to teach words and pronunciations
✓ Games like who am I, my family, my school, what I want etc
✓ Use of photographs from home, school, siblings, friends etc to help them see where they belong and what they can do.

Working with the mentally retarded may also require some caution in the area of affection and attachment especially when dealing with the opposite sex. They may take attention by hugging with no reservations and so the trainees should while discouraging this can encourage them to display more desirable and age appropriate behaviours of earning attention and praise.

The Learning Disabled client
These are low achievers not because they are dull but for whatever reason. They look physically sound but have challenges when it comes to learning that manifest in a discrepancy between intellectual ability and actual performance in oral and written expression, basic reading skills, reading and listening comprehension as well as mathematical skills. The categories of learning disabilities include memory, visual-perception, visual-auditory association, perceptual-motor, spatial awareness and or verbal expression and attending abilities, (Johnson, 1979). The role of the counsellor is to identify these clients and refer them to specialist teachers for proper diagnosis and treatment. The counsellor can also work with teachers and parents while assisting learning disabled clients to develop study patterns that will help them overcome their difficulties.

The Gifted client
The gifted client is obviously mostly under challenged in most school settings, because his performance is...
exceptionally outstanding among his peers across differing tasks. Apart from high intellectual capacity the gifted client is a high achiever, very industrious, creative and is innovative. The counsellor can help identify the gifted client for proper placement.

Counselling ‘unlikeable’ clients
According to Laurie (2016), sometimes, clients are too tough to like but counsellors have to remain professional at all times and practice unconditional positive regard. Because they are human, it might be difficult to fend off feelings of dislike especially when clients have abrasive personalities. Counsellors can learn from those negative feelings and tendencies when they pop up by discerning what is truly at the root of those feelings. This may require figuring out whether the problem is from the counsellor value judgment or whether they are doing something in session that also affects their everyday life. Regardless of how a counsellor feels about a client, the goal should always be to help that client find and attain a good quality of life, therefore counsellors must be reminded that they don’t have to like clients necessarily to fully accept them, support them and offer them respect.

Client’s qualities that encourage rewarding counselling Interaction
Some of these qualities are highlighted below:

- Fluency in speech.
- Personal wish to accept change in life.
- Ability to engage in meaningful interaction with superiors.
- Being humble and assuring.
- Ability to seek alternatives for improvement in one’s life.
- Ability to see connections on issues expressed.
- Ability to be punctual, steady and consistent in demanding for counselling assistance.
- Honesty with oneself in approaching things that matter to one’s life.
- Emotionally moderate, open-minded and reliable in performing during counselling interview situations.
- Non-possession of the tendency to hide facts away from the counsellor.
- Free expression in counselling interview situation.

Sources of Clients’ Problems
In handling clients problems counsellors and trainees alike are most often than not required to identify the source of the client’s problem. It is therefore apt to prepare grounds to facilitate this for the counsellor trainees. So many sources have been identified by Adana (1994) but the common ones are given as follows:

1. Existential problems
These are problems that emanate from sources that have to do with how the individual meets the universal demands of life like using leisure time to earn extra income to supplement his pocket money, engaging in extra-curricular activities for fun. Such
problems also arise from natural needs like love and belongingness, intimacy and affection as well as self actualization needs. This may be why people associate with others and even worship in some churches rather than others. Helping the individual to address these matters is thus the way forward.

2. Resource Deficit
This source has to do with lack of access to needed information in the aspects of educational choices, courses, vocational information as well as courtship and dating/premarital counselling. Just provide such information can put the individual on the vantage to solve his problems.

3. Communication Breakdown
Some clients' problems arise as a result of confusion about certain life situations around them especially when parents do not seem to understand the circumstances of their wards to help out. Some may seek peer counsel which may not provide the needed succour.

4. Poor socio-economic Backgrounds
The ever increasing socio-economic challenges have become a good source of client problems as some clients are forced to do unwholesome businesses for their parents like hawking, late night sales, exposure to drunks at beer parlours etc. Some clients are turned into truants as a result, some are perpetual late comers while some suffer sexual harassment and teenage pregnancies in the process.

5. Unstable family backgrounds
Some clients come from very unstable family environments that predispose them to maladaptive behaviours. Some are from single parents' families, aggressive parents where the home is fraught with a lot of quarrels and fights. Some have polygamous homes with all the vices of envy and jealousy while some parents are either loose or authoritative such that they turn out children with a lot of problems for counselling.

6. Sexual Harassment
A lot more of client problems have their roots in sexual harassments. This could be student to student, even in the home from parents to maids or other relatives and it looks as if people no longer have self controls. The counsellor can help in giving sexuality education while teaching social appropriate ways of relating, dressing and dating among peers and adults.

Summary of key points
This chapter dwelt on developing a client base for the counselling scheme. The counselling trainees are exposed to the various strategies of obtaining clients like use of tests that range from problem inventories, achievement tests personality tests, occupational inventory as well as needs assessments, referral
services, direct contacts and public notices as well as
school assemblies and use of Cumulative Record
Folders (CRF). Typical clients to meet in counselling
encounter were also discussed while the major
sources of client problems were also identified.

Review Questions
1. Highlight 5 methods you can use in obtaining
clients for your practicum exercise
2. What are the major sources of client problems?
3. Discuss any three group of clients that the
counsellor trainee may find difficult to handle

CHAPTER SIX
Counselling Theories and counselling Orientations

Introduction
Theories of counselling are sin qua non to a guidance
counsellor. In any counseling situation psychological
theories and principles are been employed to produce
solution to human problems. The success of a counsellor
is measured by the requisite knowledge possessed by
the counseling theories and effective usage.

What is a Theory?
A theory is defined as a plausible or scientifically
accepted general principle or body of principles which is
offered to explain phenomena (Webster’s collegiate). A
theory has a structural dimension that provides a
cognitive map for looking at the person totally and
specifically at his/her current stage of growth. Brammes
(1985) looks at a theory as a scheme for helping to
picture how the counsellor’s personality is organized
from simplicity to complexity. It is basically a frame
work for making systematic observations and
explaining phenomena. Deng, caps it as a scientific
short-hand which helps a counsellor to organize his
thinking and constructively explain human behaviour
Burton (1974) and Patterson (1973) adds that theory is
said to be predictive in the sense that it can generate
hypothesis about natural, social and economic
behaviour which when tested should be valid to a great
extent. Other qualities of a good theory include-
1. It should evolve around a technology or mode of practice for its practitioners or followers.
2. The tenets, principles and generalization in the theory which have been tested to be valid are sources of knowledge upon which technology or practice can evolve.
3. Thirdly, a theory tends to meaningfully bring together facts which are known by observation and experiment instead of such facts hanging loose without any logical explanation as to why, they happen or exist, a theory integrates them into a global meaningful frame work.

Counselling theories serve the same purpose as other theories they are intellectual models designed to explain and predict different human behaviour. There are 250 different counselling theories competing for attention (Uba 1989). A counselling theory should therefore guide the counsellor in terms of appropriate attitudes, behaviour and skills which can be adopted to assist clients effectively overcome their problems.

The theories can therefore be grouped into the following major groups.

a. **Cognitively oriented approaches**
   1. Indigenous Counselling Approach
   2. Trait and Factor Approach
   3. Rational Emotive Therapy
   4. Behavioural Counselling
   5. Eclectic view point

b. **Affectively Oriented Approaches**
   1. Psychoanalytic Approach
   2. Client Centred Approach
   3. Individual Psychology

c. **Reality Therapy**

4. **Transactional Analysis**
5. The Existential view point
6. The Gestalt psychology

**Indigenous African Counselling Approach**

The concept of formalized Guidance was introduced in Nigeria back in the year 1959 by a group of Irish Reverend Sisters at St Theresa College Ibadan who saw the overwhelming needs of helping the young graduating students to adjust to the next stage of life. In 1964 the first guidance seminar was held in Lagos and for the first time career workshop was held for career masters in Ibadan and in (1976) there was

a. Formal launch of the Counselling Association of Nigeria with the aims of assisting in eliminating obstacles to human growth and development.

b. Creating awareness of the counselling profession in the general public thereby promoting Guidance Services.

c. Acting as consultants as it concerns the learning process.

d. Contributing her quote to the general character moulding (behaviour modification) programme for effective nation building among other aims. Formal
Guidance and counselling applies western counselling theories to modify behaviour.

However, before the advent of formal guidance in Nigeria the traditional or indigenous Guidance practice was already rooted in the Nigerian social system and was proved to be effective way of assisting people in behaviour modification in areas of emotional, vocational, educational, economic among other spheres of life. The traditional counselling therapy is believed to possess all the indices of a therapy and its therefore widely accepted.

Traditional Counselling Approach
The leading proponent of the Nigerian counselling approach is professor Olu Makinde of the University of Ife, Ile-Ife, (Now Obafemi Awolowo University Ile, Ife). It must be noted that due to the diverse cultural settings of the Nigerian nation, indigenous counsellors are varied by name in different localities however all are aimed at achieving one thing, behaviour modification. Among the Tiv people of Benue State they are known as ’Or-Ishoor, Babalawo amongs the Yorubas, Obochi in Igala, Mallams are popular in northern Nigeria, Dibia in Igbo land among others.

View of Human nature
Traditional counselling practice is based on the assumption that man is rational as well as social, that is, he does not exist alone in his world and that he needs the assistance of others to achieve competence.

Counselling methods
The Nigerian traditional counsellors as noted by Adugbo (1990) for applying the following techniques in reaching out to their clients, Advice giving, Divination, Proverbs, Folktales and Recitation.
1. Advice giving: The traditional counsellor is seen as a wise person who is knowledgeable and has a wealth of experience. His believed contact with the spirit world makes him superior and supernatural. After identifying the problems of his clients by whatever means he chooses, he gives him advice on the possible line of action that he would take to get his problem solved.

2. Divination: The traditional counsellor is believed to possess the ability to peep into the future and find solutions to human divination. In Tiv land cowrie shells, water, mirror among other mediums are used by diviners for this purpose. Most of the problems handled by Diviners bother on fear, infertility, bad luck, low patronage of goods by buyers and death.

3. Proverbs, folk tales and recitations: The creativity found in traditional counsellors is believed to have a tremendous effect on the psyche of his clients. His ability to match, words, verses, chants and lyrics has healing and reassuring effect on his clients which are capable of setting him free from fear, insomnia, death and other problems.
Evaluation of therapy

Akinsaya (1972) and Uba (1989) attest that the traditional counsellor is useful to his community as the European trained counsellor. They are available, accessible and accepted by members of their communities. They are also acquainted the common sources of problems in their communities.

Common Sources of Problems in the Nigerian environment

The Nigerian environment is laden with so many problems, many bother on superstitious belief. Some of these problems as attested by Anagbogu (1998) include fear, polygamy, rituals, reincarnation, and witch craft among others.

Fear- fear is an unpleasant often strong emotion caused by anticipation or awareness of danger (Webster collegiate). Anagbogu (1992) noted that the objects feared most by Nigerians are lizards, Birds, Snakes, Thunder, barking of dogs at night masquerade etc. An encounter with these objects is often regarded as a bad omen that may require the intervention of a counsellor.

Polygamy- The practice of polygamy allows a man to marry more than a wife. In most polygamous homes, members can not enjoy an atmosphere of love, joy and peace. Nwobi (1997) reiterates that polygamy brings sorrow into the family especially among the women as there is constant quarrelling, cursing and jealousy.

These problems among others cause family members to seek help from traditional counsellors.

The Client Centred, Rogerian Theory, (the self theory)

The client centred theory of counselling was propounded by Carl Ramson Rogers. Carl Rogers was born in January 8,1902 in Oak park Illinois, united states of America. He is one of those who featured prominently among the American psychotherapist. This theory is also called non-directive theory, Rogerian theory, person-centred and self-theory.

Roger’s basic assumption were that people are essentially trust worthy, constructive, cooperative, can self actualize, to utilize all resources to maximize his growth and to solve his problems provided that certain conditions are provided for him. However, environmental influence often impede his potentials, he consistently maintained that there are three conditions for realizing a growth-promoting climate in which an individual can move forward and become what he is capable of becoming. These conditions are:
1. Genuineness or congruence
2. Unconditional positive regard
3. Empathic Understanding
4. Concreteness and
5. Specificity
Facilitative Conditions for Counselling

Client Centred theory maintains that for effective counselling to take place, six conditions must be met (Okeke, 2003) these include,

1. That two persons are in contact: a person who needs help (client) must establish a contract with the other who is competent to render help (counselor).
2. The client must be in an initial state of confusion or distress: it is this initial state of confusion, indecision and incongruence that will mandate the individual to seek help.
3. Empathy: the counsellor must be empathic in his relationship with the client. Empathy implies that the counsellor fully grasps the internal frame of reference of the client the counsellor must understand the present emotional state of the client and appreciate his feelings as if they are his own.
4. Concreteness and Specificity: the counsellor must be concrete and specific in relating with the client. That is, he must not be too intellectual, abstract and hence removed from client’s real feelings and experiences.
5. Unconditional Positive Regard: the counsellor should accept and relate with the client unconditionally. This means that the client must be accepted and respected as a person in spite of his weaknesses. He must be made to feel worthy and capable as a person.

Characteristics of Person Centred Theory: According to Corey (1982) the person centred approach focuses on the client’s responsibility and capacity to discover ways to fully encounter reality. Clients who understand themselves best are the ones to discover more appropriate behaviour for themselves, that of the client and appreciate his feeling as if they were his own. The counsellor, in empathizing however, must guard against the possibility of being carried away by the emotional bond between him and the client and the tendency to cry more than the behaviour he must therefore not lose sight of the as if principle.

Counsellors Roles

The major roles of the counsellor/therapists is to develop a conducive therapeutic relationship with a client, by listening to him attentively, noting both his verbal and non-verbal gesture. The counsellor interrupts the client at intervals demanding for clarification and restates some of his statements. This makes confident that is being attended to. The counsellor also gives relevant information where appropriate and tries to build confidence in the client, the communication of empathy, concreteness, geniuses and unconditional positive regard helps the clients to overcome his emotional problems and to come to terms with his situation.

Application in school setting/evaluation of client-centred theory

1. This approach has a positive view of man in that teachers and counsellors are advised to see the student/client as people who should be respected.
2. Other practitioners of other theoretical orientations all rely on the core conditions of empathy, concreteness, genuineness and grounds for therapy. In as much as self actualization is desirable in this age of technology, where innovations and creativity is encouraged, this conviction of self actualization is not appropriate for most African cultures which emphasize that the individual should be corrected and guided to achieve socially acceptable standards of behaviour.

The practice of empathic understanding is difficult in the Nigerian culture because, the people find it difficult to differentiate between empathy and identification.

3. The interest of the clients/students should be put into consideration when planning any programme.

Rational Emotive Therapy
The Rational Emotive Therapy was propounded by Albert Ellis, who was born in Pennsylvania in 1913; he had his education at the Columbia University in the United States of America. Rational Emotive Therapy is based on the assumption that man is both rational, straight in thinking and irrational, crooked in thinking. Irrational thinking can make one psychologically sick, but rational thinking frees one from psychological problems, he stated that man’s psychological disturbances are as a result of his thinking illogically or irrationally and that he can be free from emotional unhappiness and disturbance if he learns to think more rationally and think less irrationally.

Psychological problems are as a result of certain statements which are illogical and irrational which an individual keeps saying to himself. Examples of irrational thinking which gives man unhappiness include the following:

1. I must be loved and approved by every significant other person in my community.
2. It is easier to avoid than to face certain life difficulties and self responsibilities.
3. My past history should determine my present behaviour.
4. Man should be perfect and competent to be regarded.
5. It is disastrous if things do not turn out the way I want.
6. Things should happen exactly the way I plan them.

Albert Ellis (1975) uses the A, B, C principle to show how irrational beliefs are acquired with their attendant problems.

A. Stands for an activating event or experience
B. Stands for the interpretation/belief about the event
C. Stands for emotional consequences of thinking.

The theory holds that A (the activating event) is not the cause of ‘C’ instead ‘B’, which is the person’s belief about ‘A’ causes ‘C’ the emotional reaction. Examples if a person experiences depression after a divorce; it may not be the divorce itself that causes a depressive reaction but the person’s belief about being a failure, being rejected or losing spouse. Ellis would maintain...
that the beliefs about the rejection and failure are what causes the depression. Thus human beings are responsible for creating their own emotional disturbances. Showing how they can change the irrational beliefs that directly cause their disturbed emotional consequences is the heart of RET. (Ellis 1979).

The Role of the Client
The client must be willing to reason well and learn to be rational in his/her thinking. He should be ready to undergo a cognitive analysis of the circumstances causing his psychological problem.

The Role of the Counsellor
He uses listening skills to separate clients emotions into appropriate and inappropriate feelings [Okeke 2003] he should point out the irrational and illogical thoughts and explain to the client how they are causing the problems making him understand that the problems will persist until his/her thinking is corrected. The counsellor should suggest other ways of interpreting clients experiences. If he changes to more rational and logical thinking, then he will develop a new philosophy for himself. Concerning the issue in contention frequent confrontation of the irrational thoughts with more logical ones would the client to develop positive, rational thinking and help them to overcome their emotional problems.

Application to school setting
- This approach can be used by teachers and counsellors to help youth develop rational thinking.
- The theory is useful in group counselling and applicable in Nigerian culture where parents, leaders and authority figures are deemed to exercise their authority on the subjects.
- It is also relevant in Nigerian culture where people are fond of putting blames of failure on others.
- The approach is a technique to foster emotional education in the classroom, prisons, rehabilitation centres, remand homes, hospitals and other settings.

Behavioural Counselling Theory
Behavioural theory is also known as Behaviour modification approach or learning theory. The initiators of this approach include John B. Watson, E.L Thorndike (1874-1974) B. F. Skinner (1904) etc. Thoresen (1969) came up with five assumptions that underline behavioural counselling.

1. Most human behaviour is learned and therefore can be unlearned
2. Social learning principles such as reinforcement and social modelling can be develop counselling procedures
3. Specific changes in the individual’s environment can assist in changing relevant behaviours
4. Counselling effectiveness can be assessed by the type of client behaviour outside the counselling interview.

5. Counselling procedures are not static and predetermined but can be specifically designed to assist the student in solving a particular problem. Behavioural counselling aims at behaviour modification of human beings; it is a procedure of helping people to learn how to solve inter-personal emotional and decision problems.

The role of the client
Denga (1983) asserts that the primary responsibility of the client is to learn new responses to old situation (1975:27) wherever a client is found to be experiencing phobic activities within an environment he/she should be helped to develop new and less anxious ways of interacting with his environment. The client must explain to the counsellors all situations that cause him problems, only then will the counsellors find ways of charging situations. Maladaptive behaviours that arise from interpersonal relationship can be tackled and modified.

The Process of Behavioural Counselling
Behavioural counselling involves six sequences which if followed would achieved desired counselling goals
1. Problem identification
2. Formulation of counselling goals
3. Selection of techniques relevant to the goal

4. Treatment
5. Evaluation of the effectiveness of the treatment
6. Follow up

Role of the Counsellor
The counsellor’s aim is to intervene in the client’s maladaptive behaviour so as to modify it. This can be achieved by identifying and measuring the number of times the type of behaviour repeats itself either to be reinforced to repeat it or to be eliminated. He finds out behaviour and tries to establish conditions for change. Behavioural counselling is the most technical question-oriented among other counselling approaches because they are mechanical, operational and they include
1. Systematic desensitization, a technique in which anxiety provoking situation, then a list of anxiety provoking stimuli is presented in his imagination in a hierarchy of feeble items first, so that minimal anxiety will be elicited. This is done continuously until no more fear is evoked. The more strong items on the list are presented, but this time, the client is already relaxed and these strongest and anxiety provoking items no longer provoked anxiety. Other techniques include aversive technique, modelling extinction, shaping, time scheduling etc.

Transactional Analysis (TA)
The Transactional Analysis (TA) is grounded on the assumption that we make current decisions based on past premises. Premises that were at one time appropriate to our survival needs but that may no
longer be valid. TA emphasizes the cognitive, rational and behavioural aspects of the therapeutic process. It is oriented towards increasing awareness with the goal of enabling people make new decisions and thereby redirect the course of their life. It also aims at helping an individual to understand himself and those around him and how to improve personal relationship.

Proponent of the Theory
Transactional Analysis was propounded by Eric Berne (1910-1970). Berne was trained as a Freudian Psychoanalytic and Psychiatrist. Transactional Analysis evolved out of Berne’s dissatisfaction with the slowness of psychoanalysis in curing the problems of people.

Philosophy and Concept of Human Nature Life Position
From the first five years of life’s people develop a mental attitude that influences their transactions. Overtime individuals determine their destiny and frequently that of their children. It then follows that an individual’s mental attitudes are greatly influenced by their parents and grandparents mental aptitude. This mental attitude manifest itself in a role called life position; which develops into the roles of life script. Life position as an attitude is about both “I and you” being ok or not ok. Once a person has decided on a life position there is a tendency to develop fixation. Transactional Analysis identifies four basic life positions, all of which are based on the decisions made as a result of childhood experiences all of which depends on how the child sees himself and others. These four basic positions are:
1. I am not ok........you are ok
2. I am ok...........you are not ok
3. I am not ok........you are not ok
4. I am ok...........you are ok

This position is that of a depressed person; one who feels powerless in comparison with others. It is the first decision which a child takes in life based on experience in the early stage of life. It is a state that sees one’s self as inadequate and others as adequate. This is the most common position especially in those seeking counselling (e.g. Ali may assume a victim like Stanley by continually complaining about how awful his life is and how he could change if people make things better for him.

I am not ok......you are ok position. This is a situation where a person projects his problems onto others and blames them, put them down, and criticize them. The games that reinforce this position involve a self-styled superior (the I am ok) who projects anger, disgust and scorn into a designated inferior or scapegoat (the you are not ok). The people in this position are arrogant, self centred who believe in their world they are right and others are wrong.

I am ok.... You are not ok position. This is a situation where a person projects his problems onto others and blames them, put them down, and criticize them. The games that reinforce this position involve a self-styled superior (the I am ok) who projects anger, disgust and scorn into a designated inferior or scapegoat (the you are not ok). The people in this position are arrogant, self centred who believe in their world they are right and others are wrong.

I am not ok....you are not ok. This is a position adopted by children who have been rejected by their parents and think that there is something wrong with them. This self
destructive stance is a character of people who are unable to cope with life in the real world and this can lead to extreme withdrawal, a return to infantile behaviour or violent behaviour resulting in injury or death of themselves or others.

I am ok... you are ok: This is the healthiest position to hold. Unfortunately, it is infrequently adopted. It is characterized by an attitude of trust and openness, willingness to give and take and the acceptance of others as they are. This position maintains a basic acceptance of self and others. In this position, there are no losers only winners.

Ego states
Berne postulates that people operate three ego states that each encompass important facet of the personality - Parent, Adult and Child (P-A-C) these ego states are considered to be essential and distinguishing characteristics of TA therapy.

The Parent
The parent ego state conditions the attitude and behaviour incorporated from external sources, primarily one's parents. Outwardly this ego state is expressed towards others in critical or nurturing behaviour; inwardly it is experienced as an authoritative voice which is likely to elicit a child-like response from the listener. It is the ego state that resembles parents voice inside him, the parent state contains the 'should', 'oughts' and other rules for living. It is not unlucky to find an individual behaving like his parents or significant people in the life of the individual. When the ego state is maintained, we find ourselves behaving as the parent in us (a nurturing parent or a negative one or a critical parent ego).

Child State
The child ego state consist of feelings of impulses and spontaneous actions, it contains all the impulses that come naturally. It consists of recording of the early experiences. The child can be either natural which is spontaneous, impulsive, open, alive, expressive, often charming but untrained, being within each of us or the adapted child which is the tamed version of the natural child and the part of us that learns to accommodate to the expectations of others in order to gain acceptance and approval.

The Adult Ego State
The adult ego state represents the matured position in life. It is adoptive, objective and computer like part of the individual personality; it collects information computes possibilities and makes decisions on the basis of available data. This state is neither emotional nor judgmental but simply works with the facts and with external reality.

Graphic Illustration of the Ego States
Adopted from Uba (1989)
Figure 1: Parent ego state
The Development of Ego state
(adopted from Uba 1989)

The need for Strokes
The transactional analysis operates on one basic principle that human beings need strokes. These strokes could either be positive or negative. Positive strokes express worth, love and care either verbally expressed or non-verbally. Negative strokes on the other hand are criticizing and are better than no strokes at all.

Examples of Position Strokes from Parent
• You are good, you will always be top in your class
• Success is your name

Negative Strokes
• You are stupid, (Child withdraws because he is stupid)

Evaluation of Transactional Analysis
Transactional Analysis is a decision therapy, which is aimed at providing a useful conceptual framework for understanding how early decisions are made and how they are related to present self defeating life stances, how games perpetuate bad feeling and how our lives are governed by old programmes and scripts. Many people are enslaved by decisions they made early in life, they cling to parental messages and do not realize the harm they pose to themselves and others. One alternative to get freedom from this is to provide a therapy that would assist individuals to free themselves and achieve a meaningful and successful life.

Limitation of the Therapy
Transactional Analysis is criticized on the ground that the tenants have not being adequately subjected to
empirical validation as most of its successes vests on clinical observations and testimonials.

Psychoanalytic Theory
Originator of the Theory: Sigmund Freud 1856 - 1939

Key Concepts of the Theory
1. View of Human Nature
   - Consciousness and unconsciousness
   - Anxiety - Anxiety is developed as a result of conflict between the id, ego, and super-ego

2. Structure of Personality
   - The Id - Unconscious mind, biological, Blind, illogical
   - The Ego - conscious mind, adopts other roles, ways, intelligence, logical thinking
   - The Super ego - preconscious mind - judicial system of the body

3. Ego Defense Mechanism - when the ego cannot control anxiety by rational methods it develops mechanism.
   - Sublimation projection, repression, regression etc

4. Development of Personality
   - Importance of early development
   - Ages 0 - 1 oral stage
   - Ages 1 - 3 the anal stage
   - Ages 3 - 5 the phallic stage
   - Ages 5 - 12 the latency stage
   - Ages 12 - Adulthood the genital stage

5. Application
   - Free association
   - Interpretation

   - Analysis and interpretation of resistance
   - Analysis and interpretation of transfer.

The Conscious, the Preconscious and the Unconscious
Freud believed that there are three levels of awareness in consciousness. The conscious consist of whatever we are aware of at any given moment- thoughts, feelings, sensations or memories. The preconscious is somewhat like long term memory; it contains all the memories, feelings, experiences and perceptions that one is not consciously thinking about at the moment but may be easily brought to unconsciuosness.

The unconscious Freud believed is the primary motivating force of human behaviour. The unconscious holds memories that once were conscious but were so unpleasant or anxiety provoking that they were repressed (involuntarily removed from consciousness).

The unconscious also contain all the instincts (sexual and aggressive wishes and desires that have never been allowed into consciousness. Freud traced the roots of psychological disorders to these impulses and repressed memories.

The Structure of Personality
According to the Psychoanalytic view personality consists of three systems, the Id, the Ego and the Super ego. Carey (1982) reiterates that these are names for Psychoanalytic processes and should not be thought of as manikins that separately operate the personality.
One’s personality functions as a whole rather than three discrete segments. Oladele (2000) adds that they are designed to create a picture of biological (Id), Psychological (Ego) and Social (Super-ego) personality. The systems also relate to the conscious, pre-conscious and un-conscious; for example Id relates to unconscious mind; Ego to conscious and Super-ego to pre-conscious (outside awareness but accessible).

The Id: It is the original system of personality; a person is all Id at birth. The Id is the source of psychic energy and the seat of intrinsic. It lacks organization and it is blind. Id is the repository libido (life force) or unlearned psychoanalytic motives and unlearned primitive reactions, in instinctual impulses with natural and selfish drives for satisfying them. The Id cannot tolerate tension. It seeks immediate gratification, pleasures for life or to the morals of any kind, hence it is unconscious, the Id is completely out of touch with the world outside.

The Ego: As a new child develops, a second aspect of personality called Ego gradually grows through contact with reality. Ego is formed through a process of identification. Identification is a process by which a person takes over the features of another person and makes them a corporate point of his own personality. Identification is different from imitation. It is realistic and does logical thinking, formulates plans of action for satisfying needs. It is the seat of intelligence and rationality.

The Super Ego: It is the moral or judicial branch of personality. It is a person’s moral code (inner voice) the main concern being whether an action is good or bad, right or wrong. It represents the ideal rather than the real and strives not for pleasure but for perfection. It represents the traditional values and ideas of society as they are handed down from parents to children. It functions to inhibit the Id impulses, to persuade the ego to substitute moralistic goals for realistic ones and strives for perfection. The super ego then acts on the internalization of the standards of parents and society, it is related to Psychological rewards and punishments. The records are feelings of pride and self love, the punishment are feelings of guilt and inferiority.

View of Human Nature
Psychoanalytic theory views human being as victims of unconscious determinants which motivate them to seek immediate fulfillment of basic needs. As such human are seen in a negative light as often tending to act irrationally and impulsively to selfish interest.

Conscious and Unconsciousness
Freud’s greatest contributions are his concept of unconsciousness and of the levels of consciousness which are the key to understanding behaviour and the problems of personality. The unconsciousness cannot be studied directly it is inferred from behaviour. His clinical evidence for postulating the unconscious includes:

1. Dream

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Slips of tongue and forgetting
Posthypnotic suggestions
Materials derived from free association
Material derived from projective technique.
The conscious is a thin slice of the total mind.

Anxiety
Anxiety is a state of tension that motivates us to do something. It develops out of conflict between the Id, the Ego, and Super-Ego over control of the available psychic energy. Its function is to warn of impending danger— that is, to signal to the ego that unless appropriate measures are taken, the danger may increase until the ego is overthrown. When the ego cannot control anxiety; by rational and direct methods, it then relies on unrealistic ones— namely ego defense behaviour. There are three kinds of anxiety— reality, neurotic and moral.

Ego Defense Mechanisms
The result of conflicts among various components of personality is anxiety. Freud postulated that in order to defend or prevent personality against painful anxiety, the ego employs a variety of unconscious tactics called defense mechanisms. To overcome conflict, the ego may employ one or more of the following defense mechanisms.

Sublimation: The redirection of sexual energy into non-sexual activities of an artistic energy or utilitarian nature (painting for instance) that satisfy social and personal standards of approval, for instance, if you cannot get the person you love, you love your work instead.

Projection: Laying one’s weakness or motives on someone else, for example, it is always the other person who is jealous of us.

Reaction Formation: The individual thinks and acts in a form that is directly opposite his original intent.

Identification: It is the process by which a person takes over the features of another person and makes them a corporate part of his own personality in order to avoid feelings of inadequacy.

Regression: When adult ego defenses fail, the person may revert to behaviour characteristics of earlier, less mature development stage, for example weeping.

Defense Mechanisms
<table>
<thead>
<tr>
<th>Defense Mechanism</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repression</td>
<td>Involuntarily removing an unpleasant memory, thought or perception from consciousness or barring disturbing sexual and aggressive impulses from consciousness</td>
<td>John pushes a painful childhood memory out of mind</td>
</tr>
<tr>
<td>Projection</td>
<td>Attributing one's own undesirable traits, thoughts, behaviour or impulses to another</td>
<td>A very lonely divorced woman accuses all men of being insensitive</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Denial</td>
<td>Refusing to acknowledge consciously the existence of danger or a threatening situation</td>
<td>Mary fails to heed any warning about HIV/AIDs. Now she has caught it</td>
</tr>
<tr>
<td>Rationalization</td>
<td>Supplying a logical, rational or socially acceptable reason rather than the real reason for an action or event</td>
<td>Andy tells his friends that he failed his exams because his teacher hates him.</td>
</tr>
<tr>
<td>Regression</td>
<td>Reverting to a behaviour that might have reduced anxiety at an earlier stage of development</td>
<td>A former beauty queen complains about nudity of participants</td>
</tr>
<tr>
<td>Reaction Formation</td>
<td>Expressing exaggerated ideas and emotions that are the opposite of disturbing unconsciousness impulses and desires.</td>
<td>A man quarrels with his wife after receiving a query from his boss in the office.</td>
</tr>
<tr>
<td>Displacement</td>
<td>Substituting a less threatening object or person for the original object of a</td>
<td>Sue goes to church after work when he feels frustrated</td>
</tr>
</tbody>
</table>

### Development of Personality

Psychoanalytic has contributed significantly to the stages of psychosocial and psychosexual development from birth to adulthood.

**The first year of life:** The Oral Stage, 0-1 year: From birth to the end of the first year, the infant experiences the oral stage. Sucking the mother's breast satisfies the need for food and pleasure. As the mouth and lips are sensitive errorneous zones during this period, the infant experience erotic pleasure from sucking. Two activities are paramount during this period:

1. Oral incorporative behaviour
2. Oral aggressive period.

Oral incorporative involves stimulation, while oral aggressive means biting. Adult characteristics are hostility, aggression, gossip, etc. The major developmental task is a sense of trust in others.

**Anal Stage:** Age 1-3: Children are expected to master the control of their bowels at this time. The method of toilet training and parent's attitude to children has far
reaching effects on their personality. Later personality problems such as compulsivity, disorderliness, aggression have their roots on how parent rear their children at this age. If strict toilet training methods are used children may express anger by expelling their faeces at inappropriate places.

The Phallic: Stage 3 -5: The basic conflict at the stage is the incestuous desire that children develop for the parent of the opposite sex. In the male phallic stage, the boy craves the attention of the mother while the girl feels for the father. This is known as the Oedipus complex. This means that a portion of the libido (psychic energy) remains invested at that particular stage, leaving less energy to meet challenges of future stages. Over indulgence at any stage may leave a person psychologically unwilling to move onto the next stage, whereas too little gratification may leave the person trying to make up for unmet needs.

**Freud's Psychosexual Stage of Development**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Part of the Body</th>
<th>Conflict</th>
<th>Experience</th>
<th>Adult Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral</td>
<td>Mouth</td>
<td>Weaning</td>
<td>oral gratification from sucking, eating, biting</td>
<td>Optimism, gullibility, dependency, pessimism, passivity, hostility, sarcasm, aggression.</td>
</tr>
<tr>
<td>Anal</td>
<td>Anus</td>
<td>Toilet training, gratification from expelling and with holding faeces</td>
<td></td>
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</tr>
</tbody>
</table>

**Phallic**

(3 to 5 years) Genitals Oedipal conflict, sexual curiosity masturbation. Flip loatheness, vanity, promiscuity, pride, chastity

**Latency**

(5 to 12 years) None Period of sexual calm interest in school, hobbies, same sex friends

**Genital**

(12 to Adulthood) Genitals Revival of sexual interest and establishment of matured sexual relationship

**The Latency: 5 - 12 years**: During this stage new interests replaces infertile sexual impulses. Socialization takes place and the children direct their interest to the large world. The sexual drive is sublimated to activities in school, hobbies, sports and friendship with members of the same sex.

**Adolescence: 12 years to Adulthood**: At this stage adolescents typically develop interest in the opposite sex, engage in some sexual experimentation and begin to assume responsibilities. As they move out from adolescents to adulthood, they develop intimate relationships, become free of parental influence and develop intimate relationship.
Application
1 Dream analysis - Here the patient may report dreams which often recapture childhood experiences. Dreams are considered important because they may provide a means of understanding the conscious.

2 Slip of tongue - Freud often used slips of tongue or humour as an aid in understanding unconscious motives. They were seen as individual ways of releasing pent up energy attached to repressed wishes.

3 Analysis and interpretation of resistance - During free association or association of dreams the patient may evidence and unwillingness to relate certain thoughts, feelings and experiences Freud view resistance an unconscious dynamic that attempts to defend people against intolerable anxiety which would and if they were to become aware of their repressive impulses and feelings.

Analysis and Interpretation of Transference - Transference is the therapeutic process at the point where the patients pass unfinished business with the significant others which cause them to distort the present and to react to the analysis as they did to their father or mother or to another significant person in their life.

Counselling Goals
Oladele (2000) points out that the major objective of psychoanalytic therapy is to help individuals achieve an enduring understanding of their own mechanisms of adjustment thereby helping them resolve their basic problem.

According to Poppen and Thompson (1979) as cited in Oladele (2000) psychoanalytic practice involves:
1 Child rearing patterns as they affect the way children develop
2 Children pass through different stages of development
3 The counselor might do well to uphold judgmental statement about client
4 The knowledge of psychoanalytic will help counselor determine their limitation in the counselling of severally disturbed children.

Criticisms
1 Too much stress is placed upon childhood experiences
2 Freud minimizes man’s rationality
3 Research data do not indicate that the system results in a better percentage of recovery and improvement than occurs among groups which had no treatment.

Summary of key points
In this chapter an attempt is made to introduce the reader to the variety of counselling theories used in the counselling profession. Theories are based on different orientations and counselling approaches that range from the psychoanalytic, behaviouristic and humanistic to indigenous and eclectic approaches. The basic tenets and assumptions of these theories are discussed as well.
as applications of same to the diverse counselling cases are made. Counselling techniques and skills arising from each of the theories are identified. Individual counsellors are free to master as many as possible to be able to adapt to effect change in behaviour.

Review Questions
1. Advance any 6 major theories used in guidance and counselling.
2. What are the counselling methods used in the traditional counselling approach?
3. Discuss the facilitative conditions for counselling as put forward by Carl Rogers in client centred theory.
4. Match each psychosexual stage with its associated conflict or theme
   i. Oral stage a. The Oedipus complex
   ii. Anal stage b. The attainment of Adult sexuality
   iii. Phallic c. Weaning
   iv. Latency stage d. Toilet training
   v. Genital stage e. Preference for same sex and playmates

Match each defense mechanism with the appropriate example
i. Sublimation a. Forgetting a traumatic childhood experience
ii. Repression b. Supplying a logical reason for arriving late
iii. Displacement c. Crafting a creative work (paint, music, writing etc)
iv. Rationalization d. Snapping at a friend after getting a speeding ticket from a police officer

Match these personality systems with the levels or awareness
i. Id a. Preconsciousness
ii. Ego b. Consciousness
iii. Super ego c. Unconsciousness
CHAPTER SEVEN
Mastering Counselling Techniques

Introduction

The term technique is described as a specific activity and action required to carry out assignment. Counselling techniques are specific actions or activities and processes a counsellor can apply to achieve the goal of a particular counselling method. A good example is an action that facilitates a change of state or behaviour. In a typical counselling encounter, a counsellor can use questioning, periodic summarization, feedback, confrontation and positive assertions as his counselling techniques to progressively solve his clients' problems. Professional counsellors propounded theories that serve as reference points or blueprint in the counselling encounter. Embedded in each theory are various techniques called counselling techniques which vary according to each theory. These techniques are activities carried out during counselling sessions to realize particular counselling goals and objectives. They are structured, flexible, logical, observable / measurable and interconnected and they also assist counsellors in proffering solutions to their clients' problems.

As adopted from Akinade (2002) each counselling theory has its own inherent counselling techniques as shown below:

<table>
<thead>
<tr>
<th>Theory</th>
<th>Counselling Techniques</th>
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<tbody>
<tr>
<td>Psychoanalytic theory</td>
<td>Free Association, Dream interpretation</td>
</tr>
<tr>
<td>Client-centered theory</td>
<td>Unconditional positive regard, Responsive listening</td>
</tr>
<tr>
<td>Gestalt therapy</td>
<td>Confrontation, Role play, here and now</td>
</tr>
<tr>
<td>Rational Emotive Therapy</td>
<td>Cognitive restructuring, home work, problem solving</td>
</tr>
<tr>
<td>Behavioural therapy</td>
<td>Emotional flooding, brainstorming</td>
</tr>
<tr>
<td>Classical conditioning</td>
<td>Systematic desensitization, reciprocal inhibition</td>
</tr>
<tr>
<td>Operant conditioning</td>
<td>Positive reinforcement, aversive conditioning, shaping, token economy</td>
</tr>
<tr>
<td>Traditional counselling approaches and Modeling</td>
<td>Assertive training, role playing, psychodrama, behavior contract</td>
</tr>
</tbody>
</table>

These techniques are a gateway to theoretical orientations the counsellor is inclined to use like the counsellor using cognitive theory may use counselling techniques like direct instruction, teaching, encouragement and forcing conformity to influence behaviour through the power of the mind. While the counsellor using behavioural counselling approach on the other hand may use reconditioning, reinforcement, social modelling, explanation and encouragement techniques of counselling to analyze clients' past in order to determine their present behaviour and proffer
solutions to problems presented by clients. The counsellor using eclectic theoretical orientation may employ deliberate action, re-education, training, and selective treatment techniques of counselling while working on various approaches to solve clients' problems.

Counselling techniques facilitate the development of counselling skills that can be used to encourage and assist clients develop the concepts and processes required for achieving counselling objectives. McLeod and McLeod (2011) are of the opinion that skills fit together to form longer sequence of interaction directed towards some specific purpose. Counselling skills are essential ingredients or components of counselling techniques. In using some approaches or methods of counselling, there are some peculiar techniques to be expected in such situations. For example, the psychoanalytic approach has techniques like interpretation and dream analysis among others while Krumboltz’s behavioural has behaviour modification and modelling techniques. In the same vein, the cognitive approach has techniques like guided inquiry, values clarification and cognitive restructuring techniques among others. Involving clients in this kind of activities or techniques implies taking them through a process that reflects change of mindsets or wrong notions and feelings already held by them. Hence, counselling techniques are essential and integral parts of counselling approaches often applied in achieving counselling goals and objectives.

Basic Characteristic Features of Counselling Techniques

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

1. Structured pathways of achieving counselling goals.
2. Flexible and user friendly.
3. Working tools derived from counselling theories.
4. Not culture biased.
5. Interconnected as elements of counselling theories.
6. Premised on observed and tested facts.
7. Professional tools.
8. Activity oriented.
9. Having quality that enable clients remain focused during counselling processes.
10. Scientific and follow sequential order.

Purposes of Counselling Techniques

Counselling techniques are derived from counselling theories and applied in counselling relationships to serve several purposes like:

1. Assist in building rapport with clients.
2. They are technical tools that eliminate barriers to good communication such as negative counsellor attitudes, poor listening, and not allowing clients to express themselves.
3. They are information oriented as they provide information to both counsellors and clients.
4. Enabling clients to mobilize their natural resources in dealing effectively with their environment.
5. They also expose possible solutions to clients during counselling sessions.
6. Assist counsellors in investigating and handling clients' problems effectively.
7. They help in determining the remote causes of clients' problems.
8. Counselling techniques also provide systematic and scientific solutions to clients' problems.
Counselling techniques are essential working tools of professional counsellors and trainees because they help to assure good communication with clients during counselling sessions. They also provide platforms that serve as targets for counselling relationships.

Types of Counselling Techniques
There are several types of counselling techniques based on several types of theories of counselling that counsellors use. Some of these techniques include confrontation, systematic desensitization, assertive training, aversive conditioning, behavior contract and reinforcement techniques of counselling. Each of these will be discussed and a background given as well as its application in the counselling process.

Confrontation Technique
Generally speaking the term confrontation means challenging another person over a discrepancy or disagreement. However, in counselling it is an attempt by the counsellor to gently bring about awareness in the client of something they may have overlooked or avoided and which he considers relevant in the counselling encounter. Confrontation is a technique that can assist clients to increase their self awareness as it helps to highlight discrepancies, mixed messages or incongruities in the client's words, behaviours, feelings or thoughts. For Ivey and Ivey (2003), confrontation of discrepancies acts as a lever for the activation of human potential, increase in their ability to identify incongruent discrepancies or mixed messages in behaviour, thought, feelings or meanings. It leads to increased client participation in talks with a view to engaging in explanation of facts that can lead to resolution of conflict. Confrontation is not a direct harsh challenge as used in ordinary settings but it involves listening to the client carefully and respectfully seeking to help them examine themselves or situations more fully.
In using confrontation technique, the counsellor can unveil the behaviour and attitude of counsellee which he may not be aware of or which he intends to deny, distort or rationalize in order to protect his ego (Onah, 2002). Confrontation thus involves the counsellor's honest and open identification of the client's inconsistencies, self-manipulation as well as self-defeatist patterns and unrealistic thinking patterns. These patterns may show in three identifiable ways like when there are variations between:
   i. The client's ideal and real self being the difference between what he claims to be and what he really is
ii. The verbal and non-verbal behaviors arising from the difference between what is said and what is expressed in body movements, posture, mannerisms.

iii. The counsellor's perception of the client's experiences as presented and the client's understanding of her own experiences.

These may border on the client's
- Thoughts and feelings
- Thoughts and actions
- Feelings and actions
- A combination of thoughts, feelings and actions

There are three steps to confrontation in counselling,
- The first step involves the identification of mixed or incongruent messages as expressed through the client's words or non-verbal behaviour.
- The second step requires the counsellor to bring about awareness of these incongruities and assist the client to work through these.
- The third step involves evaluating the effectiveness of the intervention evidenced by the client's change and growth.

To guide against unwarranted withdrawal and resistance by clients, confrontation should only be used only after rapport has been developed between client and counsellor.

Effective use of confrontation borders on sound questioning techniques, ability of the counsellor to identify discrepancies which he interprets and clarify to the clients immediately they occur. This behooves on the counsellor to pay attention to the client's verbalizations and non-verbal cues as well as controversies between one statement and the other in the course of the counselling session. In this way he can help the client to promptly identify the inconsistencies as they arise, checking them against the other. Typical examples on how to confront a client include:

Client: well I don't care whether I pass or fail his subject.

Counsellor: Yes, you seem to say that you don't care whether you pass Mr. Yugh's subject but you look quite sad and worried as you say this. So are you really sure that it does not matter whether you pass this subject or not?

Client: No sir, it's not like that but... but... the way

The counsellor then follows up to clarify and interpret issues as the client straighten them.

Counsellor: You earlier said that no one cares about you in the family but now you are saying that it is only your dad that understands your problems and takes up your defense, so how do you reconcile these two statements.

Counsellor: Your words say you would like to spend more time on studying to make up in your mathematics, but your actions say that it's not a priority to you. Or

Counsellor: You say you don't care about your friend anymore but you seem to be concerned about what he does behind you.

In applying confrontation the counsellor can use questioning and summarization. This behooves that, the counsellor should be skilled in restating, clarification,
interpretation, questioning/interview, listening, explanation, assertion and feedback. The intent in confronting is to make or compel the client to consider and face up to the controversy arising from his presentation in no harsh but subtle and yet firm tone. Counsellors should also confront in a spirit of accurate understanding while been tentative rather than dogmatic. Confrontation can be used in treating delinquency; encouraging honesty among dishonest clients; bringing about awareness of self-contradictions especially among those who are engrossed in irrational thoughts and feelings. This typifies the Rational Emotive Therapy of Albert Ellis who asserts that mal-adaption is a product of irrational thoughts and behaviours.

Systematic Desensitization
Systematic desensitization is a behavior modification technique derived from classical conditioning theory wherein it was enunciated by Behaviorist Wolpe. Thus also called Wolpe’s reciprocal inhibition, Systematic desensitization involves an instructional plan with intentional and purposeful sequence from simple to complex in order to gradually effect behaviour change or mood. It is a behavioural technique of counselling aimed at resolving issues emanating from clients’ contact with environmental or societal influence like peer influence, anxiety or phobia that likely hike up the client’s anxiety. According to Onah (2002), this technique is used to assist individuals who have debilitating anxiety or phobia over some events and situations to overcome such problems in the presence of the stimuli that provoke them. It is called, because it involves taking the individual through a series of processes/steps that alter a violence-inherent stimulus so that it no longer elicits anxiety. According to Okeke (2001), systematic desensitization has to do with pairing anxiety provoking stimulus with the non-anxiety states of the client. In this way the individual is gradually introduced to a fear arousing stimulus with increasingly intensity such that the individual eventually feels no fear at all. It is applicable in handling learning difficulty like test anxiety where learning begins with simple concept rather than with more difficult concepts. To handle this systematic desensitization can be applied in the following steps beginning and graded from the least.

<table>
<thead>
<tr>
<th>Step</th>
<th>Grade</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Listening to the announcement of test/examination</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Checking up the exam time table</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Revising for the examination with classmates</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Seeing past examination question papers</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Checking up the arrangement of the exam hall</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Arrival examiners with exam materials</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Entering the exam hall</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Listening to examination instructions</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Getting examination papers</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Writing the examination</td>
</tr>
</tbody>
</table>

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In the application of systematic desensitization in assisting clients how to solve their problems, counsellors begin their treatment by relaxing them or teaching them to relax themselves. Thereafter, the counsellor and his client categorize the stimuli or anxiety provoking situations responsible for the client’s problem in hierarchical order of difficulty. As the client pictures the stimulus at each stage in a relaxed form, he is gradually overcoming the situations and as it progresses, he will be free from his problem. The success of systematic desensitization depends largely on the ability of a client to visualize a scene vividly.

The problems associated with the technique of systematic desensitization are that the client may find it difficult to relax and to use the power of imagination.

### Assertiveness Training

This technique is the acquisition of the skill of assertive discipline which refers to a clear, firm, friendly response to clients’ behaviour disorder. It is an exercise that enables clients to maintain or defend their behaviour through the process of identification of problem areas, formulation of assertive statements in line with the identified problems, statement rehearsal by clients and prompt reinforcement of clients’ efforts (Onah, 2002). This technique is appropriate for the treatment of shyness, inability to demand for one’s rights and privileges, inability to express one’s emotions, and inability to express one’s opinion (Onah, 2002). Depending on the nature of the problem, statements formulated for the clients to rehearse should be in line with the tone and emotional expression of the cause of the identified problem. For instance, demand for one’s right should be expressed in firm and authoritative statements. Training in such capacity will enable clients achieve assertive behaviour which to a large extent, is what an individual needs in order to boost positive interpersonal relationships with people of all category especially among his peers. It makes use of skills like patience, explanation, love, empathy, attention and assignment. Assertive training is an appropriate technique for enhancing self-awareness, self-concept and interpersonal relationships of clients. It involves cognitive process of teaching clients how to be themselves at any situation without necessarily relying on somebody to solve problems they can solve on their own or wasting away resources in ignorance or out of weakness.

The steps involved in the use of assertiveness training are as follows:

1. Identifying the problem from the client’s presentation
2. Specifying the problem behavior
3. Formulating appropriate statement of the problem
4. Teaching the client to rehearse those statements in an empathic tone.
v. Prompting and correcting the client as he rehearses.
Assertiveness training proves very useful in checking the development of maladaptive behavior since it helps the individual to speak up and demand for his rights. This forestalls accumulation of pent-up emotions that can degenerate into restive and chaotic behavior.

Aversive Conditioning
Aversive conditioning is a counselling technique that is based on the principle that sensitizing an individual of the dangers of an undesirable habit will develop in him an aversion to it that will subsequently reduce or stop the behaviour (Onah, 2002). It is a technique that eliminates or reduces the frequency of habits that are pleasurable but undesirable through aversive stimulus. Thus, aversive conditioning is the process of learning desirable behaviour through the association of aversive stimulus with an undesirable behaviour. It is one of the techniques of behavioural counselling theory which targets to unlearn learned behaviours in the environment. Like in systematic desensitization, clients are required in aversive conditioning to imagine scenes vividly in their mind, the consequences of involving themselves in the undesirable behaviour vis-à-vis the conditioned stimulus that the counsellor has introduced. The clients are first made to relax and imagine (with their eyes closed) their involvement in undesirable behaviours, followed by the introduction of aversive stimulus to counter their imaginations. For example, a client with sexual promiscuity habits can be made to imagine the risk of contracting the dreaded HIV/AIDS as he relaxes. The counselling skills that arise from the aversive technique include interpretation, clarification, patience, active listening and empathy among others.

Reinforcement Technique
Reinforcement is a behavioural technique of counselling that is designed to teach clients that maladaptive behaviour arises from the interaction between them and the environment. Shukla (2005) defines reinforcement as an act of providing rewards so as to obtain a desired behaviour because it is something or a stimulus that strengthens or increases the probability of a specific response. Reinforcement is an operant conditioning technique which is used to increase the rate of occurrence of a desirable behaviour. For example, praising a child that ‘oh! wonderful, you did so well’ has 85% probability that the same manner of performance will be repeated in future assignments. Apart from verbal praise, the presentation of physical items to reward a desired behaviour or response can also be used as reinforcement. For example, buying a beautiful present for a daughter who comes top for the first time in her terminal examination will make her to strive to do better to maintain that level of performance in other examinations. There are four types of reinforcement including
i. Positive reinforcement which involves adding something like praise and rewards in order to increase a response.
ii. Negative reinforcement involves withdrawal of a negative stimulus in order to increase a response. For example, seizing a football from a stubborn child who likes to play his ball instead of doing his homework and giving him the ball each time he does his assignment well. Another example is seizing a cellular phone from your daughter who does not like washing dishes but gets it each time she does that. The elimination of these stimuli is reinforcing and will likely increase the chances that the desirable behaviour is increased.

iii. Punishment is the addition of aversive stimulus to something in order to decrease behaviour. For example, flogging a child each time he/she fails to do his/her assignment. To avoid being flogged therefore, he/she will always endeavour to do his/her assignment on time.

iv. Extinction is the withdrawal of a stimulus to decrease a response or behaviour. For instance, keeping away your favourite food to reduce the rate at which you eat to check your weight will cause extinction or reduction of gluttony.

Of all these, positive reinforcement is acclaimed as the most effective type of reinforcement in changing behaviour because it focuses on the positive aspect of the desired behaviour. Punishment at best may produce forced submissiveness and obedience but it likely lead to anger, resentment, confusion, rebellion, revenge or withdrawal in children/clients depending on how and when it is applied. Albeit, it may work if it is applied immediately the negative behaviour is observed and if applied consistently it may even result to extinction.

Counselling skills to be applied when using reinforcement technique include clarification, interpretation, reflection, empathy and logical consequence.

Behaviour Contract:

Behaviour contract is a technique that involves a pre-arranged contractual and deliberate use of reinforcement to elicit a desirable behaviour. As rightly observed by Onah, (2002), it is a counselling technique that is derived from Krumboltz and Thoreson’s behavioural counselling theory. Behaviour contract involves an arrangement between two or more persons which specify what each person will do for a stated period of time. Used in counselling, behaviour contract is a plausible counselling technique in which a counsellor and his client can go into in order to elicit right or desirable behaviour from the client. For example, a student whose grade in Mathematics is always below average but knows he needs to pass the subject to qualify for Civil Engineering and at the same time he likes playing computer games so much that the counsellor can go into behaviour contract with him to improve his below average performance. Based on this, the counsellor can guide the client into making an agreement that each time he scores an above average score in mathematics exercise or test, he will be allowed to play his computer games but such to be withdrawn each time he scores below average. The counselling
skills inherent in this technique include explanation, trust, reliability, patience, engagement, encouragement and mutual respect skills.

Modelling Technique and Role Play
Modeling technique of counselling is a process whereby a counsellor assists his clients to modify their behaviours and acquire new skills in interpersonal relationships. According to Shukla (2005), modeling is a demonstration of how to do a task so that the learner can copy the model. It is a type of learning that is acquired by imitating another person's behaviour. It is used to acquire new behaviours to increase or decrease well established behaviour already learned but seldom demonstrated. It is derived from observational learning mode where human behaviour can be learned by observing how a model exhibits certain behaviour and reproducing same. It is another social learning technique of counselling that involves rearranging environmental conditions based on observable conditioning skills. The counsellor in using this technique can provide real life or symbolic models to demonstrate in sequential steps, the specific behaviours to be learned. The point of note is that models should be made meaningful to the clients and above all, prestigious, attractive, rewarding, powerful and worthy of imitation.

Modelling can also be used through the learning process where the clients take on the role of other individuals in order to develop particular behaviours and to meet some specific counselling/learning objectives. It is termed as a role-play strategy which enables clients to gain insight into their own behaviour, that of the persons involved, learn how to behave differently, and to practice the new behaviour displayed by the models in order to internalize it. In role-play, the counsellor assigns roles to significant others while the counsellor or client assumes his usual behaviour in relating with the significant person in his life. Thereafter, roles are acted, roles are reversed and new behaviour is thus decided and acquired in which the counsellor models the new behaviour for the client to observe and reproduce. The counsellor using modelling technique needs to be truthful, willing to assist, calm, evaluative, tolerant, and dependable. The counsellor can as well use reinforcement to motivate clients to acquire new behaviour from their models.

Cognitive Restructuring Technique
Cognitive technique of counselling is a problem-focused psychotherapy that improves psychosocial functioning of people. It is a self-directing approach that enables individuals to critically examine their behaviours in line with approved behaviours in their society. Behaviours are acquired, internalized and sustained by individuals mainly through social interaction in the society. In this same vein, already internalized behaviour can be unlearned through cognitive restructuring technique of counselling. Cognitive restructuring is a rational emotive therapeutic approach that restructures irrational behaviours through didactic approach. It
involves the application of real teaching via philosophical discussions and advice-giving processes to replace old ideas with new modes of logical thinking in order to function well and fit into the main stream of life. The role of counsellors in cognitive restructuring technique is to emphasize and encourage clients to imibe the culture of self-control, self-analysis, self-instruction, self-monitoring and self-reinforcement. Other skills inherent in this technique include confrontation, firmness, attention, caring, analysis, explanation and assertion. An illustration of the cognitive restructuring may involve giving adequate information to teach clients to disabuse their minds on a misconception.

Self-Control Technique
Self-control can be seen as a situation where a student exerts self-control when he obeys the rules in the absence of anyone to reward or punish him or even when he knows no one is watching him. Onah (2002) sees self-control as a method of assisting individuals to assume control of their behaviour rather getting controlled from outside. Self-control techniques are also derived from cognitive methods. It involves teaching individuals how to manage and direct their thoughts and actions towards desirable behaviours in the absence of an external person that can influence them to do so.

According to Mahoney and Thoresen (1972), self-control is a technology that can be learned through careful description of some behaviour that one wishes to increase or decrease; identification of the stimuli that precede it and the consequences that follow it; and changing of some of the antecedent stimuli and/or consequences. In this way, counsellors and even teachers can effectively impart self-control on students through self-observation, environmental planning and behavioural programming. In the self-observation, desirable behaviours can often be increased merely by counting and recording them while in environmental planning, it involves making changes in one's own surroundings by altering the stimuli which seem to trigger behaviour and the rewards or punishments which follow it. Environmental programming entails self-reward and self-punishment.

Counsellors can use behaviour modification principles to inculcate self-control by following steps given below:-
1. Describing the misbehaviour clearly so that the client knows exactly what he has been doing wrongly
2. Asking the client to record the number of times he does the wrong thing and note what happens just before and right after he misbehaves
3. Helping the client to change the stimuli which come just before the misbehaviour or punish him/her immediately after he misbehaves
4. Asking the client to count and record the times he/she does the preferred action and reward him/her immediately afterward
5. Explaining the principles and using many illustrations to help students learn this general
sequence for other situations that may call similar
for self-control.

Behaviour Modification Techniques
Behaviour Modification is the changing of weak, deficit
or excess behaviour using learning theories especially
operant and classical conditioning of clients (Akinade,
2012). This entails that any human behaviour that varies
from the expected norm and that are scientifically
proved to be problem to the individual manifesting the
behaviour, implies the need for modification. Counselling generally involves speaking with clients,
children, adults or the subject who has behavioural
issues to determine why they are acting as they do.

Four Steps of Behaviour Modification
Effective behaviour modification counselling goes
through four steps of Defining, Designing, Reinforcing
and Applying.

First, the behaviour must be defined- If a client says she
makes calls while studying, it must be clarified that the
distraction that comes from making calls while reading
is the problem, not that she makes calls.

Design- An appropriate method must be designed to
reward good behaviour and punish or repress bad
behaviour. clients of different ages, cultures and
backgrounds will respond differently to various

Reinforce- A reinforcer must be identified. Individuals
may respond well to threats, praise, or a system where
good behaviour is rewarded and negative behaviour has
points taken away. Points must be given real value by
allowing some sort of exchange or reward for a certain
number of points. This reinforcer must be applied
consistently and clearly to shape behaviour. If
punishments are not handed out equally and in a timely
manner, subjects may see prejudice and unfairness,
resulting in anger, frustration and reduced trust in the
counsellor.

Application- One of the most effective counselling
techniques in behaviour modification is application of
what the counsellor learns. Methods of strengthening
appropriate behaviour are: Vicarious conditioning,
Modelling, Counter conditioning, Sensitization, Covert
sensitization, Operant conditioning, Prompting,
Shaping, Fading, Caning, and Negative reinforcement.

Application of counselling techniques
The application of counselling techniques, methods or
strategies requires on - the -job continuous practice and
higher qualifications so as to become an accomplished
counsellor. However, to become a more effective helper
at the graduate level, the counsellor needs to learn how
to apply the basic techniques of counselling.
Problems associated with the use of counselling Techniques
For the beginning counsellor, effective use of counselling may pose some challenges due factors like:
1) The problem of human conservatism
2) Application of some techniques is quite demanding, expensive and may task the beginning counsellor’s capacity.
3) Lack of necessary facilities
4) Poor professional skills and lack of expertise
The beginning counsellor must therefore ensure a sound base in the application of counselling techniques as he/she prepares for field work in counselling practicum.

Summary of key points
In this chapter an attempt is made to identify the basic characteristics features of counselling techniques which include among others flexibility, professional tools of counsellors, culture insensitivity and activity orientedness. The purpose of counselling techniques underscores their importance as they help to assure good communication with clients. It behoves on counsellor trainees to master the wide collection of techniques from confrontation, systematic desensitization, assertiveness training, reinforcement, modelling, cognitive restructuring and behaviour modification. Application of each of these techniques requires tuning in to the right counselling environment.

Review Questions
1. Define counselling techniques stating at least 5 characteristic features.
2. Differentiate between teaching and cognitive restructuring.
3. Why should a professional counsellor make use of counselling techniques?
4. Discuss any five counselling techniques stating how they are applied in a counselling session.
CHAPTER EIGHT
Micro Counselling skills

Introduction
Micro skills are the basic foundational skills involved in effective helping relationships generally and counselling in particular. They are the foundational tools on which the success of interventions with clients may depend and they also help to create the necessary conditions for positive change that can take place. Micro skills are a set of verbal and behavioral responses that facilitate the process of counselling and alliance formation regardless of the professional counsellors' theoretical orientation. The core communication skills of counselling are those fundamental skills that alone or together can help a client to access their deepest thoughts or clarify their future dreams. In counselling practice professionals build their skills in communication by progressing through the training stages. It is only a matter of time and practice then one can master the skills and they become second nature. Micro counselling skills are starter skills for beginning counsellors that help in providing a safe therapeutic environment.

Communication skills lie at the core of most of the counselling skills the counsellor trainee should acquire in the course of professional training. The counselling approaches that range from Behavior Modification, Rational Emotive Therapy to Gestalt, Trait and Factor, Psychoanalysis, Transactional Analysis and a host of others are all embedded in the communicative attributes of counselling; communication can be verbal and non-verbal. As put by Hybels and Weaver (2001) communication is a transaction that involves not only physical act but also a psychological act. Much of the interactive work between the counsellor and the client hovers on communication; verbally or non-verbally. Aside from this, communication in counselling can be categorized into listening, observational and attending skills. This chapter dwells on the commonly used counselling micro skills that the counsellor trainees need to have at his beck and call. Once the trainee learns these skills they can be fitted in a wide variety of theoretical orientation.

Listening Skills
Listening is a very crucial skill in the counselling relationship. Sanders in Okobia (2006) define listening as a genuine effort to understand what the person has to say without prejudicing the issues, it is sensitivity to another's needs. Described as white magic it is noted that listening is a very crucial helping skill that serves as a foundation stone upon which all other higher level helping responses are built. This is so because;

i. It conveys to the client that they are valued
ii. It helps to establish rapport with the client
iii. It enables the counsellor to get into the clients' frame of reference and to understand his problem right from the start.
iv. It enables the counsellor to make an on-the-spot observation of the clients' non-verbal cues. This
makes it easier for counsellors to provide accurate responses to client’s problems.

The counsellor trainee must learn the listening styles that are appropriate for the counselling interaction. There are five types of listening given by Floyd (1985) as pleasurable, critical discriminative or intermittent, empathic and half listening. For Tubbs and Moss (1997) listening involves four elements of hearing, attention, understanding and remembering. The common styles of listening include:

a. Controlling listening: This is the style of listening in which the listeners prefers to talk rather than listen. They engage in monologue rather than dialogue (Hybels & Weaver 2001). In counselling interaction, this style of listening suffers some setback because the counsellor (listener) seldom notices the non-verbal cues and may undermine the observational aspect of the encounter.

b. Passive listening: Involves just sitting back to listen without any show of interest in what is said or sometimes a forced faked interest. It all but communicates to the client that he is not needed and as such can rather increase the tale of woe of the client.

c. Active listening: Involves listening for information. Active listening involves making a mental outline of important points and thinking up challenges and questions relating to the points made. The active listener is mentally involved with the person talking. In the interpersonal communication in counselling, active listening involves looking for the internal and emotional meaning in what someone is saying as well as showing interest with non-verbal ones such as leaning forward, nodding, snoring and frowning while using audible ones such as mmm, uhhh, I see (Hybel & Weaver 2001).

Active listening is the ideal style in counselling relationships because it forestalls boredom and helps to moisten the listener’s interest. It is the foundation of understanding needed in a helping relationship.

**Behaviours that facilitate listening**

Behaviours that can be exhibited in counselling to facilitate adequate listening include:

1. Focusing on clients’ lips, face and his other body parts as used.
2. Concentrating on the content and feelings being expressed by the client.
3. Concentrating on the manner of client’s presentation.
4. Making efforts to remember what the client says.
5. Directing attention towards the implied meaning of client’s presentation.
6. Being patient with the client’s presentation.
7. Using a noise controlled environment.
8. Willingness of the client to be audible.
9) Willingness of the trainee to be attentive for the client’s welfare

Behaviours that impede listening
Some behaviours are said to impede or make listening difficult and these include:
1) Rather than listen attentively the counsellor trainee or practitioner concentrates on getting appropriate responses to give as soon as the client is done with his presentation
2) Trainee counsellor/practitioner having to strain his ears to hear what the client is saying
3) The mistake of thinking that the client’s problem presentation is common, containing nothing new
4) The tendency of the counsellor trainee to start thinking how strange or difficult the client’s problem seems to be
5) The mistake of interrupting client presentation with unwarranted questions and interjections
6) The tendency of counsellor trainee to bring previous knowledge about clients into the counselling session even if related
7) Focusing more on the physical appearance of the client
8) The inability of counsellor trainee to note and interpret the non-verbal cues of the client
9) The tendency to pick on just the minor points in the client’s problem

10) Language biases due to client accent and frequent use of local language in the course of presentation

Rapport
Rapport is the act of building a relationship of mutual trust and respect between a counsellor and a client. Such a relationship arises from a condition of mutual understanding and interest between individuals in counselling. It is an essential condition for building a comfortable, congenial working relationship between the counsellor and the client. It is a bond characterized by genuine counsellor acceptance of client, interest, responsiveness and sensitive emotional involvement. Rapport building is one of the earliest stages in the counselling process needed to create a threat-free atmosphere that puts the client at ease for therapeutic process.

Rapport involves giving the client a sense of non-judgmental, unconditional acceptance which allows the client to be himself. While it lays the foundation for the counselling relationship it is maintained through out the counselling session to convince the client that the encounter is a serious and worthwhile meeting. Rapport has to do with the counsellor’s ability to be friendly, attentive and show interest in the client to establish a cordial relationship with him. The practical ways of building rapport include:
1. Giving warm reception to the client. This involves ushering or welcoming the client into
the office with a cheerful smile/look, a handshake or even a hug as the culture warrants. If the reception is warm and positive the client will develop confidence, trust and openness.

2. Offering the client a pleasant seat then expressing joy or having him visit you like, I'm please to meet/see you. Please do make yourself comfortable or please feel at home here, asking after his welfare and his family's. He may also exchange pleasantries in tune with prevailing situation in current affairs like how did you enjoy your Christmas or Easter breaks? You may pay compliments like, oh! I like your hair do, that's a beautiful style you have on or you look quite cool or gorgeous etc.

3. Greeting the client cordially and familiarly by his first name if known.

4. Being humorous, carefully selecting a humour arousing comment that will make him laugh or smile as he settles down.

5. Being polite and respectful
6. Having a friendly but professional appearance
7. Being neat and tidy
8. Introducing yourself to the client the way you like to be addressed like I am Dr. Mrs. Comfort Atser, the school guidance counsellor
9. Politely negotiating for recording of the counselling session
10. Listening in an attentive, undistracted manner
11. Imparting confidentiality and communicating assurance

12. Granting the client an opportunity to tell his story in polite words like: is there anything you want us to talk about? Or what is it that you would like to talk to me about?

Unconditional Positive Regard

Very often we hear of positive regard or unconditional positive regard in counselling practice as a crucial concept according to Okeke (2003), unconditional positive regard is a condition of realizing the infinite worth and dignity of an individual by respecting him as a unique, self-regulating individual without regard to any subjective evaluation. This involves adopting a positive attitude of respect to the client notwithstanding who he is, where he comes from, what he says, how he behaves or what problem he has. Without condition the counsellor communicates to the client acceptance and its attributes like respect, esteem, interest, understanding and liking.

The main features of unconditional positive regard are non-judgmentality and non-evaluativeness. This means that it is an unreserved acceptance of the client without judgment or evaluation. It implies not pricing or placing value on the client but rather accepting him for what he is regardless of his age, behavior, race, tribe, colour and socio-economic status. If properly exercised in counselling settings, it can yield a positive result in personality change (Umezulike and Eneasator, 2010).
Attending Skills and related Behaviours

Attending refers to the focused attention that is placed on the other person in an interchange between two (or more) people. Attending behaviours are behaviours that encourage clients to talk and show that the counsellor is interested in what they have to say throughout the entire counselling session. It is particularly important in the initial stages of establishing rapport. Attending behavior is the behavioural aspect of building rapport. When a counsellor first meets with a client, they must indicate to the client that they are interested in listening to them and helping them. Through attending behaviour, the counsellor is able to encourage the client to talk and open up about their issues while body languages like eye contact can be used to show genuine interest in what the client is saying. As the client speaks more, the counselor can either lean forward, to indicate empathy and understanding, or slowly slide back into the chair to take up a more relaxed sitting position.

Good communication involves more than just verbal content since much communication takes place non-verbally. Non-verbal attending behaviors communicate a counsellor’s interest, warmth and understanding to the client, and include such behaviors as eye contact, body position, and tone of voice. Without attending skills, the establishment of therapeutic rapport is most likely difficult, if not impossible. Attending has to do with communicating an undivided attentiveness to the client. This aims to focus on the client’s verbal and non-verbal behaviour as he listens and observes. According to

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According to Carkuff (1987) the actual attending skills all border on attending physically, observing as well as listening. To attend physically involves one or all of the following:

a. Facing the client squarely to make the client know that you are there for him.

b. Providing an open posture to give client undivided access to the counsellor.

c. Tilting towards the client to show adequate readiness

d. Maintaining eye contact

e. Showing ample attributes that the counsellor is in a relaxed mood to make the client less tensed or relaxed too. Attentive body language of the counsellor may thus show by eye contact, leaning forward slightly and encouraging gestures.

Attending skills include skills of responding to the clients. Listening to the clients enables the counsellor to attend to or respond to them. As rightly observed by Egam (2002) the logic of listening includes visibly tuning in to client; listening actively, processing what is heard contextually and identifying the key ideas, messages or points of view clients try to communicate. Following from this logically, the counsellor or helper responds to the clients in a variety of ways like sharing their understanding:

- Asking questions
- Probing for clarity
- Challenging the clients with relevant counter information etc.

Responding includes the counsellor’s verbal and non-verbal reaction to the problem presented by the client,
Responding involves responding to content and feelings together. It has to do with recognizing and identifying the client's feelings. This involves observation of the non-verbal ones. The common attending skills include: eye contact, body posture and vocal tones.

Eye Contact
Maintaining good eye contact is how a professional counsellor conveys interest, confidence, and involvement in the client's story. For those clients who have difficulty with closeness, making eye contact can be an important vehicle of change. There should be natural breaks in eye contact; eye contact should be more of an “ebb and flow” as you collect your thoughts and listen to your client's story. Counsellor trainees must be sensitive to differences in how eye contact is expressed across cultures especially in African settings where young people and children might have some inhibitions about keeping eye contact with elders.

Ways to improve the eye contact skill
For the beginner the following ways can prove very useful in improving their eye-contact skill.

a) In a group Therapy- the counsellor should try to focus on a different member in a group with every new sentence to keep all members' attention as you talk with them instead of maintaining eye contact with just one member throughout the session.

b) Talking to an individual- staring intensely on a client can be quite creepy and uncomfortable for the client so the counsellor should learn to break eye contact every now and again (5 seconds or so). But avoid looking down when breaking eye contact but look up or sidewards to keep the client still engaged.

c) Listening to the client- avoid staring too hard at the client when listening as this can put them off. The appropriate eye contact as you listen is called ‘the triangle’. This involves looking from one eye to the
other and then the mouth for 5 minutes each in a rotational manner. Used along with other listening skills like nodding, occasional agreement words like 'yes', 'mmh', 'uh-huh', 'I see' etc.

d) Arguing/Confronting-in arguing on a point the you should endeavour to hold the gaze while you make your point as a mark of the strength of your point. When you stare back at even the daring one it will not only piss them off and put them off but your guts and sincerity will hold them swell. In counselling, staying silent while staring at someone who is trying to rile you can be very effective in winning without even talking.

e) Attracting someone - to show the client you are interested in them try to talk and listen with your eyes. Use their whole face as your focal point, the eyes, lips, cheeks, and nose, raise your eyebrows when appropriate and smile at them. Listen with both the eyes and ears; your ears for the spoken word and your eyes for the body language.

Body Position
The counsellor's body position should convey to the client his interest and involvement with the client. Counsellors can face the client and adopt an open, relaxed, and attentive body posture, as this will assist in putting the client at ease. They should not cross their arms and legs nor sit behind a desk or other barrier, while also slightly leaning in the upper body toward the client. Whereas counsellors can allow clients to decide the physical distance between them, they should make sure to set up their own personal space boundaries, too.

Vocal Tone
Emotions are frequently conveyed via tone of voice. The pitch, pacing, and volume can all have an effect on how a client responds emotionally to a counsellor. The counsellor's voice can create a soothing and anxiety-regulating atmosphere for the client by learning to use a well modulated voice as a therapeutic tool. Giving increased vocal emphasis to certain words or short phrases can convey a sense of empathic understanding.

Responding
Accurate Responding allows the counsellor to confirm with the client that they are being heard correctly and it helps the counsellor to clarify as well as encourage clients' stories. Responding is used throughout all stages of a counselling interview. A good example of responding can go like this:

Client: The issue is that even though I got admission for a full time study, I am not sure of my financial readiness.

Counsellor: Let me see if I've got this right. You have got admission for a full time study but you seem worried about your financial sponsorship.
Empathizing
This means understanding and being sensitive to the changing feelings and meanings and contexts of the other person, the fears, range, confusion, anger or whatever other experience, it includes communicating the meanings you sense in his/her world as you look with fresh and unfrightened eyes at the elements of fright. Empathy involves the counsellor trainee getting into the internal frame of reference (placing himself in place of) of the client 'as if' he were experiencing the problems of the client. The counsellor expresses his feelings, regards and concern for the client as regards the client's problem (content and affects). It involves putting aside your own feeling and entering into the feelings of the person talking. Counsellor trainees should be beware that empathic understanding does not involve:

i. Denying client’s feelings e.g. “you shouldn’t feel that way’

ii. Competing with your own previous experience, not focusing on the previous but on the present.

iii. Advising on what to do e.g. you need to do something about it.

iv. Defensive response from a feeling of being criticized

The best way to communicate empathy is trying to understand the client’s feelings from his/her point of view and reflecting them back. The counsellor should put aside his feelings and enter in to the feelings of the other person by recognizing what feelings are involved.

He should let the client tell him what has happened and then encourage him to find the solution to the problem. Communicating empathic understanding therefore involves:

i. Identifying the emotions involved e.g. anger, fear, grief

ii. Listening to the story, i.e. attentive listening is therapeutic and may be the only thing the client really needs. As you listen you may read other feeling, like betrayal, humiliation. Listening without making judgments but offering support through paraphrasing will provide a mirror for the client’s remarks.

iii. Letting the client work out the problem- much comfort is derived from being listened to. But if after listening the emotion in the clients situation has died down the counsellor might ask broad questions like “what are you going to do now? and avoid trying to find solution to the problem. Allowing the client ownership of his problem helps him develop problem solving ability.

Empathizing requires the counsellor to also communicate care/concern to the client, empathic understanding can also be communicated without necessary use of words e.g. a glance across the client or an arm around his shoulder. Example of excerpts on empathizing

Client: I am really in a fix and so sad over my father’s insistence that I must read medicine when I have been
offered admission to study my choice course which is civil engineering. Imagine he said he will not sponsor me if I refuse to read medicine. 

Counsellor: you look quite worried and flat because your father insists that you study a course that is not your choice else he will not sponsor your university education. You seem to feel that your father doesn’t seem to understand your passion, (this shows a deeper meaning conveyed verbally). 

Okobia (2006) asserts that for the counsellor to express empathic understanding to his client, he needs to get a hold of the client’s interest which can be achieved through listening. This because inspite of the crucial importance of empathy in all helping relationships, it is quality listening that first and foremost communicates a sense of acceptance needed for therapeutic help to be rendered.

Reflection of feeling
Reflection of feeling, as the name suggests, is similar to paraphrasing except this skill concentrates upon capturing the emotional tones and phrases. This brings about clarification of feelings and emotions and allows the counsellor to empathise with how the client may be feeling and/or how the client was affected by the event. With an accurate understanding of a client’s feelings through reflection of feeling, the counsellor is often able to appreciate how an event or issue may be affecting the client. Reflecting is used to bring out underlying feelings and projecting them in fresh, clear light to the client. The reflecting skills represent a set of interventions used to help stimulate clients’ exploration of their thoughts and feelings related to the presenting problems. Reflecting skills include: paraphrasing, reflecting feelings, and summarizing.

Reflecting feelings can promote the development of accurate empathy and help to create a safe environment for the client. To reflect feelings one must be able to recognize and put words to those feeling states observed in the client. To aid in identifying a client’s feelings:

i. Pay attention to the affective component of the client’s communication.

ii. Pay attention to the client’s behavior (e.g., posture, tone of voice, facial expression).

iii. Use a broad range of words to correctly identify the client’s emotions. Silently name the client’s feeling(s) to yourself.

iv. When reflecting feelings to a client it is proper to

v. Use an appropriate introductory phrase (e.g., sounds like..., you feel..., it seems...etc)

vi. Add a feeling word or emotional label to the stem

vii. Add a context or brief paraphrase to anchor or broaden the reflection.

viii. Pay attention to the tense (present tense reflections can often be more powerful).

ix. Do not repeat the client’s exact words.

Example of excerpts on counsellor reflecting on client presentation includes:

Client: you can imagine, so it has come to this, my own mother could not even call me on that day.

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You feel disappointed because your mother didn't call you on your birthday and that experience actually saddened you.

Observation skills
Observation is a skill that is utilised throughout the entire counselling interview. It includes observing body language, tone of voice and facial expressions. Client observation allows the counsellor to identify discrepancies or incongruities in the client's or their own communication.

By accurately observing non-verbal behaviour, a counsellor can gauge the affect her/his words and actions have upon the client. For example, when a client enters into the office of the counsellor, the counsellor can gain some indication of how the client is feeling about the session (are they reticent, comfortable, awkward?) by the way the client walks in, takes their seat, and greets the counsellor. If a client is resentful about the counselling session taking place, they may keep their eyes lowered, seem dismissive of the counsellor and sit in a closed position, not encouraging communication. A counsellor can also gauge the effectiveness of their words by carefully observing the facial expression and eye contact of a client. If a counsellor asks a question that the client may find embarrassing to answer, the client may lower their eyes, or their head, or look away. This will tell the counsellor that the client might be uncomfortable with that statement or question. Observation skill can be utilized throughout the entire counselling interviews. Examples are observing body language, tone of voice and facial expressions.

Encouragers, Paraphrasing and Summarizing
Encouragers, paraphrases and summaries are basic to helping a client feel understood. Encouragers are a variety of verbal and non-verbal ways of prompting clients to continue talking. Encouragers, also known as intentional listening, involve fully attending to the client, thus allowing them to explore their feelings and thoughts more completely. Types of encouragers include:

1. Non-verbal minimal responses such as a nod of the head or positive facial expressions
2. Verbal minimal responses such as "Uh-huh" and "I hear what you're saying", 'yes, go on...
3. Brief invitations to continue such as "Tell me more"

Encouragers simply encourage the client to keep talking.

A counsellor can encourage a client to continue to talk, open up more freely and explore issues in greater depth by providing accurate responses through encouraging, paraphrasing and summarising. Responding in this way informs the client that the counsellor has accurately heard what they have been saying.

Paraphrase
A paraphrase is how we feed back to the client the essence of what has just been spoken in our own words.
By paraphrasing, one reflects the content and thoughts of the client’s message. A counsellor is mirroring back to the client, in a nonjudgmental way, an accurate understanding of the client’s communication and the implied meaning of that communication. It is important that the paraphrased information is accurate by checking in with the client as this allows for the building of a collaborative relationship with clients and conveys counsellor interest and care in accurately understanding their message.

Paraphrases involve the counsellor choosing the most important details of what the client has just said and reflecting them back to the client. Paraphrases can be just a few words or one or two brief sentences. Paraphrasing is not a matter of simply repeating or parroting what the client has stated. Rather it is capturing the essence of what the client is saying and rephrasing it. When paraphrasing is done correctly it will show that the counsellor has captured what the client is saying by confirming it with, “That’s right” or offering some other form of confirmation. Example of excerpts on paraphrases:

Client: I have just broken up with my friend, Lucas. The way he was treating me was just too much to bear. Every time I tried to touch on the subject with him he would just give me a cold shoulder getting me more tensed up. I feel so much better now.

Counsellor: You mean you feel much better after breaking up with Lucas, your friend. (Paraphrase from the previous statements)

Summarizing
Summaries are brief statements of longer excerpts from the counselling session. In summarising, the counsellor attends to verbal and non-verbal comments from the client over a period of time, and then pulls together key parts of the extended communication, restating them for the client as accurately as possible. Summarising is particularly useful to help clients organise their thinking. Summaries are similar to paraphrasing, except that they are used less frequently and encompass more information. By summarizing, a professional counsellor can begin to put together the key themes, feelings, and issues the client has presented. By distilling the key issues and themes and reflecting this back to the client, counsellors can begin to help clients make sense of what may have originally seemed to be an overwhelming and confusing experience. A summary is not only to be used at the end of the session or begin a new session by recapping the previous session, but can be used periodically throughout the counselling session. A summary is most appropriate when:

i. The client is rambling, confused, or gives overly lengthy comments.
ii. When your client presents a number of unrelated ideas.
iii. You want to provide direction to the interview.
iv. You want to move from one phase of the interview to the next.
v. You want to end the interview.
Ivey and Ivey (2003) have identified areas a counsellor can focus on in the counselling session to bring about broader perspectives and potential solutions.

1. Individual focus, where the counsellor begins the counselling session by focusing totally on the personal aspects of the client; the demographics, history, and the reasons why counselling is sought, from the client. The counsellor will often use the client's name, to help bring about total focus on that client. For example, "Joan, tell me a little about yourself". "Joan, are you the oldest daughter in the family?"

2. The main theme or problems focus. Attention is given to the reason why the client sought counselling. Because no problem is truly isolated, other focus may arise from different dimensions, as the client may speak of friends, colleagues, extended family members and other individuals that are somehow connected with the reason for the client seeking counselling.

3. Family focus, concerns siblings, parents, children, traditional, single parent, nuclear and/or can include extended family members, or very close friends who are given family titles such as Aunt or Uncle.

4. Mutuality focus is concerned with how the client reacts to the counsellor, because this could be an indication of how the client develops in relation to other people. It attempts to put the counsellor and client on an equal level, with the counsellor asking: "How can we work together?" "How would you like me to help with this situation at this point?"

5. Interviewer focus is where the counsellor may disclose information about themselves.

6. Cultural/environmental/context focus- The counsellor will show understanding as to how a client is influenced by the community/ies. in which
they grew up, but this can be extended to other issues such as gender, race, ethnicity, religion, socio-economic status to gain a greater understanding of the person the client is today.

Influencing skills and strategies
Influencing is part of all counselling. Even if the counsellor only used attending skills to actively listen to the client, being genuinely heard by another person can influence a person's behaviour. Influencing skills take a more direct approach to client change, with specific alternatives for actions that can promote change quicker and in some cases be more permanent. The influencing skills are interpretation/reframing and information giving, through which the client is encouraged to perceive their experiences in a more positive fashion. For example, a client who is visiting the counsellor because he is upset about having to move away from home is likely to be focusing on the loss of her support network and the familiarity of her community. The counsellor, while acknowledging the client's loss, could reframe the presentation to be perceived as an opportunity to experience new places, people and things or an opportunity for growth. Interpretation encourages the client to view life situations from an alternative frame of reference. This strategy does not change the facts of a situation, nor does it trivialise the hurt or pain the client may be experiencing but it does influence their subsequent outlook and internal frame of reference as well as an alternative way of behaving. Influencing is generally used when the client is exploring alternative ways of thinking or behaving.

Examples: A counsellor notices the conflict between two parties that have children together. The counsellor discusses the possible long and short term consequences of their conflict on their children and this might influence them to take more favourable ways of checking the conflicts. Influencing may thus facilitate change in the way a client chooses to think or act. It is generally used when the client is exploring alternative ways of thinking or behaving like when a young person who hates medication has just started taking drugs.

Information giving
Information giving involves providing the client with factual information that may assist them in some way such as details of a community support group or accommodation option to array their fears and anxiety in a new place. Sometimes clients are not sure where to start to look for the information they need, so counsellors can help their clients find that starting point. According to Evans, Hearn, Uhlemann, & Ivey, (1998) the following are points to remember about information giving:

a. Providing data or facts relevant to the client's needs.
b. Ensuring that the client is receptive to the information.
c. Being direct, clear, specific, concise and concrete.
d. Breaking the information into units that the client can utilize.
e. Checking that the client has attended to the data and facts provided.
f. Evaluating for distortions and using other interviewing skills to correct them.
g. Checking to orient clients to the interviewing process.
h. Checking to provide instructions or directions.
i. Checking to present feedback.
j. Checking to provide alternative perspectives.
k. Checking to direct clients to other resources.

Questioning skills
Effective questioning helps guide the counselling conversation and may assist in enriching the client's story. Questioning is useful in the information gathering stage of the interview. Example of questions used in the early stages of the counselling session includes: "What would you like to talk about today?" It can be an important skill to use throughout the entire process because it can help to open up new areas for discussion. Questions can assist to pinpoint an issue and to clarify information that at first may seem ambiguous to the counsellor like "When does the problem occur?" Counsellors should be knowledgeable about the different types of questioning techniques, including the appropriate use of them and likely results. There are two main types of questions used in counselling: (1) Open and (2) Closed.
1. Open questions are those that cannot be answered in a few words, they encourage the client to speak and offer an opportunity for the counsellor to gather information about the client and their concerns. Open questions typically begin with what, how, could, would, or why, and are useful to help begin an interview with, to help elaborate the client's story, and to help bring out specific details. With open questions, the client can choose the content and direction of the session. For example:
i. What has brought you here today?
ii. Why do you think so?
iii. How did you come to consider this matter the way you have done?
iv. Can you tell me what brings you here today?

Counsellor trainees should understand of each of the questioning styles and the expected outputs from clients, for example:
"How" questions tend to invite the client to talk about their feelings and most often enables clients talk about feelings and/or process.
"What" questions more often lead to the emergence of facts.
"When" questions bring about information regarding timing of the problem and this include events/occurrences and information preceding or following the events or such occurrences.
"Where" questions reveal the environment, situation or place that the event took place, and
"Why" questions usually give the counsellor information regarding the reasons of the event or information leading up to the event. They most often bring out reasons. But care must be taken by the counsellor when asking "why" questions because they
can provoke feelings of defensiveness in clients and may encourage clients to feel as though they need to justify themselves in some way. It may cause a client to begin to rationalize or intellectualize their problems, when what the counsellor really want them to do is to explore the deeper meaning and feelings behind their issues. It can also cause the client to become defensive and to feel “put on the spot”.

It is also important to be aware and cautious of over questioning. Asking too many questions sends a message to the client that the counsellor is in control and may even set up a situation in which the client feels the counsellor has all the answers.

Closed questions are questions that can be answered with a minimal response (often as little as “yes” or “no”). They can be used when professional counsellors need to obtain very specific concrete information and get all the facts straight. Closed questions typically elicit either a “yes/no” type of response or provide specific factual information. They can help the counsellor to focus the client or gain very specific information when need arises. Such questions begin with: is, are or do. The use of too many closed questions can cause the client to shut down and become passive because in essence you are training the client to simply sit back and wait for the next question to answer.

In counselling, it’s good to begin with open questions (i.e general), and as you gather information and hear the client’s story, move to more closed questions (i.e., specific) to obtain the specific details important for the assessment and subsequent intervention plan, for example:

Is that the book you spoke about?
Are you living alone?
Do you enjoy your job?

**Problem Questioning Techniques**

While questioning techniques can be used positively to draw out and clarify issues relevant to the counselling session, counsellor trainees must guide against using questioning techniques that can have a negative impact on the session. The wrong types of questioning techniques, at the wrong time, in the hands of an unskilled counsellor, can cause unnecessary discomfort and confusion to the client. According to Ivey & Ivey (2003) the following are five problem questioning techniques.

1. **Bombardment/grilling** - This occurs when counsellors get caught into a pattern of asking too many questions one after the other. In doing this, the counsellor is always deciding which issue should be discussed next.

2. **Multiple questions** - This occurs when counsellors ask several questions at once. For example “Please tell me about yourself - how old are you, where were you born, do you have any children and what do you do for a living?”

3. **Questions as statements** - This occurs when counsellors use questions as a way to sell their own
points of view. For example, "Don’t you think it would be helpful if you studied more?" "What do you think of trying relaxation exercises instead of what you are doing now?"

4. Questions and cultural differences- This is where a counsellor needs to be aware of any cultural influences that may make asking questions inappropriate for clients from a specific culture.

5. Why questions- This is where the counsellor asks too many why questions. For example “Why did you do that?” making it seem as if he is being over critical.

Probing
Probing is an attending skill that helps the client to take notice of, clarify or further define any issue at any stage of the counselling process. It is designed to clarify and move things forward. Probing can take different forms of statements e.g. “I’m not sure I understand how you intend to get it done” or “I guess I’m confused about what you said was your mother’s role in this case”. It can also take the form of request for further information or more clarity. While request should not sound like commands, the counsellor can use a modulated tone of voice, other paralinguistic and non-verbal cues to help soften requests e.g. “please tell me what you mean by there is a crowd at home”. Probing can also take the form of questions, words or phrases that are in effect questions or requests. Probes are actually often directly or indirectly questions.

When used well, questions are very useful in the counselling encounter. Counsellor trainee must be guided on questioning as follows:-

i. Asking a limited number of questions since the counselling encounter is not merely a question and answer session.

ii. Ask open-ended questions to give room for the clients meaningful inputs.

Probing can also be achieved through probing and exploring. It is a communication skill that involves stimulating or persuading the client to talk and tell his story. This can also be verbally, by verbal urging/vocal sounds or non-verbally by nods etc. exploring involves attempting to investigate the dimensions of the client’s case to gather relevant facts that will enable him understand his problems better. In sum, the uses of probes in the counselling process is to

i. Help clients engage fully in therapeutic encounter.

ii. Help clients achieve concreteness and clarity of his problem.

iii. Help client get a balanced view of problem situations and opportunities

iv. Help client move into more beneficial stages of the counselling relationship

v. Help clients challenge themselves.

Interpretation
This is a responding skill which involves checking the client’s awareness understanding of all aspect of his presentation cum behavior feelings and manners. He proceeds to confirm his level of understanding and to
make the client aware of the interplay of even/unexpressed feelings e.g. “you feel bad when she talks to you in a harsh tone and you realized...”

Silence - According to Okobia (2006) silence is a technique that allows both parties to ruminate over the stuff they have and this enables the client choose the next issue to talk about, to reflect on what has been said and to say more to fill some gap. Silence can also be an outlet for rising tensions and emotions but if poorly used it can make clients think the counsellor is at a loss of what to say or does not like them.

To back up silence in counselling sessions, the counsellor can make statements to reassure the client that he is not abandoned. Such statements include

i. You must be deeply touched by your problem......
ii. Are you thinking of a better way to state your problems?
iii. Do we rather terminate the session and meet some other time soon?

Skills for handling Catharsis

Catharsis is an expression of strong pent-up feelings, sad or happy. It is part of a therapeutic process and it helps the client to be more disposed to discuss his problems. The counsellor trainee should learn to make appropriate responses to avoid hurrying over the client from the expression of pent-up emotions and at the save time avoid being mean or uncaring to the client’s feelings. So in a caring tone the counsellor can tell the client after a while of such outburst any of these.
- “I know how you feel”
- “you feel as if the world has crumpled”
- “it can be quite distressing”
- “perhaps we should close the session for today”

While the counsellor can touch the client to console him/her as he says these, he must be guided against ethical issues especially if it involves the opposite sex. Other responding skills that the counsellor-trainee must develop include assurance, immediacy, clarification, encouragement, concretizing, self-disclosure and summarizing.

Skills for Interpreting Body Language & Movement in Counselling

Non-verbal communication can emerge from any part of the body and is termed as kinesics. Some of the most important body features observed involve the head, face, eyes, mouth, shoulders, arms, hands, legs and feet. Motor movement observations can provide a great deal of relevant information. All motor and facial expressions can be assessed in terms of their congruence with verbal content of the conversation as well as the level of activity or agitation they may suggest.

Table 8.1: Sample of Possible Interpretations of Common Kinesics of the Eyes

<table>
<thead>
<tr>
<th>Nonverbal Expression</th>
<th>Possible Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct eye contact</td>
<td>Attentiveness</td>
</tr>
<tr>
<td>Lack of contact</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>Nonverbal Expression</td>
<td>Possible Meaning</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Looking down/ away</td>
<td>Avoidance, preoccupation</td>
</tr>
<tr>
<td>Fixed staring Uptightness</td>
<td>Psychosis</td>
</tr>
<tr>
<td>Eye blinking</td>
<td>Anxiety, excitement</td>
</tr>
<tr>
<td>Squinting or wrinkled brow</td>
<td>Annoyance, concern, thoughtfulness</td>
</tr>
<tr>
<td>Dilated pupils</td>
<td>Alarm, interest</td>
</tr>
</tbody>
</table>

**Table 8.2: Sample of Possible Interpretations of Common Kinesics of the Mouth**

<table>
<thead>
<tr>
<th>Nonverbal Expression</th>
<th>Possible Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smiling</td>
<td>Greeting, Positive mood, denial</td>
</tr>
<tr>
<td>Tight lips</td>
<td>Stress, Anger/ hostility, Concentration</td>
</tr>
<tr>
<td>Quivering lips</td>
<td>Sadness, Anger, Anxiety</td>
</tr>
<tr>
<td>Biting/ Chewing of lips</td>
<td>Anxiety, Bad habit</td>
</tr>
<tr>
<td>Open mouth</td>
<td>Surprise, Boredom/ fatigue/ yawning</td>
</tr>
</tbody>
</table>

**Table 8.3: Sample of Possible Interpretations of Common Kinesics in Facial Expressions**

<table>
<thead>
<tr>
<th>Nonverbal Expression</th>
<th>Possible Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flushed face</td>
<td>Embarrassment, Anxiety</td>
</tr>
<tr>
<td>Eyes open wide &amp; mouth opening</td>
<td>Surprise, Sudden insight</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nonverbal Expression</th>
<th>Possible Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shruggin shoulder</td>
<td>Uncertainty or ambivalence, indifference</td>
</tr>
<tr>
<td>Slouched shoulder</td>
<td>Sadness, withdrawal/ shyness Bad posture, Self-protection</td>
</tr>
<tr>
<td>Folded arms</td>
<td>Closed to contact, emotional distance</td>
</tr>
<tr>
<td>Open gesturing</td>
<td>Openness to disclosure</td>
</tr>
<tr>
<td>Stiff and/or unmoving</td>
<td>Anger, Anxiety</td>
</tr>
</tbody>
</table>

**Table 8.4: Sample of Possible Interpretations of Common Kinesics of Shoulders and Arms**

<table>
<thead>
<tr>
<th>Nonverbal Expression</th>
<th>Possible Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crossing &amp; uncrossing</td>
<td>Anxiety/nervousness, Depression Self-protection</td>
</tr>
<tr>
<td>Foot tapping</td>
<td>Anxiety, Impatience</td>
</tr>
<tr>
<td>Stiff and/or Controlled movements</td>
<td>Closed to contact, Repressed attitude, Sore muscles</td>
</tr>
</tbody>
</table>

**Table 8.5: Sample of Possible Interpretations of Common Kinesics of the Legs and Feet**

<table>
<thead>
<tr>
<th>Nonverbal Expression</th>
<th>Possible Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaning forward</td>
<td>Attentiveness, interest</td>
</tr>
<tr>
<td>Leaning away or back</td>
<td>Withdrawal, Rejection</td>
</tr>
<tr>
<td>Rocking or repetitive motion</td>
<td>Relaxation or comfort</td>
</tr>
<tr>
<td>Turned to the side</td>
<td>Avoidance, Fear of rejection, Anxiety, nervousness.</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Habitual movement (e.g., tapping, hair twirling)</td>
<td>Bad habit, Developmental disorder, Impatience</td>
</tr>
</tbody>
</table>

The essence of this comprehensive presentation of the different aspects of non-verbal cues is to help the counselor readily identify them as they are presented in a counselling encounter and to respond appropriately. Counselor response to such non-verbal cues manifested from any part of the body can be explained with the possible meanings offered in each of the tables above.

Other Interpretations of Non-Verbal Cues in Counselling

The following are some of the interpretations of non-verbal cues as cited by Gesinde (1991) from Feldman and Shertos and Stone (1966):

a) Erect head. (Self-esteem, confidence and courage);
b) Bowed head. (Humility, resignation, guilt and submission);
c) Touching the nose. (Anxiety or stage-fright);
d) Artificial cough. (Criticism, doubt, surprise and anxiety);
e) Pressing head with hands. (Distress, despair and helplessness);
f) Placing head between the two palms (Sadness, exhaustion, meditation, etc).

Use of Paralinguistic Cues

Paralinguistic cues have to do with the pitch in a client’s voice; how high or low the client’s volume is when speaking of various content and whether volume or inflection changes depending on topic. Very high volume may relate to anger while very low may relate to sadness. Counsellors may direct attention to several aspects of speech including voice volume, articulation, pitch, tone, emphasis and rate. Speech fluency may also be explored with regard to the intrusion of stuttering or similar speech errors as well as jerky speech that changes in clarity and fluency across topics. For example sudden hesitations in speech may indicate anxiety about a topic or fear of self-disclosure. Speech errors such as wrong choice of word or inability to think of the right word may suggest anxiety or resistance on part of the client.

Recognition of non-verbal cues / behaviours during counselling sessions:

Recognition of non-verbal cues/behaviours is another very good skill the counsellor is expected to possess during counselling sessions because this helps to decode some difficult attitude the client can possess anytime. Gesinde (1991) said that non-verbal cues can be referred to as body language. Non-verbal behavior can be used either as an emblem to signify something as an illustration to explain what has been said, or as an effort to show one’s emotional disposition etc. Non-verbal behaviours are classified into eight categories. These are summarized as:
(a) Physical Traits or Characteristics: These are facial features, body shape, body odours, etc which express how the client feels about any aspect or totality of his body.

(b) Vocal Characteristics: These are the sounds made by human voice by mouth (loud or soft), tone pitch, speech rhythm utterances (like "uh-hun" "un"), yawning, hissing, moaning, silence. This usually expresses emotions and feelings such as being happy, sad, angry, nervous, disgusted etc.

(c) Body Motion: This includes ways in which individual can vary the motions and position of his body, facial expressions, hand gestures, clenched or open hands, tightening of lips, folding of arms across the chest, etc. All these can indicate suppressed aggression, pride, good feeling about self, etc.

(d) Touch: This means by touching of the body of another person, shaking hands, holding hands, massage a person, feeling the body of another person or oneself. By this, the extent of familiarity, closeness, openness or otherwise is being shown.

(e) Objects: The way an individual surrounds himself, utilizes the physical objects in his environment or displays material things clearly portrays this aspect. For instance, the kind, colour and style of clothing materials (clean or rough), the kind of vehicles preferred for use, electronic gadgets, designs or posters in one's room or office etc. These express the person's perception about himself—whether modern or traditional in outlook, liberal or conservative in values, careless or careful, a status seeker or a contended person, etc.

(f) Place: This refers to one's constant choice of sitting place or exhibiting an association with a particular place or club. For example, they may show preference for sitting in the front or at the back, exhibition of car stickers to show association with club or institution, etc.

(g) Space Utilization: It is a reflection of how an individual utilizes his physical space which may include sitting at a distance or close to other people. This can mean readiness for association or not wanting to be close to anybody which is a form of defense mechanism.

(h) Time Utilization: This concerns the concept of time and the utilization of time such as attitude to lateness or punctuality which is related to one's work or attitude to people generally.

When and How to Make Use of Non-Verbal Cues In Counselling

Having said much about the categories of non-verbal behaviours for the purpose of thorough understanding, then we can outline the right time to capitalize on non-verbal cues in counselling. This is still generally not agreed upon by practitioners; however, there are three approaches to this as postulated by Gesinde (1991). He said that:

(a) Some practitioners feel it is better to pick up the cue as soon as it is committed by the client or is elicited by the counsellor. Since this cue is fresh, it
will help produce maximum effect which the counsellor can quickly follow it up with more probing questions and interpretation or confrontation.

(b) A small interval can be allowed between the period the cue is given out and the reaction of the counsellor. This approach spares the client of the agony of a prolonged threatening situation or experience.

(c) The counsellor can simply ignore the cue either immediately or thereafter hoping that the on-going intensive or in-depth interview will lead to the same result of having a clearer understanding of the client, his problem and his message. The only disadvantage of this approach is that the client may see the counsellor as an incompetent professional who cannot recognize or understand a cue that he finds difficult to put into words.

Generally, the counsellor is advised to judge the prevailing mood of the client and also consider the relevance and importance of the cues before using any of the three outlined approaches. This then will bring us to the issue of how to interpret non-verbal cues during counselling.

Summary of key points
Micro counselling skills are the foundational tools that create necessary conditions for positive change to take place in clients. They are grouped under attending skills, questioning skills, responding skills, influencing skills as well as those that border on observation of body language. Some skills have to do with the provision of needed information in the counselling process. Non-verbal communication can arise from any part of the body; the head, face, eyes, mouth, shoulders and even the arms and feet. This chapter covered a wide dimension of interpretations used for all the categories of body language and movement manifested in the counselling situations.

Review Questions
Practical work
1. Pay attention to people's nonverbal expressions of emotions as you talk with them and make some notes of the non-verbal behaviors.
2. Practice confronting in a subtle way inconsistencies between a partner's body language and what is being said.
3. Observe and record the different ways different people express the same message.
4. Become a people watcher in quietude.
5. Using the possible interpretations in tables above, try to guess what emotions people express by how they hold their bodies, faces, hands and others.
6. What is a counseling micro skill?
7. Describe any 3 questioning techniques you can use in counselling.
CHAPTER NINE
Counselling Procedures

Introduction
The counselling procedure is a pattern used in counselling clients in order to solve their problems. It involves various steps and processes required and applied to achieve a counselling goal. It is a sequence of trying to assist a client in solving his problem during a counselling relationship. In every helping relationship like in counselling, there is always a procedural pattern that is required and followed in order to achieve desired goals. This determines the smoothness of counselling sessions and enables the counsellors and the counselees to know when a task is accomplished, or there is a hiccup in the process and when to terminate the relationship. This necessary since a client cannot just walk into a counsellor’s office, sit down and chat with the counsellor without a definite purpose. With the counselling procedure, the counsellor can provide a line of action to help the client in solving his/her problem. The outlined plan of action is the counselling procedure which starts with exchange of pleasantries between the counsellor and the client following which the latter is ushered into a seat. Thereafter, the client presents his/her problem from where the counsellor uses his wealth of experience to restructure, reframe or clarify the problem for better understanding. After this, the counsellor in conjunction with the client draws up counselling goals and objectives. To achieve the goals and objectives of the counselling relationship, the counsellor engages the client in heart to heart discussion depending on the counselling approach adopted by the counsellor and terminates the counselling session when the desired objectives must have been achieved or if the client is becoming uncomfortable that the counsellor was not in any way heading towards solving his problem but aggravating it. This sequence of trying to assist a client in solving his problem during a counselling relationship is the counselling procedure which can make or mar a relationship depending on the way it is started and handled to its logical conclusion.

Counselling Processes and Procedures
Makinde (1988) describes process as that guidance that involves a series of actions or steps progressively moving towards a goal. Thus, the counselling process is a systematic or sequential approach towards helping a client in solving his problem during a counselling relationship. For example, the counselling process as put together by the behavioural counselling theorists has four sequential steps in teaching a client how to solve his social, emotional and decision related problems. These are
1. The client’s problem
2. Counselling goals
3. Treatment methods
4. Evaluation and follow up.

Stages of the Counselling Processes
The stages involved in counselling processes begin with the entry of a client into the counsellor’s office with a
disturbing problem. This stage is called initiation stage. Initiation for counselling can emanate from three sources. They include

- the client,
- the counsellor's invitation of a client
- referral from a third party.

In this first step, a client may decide to visit a counsellor with a problem that is disturbing him/her which may include issues emanating from academic, social, psychological and vocational areas. It could be choice of academic subjects in line with chosen future career, dating cum boyfriend-girlfriend relationship, and emotional disturbance due to loss of a close relation or poor grades in continuous assessments due to poor study behaviour. A counsellor initiates counselling by inviting a client whom he/she has discovered to have some disturbing problems but not able to reach the counsellor for one reason or the other. This could be due to cultural values, ability to solve own problem, ignorance of the existence and roles of counselling and pride among others. Finally, a third party can initiate counselling by referring a client to a counsellor for possible solutions to an identified problem disturbing the person. For instance, a teacher can refer a student known to be a truant or who is consistently failing his class work for counselling. A parent can also take his son or daughter to a counsellor for counselling on some disturbing issues he cannot handle as a parent.

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

Thirdly, the counsellor begins the counselling process through interview. This interview stage is when the counsellor finds out from the client what his/her problem is all about. This is called problem identification. This is followed by the definition of counselling goals where the counsellor determines the behavior to be changed in an observable manner. In the course of the interview, the counsellor employs a combination of counselling skills to achieve his/her purpose. These skills range from listening skill to clarification, restatement, paraphrasing, verbal tracking, interpretation to focusing among other skills depending
on the nature of the problem presented. The interview skill expected of the counsellor as a one-to-one relationship is made up of open-ended statements to enable clients exhaust their points without restrictions. This is the hub of counselling in any counselling process or setting.

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

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

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

a. After client has gained insight into his problem and has been able to cope with it or resolve it.

b. When counsellor sees clearly that the client is using the relationship for dependency or is willing to deviate from originally outlined relationship.

c. When client proves un-co-operative, or referred to another without the knowledge of the initial counsellor.

d. If problem is beyond the competence of counsellor, then he should refer client to another specialist. Termination of counselling relationship should be handled carefully so that clients do not feel abandoned but as positive process where they understand that termination is not final as they may return later. It should occur when counselling goals are achieved or there is no rapport.

The final stage is the follow-up stage. Follow-up is a means of monitoring individuals with a view to obtaining regular progress reports on their performances and how satisfied they are after successful termination of counselling relationships with them. Follow-up assures continuity, consistency of counselling clients for future engagement in life activities. It is used
to assess the efficacy of counselling strategies and monitoring the performance of clients on continuous basis. Some experts argue that counselling ends with the termination stage while some others believe that it extends to follow-up stage as a feedback.

The choice of when to actually terminate the counselling process depends on the nature of the problem presented and how the counselling relationship had gone. If the problem presented was highly personal such as sexual promiscuity or sexual incompatibility between spouses, the termination stage is at the evaluation because it might be difficult for the counsellor to continue to probe and monitor the sexual behaviour of such clients as follow-up. However, if the problem is on choice of career, the counsellor can monitor the student up to the stage that the client settles down in his/her chosen career after graduation. Secondly, if the counselling session was terminated on a good note, there is room for a follow-up but if the case was terminated abruptly or referred to another expert, follow-up service would be difficult for the initial counsellor.

Conclusively every counselling relationship is guided by certain objectives that need to be achieved and this requires that counsellors should map out their plans for successful attainment of such objectives. This involves setting out some guidelines and procedures from initiation stage through reception, determination of available asset base of clients, evaluation stage, and termination stage to follow-up stage. To be competent enough to pass through the above stages successfully with clients, counsellors need to cultivate good attitudes, genuine rapport, sincerity, confidentiality, warmth, empathy not sympathy, and above all, they should be able to accept clients the way they are and demonstrate enormous spirit of unconditional understanding.

Self Evaluation/Appraisal
In counselling, as in many other professions, it is important to be able to critically evaluate how one has performed. In this way you can identify any areas that may require change. There are a number of strategies that can be implemented to assist you in monitoring and/or improving the way you conduct your counselling sessions. Here are a few examples:

Self evaluation
This is the process of reflecting on your own skills, your professional strengths and limitations. Awareness in these areas will enable you to choose professional development or training activities to fill any identified skill or knowledge gaps. Self-awareness of this nature will also enable you to identify clients that are beyond your scope of expertise and will ensure that you refer responsibly.

Client feedback
Providing client with the opportunity to review the counselling process can be tremendously beneficial for both counsellor and client alike. Not only does it
acknowledge the client's opinion as valid and valued, it also provides an opportunity for the counsellor to evaluate his or her current approach and adjust or continue accordingly.

Peer review
Peer review enables counsellors to come together and discuss individual cases, ethical dilemmas and brainstorm intervention options. It is a process that can increase counsellor accountability and improve the quality of service offered to clients (please ensure confidentiality policies are appropriately upheld).

Counselling Strategy
Counselling strategy is a step taken by a counsellor in organizing specific actions of counselling. A counsellor using behavioural method can apply a combination of counselling techniques such as reinforcement followed by re-education and later, modelling to achieve a desired behaviour. The concepts of methods, techniques and strategies of counselling are related activities employed by counsellors to carry out their counselling functions in order to achieve better results. However, one can still differentiate them from one another. It is also expected that a professional counsellor should be able to apply each of them appropriately in the course of assisting his clients in solving their problems. This is because methods, techniques and strategies of counselling may still mean different things, each of which is needed for effective counselling to take place.

Counselling Method is a counsellor's approach to counselling while counselling techniques are the specific activities performed in the process of counselling. The use of methods and techniques systematically during counselling relationships refers to the counselling strategy. In using the cognitive approach of counselling the counsellor might select sequentially some activities (techniques) such as explanation, discussion, reinforcement and cognitive restructuring to achieve his counselling goals and objectives.

Group Guidance and Counselling Procedures
Group as used in guidance and counselling refers to the collection of individuals who in coming together to rub minds with each other create a milieu that presents the simple opportunity for effecting positive changes in each of the group members' lives. As rightly advocated by Ifelunni (1996) the use of group procedures in guidance and counselling is to address the problems associated with increasing client numbers. It is also not always possible to spend time providing detailed information to individual clients on every aspect of counselling. Some topical issues are beneficial to work with groups of clients and which do not necessarily need individual counselling. This is given the volume of work inherent in counselling and that some problems are group oriented. It behoves the counsellor trainee to key into group procedures by developing sound team spirit to work with other trainees to organize such group activities.
Groups are characterized by common goals, norms, roles, cohesiveness and a sound leadership to steer the group towards attainment of its goals. The groups are composed based on the needs of members like guidance purpose, counselling, therapy, study social, common problem groups, etc. The forms of group activities mostly found in school guidance and counselling schemes include:

1) Orientation
2) Career Days/ talks
3) Leadership training for school prefects
4) Field trips
5) Founder’s Day ceremonies
6) Teachers and students interactive Forum
7) Prize/Award giving ceremonies
8) Excursions
9) Study Habit groups
10) Drug use
11) Talent hunting
12) Friendship and dating forum
13) Technology updates

A brief expatiation will be made of a few of these group guidance and counselling activities.

Orientation ceremonies
Orientation is a group guidance activity aimed at assisting fresh students and staff members to adjust to their new school and work environment. It is organized by the school guidance counsellor to array the fears of the new arrivals as they acquaint themselves with the school physically, structurally and theoretically. The procedure for an orientation is laid down as follows:

Step 1: planning Stage - this is the first step which involves seeking consent of the school head (principal or head teacher) to form a committee to plan and execute the orientation programme. The committee will comprise the Vice principal Administration, Dean of Studies, Dean of Discipline, Food and Health Masters and the Senior Prefect. The committee’s work is to budget for the programme, work out modalities and suggest resource persons to be drawn from the school staff members or outside the school. Such resource persons will be given topics to talk on like

- The history and philosophy of school or establishment
- School organization, leadership and introduction of key functionaries in the school
- Dinning hall conduct
- Matters of discipline relating to school rules and regulations
- School clubs and societies
- Accessing health facilities in the school
- Use of school facilities like the library, sport facilities
- Rules for academic progression and study habits

The committee decides on other issues like date and time of the programme, entertainment of participants, (food and welcome songs, school anthems), venue, invitation of other guests at the programme as well as
the programme moderator/master of ceremony and role distribution among committee members.

Step 2: At this stage notifications are sent out through school assemblies, students’ portals, emails and bulletin boards. Meanwhile, funds are procured (from the school authority or from fellow practicum students’ contributions), resource persons are contacted and detailed of their roles while venue for the occasion is prepared. The programme of activities is drawn.

Step 3: This is the actual orientation ceremony, the guests and participants converge at the venue while the principal as the chief host may also act as the chairman of the occasion. The programme of activities may feature-

- Introduction of guests/participants and key functionaries of the school
- Opening prayers/National/school Anthems
- Guidance counsellor’s (or spokesman) welcome address
- The chairman of the occasion’s opening remarks
- Welcome songs by older students
- Career talks by the various resource persons in their turns
- Interactive session (questions and answers)
- Refreshments and cultural displays to celebrate the fresh students as well as thrill and entertain the participants
- Vote of thanks by the school counsellor or any delegate to cover appreciation to the school authority, guests, staff and students participants.

NB- Apart from the general entertainment, each resource person may be given a token in form of honoraria.

Career Days
A career day is a group guidance activity whereby students are given opportunity of listening to a variety of professionals who give talks to the students about their line of career. It avails the young students a firsthand exposure and interaction with the professionals. Also termed as a career conference, career days requires adequate planning, funding and professional commitment. It also goes through series of stages like orientation. Aside from these stages, the guidance counselling committee headed by the school counsellor has added tasks here since the resource persons are mostly drawn from outside the school. After planning at the committee’s level they send letters of invitation to veteran professionals in and outside the environment. These letters are accompanied by an
The career day may also run a programme of activities similar to that used in orientation with variations such as making the resource persons to pay courtesy calls on the principal or school head teacher to sing the visitors' book before proceeding to the venue of the career day. This not only carries the school management along but gets blessing for the guidance scheme.

In ideal situations the career conference may run through several days but due to time and resource constraints. But the ultimate essence of career days is to create awareness about the different careers so that students can make informed choices. So after a career conference, the counsellor or trainee can assess the degree of success by the use of questionnaires.

Leadership training for school prefects
Leadership training for school prefects is also a group guidance activity designed for newly elected or appointed prefects to expose them to the needed skills and knowledge about leadership matters. Just like in the other group activities the leadership training scheme goes through stages from consent seeking with the school administration to planning by the counselling committee to the execution. Following invitations to resource persons drawn from respected and responsible members of the society, the training schemes holds with the fresh school prefects in attendance. The trainers take turns in making their presentations on topical issues like:

- The basics of leadership in school settings
- The challenges of being a school prefect
- Balancing between academic chores and leadership roles
- Qualities of a good leader
- Relationship between the prefects and the school management
- The school prefect as custodian of school rules
- Strategies of managing students' misbehaviours
- Power use and misuse
- Adverse effect of corporal punishment

The leadership training scheme may feature other activities like administration of oath of office to the prefects and induction ceremony.

Field Trips/Excursions
Field trip is a guidance activity that involves organizing trips or excursions for students/clients to different places where they could see, touch, taste or even feels the main attributes of the professions they hear about.
Such places may include the university campus, Radio houses, zoo, stadium, Art theatre complexes, Hospitals, Ministries, Technological centres etc based on students' career preferences and aspirations. The students on excursions have first hand exposures and may ask question to seek clarifications.

Preparation for field trip may differ slightly from other group activities albeit it also involves seeking school management consent. The consent of the host establishment should also be sought ahead of time. The counsellor prepares the students on issues they will likely meet at the excursion, the kind of questions they should prepare to ask and how they should conduct themselves during the outing. The students' exposure to real life work situations at the field trips will help to adjust in their career preferences and aspirations so that they can be better informed to make far reaching decisions about their envisaged careers. Preparation also includes making adequate arrangement for transportation especially where the school cannot provide such. Provisions should also be made to cater for feeding of participants depending on the length of time taken.

End of field trips are rounded up with an assessment of their outcome among student participants. Letters of appreciation should be sent to the host establishment while the school management should also be acknowledged for the moral support.

Group counselling process
Just like the individual counselling, the group activities are organized in stages from the first point of meeting to the last.

Stage one: Inclusion stage- this is the stage at which the group is formed and members are just meeting with each other. There is the initial confusion of meeting each other as fresh group members hardly know each other. The leader/ counsellor at this stage urges members to introduce themselves to the group, they agree on some ground rules/norms to guide their conduct.

Stage two: discussion stage- at this stage, members begin to disclose their problems/worries. Even though the group has just started, some members expect immediate solution to their problems while tending to criticize the group leader and other members. They seem suspicious and uncertain about what the counsellor is up to. Despite the threat to his authority as the leader, the counsellor should learn to absorb all the criticisms and attacks from such hostile members.

Stage three: Affection stage- members of the group have now fully understood the purpose and usefulness of the group in their lives. They seem to develop friendliness towards one another and are increasing in intimacy. There is a general feeling of belongingness and the group could become very facilitating and therapeutic if well led. Members can gain assistance from both the leader and other members to handle their
presenrillg concerns towards curative ends. Members now show caring attitudes, supportiveness, and positive attitudes as they make useful suggestions. The group has become very cohesive as members perceive others as friends and relations such they are carried away by subjective issues unconnected to the group goals and norms. They may lose sight of constructive confrontation and so the leader should do well to moderate such tendencies by injecting objectivity back into the group while modeling members to do same.

Fourth stage: Termination stage- as the group move towards termination, others would want it to continue because of friendship tiles that have been formed among members. The leader assesses the extent of success of the group activity by allowing members to express their gains. To avoid hurting the feelings of those who seem to want to hold onto the group still, the leader should make closure gradually. Members are urged to exchange contacts to help maintain their relationships even after disbanding the group. Reminding members of the initial purpose of the group as well as the activities undertaken the counsellor wishes all well in their future endeavors and terminates the group.

How to facilitate Group activities
The following tips are important in facilitating group activities

- Making sure that the one speaking can be heard by all
- Making sure that any visual aids you use can be seen
- Talking slowly and clearly to carry along all members of the group.
- Encouraging participation by all members
- Reducing domination by a few
- Using an interesting and animated style of talking to keep people's attention
- Maintaining eye contact (as appropriate in your culture) to check clients active participants
- Regulating and modulating the tone of your voice
- Allowing time for group to ask questions and interact
- Asking questions to make sure the topic has been understood.

Clients are bound to learn from others in a group session, so counsellor trainees should encourage the group members to share information with one another and facilitate discussions among them on the topic. But counsellor trainees must avoid lecturing in group counselling. The group sessions should also be brief and not overloaded with too much information. It is important to maintain courtesy and confidentiality within the group setting while giving room for the members to see you individually after the group session if they have issues that needed more privacy.

Counselling trainees on practicum must also coordinate themselves very well when organizing group guidance
or counselling activity. They must work as a team and pull their resources and ideas together for the success of the group programme. By no means should one or few members be made to carry the load for the several others, neither should practicum students make caricature of their group activities as notes on planning and execution will be examined in the course of supervision. This is because practical work in counselling is not compromised for any reason at all.

Summary of key points
This chapter dealt with the procedure in counselling which involves series of steps and processes required and applied to achieve a counselling goal. As an outlined plan of action in the counselling encounter the counselling procedure is determined by the counselling approach one adopts in each encounter. The behaviouristic approach has four main steps that range from client’s problem identification, setting of counselling goals, treatment methods through to evaluation and follow up.

Review Questions
1. What is a counselling procedure?
2. State any three sources from which initiation of client problem can evaluate.
3. What are the conditions that should guide the termination of any counselling encounter?

CHAPTER TEN
Ethical and Professional Conduct in Counselling Practice

Introduction
Counsellors and counsellor trainees alike are expected to conduct themselves ethically toward the clients. This is to help them maintain the highest standards of professional competence. Ethics mean moral principles that control or influence a person’s behaviour a philosophical discipline that is concerned with human conduct and moral decision making. Ethical conduct means conduct pertaining to or dealing with morals or the principles of morality, (right and wrong). It involves conducting yourself in accordance with the rules or standards for right conduct or practice, especially the standards of the counselling profession. Society as a whole is guided by norms and conventions for peaceful co-existence. Different professions also have rules and regulations that guide the ethical conduct of their members. This requires that the counsellor trainee develop understanding and knowledge of the ethical principles generally and those that pattern to the helping field of guidance and counselling. The general ethical principles for counselling practice as provided by the American Counselling Association (ACA) 2014 Code of Ethics given here in excerpts.

Ethical Principles
a) Principle of Beneficence - being proactive in promoting the client’s best interests. Counsellors
strive to benefit those with and for whom they work and take care to do no harm but rather seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons.

b) Principle of Fidelity - honouring commitments to clients and maintaining integrity in counselling relationship. Counsellors establish relationships of trust with clients as they uphold professional standards of conduct, in their professional roles and obligations.

c) Principle of Nonmaleficence - this means not wilfully harming clients and refraining from actions that risk harm. Because counsellors' professional judgment and actions may affect the lives of others, they are alert to and must guard against personal, financial, social organizational or political factors that might lead to misuse of their influence to the disadvantage of those involved.

d) Principle of Autonomy - respecting the rights of clients to self-determination. Counsellors respect the dignity and worth of all people and the rights of individuals to privacy, confidentiality and self-determination and choice.

e) Principle of Justice - respecting the dignity and just treatment of all persons. Counsellors seek to promote accuracy, honesty and truthfulness in the science, teaching and practice of counselling. In these activities, counsellors do not steal, cheat or engage in fraud, or deliberate misrepresentations of fact. Counsellors are guided by fairness and justice and reasonable judgment devoid of potential biases/unjust practices.

f) Principle of Societal Interest - this is respecting the need to be responsible to society, Counsellors strive to keep their promises and to avoid unwise or unclear commitments. Counsellors respect cultural, individual and role differences including those of age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language and socio economic status when working among or with members of such groups.

Legal considerations in Counselling
Counsellors and trainees need to know that there are occasions when their misconduct or omission in the exercise of counselling may be adjudged as unethical and which in cases of serious dimensions of misconduct may warrant their being proscribed from practicing counselling in Nigeria and elsewhere for that matter (Nwoye, 1998). The following is an extract of such legal issues that the counsellor trainee should guided against.

The law about confidential relationship and privileged communications in counselling:- According to Shertzer and Stone (1980) counsellors usually reveal intimate, personal and painful experiences with the assumption that others will not have access to their disclosure without their express consent. This means that the counsellor or trainee is obliged to protect the best interests of the client by
maintaining such secrets. The obligation here does not have only an ethical connotation but even a legal implication. What the law appears to require in this case is that the counselling professional is not to disclose information shown to him under the setting of one-to-one counselling and also to maintain the professional confidence reposed on him in such relationship. Everything about the relationship in written records must be accurately done and strongly safeguarded.

However, the confidentiality of information revealed in counselling may not be absolute in circumstances of litigations and perceived harm to self and others. The principle of societal interest suffices here.

Privileged communication is assumed to be almost absolute, the communication is usually known to lose its protection where it is discovered that it is for furtherance of crime or fraud. That means counsellors may be required to testify to knowledge they derive from their professional relationships with their clients in matters of crime. These are the following exceptions to the law of confidentiality:

(i) when disclosure is required to prevent clear and imminent danger to the client or others; (ii) when legal requirements demand that confidential material be revealed;

(ii) when a child is in need of protection.

The law about confidentiality of counselling information in group therapy:

One may likely ask whether the sanctity of information revealed in the context of one-to-one counselling relationship also applies to information revealed in the context of group guidance and counselling. In group counselling or therapy, the protection of privileged communication cannot be said to exist since under such a relationship where the presence of a third party is involved. So counsellors keep information revealed in group therapy for ethical reasons rather than legal considerations.

The law about libel and slander in counselling:

A counsellor/trainee should know that there are certain things he may do or say in counselling which would usually be actionable by the aggrieved clients. The counselling professional may run the risk of being prosecuted for professional misconduct involving libel and slander which are both forms of defamation. However, while libel refers to defamation in written form, slander is libel in oral form. This is due to the volume of information that goes in and out of his office. This involves exposure of the victim to hatred, ridicule and contempt; and also damaging of reputation. As asserted by Shertzer and Stone (1980) misconduct of defamation involves the invasion of people's interest in their reputation and good name causing others to shun them or to have unpleasant or derogatory feelings about them.
Defamation causes hatred or disaffection among people and as such is a great concern to the work of counsellors. Ifelunni (1997) thus holds that counsellors should handle counselling records with care both during processing and storage and even in dissemination. Immediate efforts must be made to correct falseful information about clients in case there is. Ifelunni as holds that in making verbal remarks about clients care must be taken regarding what we say, when and how we say it and to whom. As matter of duty we must strive to make only honest, verbal utterances while being guarded by the law of confidentiality. It must be understood that truthful and sincere consultations about clients with professional colleagues would usually not be taken as instances of slander.

Right of privacy law and problem of psychological testing in counselling:
The right of privacy is the right to be left alone to be free of inspection and scrutiny of others. Invasion of privacy is the intrusion into one's private affairs and/or exposure of one's paper to the view of others. When it causes one emotional distress, it is actionable. While libel and slander involve false or malicious statement aimed at damaging the victim's reputation, invasion of privacy usually arises from truthful but damaging publications.

This particularly concerns the use of personality tests in counselling which probe deeply into feelings and attitudes the individual normally conceals. A test could assess whether an adolescence boy resents authority or whether a mother loves her child or be asked to indicate the strength of sexual needs. These virtually seek information in areas which the subject has every reason to regard as private in normal social intercourse, but he is willing to admit the counsellor into these private areas only if he sees the relevance of the questions to the attainment of his goals in working with the counsellor. When the counsellor has a genuine need of the information obtained, he is not invading privacy but he should always seek the consent of his client before administering him a test.

Problem of counsellor malpractice and the law about negligent actions in counselling:
The term malpractice means any professional misconduct or any unreasonable lack of skill or fidelity in the performance of professional duties. A counsellor can offend the law in the area of criminal liability in four main ways.
- Becoming accessory to a crime after knowing the fact
- Encouraging an illegal abortion
- Being a conspirator in a civil disobedience
- Contributing to the delinquency of a minor
These legal considerations help practicing counsellors to really be able to determine when they are working or not working under the provisions of the law; and indeed to help them to predict when a negative consequence may follow their actions due to their deliberate attempt to work against the limits set by the law.
1. Principle-Based Ethical Decision-Making
Step One - What are the key ethical issues in this situation?
Step Two - What ethical articles from the Code of Ethics are relevant to the counselling situation at hand?
Step Three - Which of the six ethical principles are of major importance in the present counselling situation? (If unsure this step may involve gathering additional information, consulting with knowledgeable colleagues or even the Ethics Committee, and examining the probable outcomes of various courses of action.)
Step Four - How can the relevant ethical articles be applied in this circumstance and any conflict between principles be resolved and what are the potential risks and benefits of this application and resolution?
Step Five - What do my feelings and intuitions tell me to do in this situation? (Counsellors may consider Virtue-Based Ethical Decision-Making too at this point).
Step Six - What plan of action will be most helpful in this situation?

2. Virtue-Based Ethical Decision-Making
The virtue ethics approach is based on the belief that counsellors are motivated to be virtuous and caring because they believe it is the right thing to do. Virtue ethics focus on the counsellor as an ethical agent with the capacity to make complex ethical decisions. Although there is no step-by-step methodology for virtue ethics, the following questions may help the counsellor in the process of virtue-based ethical decision-making:
1. What emotions and intuition am I aware of as I consider this ethical dilemma and what are they telling me to do?
2. How can my values best show caring for the client in this situation?
3. How will my decision affect other relevant individuals in this ethical dilemma?
4. What decision would I feel best about publicizing?
5. What decision would best define who I am as a person?

Professional Responsibility
Counsellors maintain high standards of professional competence and ethical behaviour, and recognize the need for continuing education and personal care in order to meet their responsibility. For Ifelunni (1997) the counsellor’s responsibility can be categorized into responsibility to himself, to the client, the institution, the association as well as the society.

i. To himself, the counsellor needs to conduct himself in an exemplary in his dealing with others like the school, colleagues and the clients. He should honestly develop his professional faculties, be knowledgeable through research work and participation at seminars. The counsellor's
appearance and comportment is another aspect of his responsibility to himself. He must be neat and simple, well packaged and worthy of emulation. Counsellors are also supposed to be versatile to a level of an encyclopedia of learning. Nonetheless, they must acknowledge their boundaries of competence and limit their counselling services and practices to those areas which are within their professional competence by virtue of their education and professional experience. They should as matter of duty refer to other professionals, when the counselling needs of clients exceed their level of competence.

ii. To the client, the counsellor responsibility is to gear towards the lawful course of the client. This involves respect and dignity for rights of clients. Counsellors and trainees should participate in only those practices that show respect for the legal, civic, and moral rights of clients, and act to safeguard their dignity and rights. He is under obligation on matters of confidentiality in counselling information. He is also obligated to be non-discriminatory in services delivered to clients while being positively regarding to all. The counsellor has duty to warn when aware of the intention or potential of clients to place others in clear or imminent danger, they have a duty to use reasonable care to give threatened persons such warnings as are essential to avert foreseeable dangers.

iii. To the institution, the counsellor should uphold the norms of culture of the school even as he pursues the lawful course of clients. The counsellor shares in the primary responsibility of the school for academic excellence and is under obligation to assist the school in achieving her goals on moral development and philosophy.

iv. To the association, the counsellor is obliged to have an affiliation and loyalty. The association of counsellors is the Counselling Association of Nigeria (CASSON). He must register with this professional body and not stand alone nor operate in a vacuum. He must always pay his annual dues to sustain the association and in solidarity agree to fight the cause of the association. The counsellor is also under obligation to attend and actively participate in the association’s programmes like seminars, workshops and conferences to share professional ideas for growth. He is also expected to adhere to the ethics of the profession, serve in capacities called to serve and refrain from sabotaging the association in any way but reprent her in good light.

v. To the society, the counsellor’s work should bear in mind the society; the goals, objectives and philosophy. The counsellor must be vigilant and alert the society of quacks who will likely sabotage their work. The counsellor has professional responsibility to provide valid usable and reliable information to the larger society through mass media communication. He should realize that
clients must be adequately referred when he cannot serve them well to avoid disservice to the society and they should not exploit members of his society.

Other professional obligations of the counselor border on respect for privacy and informed consent.

Respect for Privacy- Counsellors are responsible for limiting any discussion of client information obtained from a consulting relationship to persons clearly involved with the case. Any written and oral reports restrict data to the purposes of the consultation and, every effort is made to protect client identity and to avoid undue invasion of privacy.

Informed Consent- Counsellors who provide services for the use of third parties should acknowledge and clarify for the informed consent of clients, all obligations of such multiple relationships, including purpose(s), entitlement to information, and any restrictions on confidentiality. Third parties include: the service school, courts, public and private institutions, funding agencies, employees, and so forth.

Counsellor's Personal Moral Qualities
The counsellor trainee's personal and moral qualities are also of crucial importance in the counselling encounter. These attributes have ethical or moral qualities too but are developed out of personal commitment rather than the requirement of an external authority. The training in psychological principles also helps counsellor trainees to develop such attributes which become part and parcel of his life. These personal qualities as given by Alokand (2010) which counsellors and counsellor trainees should develop include:

Empathy: - The ability to communicate understanding of another person's experience from that person's perspective. This involves experiencing the hurts of the client as if you were in his/her shoes. This is different from sympathy where a counsellor may display an emotional outburst because of the kind of story that his/her client telling him/her amidst tears. Empathy means strong feeling or understanding of what the client is going through as if one is equally going through the same experience.

Sincerity: - A personal commitment to consistency between what is professed and what is done. The counselor should demonstrate a high sense of sincerity. It serves no purpose feeding clients with wrong information on issues that bother them in order to placate them. A counsellor should endeavour to be himself/herself at any time and during any counselling encounter. It is equally proper for a counsellor to reveal himself/herself as an individual rather than a god or lording authority over his/her clients in order to cover up some inadequacies. The counsellor therefore needs to be open, knowledgeable, sincere, warm, accommodating and above all, confident in handling his/her clients' problems during and after counselling sessions in order to maintain his/her respect and dignity.
Integrity: - Commitment to being moral in dealings with others, personal straight forwardness, honesty and coherence. The counsellor must ensure the privacy of the client. The main thrust of counselling is confidentiality. Once the confidence of a client is secured, he/she will go to any length to discuss his/her problem which must also be obtained in a secured environment. If a client is threatened by pervasive and unfriendly environment, he/she may become afraid and will cease to divulge information necessary for effective counselling relationships.

Resilience: - The capacity to work with the client’s concerns without being personally diminished or to bounce back again and again even in the face of threats and hardships.

Respect: - Showing appropriate esteem to others and their understanding of themselves.

Humility: - The ability to assess accurately and acknowledge one’s own strengths and weakness.

Competence: - The effective deployment of the skills and knowledge needed to do what is required.

Fairness: - The consistent application of appropriate criteria to inform decisions and actions.

Wisdom: - Possession of sound judgment that informs good practice.

Courage: - The capacity to act in spite of known fears, risks and uncertainty.

Summary of key points
To maintain high standards of professional competence the counsellor trainee and practitioner are expected to develop a good understanding and knowledge of ethical principles, that pattern to the helping field of guidance and counselling. The ethical principles include:

- Principle of Beneficence
- Principle of fidelity
- Principle of nonmaleficence
- Principle of autonomy
- Principle of justice
- Principle of societal interest

Legal issues related to these ethical principles include the law of confidentiality, the law about labels and slanders. The counsellor should be well versed in the process of ethical and virtue decisions why conducting himself responsibly. The repertoire of counsellor moral qualities include: empathy, intensity, sincerity, resilience, fairness, sound wisdom, competence and humility.

Review Questions
1. State and explain any 5 ethical principles that guide guidance practice in Nigeria.
2. Give three examples in which a counsellor’s work may face criminal liability.
3. Differentiate between principle based and virtue based ethical decision making in the counselling practice.

4. State any five professional responsibilities of counsellor practitioners to their clients.

5. Ethical conduct demands high moral values for helpers like counsellors, discuss any five of these.

6. What key ethical and professional issues must a counsellor trainee abide by while on practicum?

7. State any three professional responsibilities of a counsellor.

CHAPTER ELEVEN
Supervision and Assessment in Counselling Practicum

Introduction
Counselling students need practical exposure is to ensure that they are properly guided through supervision to develop in line with what is expected of them. This requires getting the trainees well grounded in the theoretical basis of training on which the criteria for assessment is based. This behoves on the counsellor educators to understand fully the concepts and essence of both supervision and assessment in counselling practicum. It may also encompass giving the trainees pre-knowledge of what is expected of them and the criteria for assessment or evaluation. This will provide a level playing ground for all undertakers in the counsellor training programme and will make supervision a very free and fair learning process for both supervisors and trainees. This may even forestall the development of unhealthy and unprofessional conduct of either party.

This chapter very importantly dwells on the concept and aim of supervision in counselling practicum, the role, functions and qualities of a supervisor, the guiding criteria for supervision and assessment, the working relationship between supervisors and trainees and the ultimate in practicum examination and experience.
The meaning and aim of Supervision in counselling practicum

Supervision as defined by Ogunsaju in Okobiah (2006) is an activity involving stimulating professional growth and development of teachers or counsellors, a selection and revision of educational objectives and materials of information, methods of teaching or counselling and the evaluation of instruction or counselling process. A more specific definition as given by Sergiovanni and Starrat (1979) states that clinical supervision refers to a face to face encounter with teachers about teaching usually in the classrooms with the double barrel intent on professional development and improvement of instruction. This to say that supervision here is actually beneficial to both supervisors and the supervisees albeit situated in educational practice generally can be suitably applied to that done in counselling practicum. Supervision in counselling practicum thus means an activity engaged in by two individuals the counsellor educator and the counsellor trainee during the training period in order to equip the trainee with professional skills needed for effective practice or enhancement of professional growth. It is a cooperative activity that might involve the administrative head of the practicum site, resident counsellors/workers, teachers and even parents/guardians. Supervision may involve formulating goals to be attained, assessing performance and providing feedback to help trainees acquire and consolidate skills learnt.

Aims of supervision

The importance of supervision in practical work cannot be overemphasized. As articulated by Altucher in Okobiah (2006), the goal of supervision is to help the trainee remain open to learning experiences. Supervision forms the cornerstone of practicum experience while it also provides an avenue for the supervisor to assess himself or herself. It may offer opportunity for counsellor educators to brainstorm on matters of difficulties as experienced by the trainees. This will involve the different aspects of the practicum exercise from individual and group counselling cases treated to transcriptions made and logbook as well as reports submitted on group guidance programmes of career and orientation days, etc.

The Role of Supervision in counselling practicum

Supervision plays a tremendous role in the training of counsellors and these include

i. The supervision interaction provides a rich learning experience for both the counsellor educator and the trainees.

ii. It exposes the educator to more of the environmental and traditional problems of the practicum sites

iii. It exposes them to the challenges that widen their professional knowledge and horizon on cultural counselling.

iv. It provides grounds for updates on curriculum planning and implementation of the guidance counselling training programme.
v. The counsellor trainees have opportunity for constructive observation, criticisms, corrections and encouragement.
vi. It helps in moulding the trainees in the right direction rather than discourage them.

Supervisors' Expectations of Students/Trainees on Guidance and Counselling Practicum
The supervisor(s) has some basic expectations of the trainees on the fieldwork. These expectations form the focus which assessment of general performance is based. These expectations include:

i. Willingness and readiness to take on full responsibility of a school counsellor for the internship period.

ii. Punctuality to the counselling unit.

iii. Availability at the counselling unit to attend to old and new appointments.

iv. Willingness and availability to meet with supervisors for supervision and feedback. This may involve meeting with any of the three major categories of supervisors; the course coordinator, or visiting lecturer, the site coordinator in school and the chief executive who could be the principal or head of any institution where the practicum is taking place. The chief executive ensures the trainee is accepted and made comfortable to do his/her work.

v. Providing fieldwork tapes for analysis and critique so that skill levels and competence can be ascertained and areas of help identified.

vi. Openness to admit difficulties and discuss them with supervisor and with peers for ongoing learning.

vii. Willingness to attend weekly group practicum for case modeling and case analysis as a regular learning process during field work.

viii. Staying on to complete the field work and complete withdrawal formalities in order to ensure smooth ending and accepting next time by the institution.

Other expectations of the practicum for trainees include;
1. Holding Career workshops/career days
2. Organizing Special programs to candidates/students like drug and alcohol client, male/female issues, Self-esteem workshops and Conflict resolution projects.
3. Putting up Client/teacher workshops or meeting
4. Holding client/parent conferences where need be
5. Developing a counsellor resource bank
6. Administrative activities that will advertise counselling in good light.
7. Collaborative partnerships
8. Developing and participating in activities for at-risk candidates
9. Developing programs and participating in activities for candidates with special needs and Multicultural counselling.
Professional and Ethical Bases for Practicum Supervision

Counsellors' behavior, attire and attitude reflect upon the department, university and the counselling profession in general. Consequently, it is important to maintain a professional image for the community, clients, peers and professors. There are several things the counsellor trainee can do to enhance the professional image supervisors expect, including:

- Dressing appropriately and professionally. Professional dress code for counsellor trainee is corporate black and white with black shoes. Supervisors abhor an unbecoming appearance among trainees on practicum. Other aspects of ethical and professional conduct are fully discussed in the preceding chapter.

- Never discussing clients' cases outside of counselling or with a third party. The student counsellor must know and be guided by the Current American Counselling Association (ACA) Code of Ethics as discussed earlier and as provided by the Counselling Association of Nigeria (CASSON).

On maintaining confidentiality trainees should note that the privacy of the counselling relationship and material shared therein belong to the client or student. Cases should not be discussed with anyone other than the site mentors, supervisors and other practicum students in the setting of the course. Other than the legal exceptions to confidentiality, the client is the only one who can direct or authorize a counsellor trainee to release information to a third party.

In group counselling once the client(s) or student's parents have completed the consent form, it's apt to begin each initial group session by addressing confidentiality, and ensuring that the client(s) fully understands the purpose, limits and ramifications of confidentiality. Counsellor-trainee must be sure to select appropriate vocabulary and/or language, to make it clear that he/she will be receiving supervision from their trainer institution.

Other ethics to be observed by counsellor-trainees include:

A) Abiding by the rules and regulations of the organization they serve as long as such do not conflict with the ethics of the counselling profession.

B) Respect for clients' problems and avoiding coercion

C) Recognizing their boundaries of competence to make referrals as the need arises.

D) Being very sure of professional information given out and taking responsibility of such.

E) Results of tests should be made known and discussed but confidentially.

F) Getting in touch with supervisors to clarify issues of conflicts.
Functions of the Supervisor

Following from these roles, what then are the functions of the supervisor in counselling practicum? These include:

a. Provision of guidelines for the practicum exercise
b. Visiting the site of practicum
c. Evaluation or assessment of practicum experiences as submitted but trainees to determine their performance

A brief expatiation on these will suffice.

a. Provision of guidelines for the practicum exercise

It is considered in good professional standing for supervisors to have a briefing with trainees assigned under his/her supervision. This briefing touches on details of information regarding the fieldwork in practicum. He may also remind trainees of their expected conduct when they arrive on the practicum site; to introduce themselves to the school or organizational head in person and with the letter of introduction from the head of department. The briefing may also dwell on matters of records to be kept and submitted for assessment as well as specific guidelines on how these records are to be made and the scale of assessment to be used to make it clear on how they should proceed to do their best on the field. Trainees’ questions should be cleared as well to help dispel their fears for a meaningful practicum experience.

b. Visiting the site of practicum

One primary function of the supervisor is to visit the practicum site to see things for themselves; the working conditions and the trainees’ personal efforts vis-a-vis the challenges they face in such environment. This will certainly provide a broad view and sounder judgment on which to base the assessment rather than just getting counselling records for trainees’ assessment. This will be even more highly appreciated if the trainees start from scratch due to the prior non-existence of the counselling scheme in the practicum sites. During such visits the trainees may have opportunity to discuss with the supervisor the recorded cases of counselling and some ground breaking strides he/she might have made as well as some general problems encountered. Such could be avenues for higher scores and commendations to serve as boost to the trainees and encouragement to others.

During visits too, the supervisor may meet with the school heads /administrators to dialogue to help chart way for the smooth working conditions of the trainees especially if they face lack of cooperation. The supervisors can also help trainees to re-enact the various approaches of arousing students’/clients’ interest in the counselling services they have for them. The supervisor should not yield to the temptation of criticizing trainees in public; before clients and staff members. It is better to appreciate them in public but criticize and encourage them in private for better professional growth. The supervisor is not supposed to announce his coming so
the student counsellors should expect them anytime any day during the period of practicum.

c. Evaluation or assessment of practicum experiences as submitted by trainees to determine their performance

The ultimate in supervision is to assess or evaluate the trainees for examination purpose. There are various forms of assessing practicum exercise as identified by Sheutzer and Stone (1980) as supervisor's rating, counsellor's peer rating, client rating and counsellor's self-evaluation. Okobiah (2006) later identify five types of evaluation that can be used in counselling practicum to include: the supervisor's, on-site supervisor's, the supervisee's, the client's and the supervisor's peer ratings. These evaluators are supposed to assess a certain aspect of the practicum exercise each touching on field observations, transcript of cases and the case study report (Nwoye, 1988). According to him the critical areas to be considered in trainee assessment include as follows:

1. Evidence of the trainee's professional competence in the use of acquired skills of listening, summarizing, interpreting, information, reflecting and responding to terminating of counselling session.
2. Evidence of student's ability to refrain from the mistakes of overtaking the client as he/she presents the problem.
3. Appropriate application of acquired knowledge of counselling theories
4. General quality of the counselling session, the layout the neat finishing of the submitted reports.
5. Ability to handle novel cases encountered.
6. Trainees' general conduct, composure, mannerism, dressing styles and simple etiquettes.
7. Availability of counselling facilities, trainees' improvisation skills and group activities mounted.

Criteria for supervision and assessment

As discussed in the preceding section there should be established criteria to guide the supervision and assessment of trainees on practicum. The forms of assessment used are multidimensional. There is the daily logging, the group counselling case, the transcription and continuous assessment by the resident counsellor or other relevant records.

There is a scoring key to serve as a guide to practicum supervisors. Supervisors should ensure that students on practicum earn their marks from all the aspects of the practicum: the actual cases treated and recorded in the practicum manual/log, a group counselling case, transcribed case study and the continuous assessment of the resident counsellor. They should be guided by the key below:

**Scoring Key**

- 30% actual cases treated at practicum site and recorded in practicum manual/logbook.
20% Resident counsellor’s continuous assessment and other relevant records 
30% from group counselling case 
20% from transcribed case study. 
Total 100%

Transcribed Case

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Key for Scoring Group Counselling Procedures

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<td>Organisation of the group activity (banners, instructional materials, decoration of venues etc).</td>
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<td>Appropriateness of the topic.</td>
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<td>Content (calibre of resource persons used).</td>
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<td>Appearance of the student counsellors (adherence to counselling dress code/uniformity of purpose).</td>
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<td>Welfare of client participants at the group activity (refreshment)</td>
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Key for scoring daily Logging/Recording

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<td>Appropriate recording of cases.</td>
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<td>Number of cases recorded.</td>
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<td>Follow-up on appointments/assignments given.</td>
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<td>Professional handling of cases/records.</td>
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The aspects of the practicum are broken down for ease and clarity for both the supervisor and the trainees. A score card is also provided to guide the supervisor’s on the spot assessment of group or individual counselling and guidance while supervision visits are made.

Assessment of Group Activity
Supervisors should note that it is crucial that they supervise a group activity in which all practicum students on site team up to do. Group counselling should be on topical issues like career days, orientation for new students, health talk/ prevention of HIV/AIDS, seminars on cult activities, Teenage Pregnancies, Drug misuse, alcoholism, examination malpractices, militancy and restiveness, thuggery, political violence and examination stress, preparation for higher education, entrepreneurship training and leadership training for school prefects. Other issues may border on helping the clients to know who they are, to identify their life objectives/values, goal setting and decision-making should be taught to
the students. The relevance of information galore from the ICT (social media/internet, Cell phones) and their appropriate use could also be taught to the students in workshops or seminars.

A sample Score Card is given in the students' counseling manual and can be used for assessing the group activity. For easy scoring the career day can be split into parts of organization, speeches delivered, question /interactive session, evaluation and report. The organization includes the calibre of resource persons invited, the timing and the programme of activity drawn. Career speeches are made on the basis of client's level and needs. Supervisors should look out for a comprehensive pre and post test on the clients by the trainees to ascertain their commitment to profession growth. Details on other forms of practicum assessment can be found in the student practicum manual. Students should make sure they study the information and instructions contained therein for a smooth practicum experience.

At the end of the practicum the supervisor should assess the professional growth of the trainees by the submission of other forms included in the counselling manual such as the following.

Other aspects to be covered in supervision
The trainee should ensure he/she completes all other forms for assessment provided in the practicum manual.

Supervision of practicum should also cover facilities used by trainees for counselling services like availability of recording devices, bulletin boards used for relevant posters as discussed in previous sections. Others include career and information albums.

Feedback in counselling supervision
Feedback is the process whereby the supervisor discusses the trainee's performance and issues arising from his supervision with him/her. It involves honestly pointing out the strengths and weaknesses for purpose of improvement and consolidation. If possible a copy of the general comments of the supervisor should be given to the trainees to help him identify aspects that need retraining. Feedbacks help trainees to explore alternative techniques of handling counselling cases thereby improving their professional skills. Okobiah puts forward the characteristics of feedback in supervision that make them most useful to include that:

a. It is based on observed behaviour rather than interferences
b. They involve sharing of ideas and information
c. It has to do with what the supervisee said and not why he said so
d. Observed behaviour is related to the counselling situation.

At the end of the practicum the supervisor should assess the professional growth of the trainees by the submission of other forms included in the counselling manual such as the following.

Other aspects to be covered in supervision
The trainee should ensure he/she completes all other forms for assessment provided in the practicum manual.
supervisors. Student difficulties/concerns should be attended to in order to help them out. This could take the form of interpreting questions from students.

Qualities of a good supervisor
The supervisor must possess some essential qualities amidst others and these are the ability to:
1. Establish rapport with trainees
2. Relate well with trainees
3. Be patient
4. Be transparently honest
Supervisors should bear in mind that they are working with human beings and their trainees work with vulnerable groups like youths, troubled and even disabled individuals who need a lot unconditional positive regard, care and humour. He must relate well with them and patiently take time to correct the erring ones and help develop professionally. He should give honest feedback devoid of bias and sentiments. He should also treat counselling records submitted to him with sincere confidentiality.

Relationship between trainees and supervisors
The relationship between supervisors should be anything but cordial. This requires that the supervisors should establish a working alliance with trainees by briefing them on what is expected of them before they proceed to the site of practicum. This helps to prepare them adequately for the practicum exercise while reducing some of the fears they may have. Some of the fears they have are unannounced supervisor visits, strict supervisors, open criticisms, lack of feedback, delay or no supervision visits etc. (Okobiah, 2006). The supervisors can assist trainees overcome these fears if they establish rapport with them and also brief them on what is expected of them.

Summary of Key points
This chapter dealt with issues of practicum supervision and assessment. Supervision is actually a cornerstone activity in counselling practicum which both the supervisor and the trainee engage in during a period of practice to enhance the professional growth of trainees. Following supervision, the supervision uses different forms of assessment to grade and scale the trainees. The role of supervision is the provision of a rich learning experience for both trainees and supervisors while a key function of the supervisor is provision of guidelines and enablement for trainees for professional growth. The qualities of the supervisor and his relationship with trainees were also discussed.

Review Questions
1. What is supervision?
2. What is the essence of supervision in counselling practicum?
3. What categories of assessment are available for use by supervisors of counselling practicum
4. What are the functions of the supervisor in a practicum exercise?
5. State any five topical areas that trainees can use for a group counselling or guidance activity.
CHAPTER TWELVE
Practicum Students' Site Experiences

Introduction
From most trainee counsellors' narrative report, it might be understood that the students were nervous before and during the first few weeks of practicum. Their anxiety stemmed from worries about the acceptance by the school students, teachers and school administrators; the kind of relationship that they would have with clients, site supervisors, teachers, and school administrators; whether they could adapt to the new environment of the school or not; and the perception of the students towards them, trainee counsellors.

The narratives revealed that students were experiencing difficulty to attract the students to get their services. All of them reported that most of the students perceived that those who come to see the counsellor were those who have a psychological problem. This perception made it difficult for the trainee counsellors to get the clients. Some trainee counsellors also experienced difficulty in meeting the practicum and internship requirements. Since the clients were skeptical toward trainee counsellors' abilities therefore they experienced difficulties in completing the required contact hours. They have to work hard in promoting themselves and to make the students aware of their counselling services. They also experienced lack of confidence in their ability to apply the appropriate theories and techniques in handling client problem. Sometimes the students applied unsuitable theories and techniques in dealing with client problem. They also reported that they didn’t know how to help their client to solve critical issues such as suicide attempt, premarital sex, drug, and bullying. Furthermore, they experienced lack of skills in questioning especially in probing or exploring the client root problem.

The reports had it that towards the end of the practicum, the trainee counsellors reported that they have gained some valuable experiences which helped them in the process of becoming professional counsellor. As they progressed along, they realized that they could handle anxiety and stress that came their way better and they were able to improve their confidence level. Even though they were still struggling to be more confident in applying counselling skills and theoretical knowledge, practicum has provided them the opportunity to experience a professional life of school counsellors. In some instances the trainee counsellors were expected to be substitute teachers especially for teachers who were on medical leave and who were involved in meeting and courses outside the schools. Most of the trainee counsellors experienced difficulties in classroom management. Some of them do not know how to control students' disruptive behaviors. Thus, in the substitute classes they were not able to deliver their planned classroom guidance.

Counsellor education begins with pre-practicum course works that are necessary to prepare students to become
a professional counsellor. However prepared a student is in classroom environment, the feeling of nervousness and anxiety is normal when the student is given his or her first client. Movement to the unknown role of a 'real' school counsellor is psychologically daunting for trainee counsellor as he or she has to deal with a variety of uncertainties and expectations from his or own self, supervisor, and school community including students as his or her clients. The first experience with a client creates self-doubt. All of the students reported that they asked themselves questions such as: "Am I able to help my client to settle their problem? Have I used appropriate theories and techniques? What if I use the wrong techniques? What if I misinterpret and misdiagnose? Stoltenberg (1981) described trainee counsellors as neurosis bound with a tendency to imitate other counsellors including their own supervisors or their model counsellors. They lack individuality because of lack of experience. They seem unable to bridge the gap between theory and practice. At this level, trainee counsellors are dependent on their supervisors, professors and senior counsellors. Suffice to look more closely at some of these post-practicum reports.

Julia’s story indicated that she had worries about how she would adapt to the new environment and be accepted by the students and the school community. In her words “the first thing that crossed my mind at the beginning of the practicum was whether I could adapt and be a part of the school community. I worried about the acceptance of the administrators and the school staff... whether they accept me to be a trainee counsellor at their school. I also worried about the acceptance of the students at that school. From my observation, most of the students have negative perceptions about trainee counsellors. The students think that trainee counsellors have no experience and enough skills and knowledge to conduct counselling sessions. Because of that, most of the students would rather not come out for counselling”. Similarly, Julia said that “I felt so nervous and uneasy because I always think about what I am supposed to do throughout the period of practicum at the new school. I felt so worried because I did not know what I am supposed to do as I did not really know about this school, teachers, and students. I began to wonder and asked myself what if I could not fulfil the practicum requirements”.

For Eyo-Ita her nervousness was coming from not only the factors mentioned by Julia but also the fact that she had never experienced going to an all Muslim school. She said that “I worried about how I can adapt to the school community and the new school environment where the students were all of the Islamic faith. I was anxious because I do not know if I have enough skills to deal with students from this religious background and culture... which is different from my own religion and culture. I worry if I would make wrong interpretations and say wrong things to touch the sensitivity of other cultures. I worried about how I could conduct group counselling when the members had such biases. I
worried if they would not cooperate and share their feelings. I doubt whether I had any ability to conduct group counselling for a group like this."

For Yakubu the transition from university classroom to school setting was not easy for the first week. He was worried because it was very hard for him to get clients. The students actually viewed trainee counsellors as inexperienced. However towards the end of practicum he was able to adapt to the new environment and he was happy with the acceptance of the site counsellors, teachers and school administrators. Many of them reported that the site supervisor and the school stakeholders accepted them as part of the school community. They also were able to interact with more ease with students from different cultures especially those who were from different religion.

Angela reported that "...after few weeks, she felt more accepted as part of the community, especially by the school administrators, teachers, students and other school stakeholders. My relationship with them also has improved and so were my communication skills. I could mingle with senior counsellors and other teachers with ease." Angela could see a few changes in her after few weeks of practicum. "I could adapt to the school environment and my nervousness, anxiety level, negative judgment have reduced. I think I could do better and everything will run smoothly". Angela revealed that "...sometimes I did not know what to do to explore their exact problems, as well as to pursue them to talk. I am not sure how can I get them to talk and I wonder whether I know enough theory to apply in counselling sessions. Even after a few months of practicum, I still felt anxious especially when I have to face critical issues. Reality is really scary. It was scarier when I was not confident that I have matched the appropriate theory to deal with certain issue. However, for critical issues, I referred to my supervisor. The skills that I really need to help me become a better counsellor are probing and application of theoretical orientation in terms of doing treatment plans. It is really meaningful to me to be able to explore problems in detail. Sometimes I just explore client’s problem on the surface then I made interpretation about the client’s problem. However, the real problem was not actually but something else". Atif said that "I totally agreed that practicum experiences and supervision have helped me in building my skills and self-confidence. It actually helped me to understand my real role as school counsellor first hand."

Nguemo was happy to convey the news that "after few weeks of practicum I was exhausted but happy and this became rather sweet memory for me which I will never forget. I realize that practicum has taught me a lot in terms of building my self-confidence to face challenges of a real professional school counsellor. Moreover, after few weeks of practicum, I learned how to build trust as well as build rapport with the school community with diverse background". Nguemo agreed that she has "learned valuable lessons to become a professional school counsellor. I learned and always to ask senior
counsellor to handle big cases like drug abuse, rape victim, and family crisis. I also realized that I need to improve on a lot of things such as communication skills. As a counsellor, I need to be good in interpersonal skills. Practicum and supervision has helped me much in terms of counselling skills..."

Zanzan Ruth reported that “I needed to promote myself to students, as well as to the whole school community. I needed to attract people to come for counselling. I felt that it was my responsibility to change students and school community of their perception on counselling services are for problematic students, that is, students with disciplinary problems or students with psychological issues. I have to change their thinking so that they will have positive perception on counselling.”

Titilayo revealed that “...my worries and anxiety are students’ perception about counselling sessions. Students viewed counselling sessions were for problematic students. It was difficult to get potential clients since I did not get to go to classes to promote my services. Besides, the all-boys school was challenging since they were aggressive and active. They did not listen and like to make noise to distract teachers”. Titilayo also shared that “After I have completed my session with my clients, I asked myself whether I have used the right techniques and applied appropriate theories. I reflected on whether I was able to make them realize their problems, as well as whether I have helped them to solve their problems. I asked myself whether I can be an effective counsellor for my next clients”. She also reported that “even though I have experience but I still have anxiety during relief class. This is because some students did not really give cooperation when I was doing activities in class. I feel like I failed in controlling the class”.

Ruffina said that “...I was struggling to apply counselling techniques during my sessions with my clients. I have tried my best to improve my techniques and approaches so that I would not misinterpret and make any mistake particularly in diagnosing my clients’ problems. Sometimes I made revision regarding counselling techniques and approaches that I can use and apply in my sessions with clients. Indeed, I do really need some guidelines”. She mentioned that “I felt a bit worried about appropriate techniques and theoretical orientation that is suitable with me in dealing with various client issues. This thing is always haunting me and playing around in my mind. I am still making a great effort to improve my skills in using appropriate counselling techniques as well as to enhance my theoretical orientation. I lack counselling micro-skills such as active listening, accenting and amplifying, reflection of content and feeling and many more. Through my experience with my clients, I identified that I am not good in exploring in depth about my client’s problems and feelings.”

For Hamashien “I was lacking in counselling skills and competencies. I am afraid that my counselling sessions
became meaningless and led to nowhere. I am afraid that my counselling sessions became small talk or I would get lost in my clients' stories. I think that I need to improve my mental and psychological stamina to make me always ready to serve my clients”.

Sewuese’s experiences were quite stressful. In her words: “I had anxieties and worries especially when it came to going for substitute class. We were supposed to do classroom guidance but I have difficulties in handling the classroom guidance. They never gave attention and made noise. I don’t know how to get their attention. When they misbehaved, I just approached them one by one and I will write their name in record book and they will get demerit”. But on the whole “Handling classroom guidance was very challenging to me because they were very active and for the first day we met, only two students were in class. They were noisy and went out from the classroom without permission. I have difficulty in handling them, I know what I need is classroom and group management skills”.

Other Problems encountered in counselling Practicum
There are many problems to tackle in the process of practicum, necessary as it will be, some of these problems include;

i. Difficulties in finding institutions that will accept trainees.

ii. Lack of professionally trained local supervisors.

iii. The problem of dual training- teacher with a teaching subject/counsellor.

iv. Lack of clients to counsel.

v. Uncooperative local supervisors/executives where they are available.

vi. Misunderstanding of supervisor’s comments or feedback.

vii. General trainees fear manifested in unwillingness to conduct interviews and submit tapes for critique.

viii. Lack of office space to practice interviews.

ix. Poor trainee’s relationship with the chief executive, supervisors and staff which generates unhealthy atmosphere for practicum.

x. Poor interview recordings which makes tapes unusable.

xi. Identification, adoption and use of relevant theories and techniques for counselling.

In spite of these numerous problems the trainee counsellor could work hard with the support of the supervisor to overcome them and make a success of the practicum period of training. These problems challenge the counsellor trainee to put on his thinking cap to find workable and relevant solutions to afford him a wonderful learning experience in the practicum exercise.
How to Handle some Common Challenges of Counselling Practicum Students

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

1. Questioning the client is a necessary communication technique. Besides questioning to obtain general personal information, the counsellor will question the client about the presenting problem. Resistance to questioning can arise early in the course of therapy, especially if the client is not willingly seeking help and feels forced to participate. The counsellor may be able to overcome this resistance by asking open-ended questions (questions that require more than a yes/no answer) and listening attentively, respectfully, and empathetically to the client's answers.

2. Active listening techniques include body language, tone of voice, and verbal responses. Body language and tone are much more important than the counsellor's verbal responses. Clients read more from how the counsellor acts than from what the counsellor actually says. One challenge to active listening is the client who rambles on about subjects unrelated to his reason for being in counselling, in an effort to divert the counsellor from obtaining useful information. A counsellor must maintain respect and empathy for the client while at some point re-directing him back to his reason for being there.

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

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

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

6. Counsellors face the challenge of clients not divulging all of their issues because they may feel uncomfortable sharing things they feel the counsellor might condemn them about. For instance, if the client is having anti-social behaviour such as non-conventional sexual orientation, he might be uncomfortable sharing his problems with the counsellor because many religions have negative reactions toward such a lifestyle. If the person has marital problems and has turned to drugs or alcohol to ease the emotional pain, the client might also feel uncomfortable sharing this information with the counsellor. While that should not bother them unduly the trainees must work hard to develop questioning and attending skills that might help loosen up the client.

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

Points to Note in getting the first Counselling Interview Started
In the beginning, the counsellor is assumed to have been cognitively ready to get engaged in counselling, but the strangulating issue is often how to get a counselling interview started.

The following points can therefore be considered:

a) Make client relaxed by extending greetings and physical comfort (by offering client a seat).

b) Counsellor raises client’s confidence regarding his (counsellor’s) ability to offer professional help by minding the mode and the way the client speaks and acts.

c) If the client is adequately and physically settled, make a general remark or a humorous comment to start.

d) Tune to general questions that are meant to set the conversational part of the interview rolling. For example:

i. Avoid remarks which will fuel negative feelings concerning the counsellor or counselling relationship.

ii. Avoid comparing abilities of clients or making jest of the clients’ problem rather than offering emotional relief, though it must not always be pleasant for the clients.

iii. Ask simple question like;

"What is it that you would like to talk to me about?”
This may be the only thing that is needed after the person has been seated and made to feel physically comfortable.

If there is any situation that slights the client, the skillful counsellor can make use of what has happened to manipulate it in such a way that the relationship can get on again.
Where the client does not open up his case objectively and precisely, the counsellor gets in immediately to structure the experience for him. This displays the level of the counsellor's skillfulness.

When this is done, then it is good to set the structure for the client so as to get him (client) started in the right direction and focus and to let him, if necessary, reshuffle his wrong notions about what is to be expected in counselling.

By so doing, it means among other things that:

(i) The client is oriented about what counselling is all about;
(ii) He identifies what his roles are as regards seeing his present problem through;
(iii) Client sees his level of confidentiality to attach to what is discussed;
(iv) The client sees the type of help the counsellor can give;
(v) The counsellor makes the client know that solution is not feasible until certain details about him are known. Such details include his background, life plan, his likes and dislikes and people that have been or are still important to him in life among other things.

Skills required getting the Relationship Advanced

Now that the spadework for the relationship had been done, the next step is to sustain what had begun. Here, the counsellor requires some skills to move this relationship forward. Some of these skills include:

a) Ability to reflect what the client is saying or trying to express;
b) Effective communication of understanding of the problem, being expressed by the client;
c) Possession of some listening skills, that is, focusing, following the ideas expressed, making effective inquiry, reflection of client's feelings and reflecting the content of the thing being expressed. These are explained as follows:

i. Focusing- In counselling, this involves (a) maintenance of eye contact with client without gazing or staring at him and (b) concentrating attention on what the client is saying.

ii. Following the ideas expressed- This involves keeping tract with what is being expressed by the client and this involves

iii. The art of using comments that reflect the need of the counselling exercise at the time.

iv. Use of a nod, a smile, recognition of non-verbal cues/behaviours, effective glances and counsellor's body language can be important ingredients during counselling interview. Such non-verbal skills usually do have the effect of letting the client be at ease to freely open up during counselling sessions.

v. Not over-talking the client.

Making Effective Inquiry - This helps to get client fully attuned to the freedom to pursue the case being addressed.
i. It involves exploration of facts which should feature open-ended questions rather than closed ones.

ii. Reflection of client’s feelings and reflecting the contents of the thing being expressed. Here, the counselor
   a) Demonstrating to the client that he understands the problem or feelings he is trying to express and the joy with which he does it.
   d) Avoiding use of injurious language like, "emotionally stupid", "coward", "fool" etc which can thwart the smooth relationship;
   e) Noting that prolonged silence on the part of a client signifies:
      • Client is against the relationship.
      • There is a foreign party in the setting.
      • Client doubts the confidence of the counsellor to maintain secret being divulged.
      • Client wants the relationship terminated.

Counsellor’s Qualities in Counselling Situations
Practicum students must cultivate critical counsellor attitudinal qualities that encourage significant counselling effectiveness (Geis, 1975). Some of these qualities include:
1. Disposition for non-condemnation of the counsellor as a person, that is, recognize the worth of the client.
2. Non-possessive warmth. As emphasized by Traux and Carkuff (1967), it involves a certain openness and respect for the counsellor, with overtones of the counsellor’s humanity and personalized caring.
3. Communicated competence, authoritativeness, confidence and wisdom.
4. Genuineness, humaneness, sincerity and openness. These are aspects of the counsellor’s personality which Rogers (1951) has designated as self-confidence.
5. Empathy and understanding which involves understanding and acceptance manifested in the motion: “I can really see the issue you are talking about”, “Okay,” etc.
6. Sensitivity to the feelings of others, involving acuteness to perceive what is taking place in the counselling process.
7. Objectivity. This is the ability to take a detached, neutral, non-personally involved stand on the counsellor’s problem.
8. Flexibility.
9. High intelligence. This is considered crucial for the counsellor.
10. Observance of serious emotional disturbance.
11. Observance of communication that can be disruptive to personal values.
12. Personality style. This is usually manifested in counsellor’s forcefulness and rigour versus importance and lack of emphasis in counsellor responsiveness. Other manifestations are in the emotional state, sense of humor and activity versus passivity in manner and speech.
13. Ability to receive information from clients and also transmit them through verbal and non-verbal cues. (The non-verbal cues can make counselling sessions become very difficult if counsellors cannot recognize easily).

Recognition of non-verbal cues/behaviours is another very good quality the counsellor is expected to possess during counselling sessions because this helps to decode some difficult attitude the client might possess anytime. This aspect has been dealt with extensively in a previous chapter.

Skills for Bringing a Counselling Encounter to a Close
For the ending to be effective, the following behaviour may be adopted by the counsellor:
(a) Summarizing issues discussed and goals achieved.
(b) Identifying what to do next.
(c) Asking the wish of the client concerning the need for another appointment and further interaction.
(d) Make the client personally commit himself/herself to the actual time and date for future appointment using words like: when would you want us to continue the session? Or which time next week can we see?
(e) End relationship in a non-threatening and non-rushed manner, as well as in a warm, friendly and reassuring tone, as usually in biding farewell to a very familiar friend.

Summary of key points
Practicum site experiences as narrated/submitted by preceding sets of trainees are a getaway for new trainees. These generally border on their initial travails on getting sites, beginner’s fevers and poor command of the application of theories to their counselling situations. Pertinent cases range from difficulty experienced in accessing clients, lack of self confidence, handling critical cases, lack of communication skills like probing, prodding exploring, anxiousness, and application of counselling techniques. Procedures on handling some of these challenges were given as it relates to the challenge. Proper guide is given on how to get the counselling session started, advancing and closing in order to dispel fears in beginning counsellors.

In getting the first counselling interview started, the counsellor must make client relaxed by greetings, make general remark or humorous comment to start with and ask simple questions amongst others. The counsellor requires some certain skills to sustain a counselling relationship, for example, ability to reflect what the client is trying to express and possession of some listening skills. Some qualities the counsellor must possess during counselling interview are rapport, genuineness, empathy, sensitivity to client’s feelings, high intelligence, sincerity and openness, wisdom etc. Non-verbal behaviour can be used to signify something as an illustration to explain what has been said or as an effort to show one’s emotional disposition. Non-verbal
behaviours are classified into eight categories and have three approaches to the use.

**Review Questions**
1. State any five challenges practicum students' likely face.
2. How do you sort yourself through to avert these problems?
3. Highlight the points you must note in getting a counselling encounter to start.
4. Identify 8 qualities you as a counsellor trainee must develop for use in the counselling situation.
5. List any 5 categories of non-verbal behaviour clients put up in counselling and discuss how you can recognise and handle them during a counselling session.

**CHAPTER THIRTEEN**

Samples of Typical Counselling Encounters: A Review of Transcribed Counselling Cases

**Introduction**
Whenever we get knowledge and we do not try our best to process it for an effective use, we tend to make a mess of it. Here you will come across typical counselling encounters and the strategies/techniques/skills that can be used on the client who comes for counselling. Imagine yourself with a client who is so depressed, adamant or hopeless. If your counselling skills do not come to bare or are not properly demonstrated, you might not be able to win the confidence of your client or even handle the case properly. Hence as counsellors, we must try as much as possible to handle cases in such a way that there will be a free-flow of communication and above all, a lasting counselling relationship that will bring about an expected end.

**A Review of Problem**
Doolumun Ngutswen (a fictitious name) was a senior student in a Nigerian comprehensive high school. She was very creative, clever and considerate but reserved, pessimistic and introverted. After her Senior School Certificate Examinations (SSCE) and Unified Joint Admissions and Matriculation Examinations, (JAMB) she was offered a place at the University of Nigeria, Nsukka, but would rather prefer to study abroad where she was offered admission at the London School of Economics, England. Both offers were for studies in the
Economics of Underdeveloped Countries. However, Doolumun was worried about how to finance her education at either of the two universities. Her parents were very poor and had to take a loan at 100 percent interest to allow her to finish secondary school. Her parents were expecting her to take up a job and help pay off the debt but Doolumun’s ambition was to have a college education, and it was undoubted that Doolumun would perform brilliantly in college if she could find the necessary funds.

The Counsellor and Typical Encounters
Judging from this story, Doolumun preferred to study overseas rather than at a Nigerian university for which she was qualified to attend at a lower cost. The first interview between Doolumun Atindimo (counsellor) and Ibrahim Bussa (counsellor):

Counsellor: Hello, Doolumun (as she walks in looking up at the ceiling. The counsellor happens to know Doolumun by name and her parents, too).

Doolumun: Hi sir, (Very softly) “you keep working hard!

Counsellor: How are you today?

Doolumun: Fine.

Counsellor: How about your parents, your brother and your sister? Have you heard from Cbola (her uncle) in Lagos?

Doolumun: They are all doing fine. Gbola even sent a congratulatory card on my admission to Nsukka and the London school of Economics.

Counsellor: How nice, congratulations! I wish you success too. Your parents are very fond of you and I guess they too will be happy at this brilliant result.

Doolumun: Mmmm... (Doolumun mutters) not too much. In fact, daddy blamed me for using my pocket money to seek entrance to colleges and universities, telling me proverbially that there is no hope of funding.

Counsellor: Your ‘chi’ will provide.

Doolumun: Amen.

Counsellor: Could that hopelessness be one of your reasons for coming this afternoon?

Doolumun: Yes... and well... (she swallows her words)

Counsellor: Ok: In any case, sit down on the mat (carpet) with me and let us get into all that are worrying you. Spend a moment of silence with me during which you can put your thoughts together...(After a minute or two, Doolumun looks up at the ceiling and again turns around)

Are you all right now?

Doolumun: Yes, I see... (Amen). As you know, this is my last year in the high school...(pause).

Counsellor: (Counsellor quickly comes in) Yes...I remember.

Doolumun: And I’m afraid, I still don’t know what...next. Indeed, I have already gained admissions to two reputable universities, but...but........I hope, I need your advice.

Counsellor: I...I see...you are telling me to help you decide on what to do next year?

Doolumun: Yes......that’s it.
Counsellor: May be before that you should do your own part. By the way, could you give me some ideas of what you really would like to embark upon next year?

Doolumun: You see... I like my parents, and I would like to work to help them pay their debts on my high school education. But at the same time, I would like to go to the university and qualify as an Economist so that when I return to my parents we will all benefit immensely.

Counsellor: That sounds good. You really want to be an Economist?

Doolumun: Yes, that's it (emphatically).

Counsellor: Now, I can understand what your problem is. I guess it is centered on qualifying as an Economist either in Nsukka or in London School of Economics.

Doolumun: (Doolumun mutters again! pauses, then softly and slowly says) Yes, yes. But...but...my daddy...

Counsellor: But your daddy what?

Doolumun: You see, my problem is really how to get money to go to England for my education. Daddy is in debt for my high school education...I...I...know it.

Counsellor: Now I understand. You have got admissions to universities; you have thought about your major college, but now you need funds to embark on your goal to study and as I heard you, preferably in England.

Doolumun: That's right sir.

Counsellor: Did you talk to your parents after you noticed some indifference?

Doolumun: What? No...they are poor, and I know it. They cannot do anything further about college education. There are six of us in the family and mother keeps the house...having no job of her own...and as much as she would have liked me to go to college, and daddy...oh(almost in tears)...God...Oh...God

Counsellor: Listen, Doolumun, I think you have done what many Napoleons could not do. You have crossed a great milestone...admission. Is there any other university in Nigeria where you can be admitted to study economics?

Doolumun: As a matter of fact, the principal told us that anybody who scored three ‘As’ with a pass in English is automatically qualified to enter Ibadan University which is the nearest to our village.

Counsellor: Which means Ibadan would likely give you admission, too!

Doolumun: Sure.

Counsellor: And Ibadan is about 30 miles from your home.

Doolumun: Yes, but distance is not the question, I am not keen on Ibadan or Nsukka. I want overseas experience if possible.

Counsellor: I see. Then we have to concentrate on ways by which you Doolumun could get out to England.

Doolumun: Yes (hoping and almost smiling).

Counsellor: Are you familiar with the Financial Aid System of English Universities for Common Wealth Citizens?
Counsellor: Let me find their addresses (he gets them).

Doolumun: Write a letter of request to each agency and tell each about your success and problems of finance. If you bring them, I can help to edit them for you before mailing.

Doolumun: Thank you. But suppose I am not successful?

Counsellor: How do you come to that? Are you prejudging yourself as a failure?

Doolumun: Not really. But I've not been so lucky all my life for such a windfall. I am working for everything that I get.

Counsellor: So, you enjoy working for everything you get?

Doolumun: Yes indeed...but sometimes I wonder why my own life is so difficult and unpredictable?

Counsellor: Doolumun, you are already working on your college education. Maybe this is another opportunity for you to work harder by writing a convincing application for the scholarship under the above programmes and get the principal of your high school to recommend.

Doolumun: OK, I'll try. May be your advice will work.

Counsellor: It isn't mine, but yours really. You take delight in working for everything you get, and if you work hard this time on your scholarship applications and the written essays to be attached, you might be offered financial aid. And of course, if you need my help on the forms, I'm certainly at your disposal. You see...listen to what the elders say, 'Slow and steady wins the race'. Though we are not as large as the elephant, or as stout as the buffalo, nor are our connections as long as the beads of the sea goddess, yet we will succeed if we try. Just as the hand reaches much higher than the head, and the young palm fronds reach much higher than old palm fronds, so shall we be stronger and better placed than our forefathers. No forest is so dense that the Iroko tree (Mahogany) cannot be seen. No music is so loud that the gong cannot be heard. That this client will excel to the heights of her determination, that she will be prominent among her associates and that she will succeed in whatever she undertakes is not only a prayer, but a sanction.

Doolumun: Thank you. I do appreciate this.

Counsellor: When would you like to come back to report on what you have found out?

Doolumun: May be in three weeks time, after I have obtained the forms, filled them out and possibly received some replies.
Counsellor: Splendid! What if we fix our next meeting for May 26, when you should have heard from the Federal Government Scholarship Commission in Lagos? However, feel free to drop in before then if something develops.

Doolumun: OK. Thanks a lot.

Counsellor: Bye-bye.

Three weeks later, Doolumun returned to report successful results. She had been granted a Federal Government Scholarship to go to England. The Counsellor congratulated her and told her to work harder in England and do her best to achieve other awards and laurels.

Analysis:
This is by no means a perfect counselling interview. However, the counsellor has followed the indigenous approach of looking at the client's behaviour in relation to family, environment, physical world, and in relation to herself. He then developed a rapport with the counselee and tried to maximize the level of warmth, acceptance, empathic understanding, genuineness and congruence, and provided the necessary information and alternatives to achieve the client's goals. It seems clear that Doolumun had an idea of what she wanted but the means to success were scarce, if not difficult. The counsellor therefore tried to consider the limits of the situation within which Doolumun’s choice operated and explored with her the range of possibilities open to her through scholarships, thus cutting down on the amount of confusion she was then experiencing. The counsellor was not just listening but perceiving and clarifying. He did not prematurely give the advice which Doolumun originally requested but waited to hear from the client about her priorities. Doolumun’s case is a relatively simple one. Counselling practice can involve many more complex and intricate cases. But the most important thing is to explore a client’s problem rationally and objectively and let the client take responsibility for his or her own decision. But then the counsellor must try to be versatile in knowledge base to gather relevant information that will prove useful in helping the client from different dimensions. A good example is the counsellor’s sound knowledge in this case about scholarship opportunities in and around England.

A Referred Case of Dysfunctional Parenting and Poor Child Development - A case of Ann’s bouts of Aggression

Background Information
Anaduo’s situation needs to be considered in the context of three broad areas of her life: her family and home environment, her school situation and her friends. As a counsellor a number of questions would need to be asked when considering how to help Anaduo. These could include questions about her family history, what her home environment is like, what is happening at school and how she is getting on with her friends; problems in any of these areas could be affecting her behaviour, causing the recent aggression and rebellion.
The Family Situation and Environment
Firstly we might consider the difficult subject of the possibility of abuse occurring in the home environment. In this case the counsellor would need to first consider the two primary determinants of behaviour: inherited traits (personality needs) and social learning (learned attitudes). Anadoo may have inherited aggressive tendencies from her parents which when coupled with parental modelling could have made her vulnerable to feelings of anxiety and aggression; however it is important to remember that having aggressive parents does not automatically mean that a child will inherit the aggressive trait.

Thus the interaction between the influences of Anadoo’s genetic inheritance (i.e. her personality, represented by traits, needs and genetic predispositions) known as ‘personality needs’ or ‘behavioural tendencies’ and those of her learned attitudes, shaped by socialization and modeling influences, will be the major determinant of her behaviour. The counsellor would look at all areas of Anadoo’s life, her primary environments, considering the possibility of specific events having had a negative impact on her, the family modeling she has been exposed to and her own personality traits. The lack of appropriate parental modeling in the parents’ childhoods would make them unable to provide a functional safe home environment for their own children. Their separations, drinking and other likely abusive behaviours might have all impacted on Anadoo’s overall wellbeing, including her physical, emotional and mental states.

Session Content
The Counsellor met Anadoo in the waiting room, and using observation skills assessed her as being nervous and unhappy. He introduced himself to Anadoo in a cheerful manner in an attempt to commence building a rapport with Anadoo and tried to put Anadoo at ease, by using affirmation skills to send her a very positive message about the courage she showed in coming to see the Counsellor.

Counsellor: Your mother contacted me concerning your situation on Wednesday and gave me some background information (the counsellor is doing this to demonstrate his willingness to be honest by disclosing to Anadoo that her mother had contacted him, again adding weight to rapport building).

Anadoo: I thought she had when she gave me your phone number.

Counsellor: How do you feel about being here today?

Anadoo: (with eyes downcast) Well, I feel very nervous. I'm not sure what is going to happen. Mum tells me I need help but I'm not sure anyone can help me. She says I'm out of control.

Counsellor: That's what your mum tells you, but what I am really interested in is what you think, how you are feeling.
(The Counsellor is validating Anadoo's right to an opinion and also aiming to empower Anadoo by emphasizing Anadoo's ideas rather than her mother's.)

Anadoo: That doesn't happen very much to me you know, adults don't think my opinion's worth anything. I like the way you do.

(The counsellor noticed that Anadoo was looking at her shoes while responding to his questions; sensing her discomfort the Counsellor shifted the focus of his questioning, being very ingenious and thoughtful)

Counsellor: Anadoo, I notice you're looking at your shoes a lot when you're talking to me. They're very nice joggers, are they new? Have you started a new sport?

Anadoo: Yeah, I have actually just started doing athletics. The sports master told me I could be a good runner one day if I train hard.

Counsellor: That's great - good luck with it.

By this the Counsellor distracted Anadoo from her nervousness by focusing Anadoo on a topic that was neutral, showing a genuine interest in what Anadoo saw as important to her. This relaxed Anadoo and the session was able to move on.

Counsellor: How much do you know about counselling?

Anadoo: Not much. I thought it was for people who are sick in the head.

Counsellor: Well for most people it is to help them sort out every day problems and issues. It helps them work their way through stressful times or when they are having disagreements with other people. It helps them change behaviours they don't like doing and choose new ones which are more useful to them. Does that make sense?

Anadoo: Yes it does, I can understand that.

Counsellor: Anadoo, before we go any further I need to give you some information and explain what happens to the information you give me. Is that OK with you?

Anadoo: Yes that's OK.

The counsellor then explained issues and limitations of confidentiality to Anadoo, making sure that she understood that what she said to him would not be repeated to her parents.

Counsellor: Anadoo, how have things been for you at home or at school.

Anadoo: Mum keeps me from going out with my friends all the time; I can't even invite them back to have some fun. She tells me I can't be trusted, it's not safe. At school then there's this gang of girls who bully me. It's so hard I can't even concentrate on what the teacher is saying.

Counsellor: The bullying at school must be very hard for you to cope with Anadoo. Have you tried to do anything about it?

Anadoo: I have been to the teacher and asked for help a few times, but nothing seems to get done. I've spoken to mum too, but she can't help much either, she works all week. Dad lives somewhere else and works funny shifts.

Counsellor: Would it help if I were to become your advocate and spoke to the school principal about this?

Anadoo: I'll have to think about that one, I'm not sure, it could help.
Counsellor: Well, have a think about it Anadoo, it’s your decision to make. Anadoo, you mentioned that you were not allowed to go out with your friends, can you tell me more about that?

Anadoo: Well, Mum’s had a hard life, when she was younger things were bad for her and she is scared bad things will happen to me too. She won’t listen to me. I get so frustrated, I can’t have any fun!

Counsellor: Anadoo, what do you think would have to change for Mum to let you go out with your friends?

Anadoo: Well sir, that’s a good question but I don’t know.

Counsellor: Anadoo, have there been times in the past where your mum has let you go out with your friends?

Anadoo: Well, yes there have been. Mum let me go out months ago.

Counsellor: What was different then?

Anadoo: Well, Dad had to run me to my friends and I had to be home by 11.00 pm or else.

Counsellor: So, what has changed, then to stop you being allowed to go out now?

Anadoo: Oh, I got home one night about four in the morning, Mum was really cranky.

Counsellor: Anadoo, what do you think you could do to turn things around?

Anadoo: Maybe get Dad involved again and stick to my curfew of 11 o’clock.

Counsellor: That’s a great solution, Anadoo, well done! You mentioned earlier your Dad does not live at home, are your parents separated?

Anadoo: Yep, been like that on and off for years. I live with Dad one week and then Mum the next. Not sure where I will be from week to week. Often lived with my aunty until recently, but she died. Now it’s just Mum and Dad.

(Anadoo then began to cry. The Counsellor allowed Anadoo to weep for as long as she wanted to, letting her experience her grief and loss.)

Counsellor: That was very brave of you, Anadoo - to cry in front of me. Anadoo, I want you to feel that this is a safe place where you can be yourself.

Anadoo: I really miss her, I loved her a lot. I didn’t get a chance to say good bye to her. She cared for me and was so gentle. She was the only one who would treat me kindly. Mum and Dad have been so angry with each other for years they forget me and get very cranky with me. All this makes me really sad and angry at the same time!

(Anadoo became emotional again unable to contain her anger she cried out, and using coarse language struck out at life, shaking and crying. The Counsellor allowed her to release her emotions until she ended it by looking down at the ground. The Counsellor remained silent until Anadoo spoke, respecting her right to be angry and frustrated.)

Anadoo: I’m sorry I did that in front of you. But I’m not really a nice person, so I’m told. But I do feel a bit better after that.

Counsellor: Anadoo I mentioned a little while ago this is a safe place for you to be yourself. That hasn’t changed. Considering what has happened to you, you
have a right to be upset and frustrated. Anadoo, can I ask you who tells you that you are not a very nice person?
Anadoo: Well, they use worse words than that, but that's what they mean by People at school and at home. It hurts to hear it. I feel worthless at times. (Anadoo is revealing that she sees herself as a worthless and rejected person, a significant piece of information for Counsellor. The Counsellor then asked Anadoo a scaling question to measure anxiety levels she was feeling at the moment.
Counsellor: Anadoo, on a scale out of 10 where 0 is no anxiety and 10 is a great deal of anxiety, what are you feeling at the moment?
Anadoo: I am feeling quite anxious, about a 7, but it was 10 a couple of minutes ago.
Counsellor: Anadoo, I need to tell you something very important. I see in front of me a unique and pretty young lady who, despite all the hard things you have been through, you are still doing well at school, still caring for yourself and you want to do better in life. You have athletic skills and you were able to form a close relationship with your aunty. So you are a valuable person. (the Counsellor is now re-enforcing Anadoo's strengths and uniqueness to start rebuilding her self-esteem).
Anadoo: It's nice to hear someone tell me I am important. I don't hear that very often.
Counsellor: Anadoo, you will find that during counselling sessions I will keep emphasizing your strengths and achievements, this will help motivate you to make the changes you want to make. Are you happy with this approach?
Anadoo: Yeah, that sounds good to me. By the way I'm feeling much better now.
Counsellor: Anadoo, I'd like to change the direction we are taking and clarify some information you gave me about your family and school situation. Is that OK with you?
Anadoo: Yes I think so, but it is sad for me to think about my family at the moment.
Counsellor: Anadoo, if it's too hard for you to speak about this you can stop at anytime.
Anadoo: OK sir.
Counsellor: Anadoo you mentioned you loved your Aunty a great deal and you miss her a lot, can I ask what is your happiest memory you have of your Aunty?
Anadoo: I think it was last year when I spent my holidays with her. We did everything together. I loved it. When I think about it, it makes me feel loved.
Counsellor: Anadoo our memories of people can be very powerful, can I suggest when you are missing her, fill your mind with the good memories of her, the special times you had with her. This will help with your sadness. Do you think this could help you?
Anadoo: You know it, I think this will help. It just did a minute ago.
Counsellor: Anadoo, I would very much like to see a photo of your Aunty. Would it be OK with you if you brought one along the next time we meet? (the Counsellor is attempting to further strengthen the
working alliance with Anadoo by showing an interest in something very important to her).

Anadoo: Yes I would like to do that. I will bring a photo of her next time.

Counsellor: You have also mentioned you have been feeling very angry lately. How has this affected your relationships with your parents and friends?

Anadoo: Well, I’ve been so upset and angry I keep yelling at my parents and my friends lately. I don’t know what to do about it.

Counsellor: Can I ask you to shut your eyes and imagine a recent time when you started to get angry; try and remember what was happening inside you at that moment.

Anadoo: OK I’ll try. I couldn’t think straight, and my face got hot. Then I started to shake.

Counsellor: You’re doing very well to remember it. Those feelings you just described can be used by you to help control your anger. Next session I will show you how to relax and to change what you are thinking about so you can stop yourself losing your temper. How does that sound?

Anadoo: That’d be good.

Counsellor: It would be useful if you could over the next week record on a note pad when you become angry, including information about what caused it, who was involved, what you were thinking and how it affected you.

(The Counsellor is helping Anadoo (through a homework) to become self aware of her body before she looses control of her anger and is also providing to her some practical steps she can take to help herself over time.)

Counsellor: Do you think this could help you?

Anadoo: Well I’ll give it a try and see what happens.

(On the Counsellor then suggested Anadoo to reward herself for keeping this record and asked her about something she liked doing. Anadoo said that she liked looking in clothes shops after school. The Counsellor is helping Anadoo to place value on keeping these records by providing a reward for her, which also acts as an incentive for her to keep doing it. (This validates the homework given and makes it sensible as well as helpful in working her towards the solution she seeks).

Counsellor: So Anadoo, when can we meet again?

Anadoo: I think we can make it same time next week sir.

Counsellor: That’s right, but just in case you want to see me before then you are free to do so.

End of Session

In this session as transcribed the counsellor demonstrated the following strategies:

i. Creating conditions to help Anadoo bring some equilibrium back into her life; supporting her in what she is experiencing, providing information to her about her reactions and her mental state being affected by grief and loss

ii. Normalizing as much as possible her reactions to her difficult home and school life.
Examining her current situation, what support networks she has available to her, identifying the major issues and her concerns.

Using focused problem solving methodology, attempted to establish realistic, achievable and clear goals for her to improve her quality of life, both at home and school, exploring possible options, and also checked her levels of comfort using scaling questions.

Identifying what supporting actions needed to be taken i.e. Self-help, counsellor support etc.

Discussing how she could monitor her own emotional state and become self-aware, as a prelude to using agreed counselling interventions.

Next Session
Anadoo's risky behaviour will need to be challenged in the next counselling session as it appears she does not understand the concept of consequential thinking, i.e. the consequences of her actions based on her choices.

Factors to Consider When Counselling Adolescents as illumined in this counselling encounter
When counselling an adolescent it is important to remember that it differs from counselling either children or adults. Things to consider:

i. Adolescents can be strongly egocentric. This trait starts in early adolescence and carries most weight in mid- to late-adolescence. They may have the notion that everyone is watching them, at times parading in front of others to invite attention. They may make up success stories about themselves, which they start to believe. This can lead to the idea they are bullet proof or powerful and can't be hurt.

ii. A critical adolescent task is the formation of personal identity; failure to achieve a satisfying personal identity is very likely to have a negative psychological effect on them and on their development into adulthood.

iii. Teenagers are often experimenting in making their own decisions apart from parental influence. Part of this learning curve is for them making 'both helpful and unhelpful choices'. This is part of life and the counsellor must recognise this if they are going to be successful in forming a working alliance with a teenager.

iv. Young people particularly need to feel they have some power/control in the counselling relationship. Often profound disempowerment is a fact of life for a teenager where they have lost control to others and their direction appears to have been predetermined.

Other Sample counselling Cases with constructive criticisms
These are a sample of past students' transcription edited for students to learn from.

Case 1
Julia-- Knock, may I come in Sir
Counsellor – Yes, come in, good morning, how are you today? Is there any problem?
Julia– yes, I have a problem Sir.
Counsellor – what is your problem?
Julia– The problem is I am HIV Positive together with my life partner i.e. my husband and he has refused to take the HIV drugs
Counsellor – Do you mean that both of you are tested HIV positive?
Julia– yes sir
Counsellor – For how long have you been tested?
Julia– it is almost a year now
Counsellor – what reason does your life partner give not to take the drugs?
Julia– He says that he cannot live on drugs, since HIV is not curable let him just die.
Counsellor – What have you been telling him to convince him to take drugs?
Julia– I use to tell him that, we have been told in our support group meeting that persons can live their normal days when with HIV if they are taking their drugs properly, so he should not be worried.
Counsellor – quite good, you say the correct thing but do you use a polite language to talk to him.
Julia– yes sir
Counsellor – you also need to tell him that even with HIV he can give birth to healthy children and also carry out his normal activities so, he should not be worried. But do you think he will listen to me if I want to talk to him?
Julia– yes sir, because he does not hide his problem (HIV) problems.
Counsellor – do not be worried I will talk to him and by God’s grace he will accept taking the drugs.
Julia– I will be very happy.
Counsellor – But when do you think he will have time for us?
Julia– Any time you decide, because he is always at home
Counsellor – so let us see him on Friday 8-7-2016, about the case, do not be worried the problem will be solved
Julia– Thank you sir
Counsellor – thank you let us see that day

Criticisms
i. No rapport was established and the client was not even offered a seat; in the opening sentence he did not give room for client’s response but asked series of questions all at once. That shouldn’t be.
ii. Reception was very poor and un-warmly; these are little issues but they are what make counselling a special helping profession
iii. We can’t exactly say when the counsellor took the client’s bio-data and how he knew her name; perhaps an old time client?
iv. No counseling goals were formulated and this can make counseling half-hazard.
v. No confidentiality was pledged
vi. The whole counselling session lacks professional touch from opening to closure.
CASE 2

Client: Knock, may I come in Sir
Counsellor: Yes, come in. Good afternoon, how are you?
Client: I do not have any other health problem apart from being HIV positive.
Counsellor: How is your family at home?
Client: They are living fine sir.
Counsellor: What is your name, my friend?
Client: My name is Aondohemba Targema.
Counsellor: Targema, you are looking very neat and responsible, thank you. But do you have any problem?
Client: Yes sir.
Counsellor: What is your problem?
Client: My father has refused to pay my school fees because I am HIV positive.
Counsellor: Ah, is that the problem?
Client: Yes sir.
Counsellor: But do you contribute effectively in the family?
Client: Yes sir.
Counsellor: I mean do you do your duties as a son to the father?
Client: Yes I used to do, but as he refuses to pay my school fees I sometimes violate some of the rules.

Counsellor: Yes, well I understand how you feel that your father has refused to pay your school fees, but don't you think you should have continued doing your duties as a child to him? It's possible that maybe after sometime he may change his mind. Are you getting what I am saying?
Client: Yes sir, but I do that to show my temper.
Counsellor: Yes I understand how it feels but do you know there are better alternatives to handle this problem to yield better results? Client: I don't know sir.
Counsellor: One is, maybe you should keep telling your father in a respectful manner that you are still his child like others.
Client: Yes sir.
Counsellor: You may also try to convince your father through respectful behaviour that it is not your making to be HIV positive, are you clear with what I am saying?
Client: Yes sir.
Counsellor: How is the financial condition of your father?
Client: Ideally it is not all that good.
Counsellor: Then you should understand the problem of your father as well as use good words to talk to your father and also continue doing your duties as a son in the family, your father may change as the condition also changes, are you getting me?
Client: Yes sir.
Counsellor - would you like it if I find time and talk to your father about the case, will he listen to me?
Client - I think he will
Counsellor - then let's hope that proves helpful, so give me your father's contacts, house and office addresses please.
Client - yes sir
Counsellor - so do not be worried I assure you that we can handle this problem but you should consider doing your part too
Client - thank you Sir
Counsellor - I hope to see your father before the wee runs out so will it be convenient for us to meet again Wednesday next week same time?
Client - yes sir
Counsellor - Good day and do have a pleasant day, thank you.
Client - it's okay sir thank you

Criticisms
i. Poor rapport and no exchange of pleasantries which are very necessary opening actions, started session without ushering the client to a seat or comfortable position
ii. No counselling objectives
iii. Poor questioning skills and asking unrelated questions
iv. Case was not properly explored with relevant questions
v. No pledge of confidentiality even with the move for third party involvement
vi. No summary

Commendations
i. Gave room for good alternatives like changing approach by client
ii. Proceeded to make room to meet with a third party to help the client
iii. Gave appointment for subsequent session
iv. A better closure even though there was no summary

Case 3
Client: Knock at the door
Client: Good morning sir
Counsellor: Good morning madam, you look worried, is anything the matter? And how may I help you? Sit down.
Client: yes sir, I have a little problem which I need your assistance
Counsellor: well, what is the problem, tell me.
Client: Sir, you see I got married to my husband about eleven (11) years ago. I even did my schooling at Benue State University under his assistance as a husband and last year I was diagnose HIV positive during one of my antenatal visit to this hospital and I became confused because I am not
saying I am a "saint" but since my
eleven years of marriage I had never
had an affair sexually outside my
matrimonial home and when I told
my husband the report I had from the
government, he was less concerned, he
show no interest as something serious
to the family. He was behaving as if it
is something that has been in
existence in the family for long.

Counsellor

Client

eye sir, you see I am not all that small
to detect or read somebody’s action
with my little knowledge of
psychology if he or she is surprise on
any issue.

Counsellor

Client

yes, that very true
thank you, so I told him that there is
need for him to go and do the HIV
test as well. Then he refused and said
his body is very sound so he sees no
need to go for any test

Counsellor

Client

did you care to tell him the effect of
the virus as you were told in the
hospital at the adherence unit?

Counsellor

Client

yes sir, I did everything humanly
possible to convince him but he refuse
to listen to me and the worst of it all is

that he has being accusing me of being
HIV positive even in present of
visitors that I want to kill him with
HIV virus

Counsellor

Oh, my God! It is a pity. Did you
make it known to any of the family
relation to help you hear your cry­
out?

Client

No sir, I was afraid to discuss it with
anybody. But my last hospital visit
was to discuss it with the social
welfare officer when I accidentally
met my husband in the hospital on
line to see the doctor and collect ART
drugs when he claimed to have
travelled to a meeting in Makurdi. I
became confused.

Counsellor
do you mean or are you telling me
now that your husband who has
being refusing to go to the hospital for
HIV test is already on ART drugs in
this same hospital?

Client

yes sir, and when I tried to find out
when he was diagnosed HIV positive,
I discovered that the man has been on
ART drugs for the past sixteen years
(16years)

Counsellor

you mean he was positive even before
he got married to you?

Client

exactly sir
Counsellor: Oh my God, how many issues do you have with him?

Client: Four (4) children sir.

Counsellor: Have you done the HIV test for them now that you discovered that your husband is already on ART drugs?

Client: No sir.

Counsellor: Now what is your intention?

Client: Sir, I am totally confused, I am thinking of leaving him with his children, then I will go and meet my parents and put an end to the marriage issue.

Counsellor: Would that bring solution to your problem? You see, your relationship with your husband is a permanent one. To me I observed that you invite your parents and resolve this as members of one family because you have to consider the future of your children who are innocent to the problem. How do you see madam?

Client: Sir, that is why I need your assistance. Whatever you assist me with, will be of help.

Counsellor: I will like to talk to you and your husband at a round table before inviting any other person in the family if need be. Would that be okay for you?

Client: Sir, I will be glad if you can resolve this problem, to me I still have interest in the marriage as you mention the issue of our young children who are innocent.

Counsellor: Good, that should be okay for now, meanwhile don't worry. Can I see you people on the 17th of July that is on Sunday after service and by the grace of God? I assure you that the problem can be tackled but are you sure your husband would welcome me?

Client: Very well Sir, thank you for your kind reception, all I want is peace in the family so I will be glad to see you that day please sir don't fail to come on that Sunday you promised.

Counsellor: No, I will do just what I said. Thank you very much, my warm greeting to your family.

Client: Thank you sir.

Counsellor: Thank you, its okay madam.

Criticisms

i. No rapport, client was not even attended to nor given a seat nor bio-data taken, these a rubrics that make counselling a helping specialty. You can't assume that everyone coming to your office is coming for counselling purpose so at least exchange initial greetings as a person to person.
ii. No confidentiality pledge
iii. No counselling goals formulated
iv. No counselling summary

Commendations
i. Good questioning and exploratory skills
ii. Giving room for client intention

Case 4
Abbreviation:  
S = Student (client),
C = Counsellor trainee

S - Knock knock
C - Yes come in
S - Good morning ma
C - Mhm good morning (pause), sit down please, how are you?
S - Am fine ma
C - What is your name?
S - My name is Shisha Nguevese
C - Shisha Nguevese
S - Yes ma
C - Ok what class are you?
S - I am in JSS1A
C - Ok how old are you?
S - I am 12 years
C - You look quite small (pause), its ok but you are beautiful
S - Mhm hmm ---- (pause)
C - What is your problem?

S - Ma --- am not having much problem but, the one that I have is that they use to beat junior students anyhow, any small reason they do beat us.
C - Who does that?
S - Senior students
C - I see, what you are saying is that senior students are fond of beating up the junior students for any little reason?
S - Yes
C - Is it the ones in the boarding house?
S - Yes, and even the day students during school hours, (pause) during school hours
C - Ok mhm mhm I see, is it just all junior students they beat or you in particular?
S - Is my case in particular ma?
C - So what are some of the reasons they beat you for?
S - During school hours, some time we will not be making noise. Some time you will not button your shirt like this they will come and call them to kneel down they will come and beat you
C - Are you sure they beat you even when you do nothing?
S - I don't know whether they have reason
C - Then what of those that are staying with you in the boarding?
S - Those staying with us in boarding I appreciate them because some time they do beat with reason but some other times they don't have reason
C - mmm --- (pause) ok. I will see the prefect eem...
S - Yes
C - I will still talk to them because it is not good to be bullying junior, if they are bullying you like that, you will not be paying attention to your studies and even some of you will stop coming to SCL1001. So I will tell them
S - Yes, thank you
C - You students you should be obeying your seniors, they are your seniors, what they say that you should do, you should do it, so that they will stop beating you.
S - Yes
C - Is that clear?
S - Yes
C - Thanks

Remarks:
The counsellor-trainee sent for the dormitory prefect to come, on the same day.

S - Knocks
C - Mhmmmmm
S - Ma, may I come in?
C - Yes, come in, where are the other prefect?
S - All prefects?
C - Is only the dormitory prefects that I want to see?
S - Another prefect putting up her hand outside
C - Yes come in, mhmmm--- (pause) the other person come
S - Yes ma

C - Ok you will stand for them, I have only one (1) chair, one will sit and one will stand because I have just a chair or all of you will stand
S - Yes ma
C - Ok you are --- (pauses)?
S - Philomina Aondofa
C - Your post?
S - House prefect
C - Mhmmm you? (Pointing at the other person)
S - Ova Blessing
C - What?
S - Assistant dormitory prefect
C - Assistant dormitory prefect?
S - Yes ma
C - Ok ---- the other three (3) are not here but you will extend my message to them mhmmm
S - Yes ma
C - Mhmmm- (pause) what is happening in the hostel, (pause) what is happening there?
S - Ma----ma---- (pauses) student are----
C - I am not getting you
S - Ma, Students are sick in the hostel
C - No, I mean your relationship with the junior ones. Mhmmm
S - Ma---- (pause) I don't know
C - You don't know? But they are complaining that you are beating them with no reason
S - Oh---- since
C - They are complaining that when you see them you just call them and punish them
S - Since they handover, I have not beat anybody even in school or in the hostel.
S - (Another prefect) No ma. Since they handover, we did not flog them, if we flog them, they go and report us--- is those that passing out do punished them. Like now they asked to put water in the kitchen they refused and those mam are complaining, when we give them work they refused to do the work.
C - What is your reaction when they refused?
S - Sometime we flog them, some time we do not flog them.
C - When they disobey you, you punished them?
S - No, some time is the passing SS 3 will punished them and flog, we tell them to go.
C - But what I want tell you is that, they are young... young girls. They are very small mmmhm... if you punish them, They will not want to come back to school again and if the teachers are teaching they will not pay attention to what the teacher is teaching them, they will be thinking about the punishment. They are your juniors. Just take them as your siblings. If another person is punishing your junior will you be happy?
S - No ma
C - And you see, you don't know tomorrow, one day you will meet them somewhere when you see them in the office they said that I will not help her because of what was happening in the school, likewise you they are governor's there, first ladies there, ministers, they are your sisters, punishment is not good. Go and tell other prefect that they should stop beating junior ones mmmh
S - Yes ma
C - Thank you

Observations
i. Counselling is a serious and officious duty that should be handled with seriousness. The trainee's written expression is very poor and deliberately left in this form partly to emphasize the need for students to check their use of English both written and orally. If the language is poorly developed then you may make a jest of the counselling process and you cannot truly be disposed to help your client. It is practice oriented and so your practical work is greatly affected by your language skills.
ii. Unnecessary use of restatement and unnecessary questioning session that sounds so mechanical.
iii. There was no rapport
iv. No counseling goals were stated
v. Counselling procedure seemed faulty and seems as if the counsellor was making judgment rather than using counselling techniques like cognitive restructuring, teaching and even behavior modification to help both parties.
vi. No call summary
vii. No clear appointment was given even though the client was supposed to come back as contained above.
viii. Session not properly organized whereas counselling is supposed to be an organized helping service.
Case 5
Client: Excuse me Sir,
Counsellor: You are quite excused, come in
Client: Good afternoon Sir
Counsellor: Good afternoon my dear student (standing briefly), you are welcome, please have a seat
Client: Thank you Sir
Counsellor: You are welcome, I am Mr. Tarfa the school counsellor and what is your name please?
Client: My name is Ingbiase Tersoo
Counsellor: Yeah, Tersoo that's a nice hair cut you are carrying, looks like one of these sport super star. I suppose you are a sport fan.
Client: Oh yes sir! How do you know that sir?
Counsellor: Come on I think you were one of those who played for your House in the last inter house sport competition last week now.
Client: Yes sir
Counsellor: Oh! That's nice Tersoo, how are you coping with your studies?
Client: Its fine but I have a little problem that's why I have made up my mind to see you
Counsellor: You are really in the right place. That is why I am here to assist you resolve your problems. I want to assure you that as a professional counsellor, I am trained to keep secrets so you can take me into confidence because every we discuss in counselling remains secret which I cannot divulge to any third party without your permission. So what is the little problem you have?
Client: My English teacher always complains of my pronunciation, especially my inability to differentiate between 'r' and 'l'. Whenever I am asked to read a passage in the class, students also laugh at me that I have poor pronunciation. I have tried to control it but there is little improvement.
Counsellor: oh! I see, what you are saying is that you have difficulty differentiating between letter 'r' and letter 'l' in your pronunciations and you face humiliation from your fellow students?
Client: yes sir, sometimes I feel like not coming to school, because each day he (the English teacher) enters our class, he must call on me to pronounce some words or read few sentences and my mates would get ready to laugh at me even before I say anything.
Counsellor: oh! I really understand the way you feel about this problem. You mean the teacher is always picking on you to make other students jeer at you? Well, my daughter, you have to pick courage, you are here to learn and just know that no student is perfect, you may have your own problem but other students have their own
problems in various other subjects and they try to overcome them somehow. Now, what do want us to do about this problem?

Client: Sir, I humbly wish you find a way saving me from this humiliation from my English teacher and my fellow students please, please I beg of you sir.

Counsellor: Never mind Tersoo, I assure you that if you cooperate with me we will certainly find a solution to this problem. Now what you want is to find a way of helping you overcome the challenge of differentiating between ‘r’ and ‘I’ in spoken English, is that so?

Client: Yes, very well sir

Counsellor: Good, please can you give me other details about yourself like your age, class, your parents’ occupation/address and any other relevant information.

Client: It’s okay sir, I am 14 years, in JSS 2 B, and my father is a Court Registrar at the Magistrate Court, Makurdi while my mother is a nurse at the General Hospital, Wannune. One other thing is that as the first child my parents sent me to stay with my grandmother in the village which made me start school later than my siblings and I started in the village school before my parents brought me back to continue in Makurdi.

Counsellor: I see, that’s okay, we are going to set goals that will guide what we are going to be doing together, right?

Client: Yes sir.

Counsellor: One, we will find a way of helping you overcome the challenge of differentiating between ‘r’ and ‘I’ in your pronunciation. Two, we will find a way of making learning in the classroom less inhibiting and threatening. Then we will also help you develop better reading skill. The counselling session will last up to 45 minutes.

Client: It’s okay

Counsellor: Now, can you tell me about this problem? I mean do you have other learning difficulties or is just this one?

Client: No sir no, other problem for now

Counsellor: Do you by any means feel that all the other students in your class are better than you?

Client: Not so sir because my result is better than most of them even last term I took position 7th out of 43.

Counsellor: That’s wonderful and I believe the teacher is just trying to bring out the real star in you or don’t you think so?

Client: My main concern is that he makes jest of me and does not even stop other students from jeering at me.
Counsellor: The teacher makes you a laughing stock despite all my genuine efforts and that inhibits you.

Client: Yes, when he knows that I am better than most of the others and make me feel its personal hatred sir, kaaiiii mhmuuu mhusus (client starts sobbing silently).

Counsellor: (Reflects in silence for a while about what the client had just said while allowing little time to cry out his heart then gives him some tissue or handkerchief to clear his face before continuing)

So, don’t shy away from school but be open to cor cases, students who laugh at you are also in the same class with you, take it that they are not better than you, so don’t be bothered at their laughing. Always follow your teacher’s corrections, he wants you to overcome your inability and perfect in reading. The student counsellor writes out some pair of words and asks the client to pronounce after him

Read / lead
pray / play
wrong / long
brief / belief
root / loot
right / light etc

Sentences
i. The long rope is lying on the ridge
ii. The players are praying
iii. Go and collect your balavnce from the trader
iv. That long answer is wrong etc

Counsellor: Good, you don’t have much problem, okay, but your issue needs a follow up approach, so if you comply and keep to the appointemnts I will give you, you will be the best reader in your class, wont you like that?

Client: I am very happy, I promise to keep to my appointments

Counselor: That’s good of you, always feel free to visit my office. This office is for students, and I am here for you. Today is 13th June, please we shall see again on 17th June, that’s Friday. Write it down so that you don’t forget.

Client: I won’t forget, thank you Sir
Counsellor: You are welcome, I wish you the best, see you on Friday

Client: Bye
Counsellor: have a nice day, greet your parents for me

Summary of key points
The review of counselling cases gives practical exposure to counsellor trainees on the opening, advancing and closing of counselling sessions. In some cases, the counsellor's role is largely that of producing needed
information that can place the client on a vantage position to sort through his problem. Analyses are given after each case to help the trainees to key into what is required of them in similar counselling situations.

Other Counselling Cases for Practice

A. The Case of Terngu
Terngu is 16. His father died when he was 4. He has two older brothers. Both of them are very clever at school. Terngu also has two younger sisters who are clever too. However, Terngu is a rascal. He often rebels against his mother's discipline and he snubs his teachers at school. He is the most troublesome of all the children in the family. Terngu is unable to cope with his studies, hence, the headmaster has told him to repeat a class. His teachers have written similar comments in his cumulative records. He will not work or co-operate with the teachers or his classmates unless he is ruled by a strong hand. The mother, with tears rolling down her cheeks, has sought counselling.

Questions
i. Carefully analyze Terngu's problem(s). Give reasons to support your identification
ii. As a school counsellor, carefully describe how you would counsel the mother.
iii. How would you assist Terngu in coping with his school environment?

B. The Case of Ordue Tor
Ordue, a Secondary School student, is specific about his predicament. After several unsuccessful attempts to discuss it with you in your room, which is adjacent to the principal's office, he writes this letter.

Dear Sir,
I seek your advice on this problem with the hope that you will give me a good help. I am a poor Secondary School boy promoted to class five for the 2012/2013 session. I am offering music as one of my subjects and I intend to further my studies in music. I have been playing the piano.

I will be very grateful if you can tell me which one I should do because I am from a poor family.

Thanks sir.

It's Ordue Tor

Questions
i. As a trained counsellor, how would you analyze Ordue's problem?
ii. Outline fully the help you will render, based on sound principles and theories of counselling.

The students have liberty to identify a range of other situations that regularly limit the student's ability to cope within the school and at home with parents and cases involving other settings.
REFERENCES

for Counsellors in Training and Practice. Goldprints, Makurdi.
APPENDIX A

A Sample Counselling Interview Form

1. Date of interview ..............................................................
2. Personal information on client;
   a) Name or identification No of client ........................................
   b) Class ........................................................................
   c) Age ........................................................................
   d) Sex ........................................................................
   e) Interview/registration Number of client ...................................

3. Problems as presented by clients (itemize)
   i) ........................................................................
   ii) ........................................................................
   iii) ........................................................................

Problem(s) as identified by the student counsellor hierarchy
   (begin serious to least problem)
   i) ........................................................................
   ii) ........................................................................
   iii) ........................................................................

4. Counselling/Therapeutic approach utilized.
   (Diagnostic tool used)
   i) ........................................................................

Summary of interview with client
   i) ........................................................................
   ii) ........................................................................
   iii) ........................................................................

Conclusion: this should include suggestions made to the
clients, plans for further counselling, referral actions if
applicable and other important comments.

5. Name of student counsellor.

6. Identification
   No........................................................................

10 Supervisor’s comment
   ........................................................................
   ........................................................................
   ........................................................................

Supervisor’s Signature
   ........................................................................
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<th>Date</th>
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<th>Type of Problem</th>
<th>Problem as identified by counsellor</th>
<th>Problem as presented by the client</th>
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