GCE 404
Guidance and Counselling Practicum
Ibadan Distance Learning Centre Series

GCE 404
Guidance and Counselling Practicum

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Vice-Chancellor’s Message
Foreword
**General Introduction**

You have taken a number of theoretical courses before; you have also taken methodological instructions on research methodology including tests, appraisals and other assessment techniques.

However, one of the most important courses that can help you become competent professionals who can confidently practise is the guidance and counseling practicum. Guidance and counseling practicum describe attempts made to bridge the gaps between theory and practice. The course provides you with opportunity to learn practical experiences and skills, which could help you in professional self-skills and process developments. The course includes activities associated with handling actual counselling cases, counselling with clients, consulting occasionally with parents, recording interviews, listening to taped interviews, observing video tape replays, writing counseling reports and responding to observations in individuals and group counseling sessions.
Lecture One

Introduction to Guidance and Counseling Practicum

Introduction
This lecture is designed to introduce you to the nature and characteristics of guidance and Counseling Practicum.

You are reminded about the concept and principles of Guidance and Counselling, which you did in other courses before the Counselling Practicum is, conceptualized as practical attempts (including microcounselling and supervised skills training) made to help you handle real clients’ problems.

Objective
The major objective of the course is to expose you to microcounselling and supervised practical skills that should help you become competent professionals.

Pre – Test
1. What is guidance?
2. What is counselling?
3. What is guidance practicum?
4. What is counselling Practicum?
5. Differentiate between counselling and counselling praticum.

CONTENT Introduction to Guidance and Counselling Practicum
To be able to put guidance and counselling praticum in perspective, guidance and counselling has to be explained. Whenever an attempt is made to define guidance and counselling, many ideas about the meaning of the label suggest that guidance and counselling is such a complicated practice that a pointed definition may be too narrow to explain the issues involved.

Guidance and counselling is thus difficult to define precisely. Many workers, however, agree that guidance and counselling is a process of helping people with their problems. It may be explained first from two operative words, in the label guidance and counselling.
1. Guidance generally describes the organized efforts of school or other institutions; the family church, prison, hospitals and industries - to help an individual (usually called a client) develop his or her maximum potential. This supportive role is necessary if the goals of the curriculum, teaching, assessment and complicated activities of the institutions are to be achieved.

2. Counselling, on the other hand describes a process of helping people with their problems. Other synonymous names with counselling include, therapy, helping, rehabilitation and others. The fact remains that effective counselling should result in desirable changes in the lives of the people with problems.

Counselling thus describes a process by which a professionally trained person (a counsellor) attempts to help an individual (a client) resolve some problems.

The two words are used together because they are both necessary in bringing about desired changes in individuals that need help. Guidance and counselling thus describes the organised efforts of individuals or institutions to help a client achieve his potentials and the process initiated to help him solve his or her problems so that he or she could be more effective and satisfied.

‘Generally in a guidance and counselling relationship, the counsellor may be able to effect desirable changes in the client’s perceptions, thinking, feelings, emotions and actions so that the client is in the end more effective and satisfied.

When guidance and counselling deals with educational problems such as study habits, school failures, giving information about subject combinations, schools and other school-related issues, such a guidance and counselling programme is called educational guidance and counselling. When the issue of guidance and counselling is mainly vocational or career, the programme is called vocational guidance and counselling. This is the way the various sub facets of guidance and counselling such as personal, marriage, pastoral genetic, pre-marital, rehabilitative and others came about. Within each counselling areas are other sub-units. For example, within the vocational counseling activities such as vocational education, which describes training given in schools to support pupils in acquiring certain technical skills.

Career education describes the curricula, teaching and counselling supports given by schools to help pupils become familiar with their personal value systems in such a way that work becomes possible, meaningful and satisfying to the individual pupil.

Career development on the other hand describes a pupil’s continuous, consistent and unbroken flow of curricula, teaching and learning experiences that are relevant to his/her choice, entry and progress in educational and vocational pursuit. Career guidance describes the organized effort in giving information, experience, and advice to pupils with respect to choosing an occupation, preparing for it, entering into it and progressing in it.

Placement describes the assistance given to a pupil in the selection of an appropriate occupational or educational situation and the actions necessary to make needed transitions.
Concepts and Characteristics of Guidance and Counseling Practicum

Guidance and counselling practicum refers to some of the practical attempts made by counsellor educators to help counsellor trainees handle real clients’ problem under systematic supervision and evaluation. Counselling Practicum provides the trainee and supervisor a good opportunity to learn practical experiences and skills, which should lead to professional growth and self-evaluation. Such personal growth helps the student counsellor to identify and reinforce certain attitudes and beliefs that may facilitate a helping relationship. The attributes of warmth, respect, empathy, acceptance, verbal pace-setting proficiency, instructing, clarification, probing and effective confrontation, manners of speech and interpersonal skills are acquired during the practicum exercise.

The practicum experience should also lead to better skills development in student counsellors and their trainers. Such skills help counsellors acquire effective strategies and tactics of relating with the client. Acquisition of the interpersonal skills strategies is particularly important in the counsellor skill development.

The practicum experience should lead to improved process development in both student counsellors and supervisors. Process development strategies involve the acquisition of competencies to evaluate and achieve set counselling goals. This is why this section of the book considers the exploration of ways of bridging the gap theory and practice as an important aspect of the practicum exercise. Organization and administration of counselling practicum is also important if one considers the issues of how counsellor educators can prepare student counsellors for practicum.

If the clients’ problem is a constant manifestation of excess behaviours that affect the individual, then the counsellor can consider strategies that can help the client eliminate such undesirable behaviour excesses, all excesses such as over sleeping, over-eating, fighting, stealing, alcohol drinking, cigarette smoking and others. These could be eliminated by strategies such as self-control, stimulus control, extinction, fines, punishment, overcorrection, reinforcement of incompatible alternative behaviours, time out and others. Such strategies should be evaluated constantly so that the counsellor can know how effectively they have been working.

The practicum implication for this section lies in the fact that the counsellor trainee has to learn skills of assessment, treatment and evaluation through constant practice rehearsals and exposure to active direct teaching before he/she can imibe these skills. This is why the counsellor education programmes should allot enough time to practicum so that skills may be assimilated through constant practice and exposure of trainees to relevant clients or stimuli, role and other experiences that can teach the professional skills.

Exposure to supervised experiences is meant to give the trainee an opportunity to synthesize the somewhat fragmented aspects of training to become a professional. It is thus possible that a counsellor education programme is so much loaded with theoretical issues that the practicum aspect may be given only a small place. Such a
programme may be able to produce graduates who know so much of psychological and counselling theories but who cannot practice.

Guidance and counselling practicum programmes should help trainees in self-development. Trainee’s self-development, involves professional growth as could be noted in self evaluation in such a way that the trainee becomes more aware of certain aspects of his attitudes and behaviours which can facilitate or adversely affect counselling relationship. The trainee may be able to monitor his self-concept, values and expectations, which can enhance effective counseling relationship. The practicum experience should also help the trainee in skill development.

As the trainee role-plays, uses probing clarification, reflections and feedback skills in actual counselling of client, he starts to develop certain counselling strategies and skills that he believes in (authentic counselling). The general product of skill development in counselling practicum is that trainee is able to acquire some general course of action (strategies) that can help clients change along some desirable directions.

A final result of intensive exposure to counselling practicum is process development. Process development describes trainee behaviours acquires as a result of practice and which can help him/her evaluate programme effectiveness.

Guidance and counselling practicum thus represents a major practical experience in a programme in a of counselling education.

**Summary**

Guidance and counselling is a compromise label that emerged from independent usage of guidance on the hand and counselling on the other. Guidance describes organised efforts various institutional setting to help an individual (the client) develop his maximum potentials. Counselling the other hand describes a process of helping people to solve personal, educational and vocations problems of life.

Other synonyms of counselling include therapy, helping, rehabilitation and others.

Counselling practicum refers to practical attempts made by counsellor educators to help counsellor trainees handle real clients’ problems under supervision.

**Post –Tests**

1. What is guidance?
2. What is counselling?
3. What is guidance and counselling?
4. What is counselling practicum?
5. Differentiate between counselling and counselling practicum.
References


Lecture Two

Steps in the Acquisition of Counselling Practicum

Introduction
When you are exposed to instruction at the beginning of your career in counselling, you are not likely to be aware of many important issues associated with the counselling practice. You are then taught some theories, concepts and principles including assessment and techniques. In short, at the beginning of your counselling career, you are likely to be awkward, not confident, fear and anxious about your capability to help other people. As you are exposed to the various segments of the course, you may soon start observing, perceiving and becoming aware of the issue involved in being a counsellor. It is after such initial awareness that you can start to develop some skills of self-skill process and become able to practise authentic counselling. The steps involved in your professional growth and development will be the main focus in his lecture.

Objective
At the end of this lecture you should be able to discuss the complicated steps one has to go through in becoming a professional counsellor.

Pre –Test
1. Explain some aspects of the counselling stimuli you are to be exposed to in the programme.
2. What are you doing when you are observing and perceiving the instructional stimuli?
3. Explain the principles of supervised experiences.
4. Explain the principles of modelling of skill to be learned.
5. Explain the principles of feedback in micro-counselling skills training.

CONTENT
Steps in the Acquisition of Professional Competence
Guidance and counselling professional awareness does not automatically develop in trainees even after exposure to a series of theoretical foundation course. Apart from the traditional intuitive feelings that people had about their ability to use stories,
proverbs and moral instruction, the development of necessary awareness in trainees to become authentic professional counselling psychologists requires efforts, practices, rehearsals and involves a number of systematic steps. Figure 2.1 (see Page 10), describes a conceptual model of possible stages of growth which trainees may pass through before their acquisition of necessary professional competencies.

The conceptual model in figure 2.1 (see Page 10) describes a trainee being exposed to series of counselling courses. It is unlikely that the trainee is able to observe and accurately perceive the training stimuli as the counsellor educator expects.

Such manifest selective attention to training programmes often affects the sensitivity awareness levels of the trainee who may not develop necessary orientation, aspiration and interest expected.

Since interests affect the speed which people learn and acquire skills, trainees’ personal skill and process development toward the development of excellent professional skills may be delayed or may never unfold until after graduation. Who can be sure whether such graduates will ever be able to practise effectively outside the institutional programmes?

This is why a systematic consideration should be give to the issue of sensitivity training as supervised practicum thus becomes a pivot of success in counsellor education programme.

Guidance and counselling practices have matured to a stage when the elements of the counselling practicum can be isolated. This lecture attempts to consider some of the important elements that should go into a counselling practicum programme. The next section of the course considers some of the topic within the elements of counselling practicum.

**Supervised Experience**

Supervised experiences are usually acquired when trainees have opportunities to handle real counselling cases under systematic supervision. During this stage of the training experience, the trainee may experience personal, skills and process development as he attempts to face clients’ problems and at the same time initiate moves to tackle such problems. Supervised experiences are practical experiences in a counsellor education programme when trainees are able to listen to clients, present their problems, assess the problems, make crucial treatment decisions, consult supervisors, learn from peers, record interviews and go home to listen to the recorded interview. It is certain that the more time counsellor education programmes give to such experiences which are systematically supervised, the more trainees are likely to learn to become sensitive to their responsibilities in the counselling endeavour.
Systematic Instructions
Most practicum training programmes may start with a setting of goal of what supervisors expect trainee to perform. Following such setting of practicum, goal is the need for a well-organized programme of instruction on some of the skills that trainees are to use. Kuehnel and Flanagan (1984) suggest that “it is desirable to cover the information briefly and use examples to illustrate the main points”. Kuehnel and Flanagan further stressed “when giving instructions to participants to set up role play or to change seating or other activities, use a hierarchy of instructions from general to specific “. If supervisors of counselling practicums can remember to give adequate instructions to trainees on what they are expected to do in practicums, the exercise may be more productive than when things are left too general that trainees become confused or at times afraid.

Modelling of Skills to be Learned
It is not enough to teach, it is not enough to give a hand-out on the issue, it is important that supervisors model what they want trainees to practise. This is because the practicum exercise demands that the trainees perform some skills. Performance is a higher order learning when concepts are distilled into practice.

Kuehnel and Flanagan (1984) suggest, “In modelling, first pinpoint for the trainees the specific performance to be noted….show just enough of the modelling to illustrate the specific behaviours of interest, then stop and ask participants what the therapist did”.

Such steps ensure that the trainees know exactly what you want them to imitate during the practicum. It is even suggested that rehearsals should be limited to one or two skills and should follow modelling immediately. These practical illustrations clearly indicate that counsellor educators may assume too many things and lump facts so much together that trainees do not know to do when they get to the practicum context.

Trainees Role Plays and Imitates Models
Trainees should be given a chance to operate through role-play. The role-play activity is a type of simulation when trainees are given opportunity to play a number of roles. Roles may include that of a counsellor, a client or supervisor. Each person should be given a chance to trade roles so that each person can experience the role-play from the role perspectives.

The person who plays the role of counsellor may be instructed to practise the skills of opening the interview. Another person who plays the role of client may state his problem to the counsellor while the person who plays the role of the supervisor takes notes of:
(a) The processes of performance in role-play. He should observe what the clients say and how the counsellor responds regarding opening of the interview. The supervisor should also note how well the counsellor has performance the role.

Trainees may also be given chance to perform the skills they have observed the model perform. These activities ensure that trainees gradually become more aware of that they are expected to do in practicums.

Feedback Activities
Feedback activities are very important aspects of the counselling practicum. Since practice alone does not perfect, only perfect practices make perfect. It becomes important that trainee’s performances should be monitored for their degree of accuracy. When supervisors observe the performance of the trainees, they should promptly or contingently feedback the degree of accuracy to the trainers.

If a feedback activity has been well done, it is bound to generate corrective action in the trainee. Feedback activity should be conducted under adequate guiding principles. One problem of a feedback strategy is that while it may generally inform a person about how adequate a trainee has performed, the behavioural functions of the feedback may be effective says McKhaetie (1976) if the following conditions are met:

(i) The person receiving feedback is motivated to change.
(ii) The feedback provides an adequate, but not an excessive dose of information.
(iii) The feedback helps the trainees to identify or to implement other response alternatives.

The effectiveness of the above three conditions depends on the type of training and amount of feedback conjunction with sessional practices. The following guidelines may help the supervisor.

1. Give the trainee an opportunity to assess his/her performance.
2. Give the trainee an opportunity to make verbal assessments, which could be supplemented with objective assessment.
3. Give the trainee an encouragement, which should follow verbal assessment that he has done well to some extent.
Figure 2.1: A Model of Steps in the Acquisition of Counselling Professional Competence
It should be emphasized that feedback, which follows a role-play, should be considered as important as the role-play itself. It is also important for supervisors to note that from whatever angle it is given; negative feedbacks are sometimes difficult for people to consume.

Opportunity for Further Practice in Natural Settings
It is not enough for the practicum supervisor to help the trainees perform some of the skills in the clinic or micro-counselling sessions. It is also important for the trainee to have supervised experiences in the natural institutional settings where he hopes to practice now and in future. Such natural settings may be the school, the prison, the church, the family, remand homes and others.

Basic Theoretical Counselling Concepts
A number of theories have been assembled to give a sort of framework and direction to practice. Such counselling theories are outlined in this section.

Psychoanalytic Theory
Sigmund Freud developed psychoanalysis. He observed that normal personality development is associated with a successful resolution and integration of basic psychosocial stages of development. Psychoanalytic theory is often described as the cornerstone of modern counselling. While psychoanalysis has evolved a number of constructs that are associated with the adjustment of an individual, the principle of the unconscious stands out as a dominant theme in this theory.

This is why a systemic theoretical approach becomes extremely desirable in the helping profession. The systemic theory views a person as a complex interacting relationship operating at a holistic level of coherence. The systemic theory is thus concerned with subtract (genotypic) principles rather than specific behavioural traits.

Figure 2.1 shows a chart which describes Akinboye’s (1987) conceptualization consisting of eight dimensions of personality, starting from cognitive processes through self-concept, religious values, personal values, economic values, ethnic identification, interpersonal relationships and the biological processes. Each of the eight personality areas is then considered under eight dimensions of growth and adjustment in the person. These include stimulus perception, stimulus discrimination, symbolization, allocentricism, integration, stability, autonomy and adaptive behaviour. This systemic theoretical model is an improvement on the Health’s (1980) five by five model, which did not include the varieties of values and biological processes in the personality dimension. It also includes the basic elements of stimulus perception, stimulus generalization and adaptive behaviour as sub dimensions of growth and maturing in clients.
Summary
Exposure to training stimuli is the beginning of trainee encounter with professional skills. Trainees have to be helped to perceive the stimuli and develop awareness and positive attitude to professional practice.

Activities, which can help trainees develop professional competence, include: systematic instructions, supervised experiences, modeling, role playe, feedback and practices in natural contexts.

Post-Test
1. Explain some aspects of the counselling stimuli you are to be exposed to in the programme.
2. What are you doing when you are observing and perceiving the instructional stimuli?
3. Explain the principles of supervised experiences.
4. Explain the principles of modelling of skills to be learned.
5. Explain the principles of feedback in microcounselling skills training.

References

Lecture Three

Systemic Theory of Counselling

Introduction
No serious counselling could be carried out without an adequate theoretical master plan. This lecture is designed to expose you to a systemic theory that can guide your thinking about what you are doing. The theory consists of eight personality dimensions, which are considered along a continuum of eight levels maturing. Akinboye developed this theory in 1990.

Objective
At the end of this lecture, you should be able to discuss the importance of basing counselling practice on a master plan of well thought-out conceptual thinking.

Pre-Test
1. What is a theory? Why are counselling theories useful in a course of counselling practicum?
2. Explain the characteristics of a systemic theory.
3. Explain the relevance of the cognitive dimension within the whole systemic theory.
4. Explain the importance of the biological dimension for the whole systemic theory.
5. In what ways do the systemic theory help organise your thinking about the counselling practicum endeavour?

CONTENT
Systemic Theory of Counselling
Health (1980) observed that biophysical research has benefited the practice of physicians and engineers for the past several decades. It is sad, however, that basic psycho-educational researches have little or no effects on the practice of counsellors and educators. This is because psycho-educational researchers “tend to study bits and pieces of persons for short periods and seldom relate their focused studies to the health growth or adaptation of persons”
Table 3.1: Systemic Model of Human Maturing and Adjustment
The more mature a person’s cognition, the more he is able to perceive the details of stimuli within and without him or her, the more the stimulus discrimination, symbolization, allocentricism, integration, stability and autonomy. A systematic approach naturally dictates what counselling strategies could be used to develop necessary personality dimensions along desirable lines. This in turn dictates what sub-units of the personality dimensions should be developed.

Clients may be helped to develop their cognition, self-concept, personal, social, economic and religious values including necessary interpersonal relationships. Such counselling helps the rapid acquisition or consolidation of needed stimulus perception, stimulus discrimination, symbolizations, allocentricism, integration, stability, autonomy and adaptive behaviour of clients. Programmes can be developed to accelerate the development of such competencies. The systemic model is purposive and goal directed. Any of the other counselling strategies may also be used.

Summary

There are many theories of counselling such as the psychoanalytic, Person-centred, gestalt, behavioral, rational emotive and others. The systemic theory which includes eight personality subsectors-cognition, self-concept, religious cultural and economic values including ethnic identification, interpersonal relationships and biological process and eight stages of maturing—stimulus perception, discrimination, symbolization, allocentricism, integration, stability autonomy and adaptive behaviour is adopted.

Post-Test

1. What is a theory? Why are counselling theories useful in a course of counselling practicum?
2. Explain the characteristics of a systemic theory.
3. Explain the relevance of the cognitive dimensions within the role systemic theory.
4. Explain the importance of the biological dimension for the whole systemic theory.
5. In what ways does the systemic theory help to organise your thinking about the counselling practicum endeavour?

References

Lecture Four

Role Play Microskills Training

Introduction
Before engaging in counseling of a real client, there is the need for a counselor trainee to role play some of the skills to be used. Role play is a Microskills training strategy involving a person who should play the role supervisor. Each of the parties or group also trade roles by rotating the role play. This lecture is designed to help you learn skills of counseling by the use of the role play microcounseling skills training strategy.

Objective
At the end of this lecture, you should be able to use role play Microskill training strategy.

Pre –Test
1. What is role play?
2. Explain the principles involved in the use of role plays microskills training
3. What is the function of the therapist in role plays?
4. What is the function of the supervisor in role play?
5. What is the function of the client in role play?

CONTENT
Role play
The role play activity is a type of simulation strategy in which trainees may be given opportunities to play certain types of roles which can enhance professional competencies. In a practicum session, trainees may be given chances to play the role of a counselor, a client or a supervisor.

Each person should trade roles so that each can experience the role play from different perspectives. A person should serve as a counselor and practise the skills specified in the instructions. Another person is to play the role of the client who
should be counselled during the role play activity. The client should pose a real problem. The supervisor has three tasks to accomplish in the role play. First, the supervisor should observe the process of the play and identify what the client does and how the supervisor can also determine how well he has performed.

Secondly, the supervisor can provide consultation at any point of the role play, if it might facilitate the experience. This can occur when the supervisor perceives that the counsellor is stuck or if the counsellor is engaging in too many non-helpful behaviours.

Thirdly, the supervisor should provide feedback to the counsellor as regarding his or her performance. The person who role-played the client may also want to be provided a feedback.

**Summary**

Role play is a professional Microskills training strategy in which an individual acts as a counsellor, another person acts as a client and others act as supervisors under an instructional agent.

**Post-Test**

1. What is role play?
2. Explain the principles involved in the use of role play microskills training
3. What is the function of the therapist in role plays?
4. What is the function of the supervisor or the client in role plays?
5. What is the function of the client in role plays?

**References**


Lecture Five

Case Study Microskills Training

Introduction
The case study is a Microskills training strategy in which you can learn how to make analytical investigation and assessment of an individual’s problems. Attention is usually focused on the individual’s personality patterns and problems. The case study provides a means of integrating and summarizing available information about a person so as to know what further steps can be taken. Lecture Five is specifically designed to help you master the Microskills inherent in the case study technique.

Objective
At the end of this lecture, you should be able to integrate and summarise available information about a client.

Pre – Test
1. Explain the function of the case study in counselling practicum.
2. Explain the elements of the personal data sub-dimension of the study.
3. Explain the elements of the identification data sub-dimension of the case study.
4. Describe the inclusions of most case studies.
5. Write a case you have encountered in a practicum session for practicum discussion.

CONTENT
The Case Study
The case study is a practicum activity in which trainees learn how to make an analytical investigation and assessment of an individual. Attention is usually focused on the individual’s personality patterns and problems during a case study. The case study provides a means of integrating and summarising available information about a person so as to know what further steps should be taken in his or her development.
The case study is a comprehensive strategy, which can make use of almost all the assessment techniques. The purpose of the case study is to represent an individual as a fully functioning totality within his or her environment. An effective case study should analyse and assess the client’s past, present and future in such a way that the counsellor can synthesise, and order the information collected from different sources. Information may be obtained from neighbours, counsellors, teachers or employers. Both standardised and non-standardised instruments may be used in a case study. A reliable and valid case study contains all reliable available data on an individual that are relevant to the problem presented together with their interpretations, recommendations for future action and provision for reviewing the effects of the prescriptions. A case study may encompass an entire life or investigate a selected segment.

The data collected from a case study may be classified into two broad categories:

1. Personal data such as developmental history, family background, school, school activities, interests, hobbies, personal social adjustments, self-concept, work experience and goals.
2. Identification data such as name, age, sex, height, weight, place of residence, data and place of birth, referral source.

In general most case studies include:

1. Identifying data.
2. A statement of the specific problem.
3. Family background including home environment, family relationships and socio-economic status.
4. Physical history.
5. Information on personality and social adjustment.
6. School history, including scholastic achievement activities peer and teacher relations.
7. Test and other observational data.
8. Work experience.
9. Goals including education and vocational plans.
10. General appraisal and hypotheses including analysis synthesis and evaluation of the case.

**Recommendation**

Counsellor trainees can be given cases to handle. A client may be presented to a trainee after he or she had observed supervisors handling a number of cases in both the clinic and natural settings. Written cases may also be given to a trainee for practice. An example of a case is given below.
An 18-year-old adolescent boy comes from a very poor family. This boy wants to further his education but has no money. He fears he will be forced to withdraw on financial grounds. This client is anxious that his vocational aspirations may not become a reality as financial problems may affect his completion and patters of academic achievement in the university. For the client, the future seems very much uncertain.

Besides, his parents have divorced, the mother staying at Lagos and the father staying at Ibadan. He is worried about the conflict between his father and mother. The client at present stays with his mother at Lagos and complains of constant fearful dreams. This client is very much disorganised and needs urgent professional support.

This type of case be used as practical activity for trainees who can

1. Critically assess the client’s problems. The trainees may also be required to pinpoint, focus and summarise the main issues in a way that the problem can be treated.
2. Suggest counselling strategies from the information.
3. Suggest ways of evaluating effectiveness of their programme to handle the case.

By constant engagement in this type of practical activity coupled with role play, trainees will start acquiring necessary professional skills required for meaningful professional operations within the various counselling contents.

**Summary**

Case study is a microskills strategy in which one can learn how to make analytical investigation and assessment, of an individual’s problem. Attention is usually focussed on the individual’s personality patterns and problems.

**Post –Test**

1. Explain the function of the case study in counselling practicum.
2. Explain the elements of the personal data sub-dimension of the case study.
3. Explain the elements of the identification data sub-dimension of the case study.
4. Describe the inclusion of most case studies.
5. Write a case you have encountered in a practicum session for practicum discussion.

**References**

Lecture Six

Brainstorming Group Activity

Introduction
There are situations where the group counselling approach may be most appropriate. The brainstorming group activity is a lecture designed to help you learn a group procedure. Brainstorming is a group creativity training technique discovered by Alex Osborn. To brainstorm means to use many brains to solve a problem.

Objective
At the end of this lecture, you should be able to use the brainstorming group creativity strategy in helping a group of clients with similar problems.

Pre – Test
1. What is brainstorming?
2. Explain the rules of brainstorming session?
3. What is the role of the chairman in brainstorming session?
4. What is the role of the secretary in a brainstorming session?

CONTENT
Brainstorming Group Activities
Brainstorming is a creativity technique discovered by Alex Osborn in 1938. “Brainstorm “means using the Brain to Storm a problem. It is a technique that breeds quality, built on the assumption of quality on brainstorming. Brainstorming sessions are guided by the following principles.

1. That criticism should be avoided (evaluation comes later).
2. “Freewheeling “is desirable (that is wild, ideas are especially welcome because they can later be more easily cultivated than new ideas generated
3. That as many new ideas as possible should be produced (the more there are, the greater the chances that some will be acceptable).
4. That it is better to adapt, modify, magnify, substitute, re-arrange, reverse, combine, and put existing ideas to other uses (they serve as “stepping stones” for new ideas).

A chairman and a secretary were selected in each group. The chairman was to lead the groups while the secretary was to record the many ideas presented by the participants. The following rules controlled each brainstorming group.

1. Members should not be more than 6.
2. Duration of a brainstorming session should not exceed 10-20 minutes.
3. When many hands are raised in response to a question, participants should be instructed to jot down their ideas and pass to the secretary or may read one by one.
4. No idea should be identified by the name of the participant that suggested it.
5. Each session should start with a further explanation of the problem and with answers to questions.
6. The chairman should present and explain the four basic rules of brainstorming to participants in a brainstorm session.
7. The chairman may stop participants to incubate for 5 minutes having brainstormed vigorously for 3 minutes. This is called the 3-minute drive to 5-minute incubation format.
8. The chairman should make problems clear and simple.
9. He could arrange a brainstorming session to breaking down complex problems like “How can the problem of juvenile delinquency be modified”? 
10. The chairman may press for ideas before closing a session by saying “Let’s get 10 more ideas before we close” or let each of us come up with just one more idea before we close.
11. In closing, the chairman should express his appreciation to the participants.
12. Chairman should also encourage participants to keep the problem on their minds until the next meeting when they will be asked for their afterthoughts.

Importance of Incubation
Take note of your ideas during incubation: Get a notebook and list these wonderful ideas. You may adapt the format below:
List of Problems for Brainstorming

Your group can increase the number of social, academic, cultural, national personal and family problems that you want brainstormed;

1. In what ways can you make studying more enjoyable?
2. How can you apply the brainstorming process in your school organization and societies?
3. How can Ibadan city be better planned without molesting the peace of its inhabitants?
4. How can students in school without regular mathematics teachers pass with excellent grades in the WASC?
5. How can students be made happier without lowering the social or academic standard of the institution?

Summary

Brainstorming is a group creating training strategy in which trainees can learn professional skills of group counselling. Brainstorming operates under rules such as: criticisms not allowed, deferment of judgment, freewheeling and quantity ideas important.

A chairman and a secretary should be elected to organise the brainstorming of a fixed problem.
Post – Test

1. What is brainstorming?
2. Explain the rules of a brainstorming session?
3. Describe the operation of a brainstorming session?
4. What is the role of the chairman in a brainstorming session?
5. What is the role of the secretary in a brainstorming session?

References


Lecture Seven

Active Directive Strategy

Introduction
The active directive strategy is an instructional strategy designed to train people who want to become professionals like you in basic skills. The active directive strategy lecture is taught under seven sub-headings:
1. Setting systematic objectives.
2. Giving systematic instructions.
3. Modelling
5. Allowing trainees to participate and perform
6. Giving feedback and

Objective
At the end of this lecture, you should be able to use the active directive strategy in counselling.

Pre-Test
1. What is the active directive strategy?
2. Explain the modeling aspect of the strategy.
3. Describe the client participant aspect of the strategy.
4. How best should a supervisor give the feedback?
5. Describe ways of ensuring that the strategy works in natural settings.

CONTENT
Active Directive Strategy
The active directive strategy is primarily an instructional device meant to train professionals who want to learn certain basic skills competencies. It is frequently used
in mounting workshops and continuing education for adult professionals. The components of the active directive strategy include:

1. Setting precise objectives.
2. Giving brief instruction on the task.
3. Modeling of the skills with discriminative cuing.
4. Giving room for behavioural rehearsals of the skills-modelled with prompting and shaping.
5. Giving performance feedback and

This is one of the most effective methods for training student counsellors during the practicum exercises.

This skill building effectiveness of the active directive teaching strategy is increased if supervisor and trainers.

1. Set limited, realistic objectives.
3. Maintain openness and flexibility.
4. Manage trainers’ behaviour effectively.
5. Respond assertively and non-defensively to problems.

**Summary**
The active directives strategy is an adult training strategy for professionals like guidance–counsellors. It includes: setting of instructional goals, giving brief instructions, modelling, giving room for rehearsal, giving room for participation, giving feedback and initiating ways for practice in the natural content.

**Post –Test**

1. What is the active directive strategy?
2. Explain the modelling aspect of the strategy.
3. Describe the client participant aspect of the strategy.
4. How best should a supervisor give the feedback?
5. Describe ways of ensuring that the strategy works in natural settings.

**References**


Lecture Eight

Use of Technological Adjuncts in Practicums

Introduction
In spite of the many advantages of the physical energy over input devices, the human body has limitations as a device for the counselling interviews. This is why professional counsellors use technological devices in training strategies designed to produce human behaviour changes.

Objective
At the end of this lecture, you should be able to describe the available technological devices that can help in your acquisition of professional competence.

Pre-Test
1. What technological adjuncts are available for use in micro-counselling skills?
2. Explain the use of written materials in counselling practicum.
3. Explain the use of audio players in microcounselling training.
4. Discuss the use of the video machines in practicum activities.
5. Explain the use of the television in learning microskills.

CONTENT
Use of Technological Simulation Adjuncts in Counselling Practicum
In spite of the many advantages of physical energy over input devices, the human body has limited input devices. This is why professional strategies including counsellors educators use technological devices in training strategies designed to produce behaviour change. Thus energy derives from the verbal instructions of counsellor educators translated into physical energy, which can bring awareness to trainees by profoundly simulating trainee retina and tympanic membrane.

Written materials, audio players and television screens can also stimulate trainee’s eyes and ears. An advantage of the counsellor’s verbal instructions derived from the laryngeal apparatus is that it is connected to the brain, which is capable of behaving in a variety of ways. Even though limited in a number of ways,
technological instruments with their combination of aural and visual outputs are capable of enriching practicum-training activities of professional counsellors and counsellor educators.

A number of technological simulation adjunct which can be used in activities meant to bring professional awareness of trainees include closed circuit television in which the signal is not broadcast but transmitted to particular receivers.

Video-tape has become very popular in training a number of behavioural skills in counsellors. According to O’Dell (1984), the human brain determines the content of the video production and when linked to a computer, video productions can even perform simple interactions. Video can perform better than a counsellor in certain situations. For example, a video production can rapidly model realistic examples of a behaviour across diverse settings, tirelessly repeat them, and package them in a carefully prepared format, which maximizes their instruction impact. It should be noted, however, that video-taped materials will only serve as a component of the overall counselling.

Video-taped materials may be used in counselling practicum for providing an overview of a typical counselling procedure, explaining rational – emotive principles, demonstrating modelling, active directive strategy, showing how to record in the natural environment and teaching systematic desensitization. O’Dell (1984) further emphasized that the goal of a training video-tape is to teach trainees to emit variations from a homogeneous set of stimulus situations. For example, the counsellor may want to teach an inassertive client how to use a variety of covert self-reinforcements following their attempts at assertive interpersonal exchanges. A narrator or transitional device should coordinate separate training components of video-tapes. A narrator introduces the skill, guides the viewer through the examples, and draws attention to important points, reviews, and summaries. Such narrative sequences should be clear and brief. It is also important that the video-tape contains content, which motivates the viewer to learn and use the skill. This could be done by listing the probable benefits of mastery, showing the model experiencing the reinforces for trying the new skill, or presenting testimonials by the model.

In producing a video-tape, it is important that counsellor educator and professional users know that a person’s attention span for a single topic is usually no longer than 20 minutes. A topic, which takes more than 20 minutes, should be broken into separate production. Attractive actors, interesting settings, appropriate humour, and novel dialogue maintains attention.

For viewers to maintain the content of the video-tape in memory, the ideas on the video-tape should be few enough in terms of number so that they do not interfere with one another. Three to six concepts or behaviour components are usually a maximum, a person can remember from one presentation. The video and audio quality of the video-tape must be good enough not to be distracting. Sound quality is especially important. Lighting must be enough to enable viewers see the actor’s eyes. Other technological devices, which can be used to enhance training practical skills in
trainee, include slide projector and the slide, radio cassettes and others. The principles of usage follow the one described for the video and the video-tape.

**Summary**

A number of technological gadgets are useful for counselling professional development. These include the audio facilities, video, television, films, slides e.t.c. Trainees are also expected to learn how to use these facilities effectively.

**Post – Test**

1. What technological adjuncts are available for use in micro-counselling skills?
2. Explain the use of written materials in counselling practicum.
3. Explain the use of audio players in microcounselling training.
4. Discuss the use of the video machines in practicum activities.
5. Explain the use of the television in learning microskills.

**References**


Learning the Skills of Intentional Interviewing

Introduction
The interview has been described as the most salient source of interaction between the client and a counsellor. It is probably the primary medium through which the client can be intimately understood. The advantages inherent in the interview as counselling tool have not been adequately tapped. This lecture is designed to teach you the useful skills inherent in intentional interviewing.

Objective
At the end of this lecture, you should be able to discuss the nature, characteristics, problems and categories of interviewing.

Pre –Test
1. Explain the concept of the interview. How is the counselling interview different from the other interviews?
2. Describe some of the problems inherent in the use of the interview for counselling.
3. Describe the various categories of interviewing.
4. Explain the strategies of the use of the intake-orientation interview.
5. Explain the principles of pinpointing interview.

CONTENT
Introduction to the Guidance Interview
The interview has been described as the salient source of interaction between the client and a counsellor. The interview is probably the primary medium through which the client can be intimately understood. This is because the counsellor can directly listen to a client describing himself or herself during the interview. The interview is thus one of the most frequently used techniques of counselling. The interview may be described generally as a conversation directed to definite purpose. The interview may be used by the guidance counsellor, medical personnel, business managers,
psychologists, psychiatrists, social workers, pastors and other people working in the helping relationship may use the interview. This is why there may be job or employment interviews, medical interviews, social work interviews and others. The primary focus of this lecture is on the counselling interview.

Clients generally come for counselling because they have some problems. An interview usually occurs during the encounter between the counsellor and the client. It is during the interview that the counsellor listens directly to the difficulties, conflicts, frustrations, doubts and concerns of the client. One of the purposes of the interview is to develop hypotheses about factors influencing the client’s problems, which can in turn influence behaviour change strategies to support clients having problems. The interview can thus help the client become more involved in the counselling relationship.

Another classification of interview types is that of Nay (1979) who along with Cannell and Kahn (1968) defined two major categories of the interview. These include

1. The research interview
2. The therapeutic interview

The research interview may be described as a two-person conversation initiated by the interviewer for the specific purpose of obtaining relevant research information. The focus of the research interview is usually on the research objective.

The therapeutic interview on the hand is a highly specialised form of interpersonal transaction in which the interviewer attempts to gather information for counselling.

While the interview is so central to counselling and inevitably used in almost all counselling programmes, it has recently been observed that the interview is often used unsystematically and with a lot of bias. The primary reason for this lecture is therefore to systematise the use of the interview. It has recently been observed by Haynes and Jensen (1979) that the sources of error in the use of the interview are many. These include:

1. Differences in race, sex, and social class, Abramowitz and Dockecki (1977).
3. Interviewer knowledge of hypotheses and classification of clients.
5. The age of the client.
6. The population being school adolescents, adults, the aged, drug addicts, depressed subjects, delinquent teenagers etc.
8. Bias in the reports of mediator –client e.g. parents.
9. Bias presumed to be inherent in all self –report measures.
10. Interviewer training, experience, counselling orientation and preferences.

An automatic conclusion from the above observations is that the interview is a powerful tool in counselling which has to be studied empirically, practically and constantly. The present lecture is an attempt to increase the awareness of the many helpers. Counsellors, psychologists, psychiatrist, job employers, social workers, educators, business people who often use the interview in their programmes.

Categories of Interviewing
The counselling interview is a therapeutic interview, which may be explained under subtopics such as

1. Intake –orientation interview
2. The case history interview
3. The pinpointing interview

During the intake- orientation interview, the counsellor attempts to know the client intimately. What the counsellor does during the orientation or intake interview depends on how the client came to him. Clients that are forced into counselling by teachers or parents may be more difficult to relate with at the intake- orientation interview than client that volunteer to come for help. It is important that counsellors realise the need to establish a trusting relationship during the intake –orientation interview.

It is also important that the counsellor should assure the client at the intake-orientation stage that his confidential records will be protected. This can be done by informing the client about how the information collected will be handled. If client’s records are to be shared with other members of a treatment team, practicum group supervisors of colleagues, the client should be informed before the programme starts. Failure to obtain client’s consent on these issues constitutes violation of ethical and legal principles controlling the practice of counselling.

In terms of the place where the intake-orientation takes place, it s deal for the counsellor to interview in comfortable interview setting. While there are many formats for starting an interview, many practitioners agree that a counsellor should begin by obtaining information that can let him or her know the client intimately. Information may be collected about the degree of case with which a client can establish a relationship, client’s concentration on the counselling procedure and client’s sensitivity to the counsellor. Client’s attitude to the counselling programme may be described as reserved, warm or enthusiastic, suspicious, hostile, defensive,
assertive or cold. Information may also be collected about chart’s attitude to his or her memory and self-concept, autonomy, allocentrism and competence.

Counsellor may also collect brief information about behaviour, emotions, sensations, cognition’s, patterns of interpersonal relationships imagery and former places where the client has gone to, for counselling. Questionnaires, check lists and tests may be given to the client to collect baseline information on which a foundation for knowing the client intimately may be built.

The counsellors should pay particular attention to the verbal and non-verbal signs observable during the intake-orientation interview. Or her own language. The client may use sensitive communicative strategies to help the client talk at ease and in a relaxed way. Note the following examples of the interview to identify some of the points considered in an initial or intake-orientation interview:

Client: I study very hard but I find it difficult to recall during tests.
Interviewer: You seem to be saying that you do remember the facts you need to answer questions posed on tests.
Client: Yes and this painfully results in my failing the tests.
Interviewer: It pains you greatly when you fail tests.
Client: It pains for sometime, but after failing several times, I seem not to feel it again.
Interviewer: You got used to failing. I am sure you will be happy you can get help, which will put you back on the success path.
Client: Yes, I like to succeed if I can get somebody to show me how.

The above intake-orientation interview clearly shows that the client is willing to share his concern with the counsellor. In fact, the client is a self-referred 15-year-old form four student who needed study counselling. He was ready to disclose the problem. He was sincere and motivated for the programme. It was not difficult to establish a relationship.

The counsellor clarified the content of the message, and then reflected client’s painful feelings before an offer of help was given.

The following is an example of a reluctant client referred by the father for counselling. He is a 15 year old, under achieving from four-science student.

Client: My daddy says I should come to see you.
Interview: For what?
Client: He says I am not doing well in school.
Interviewer: What happened in school?
Client: Daddy feels my scores are low in mathematics, physics and chemistry.
Interview: What are the marks?
Client: I can not remember as my card is not here.

Interviewer: Come on Thursday and bring your card along.

You can see how difficult it could be to get information from an unwilling and unmotivated client. The counsellors can also define the problem jointly with the client through clarification of content, reflection of feelings, adequate probing, pinpointing, and summarisation.

Behavioural observation strategies can also be used to get accurate information through physical appearance of the client, voice and speech of client. During the interview, the counsellor can observe loudness, intensity and pitch of the voice. The speed speech spontaneity, relevance, ease of speech may also be observed. The counsellor can even observe manner of spelling, vocabulary organisation of ideas and spelling patterns.

Other behaviour characteristics that the counsellor can observe include non-verbal behaviours, such as motor behaviours, motion’s clients, posture, facial expression and eye contact.

Summary

The interview is perhaps the most salient source of interaction between the client and a counsellor. Trainees should differentiate between research and therapeutic interview, intake and case history interviews and others.

Post – Test

1. Explain the concept of the interview. How is the counselling interview different from the other interviews?

2. Describe some of the problems inherent in the use of the interview for counselling.

3. Describe the various categories of interviewing.

4. Explain the strategies of the use of the intake-orientation interview.

5. Explain the principles of pinpointing interview.

References


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Lecture Ten

Interpersonal Skills of Interviewing

Introduction
Interpersonal skills are important strategies used in the counselling interview. This is because the actions of the counsellor during interviews may determine whether he can help the client or not. Interpersonal skills involve the use of non-verbal and verbal response. The non-verbal skills are considered in this lecture.

Objective
At the end of this lecture, you should be able to use non-verbal interpersonal skills during interviews.

Pre – Test
1. What are non-verbal interpersonal skills?
2. Explain the principles behind the use of kinesics.
3. Explain the principles behind the use of proxemics.
4. Explain the use of paralinguistic responses when interviewing.
5. What cautions about cultural influences will you give to a counsellor contemplating the use of non-verbal skills during Practicums?

CONTENT
Interpersonal Skills of Interviewing
Interpersonal skill is one of the most important strategies used during the counselling interview endeavour.

What the counsellor does during his encounter with the client in a face-to-face situation may mean all the difference in his work. That is he may succeed or fail with the client depending on how adequately he has handled the presenting responses during the interpersonal encounter with the client. The interpersonal skills represented describe specific ways the counsellor has adopted in responding to the clients’ statements or other responses emitted by the client. Such skills are very important to
the counsellor in that they give him an opportunity to assess, evaluate and learn actively from the ongoing communication with the client. Therefore if the interpersonal skills techniques adequately utilized by the counsellor they may help him understand the client's problems, promote a communication flow, which is reinforcing to both counsellor and client. This is why the interpersonal skills may help the counsellor realize even the most personal and even the intimate areas of the clients' life which could have been lost due to clients' inability to disclose and discuss openly. Such interpersonal skills may be classified under two broad counsellor response categories.

1. Non-verbal communication skills
2. Verbal communication skills

Non-Verbal Communication Skills
The counsellor's communication skills are very important in the counselling process. Counsellors can know a lot about the client by paying careful attention to the non-verbal responses. The counsellor can give a lot of insight into the cognitive, affective and behavioural responses of the client by careful analysis of such responses. It is, however, in the non-verbal communication skills to get at the root of the client's problems.

There are three major aspects of the non-verbal communication skills, which the practicing counsellor may consider. These include

1. The kinesic responses,
2. Paralinguistic responses and
3. The proxemic behaviour responses.

Kinesics
Kinesics generally describes the body motions of the client. It is very important therefore that the counsellor should carefully observe and try to infer meaning from the various types of body movements the client engages in during the counselling interview.

Generally, body movements may be classified under the movements that take place in the eyes, mouth, facial expressions, head, shoulders, arms and hands, legs and feet and possibly total body motions.

Eyes
When the client engages in a direct eye contact with the counsellor, the counsellor may take such visual contact to mean some degree of willingness to disclose and communicate important information that may be useful to the counsellor. If the client failed to maintain sustained eye contact with the counsellor, this may mean that he is
not willing to disclose important information and may not want to communicate important issues with the counsellor. The client may shy away and look down. This may indicate that the client does not want to disclose or communicate with the counselor. It may also mean that the client is preoccupied and lost in thought about certain issues which he or she finds difficult to share with the counselor. If the client’s eyes blink quite frequently, this may mean that the client has anxiety about the problem he wants to share with the counselor. It may also mean that the client is highly excited about discussing the problem with the counsellor. If the client’s eyes are fixed on staring at a person or an object, this may mean that the client is highly process cupied and quite rigid that they cannot disclose the issue.

If the counsellor observes that the client’s eyes are wet, moist or bringing out tears, it may be indication of extreme agony, fear, depression or frustration in the client. It is possible that the counsellor observe that there are frequent eye shifts in the client. The may mean that the client is highly interested and keen about the issue he wants to share with the counsellor. It may be that the client is attempting to organize his ideas so as to be able recall it adequately. It may also be a sign of confidence or satisfaction. The above outlined eye-related non-verbal behaviour responses could be carefully observe and noted by the counsellor to enhance his effectiveness in handling a counselling process and in solving clients’ problems. It should be noted that the counsellor ability to recognize the meaning such eye-related non-verbal responses patterns from a client continues to unfold with practice. In short, the younger counsellor who have limited practice experiences are likely to miss some of the non-verbal communication response in an interview.

**Mouth**

Many non-verbal responses could be observed in the mouth. For instance, smiles in the mouth of the client may indicate that the client is interested in associating with the counsellor. It may also be a manifestation of positive feedings towards the counsellor. It generally indicates that the clients’ thoughts and feelings toward the counsellor are positive and that a meaningful communication can proceed.

Tight lips in the client indicate hostility and some forms of negative attitude to the counsellor. It may be an indication of the client’s determination not to disclose issues to the counsellor. This may be sign of anxiety, depression, frustration or unhappiness in the client. At times, the client may open wide his mouth without speech. Such responses indicate some forms of surprise yawning due to tiredness, sleeplessness or fatigue.

**Facial Expressions**

When a client comes to a counsellor for an interview and he makes regular eye contact with the counsellor with smiles or cheerfulness on the face, this may generally indicate that he is happy about the relationship. It may also mean a high degree of
being comfortable with the counsellor without the usual fears or suspicion of initial interviews. It is often observed at times that the client does not want to look at the counsellor’s face. The client may therefore shy away from looking at the counsellor’s face. He may even wrinkle his facial muscles and tighten the mouth. Such client response patterns generally indicate some degree of concern, anger and reluctance on the part of the client.

At times, the general expressions of the client may show an unusual rigidity and stiffness. Thus the client may indicate rigid and fixated eyes with tightened mouth. Such client responses generally indicate that he is anxious, having fears and possibly preoccupied with problems that are hard for him to disclose.

Head
During a counselling interview, the counsellor may observe some client nodding their head up and down as the communication progresses. Such non-verbal nodding signals may indicate that the client agrees, conforms, confirms with the facts that are being discussed. It may also mean that the client is actively listening and attending to the counsellor’s statements.

There may be times, however, when certain clients may shake the head from left to right as the interview progresses. Such non-verbal head cues may generally indicate disagreement with the counsellor. Clients may hang head down with the head and jaw parts of dangling down toward the chest. Such head responses may signal clients’ hopelessness and total loss of interest. It may also indicate extreme depression, sadness or concern on the part of the clients.

Shoulders
At times, when the counsellor is making some points to client during a counselling interview, the client may shrug the shoulders. Such non-verbal behaviours may generally indicate that the client is not interested in what the counsellor is saying. It may also be manifestation of indifference or general ambivalence about the issue being discussed.

At times, when the counsellor meets clients, some of them may lean forward, shooting the shoulders forward as they attend to the discussion. Such client non-verbal responses on the part of clients generally indicate interest, attention, eagerness, openness and willingness to communicate by the client.

Arms and Hands
At times a client may come to the counsellor with arms folded across the chest. Such behaviour patterns may mean that he is not ready to disclose any information. It may also mean that the client is attempting to avoid meaningful interpersonal relationship with the counsellor.
At times, during the interview, the client’s hands may be trembling and fidgety. Such non-verbal cues, may mean that the client is under severe anxiety or that he is angry. At times client may clench their fists during communication with the counsellor. Such clenched fists may be a manifestation of anger or annoyance in the client. At other times, the client’s arms may be relaxed, unfolded or at times the client may use arms in conversation. Such arm non-verbal responses may indicate enthusiasm, emphasis, openness and interest shown by clients.

**Leg and Feet**
When a client sits in the presence of the counsellor with legs and feet quite comfortably placed and relaxed, this may be a manifestation of the client’s willingness to open engage in interpersonal relationship. But when legs and feet are fidgety, crossing and uncrossing at frequent intervals, this may be an indication of fear, depression or anxiety in the client.

**Total Body Posture**
When the client faces the counsellor squarely or leans forward to listen to him, this may be an indication of openness and readiness for interpersonal relationship. But when the client turns the body to one side, orienting to an angle and not directly facing the counsellor such behaviours may indicate some fear, inability to disclose and engage in interpersonal relationship with the client.

**Paralinguistic Behaviours**
Paralinguistic behaviours describe non-verbal responses from client, which centre on how language has been uttered. These are behaviours that are centred on language cues. Such behaviours may be described under vocal cues (signals) such as voice level, voice pitch, and speech fluency and so on.

**Voice Level and Pitch**
During an encounter with a counsellor, if a client’s voice has been found to be inaudible, whispering or unclear generally, this may indicate that the client finds it hard, difficult or unsafe to disclose the problem or certain aspects of it.

At times, client may change the pitch of his voice too rapidly. Such sudden changes in voice pitch in the client may be due to the fact that topic of discussion had different emotional meanings to the client.

**Fluency of Speech**
At times during, a counselling interview, the client may stutter or stammer when presenting his case. Such stammering may be due to anxiety or fear in the client about how safe it can be to disclose such issues. A number of information could also be
obtained from the rate of client’s speech. If the rate of speech is slow, it may be fear or anxiety about disclosure. If the rate is jerky, it may mean anxiety in the client. If the rate is too fast, it means anxiety or fear or sensitivity to the topic under discussion. Silence may mean inability or unwillingness to disclose.

**Autonomic Behaviours**

At times in a counselling situation, the client may be breathing too rapidly, meaning that he has some fears and degrees of anxiety about the topic. The client may also sweat on the palms or forehead when he is under extreme anxiety.

**Proxemics**

Proxemics describes behaviours that are associated with the manipulation and utilization of environment space. For counselling, Proxemics comes in the use of counselling room arrangement of the counselling context, seating arrangement and the manipulation of distance between counsellor and client during the interview.

During a counselling encounter, a client may attempt to move away from the counsellor. Such non-verbal behaviours may indicate that the client is not at ease in the presence of the counsellor. At times, the client may move quite close to the counsellor, such close movement may indicate client’s interest and enthusiasm for a close interpersonal relationship.

At times, clients may sit behind or next to a pillar trying to hide from the counsellor. At times, the client may sit near the counsellor without any fear. The counsellor to boost interpersonal skills communication and hence become a more effective helper could effectively utilize the above non-verbal signals.

### Summary

Counsellor trainees should learn important interpersonal skills techniques such as non-verbal skills and verbal skills. Major aspects of non-verbal skills include: Kinesics, paralinguistic and Proxemics.

### Post –Test

1. What are non-verbal interpersonal skills?
2. Explain the principles behind the use of Kinesics.
3. Explain the principles behind the use of Proxemics.
4. Explain the use of paralinguistic responses when interviewing.
5. What cautions about cultural influences will you give to a counsellor contemplating the use of non-verbal skills during practicums?
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Lecture Eleven

Verbal Skills in Interviewing

Introduction
Verbal interpersonal skills strategies have been used probably with the genesis of the verbal counselling discipline. It is in recent times, however, that systematic use of verbal responses has evolved. The use of word and other vocal sounds when appropriately done can accelerate the speed of progress in a counselling encounter. Lecture Eleven is therefore designed to teach you the strategies of using the verbal skills in counselling interviews.

Objective
At the end of this lecture, you should be able to use verbal skills strategies in counseling effective.

Pre –Test
1. Explain the characteristics of verbal skills strategies in counselling
2. Describe listening responses.
3. Describe the strategy of reflecting feeling
4. Explain some action responses of counsellors.
5. Describe the principles of probing and confrontation as used in counselling interviews.

CONTENT
Verbal Interpersonal Skills in Interviewing
When people discuss with other human being, they utilize a number of verbal techniques to elicit information and sustain the interpersonal relationships, it should be noted that counsellor’s verbal interview skill differ from the social conversation that many people engage in. Many student or beginning counsellors generally make verbal responses to clients’ statement during interpersonal relationship. Such responses are often similar to the response they make to their friends in casual
conversation. Hence, inexperienced counsellors or student counsellors in training may spend a whole interview period offering advice, asking questions, analysing client’s problem or talking generally to the client without pinpointing any specific problem area. Such general interviews may be the result of the fact that there is a difference between social conversation and counselling interview. Also, many of the beginners do not know how to give verbal cues during the counselling interview. While many of the beginners are terribly ignorant about what to say, how to say it, how to ask questions and how to give counselling advises. This is why beginning counsellors may get out of point as the interview begins. For example, if a client comes to a counsellor with the problem of not knowing what to do to concentrate on studying chemistry and passing it at the end of the year. The client may thus come to the counsellor and express his problem thus.

“I do not like chemistry, I never pass it and my teacher says I need it to be a medical doctor”

The beginning counsellor may make the following off the point verbal comments that may affect the whole relationship.

1. He may start attempting to create fun and trying to make the client happy rather than listening carefully and giving leading questions.
2. The counsellor may blame the client, his teacher or home from the start by say “Are there people who do chemistry in your home?” If the client says no, he may then deliver a judgment “That is too bad!”
3. The counsellor may then go to advise the child on what to do to pass chemistry without adequate assessment of the problem.
4. The counsellor may also attempt to sympathize and say “I am sorry that you have consistently failed chemistry.”
5. The counsellor may even threaten the client “You better do chemistry or you fail in life!”
6. The counsellor may pick on a remotely related issue such as the issue of hating chemistry because the boy does not like chemical order as reported in a sentence and then continues to over emphasize the issue leaving the major dimensions of the problem untouched.
7. The counsellor may parrot out too many questions without listening to the answers the client can give.
8. The counsellor may even scare the client more about chemistry by narrating an unpleasant event that led him to drop chemistry at the secondary school level.

These and other off-the point verbal responses are not likely to help the counselor understand the client’s problems. It should be noted that beginners should learn to overcome such verbal responses. This the counsellor can do by learning the effective use of focus signals such as “You” for the client, “I” do by counsellor “They” for
others. Focus on the relationship is often indicated by “We” while focus on a topic is indicated by a noun such as study, examination, friends depression, anxiety etc.

One of the most recent focus areas in verbal responses is the cultural environmental context, which tells the counsellor that the cultural context in which the client is operating may be connected with the problem. While noting the above focus areas, it should be noted that the verbal responses of the counsellor should be cast with adequate consideration of the client’s cognitive, affective and behavioural responses. Having carefully considered some general issues to be noted in counsellor verbal responses during an interview, it is necessary to consider the broad categories of such responses.

These include:
1. Listening responses
2. Action responses
3. Sharing responses
4. Teaching responses

**Listening responses**
Listening responses is often considered to be basic to all counselling processes. This is because listening aspect of the relationship serves as the beginning of other activities. It may be described as the gate-way to the counselling relationship. In a listening episode, the counsellor is expected to receive a message from the client. This is a very crucial aspect of attending behaviour. For if a counsellor does not listen to receive the client’s message, it is likely that all other efforts may be mis-placed. Another aspect of listening is processing of the message that had been received. While the final phase of active listening is the message that the counsellor sends to the client.

The counsellor has to do many things to be able to satisfy the conditions of active listening. These include the effective use of:
1. Clarification
2. Paraphrasing
3. Reflecting
4. Summarizing

**Clarification**
To listen accurately, the counsellor should clarify adequately. The counsellor’s verbal responses that is described as clarification may begin with “do you mean that.”; “are you saying that …”. Such clarifications help the counsellor understand the message in their sequential patterns and thereby make the message quite explicit without
ambiguities. For example, if a client comes to the interview and expressed the point that he was “unhappy yesterday” and then later in the interview makes some statements or describes activities that indicated that he was unhappy. The counsellor may want to clarify by saying “do you mean you were unhappy throughout yesterday in spite of all that was going on all around you?” This verbal response is to certain issues in the counsellor-client verbal conversation.

Paraphrasing
Paraphrasing describes the process and strategies by which the counsellor listens to the content and affect of the client’s statements. The aspect of the client’s message that describes certain basic information or concept is the content. The cognitive aspect of the client’s message describes events, objects, ideas, people, factual information and so on. While other aspect of the message may indicate how the client feels about the content. The latter aspect is the affect dimension of the message. The counsellor should carefully listen to catch both the content that the message that he is 5 feet tall. That is cognitive aspect of the message. Another client may express the issue of height thus, I am 5feet tall and my friends ridicule me that I am too short.” Being 5 feet is the cognitive aspect of the message. While “my friends ridicule me” is the affective dimension of the message. When the counsellor listens to capture aspect of the message, he may attempt to capture the ideas by paraphrasing. The counsellor may paraphrase by rephrasing the content or by reorganizing to bring out the critical aspects of the content of the message.

Reflecting
Reflecting in counselling is often described as a process and a strategy used by the counsellor to respond to the emotional aspects of the client’s message. This can also be done by rephrasing or reorganizing the elements of the statement to bring out clearly the critical aspects of the feelings being expressed by the client. It is done to encourage the client to express more of such feelings. Clients use many words to express feelings in counselling interviews some of these words are happy, miserable, hopeless, scared, worried, nervous, fear, depressed, good, satisfied, pleased angry, bothered etc.

Summarizing
Summarising is often described in counselling as a process and strategy of listening for themes in the messages that clients give. After the client has talked to the counsellor for some time, one will soon note that certain aspects of his message form patterns of consistent issues. Such pattern of consistent information aspects of the message is what is described as themes. Such themes are very useful for the counsellor in his assessment and treatment of the problem. The counsellor may attempt to reorganize two or more options of the content or reflections that can pattern consistently.
A summarizing episode in a counsellor’s practice may be described as a collection of rephrasings of either the cognitive or affective aspects of the client’s message. The above outlined aspect of the listening responses of the counsellor— clarifying, paraphrasing, reflecting and summarising are very important aspects of the verbal interpersonal skills. When properly used, they can boost counselling effectiveness and tremendously increase the productivity of the helper.

**Action Responses**

In listening responses, the client seems to be the person giving the message while the counsellor only comes in when he wants to clarify, paraphrase, reflect or summarize. In the action response section of the verbal communication process, the counsellor move ahead and sets the pace for the counselling process. The strategy of action responses are thus described as an active counsellor directed aspect of the verbal communication in an interview. Action responses are counsellor-generated responses meant to help the basic client see the need for change; basic aspects of such four action responses will be described in this section. These include:

1. Probe responses
2. Confrontation responses
3. Interpretation responses
4. Teaching responses

**Probe Responses**

The probe is an action response generated from the counsellor point-of-view after he has listened carefully to the client’s message. It may be described as a question which begins with what, how, when, where or who. The probe may be used to start an interview, encourage client explanation of an issue or at times it may be used by the counsellor to elicit important issues about the client’s thinking, behaviours, feelings or actions. For example, a 15 year-old adolescent client may come to the counsellor with study habit problem. The client may speak generally that he does not know why he has not been studying well and why he has been failing his examinations. The counsellor may want to probe by asking, “How have you been studying”? When you study, for how long can you stay with a subject before you lose interest”?

**Confrontation Responses**

Sometimes, clients come to the counsellor making logically conflicting, inconsistent or discrepant statements during verbal interviews. The confrontation technique is an interpersonal skills technique used to call the client’s attention to such illogical message. According to Egan (1975) confrontation is” a responsible unmasking of the screens the client uses to hide both from self-understanding and from constructive behavioural change,” when clients make inconsistent, discrepant, illogical or mixed
statement, the counsellor may use the confrontation to describe or point out contradiction and illogical statement in the client’s statements.

Such confrontations may also help the client identify such discrepant statement so that he (the client) can accept the logical one. The counsellor in assessing and defining client’s problems more accurately can effectively use confrontation.

**Interpretation Responses**

When a client comes to a counsellor for help, the client may not always see or identify the connections between his explicit (verbalized) and implicit (not verbalized) statement. The counsellor may supply such lack of insight into the connections and what the counsellor does is that he attempts to give meanings to the events the client is reporting. This is probably why Cormier and Cormier (1979) defined interpretation as “a counsellor statement that makes an association among various client behaviours or presents possible explanations (including the client’s feeling effect, thoughts of a client’s observable actions).”

An interpretation differs from paraphrase, clarification, reflection and summarization in that it tries to identify implicit rather than explicit meaning of the client’s message.

The major purpose of interpretation therefore is that it helps the counsellor understand the meaning of the client’s message. Interpretation therefore functions to identify the relationships between the explicit and implicit aspects of client’s message. It gives the client an opportunity to identify any alternative aspect of his problem hence can help the client move toward self-understanding. It is a very important aspect of the interpersonal technique in counselling session.

It has been observed that counsellor immediacy may be manifested on a specific aspect of the counselling session or an overall counselling relationship in the session. Counsellors may make comments about specific aspects of a session or on the overall relationship for the session. Immediacy may bring certain covert aspects of the relationship into the open. Immediacy also serves an important function in that it gives both counsellor and client opportunities to have immediate feedbacks about the feelings, acts, or thoughts expressed in the interview. The counsellor may reveal information that is not so much personal not intimate or peculiar to him. Rather, such disclosures are general. In personal disclosures, counsellors may reveal personal, intimate or private information, which are peculiar experiences, feelings or beliefs in him.

Counsellor’s positive disclosures may center on his success, strengths, achievements, and excitements about himself or his job. Negative disclosures may indicate his failures and concerns.

Self-disclosures generally serve purposes such as establishment of rapport and empathic understanding.
Teaching Responses
Another type of response that counselors give during the counselling interview is the teaching response. Counselling is often described as a process of learning and counsellor verbal response that can promote learning may be described under teaching responses. The counsellor assumes the role of a teacher when he helps the client to change old behaviours or learn new behaviours. Such counsellor responses include:

1. Instruction
2. Verbal setting operations and
3. Information giving

Instructions
Every counsellor instructs at one time or the other. Instructions form critical aspects of teaching. Ivey and Gluckstern (1976) described instructions as coaching. One may find many counsellors instruction clients during the interview to do one thing or the other. Cormier and Cormier (1979) outlined the use to which many counsellors put instructions to include helping clients acquire, strengthen, weaken or eliminate behaviours. Nearly all counsellor in many interview session used modelling and rehearsal strategies accompanied with series of instructions to help the client change. Modelling generates vicarious experiences in the client. Such experience is often critically reinforced by counsellor instructions.

Instruction in counseling sessions is likely to be effective when the counsellor includes the following element:

1. What the client should do.
2. How the client should do it.
3. The do’s and don’t of carrying out the instruction.

Counsellors are more likely to effect behaviour changes and learning in the client if the instruction includes the above aspect. Hence, it is important for the counselor to check whether the client understands an instruction. He may verbally ask the client to repeat the instruction. A second thing that the counsellor should support or encourage the client to carry out some forms of the instruction in his (counsellor) presence. The counsellor may emphasize elements of the instruction by telling the client to pay attention to certain

It was observed by Goldiamond (1975) that the client is more likely to follow instruction followed by reinforcing consequences. Counsellors should pay people with their problems. It may be explained first from the two operative, attention to the wording and tone of instructions. Instructions should be given empathetically and not dictatorially. It is better that instructions are worded starting with “I’ll appreciate it, if you are …”Instruction are more generally useful with highly motivated clients.
Instructions help clients respond in specific ways and give clients important information for action.

**Verbal Setting Operations**

At time when clients come to counsellors, such clients need to be informed about the activities of the counsellor, especially clients who need adequate information on issues relating to basic roles, strategies of counselling and its value for society and individuals. Statements made by counsellors to describe such counsellor activities including goals and processes are often described as verbal setting operations. The statements help clients understand the purpose of counselling. Such statements may also motivate clients to accept counselling programmes and hence may accelerate behaviour changes. A client’s ‘set’ toward counselling goal or benefit he may derive from a counselling session depends to a large extent on the instructions the counsellor gave at the initial performance which is enhanced when he has been given adequate instructions about the main elements in the counselling process.

Clients’ attitudes toward the counselling process are affected by the degree of knowledge he possessed about counselling when he came to the counsellor. Hence, it is necessary for the counsellor to provide a summary of counselling process and its role in personal development to the client as an initial orientation to the programme. Clients given such initial orientation have been observed to be generally more motivated in counselling, “to stay in therapy longer”, and even “benefit more from counselling” Goldstein (1973).

**Information-Giving**

Giving information is a critical aspect of the counselling practice. When the counsellor gives information, he is attempting to help the client identify alternatives that are useful and relevant to the discussions he wants to make. According to Getatt, Varenhorst, Carey, and Miller (1973), person’s choices are increased if he can create new alternatives based on information.

A counsellor should consider three major guidelines for effective utilization of information giving during the counselling process.

1. When to give the information
2. What information is needed and
3. How the information should be given.

The issue of when to give information is very crucial. This is because it deals with the counsellor’s recognition of the client’s need of information. Any time the counsellor observes that the client does not have information or that the client has crude or counterfeit information, he has to do something to give the right information. The counsellor should at this point search his store-house of information, select required information which he then passes on to the client.
The counsellor can answer the question of what information to give by identifying the kind of information the client lacks. The counsellor should also identify the client’s ability to use such information before be delivers “what” information.

Perhaps, the most crucial of information giving is how it will be given. Timing of information is very crucial. The client should indicate some need of such information before it is given. A client may not attempt to or make use of information that is given too early. Counsellors should also attempt to give information objectively, consistently, and realistically. It is no use distorting information before giving it just because it may be unpalatable to the client. Counsellors should also try not to overload clients with information. Such clients may suffer from “information indigestion” information given at any point in time should be limited to the client’s ability to consume and utilize it. Some information is affect-laden (that is, have important implications for emotional assault); such information should be cautiously presented to the client manifestation of uncooperative behaviours. If possible, clients may be encouraged to seek information themselves.

Summary
The acquisition and use of verbal interpersonal skills technique are important in counselling professional practices. Trainees should thus learn important verbal interpersonal skills such as; listening, action responses sharing responses and teaching responses.

Post-Test
1. Explain the characteristics of verbal skills strategies in counseling.
2. Describe listening responses.
3. Describe the strategy of reflecting feeling.
4. Explain some action responses of counsellors.
5. Describe the principles of probing and confrontation as used in counselling interview.

References
Lecture Twelve

Steps in Interviewing

Introduction
The counselling interview should be structured and systematized to be effective. This lecture is designed to teach you the steps involved in interviewing.

Objective
At the end of this lecture, you should be able to carry out the steps in interviewing.

Pre-Test
1. How do you begin the counselling interview?
2. How do you set counselling goals?
3. How do you use the interview to gather information?
4. How do you determine outcomes of the counselling interview?
5. How best should you close an interview?

CONTENT
Steps in Interviewing
Many approaches may be adopted in relating with a client in an interview. Many skills are adopted. The approaches and skills may be structured, focused and systematized into steps in interviewing.

In this section, the interviewing processes are explained under five basic steps. Each step is explained, the purpose of the step in the interviewing process considered, and illustrations of skills the counsellor can use to carry out the step successfully are then given.

The five steps, which may be adopted in interviewing, include:
1. The beginning and opening of an interview.
2. Setting interview goals.
3. Information gathering and problem definition.
4. Determination of outcomes of interview.
5. Closing the interview.
The Beginning and Opening of an Interview

The guidance and counselling interview is a specialised interpersonal encounter between the counsellor and the client who are not friends to start with. The client only comes to seek help. There is therefore a possibility that an initial suspicion, fear or resistance may be present among the interpersonal behaviour characteristic manifested by the client during the first interview.

The purpose of the beginning interview may therefore involve attempts by the counsellor to build a working relationship with the client. The counsellor at this step of the interview should endeavour to make the client feel comfortable, relaxed. This can be done by the counsellor’s initial greetings, enthusiasm and degree of acceptances shown in his or her welcoming behaviour to the client.

The following example may help:

Client: Good morning sir,
Counsellor: Good morning, how are you, how is the day? What have you been doing with yourself today? What will you like to talk to me about?
Client: I am fine sir, I have come to talk to you about my inability to remember the facts I learn in chemistry.
Counsellor: What aspect of chemistry is difficult for you to remember? There is the quantitative aspect where you learn some physical laws and do some calculations such as the gas laws, the mole concept, morality, electrolysis and Faraday’s laws with the related calculation. There is the inorganic chemistry, which hangs on the knowledge of the periodic table, and there is the organic chemistry, which is the study of carbon compound.
Client: It is the inorganic chemistry.
Counsellor: Can you explain briefly how you have been studying inorganic chemistry?
Client: I have a time-table that includes all subjects. I read chemistry when it comes up on the time time-table.
Counsellor: Give an example of a topic in inorganic chemistry that you find difficult to recall after studying.
Client: Metals and their compound and many equations to write.
Counsellor: Have you considered learning the periodic table and the relationship between the position of the metals on the periodic table and the behaviour of the compounds of the metals including the oxidation states, valency, formulae, balancing of equations etc.
Client: I have not studied along such lines.

The above interview is a real interview between a counsellor and a 15 year old form four secondary school having problem with recall of chemistry facts. Note how the counsellor used some of the studied ingredients of effective counselling such as position regard, and empathy to make the client see what was probably responsible for his inability to recall chemical facts. This case illustrates some of the ways an interview can be started with a new client. Note also that the initial introductory conversation did not take an unnecessarily too long a time.

Clients generally feel satisfied when they and the counsellor can began to talk about the topic at hand rather than spend too much time on unrelated topics.

The counsellor should, however, get properly acquainted with the client through effective listening. Develop the topic from the client clearly and attempt to focus it. Note that you may not be able to solve his or her problem this initial interview session.

Setting Interview Goals
To be effective, the counselling interview should have a purpose and a goal for the client. What does the counsellor want to achieve for the client in the interview? This is the basic question to answer when setting the interview goals.

A general goal for an interview is usually that the client may learn a more effective way of living, doing, feeling and behaving. Counsellor can jointly identify factors maintaining his or her problem behaviours so that he or she can be supported to change toward more desirable goals.

Counsellor can make clients verbalise the commitment that he or she will cooperate to work toward goal attainment. The counsellor may also help clients use certain action steps for goal attainment. A counsellor may help client learn needed skills, concepts and principles that can enhance goal attainment.

Information Gathering and Problem Definition
To know why the client has come to the interview is the business of this step. The use of skills problem definition skills will help the counsellor in running into areas of the client’s life that may not be too central to the problem he or she has brought. The use of basic interpersonal skills of listening, action responses verbally and non-verbally will help in defining the problem. If the problems are not immediately clear, the use of some of the action strategies such as probing, confrontation and interpretation can help focus the central factors maintaining the problem.

Determination of Outcomes of Interview
Here, the major assignment is to evaluate whether the perceived need of the client has been met after the interview. The counsellor should have assessed the need of the
client and jointly worked toward its attainment. The counsellor can use many of the attending skills, especially clarification, paraphrase, reflection people with their problems. It may be explained first from the two operative and summarization to know whether the interview outcome has been achieved.

**Closing the Interview**

Closing the interview appears easy to the inexperienced counsellor. This is not so. Many skills are needed by the counsellors to close interview effectively. An interview is best closed on a positive note. The decision to return to the counsellor should be made by the client when and if he or she comes again.

Counsellor should also make effort to use skills that can summarise the issues discussed during the interview.

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<td>Important steps of interview which professional counsellor should learn include: the beginning and opening of interview, setting interview goals, information gathering and problem definition, determination of outcome of interview and closing the interview.</td>
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Lecture Thirteen

Factors Affecting Interviewing

Introduction
Many factors affect the interviewing process. Factors such as environmental setting, client motivation, empathy, counsellor sensitivity, recording and others affect the counselling interview. Lecture thirteen is designed to teach you how factors influence the interview outcome.

Objective
At the end of this lecture, you should be able to discuss factors affecting the process of interviewing.

Pre-Test
1. Explain the functions of physical environmental factors during the interviewing process.
2. How can a counsellor motivate an unwilling client?
3. Explain the use of recording devices during interviewing.
4. Describe the role of empathy during the counselling interview.
5. What roles do tests and testing play during the process of interviewing?

CONTENT
Factors Affecting Interviewing
Many factors affect the process of interviewing. The success of an interview in achieving its goal depends to a large extent on how these factors have been carefully considered in the process of interviewing. For instance, factors such as the physical environmental setting, the motivation of the client, empathy as demonstrated by the counsellor, counsellor’s sensitivity to confidential issues, counsellor prompts, recording style of counsellor and rapport have been observe to make differences in the achievement of an interview goal.
Physical Environmental Setting of the Interview
The physical environmental setting of an interview may determine its potential in achieving its goal. For example, interviews have been carried out in a highly distracting, noisy, environment with a lot of distraction, telephone calls and interruptions. The client is not relaxed and not encouraged to confidently organize his ideas in such environment. In fact the flow of the interpersonal encounter is easily intercepted in such environment. Environment such as crowded rooms; rooms near classrooms and apartments near libraries where people can dash in and out are not conducive to good interviewing. Such disturbed environment does not give counsellor opportunities to concentrate on the client. Clients will also not be in a mood to confidently say what is on his mind in a disturbed environment.

Motivation
Motivation generally explains the drive behind behaviour. The motivation of the client is a crucial factor in achieving the interview goal. For example, an unmotivated client is likely to discuss freely with the counsellor during an interview. An unmotivated client is likely to be defensive, difficult, cautious and unwilling to disclose salient facts that can help the counsellor understand the problem. Observations in the interview processes have shown that the skills of probing, confrontation and prompting are more likely to be used by counsellors interviewing unmotivated clients.

A motivated client is more likely to have a positive attitude towards the counsellor, the interview and counselling than an unmotivated client. The motivated client also becomes more enthusiastic, cooperative and more facilitative in problem definition, decisions on treatments plans and the execution of treatment plants.

Any counsellor who has unmotivated clients during interviews may use a number of strategies to motivate them. For instance, the initial encounter with the client and the way the initial statement of the client is handled may be motivating. Counsellors can also motivate clients by setting viable and realistic goals for the client during the interview. Client’s perceived adequacy of such goals in meeting their needs can be highly motivating for clients.

Empathy
Empathy in counselling is the ability of the counsellor to see the problem as the client sees it. This implies that the counsellor should not impose his or her personal values on the problem the client is presenting. If the counsellor imposes his or her personal values, he or she may dismiss the client’s problem as trivial, unimportant, and insignificant and thus complicate a problem, which is to be solved. This is why it becomes important that the counsellor during an interview should try as much as possible to assume the feelings, imagery, cognition and if possible the sensation of the client as he or she presents the problem without getting ego-involved. The counsellor
can do a lot of things to be emphatic. He or she can give responses that indicate, “I can see how you are feeling”. I understand”. “I accept that such issues injure your feelings” Such emphatic attitude manifested by the counsellor during an interview can greatly enhance client’s motivation, commitment and interest. It shows the client that the counsellor understands and thus will be able to help. It increases the client’s trust and helps him or her confide even deeper personal issues in the counsellor. It is important for practitioners to note that when such relationship of trust develops, the skillful counsellor is able to get the main factors maintaining the problem. This in turn helps the counsellor in developing adequate plans that can solve client’s problems.

Counsellor’s Sensitivity of Confidentiality Issues
Confidentiality is the extent to which a practicing counsellor is able to keep the personal information received from the client for supportive programme is a very important factor in the interviewing process. A counsellor who lets out the confidential ideas obtained from a client risks his or her chances of building a lasting bond of trust between him or her and the client. When there is no trust, an amicable relationship cannot develop, poor interpersonal skills are likely to be reinforced and client’s resistance, negative attitude to the counsellor and change programme are likely to develop. Without adequate confidentiality a counsellor may even lose many clients and also shut doors to the incoming of new clients.

Recording Style
Making notes during the interview, tape-recording, video-recording and the writing of many notes during an interview can adversely affect the freedom of the client to disclose vital information. It is generally advisable that the counsellor should keep many points in his or her memory.

While things like names, dates, address, age, residence or employment may be written down during the interview, sensitive issues should not be written during the interview. A part from the fact that the client may be worried about whether the counsellor can keep things confidential, such practices give clients impressions that the counsellor is not attending, listening and following.

Rapport
Rapport is a form of cordial relationship established between counsellor and client in an interview. Counsellor can establish rapport manifesting attitudes warmth, welcoming appropriately with smiles, handshakes, and offerings a chair and making the environment related generally. Such rapport-ridden environment can easily establish a beautiful relationship, which helps the interview to progress quickly. Rapport may be established through the use of positive regard, counsellor being genuine, enthusiastic and being acceptable.
Pace in Interviewing
Pacing and timing during the interviewing process are very important. The ideas considered during an interview should be well spaced and timed so that adequate clarification, probing and summaries can be made in a way the client can see the important of very segment of the interview. An hour of interview crowded with many important topics within an interview is likely to get the client confused. Rapid style of speaking may also leave the client wondering also what has been said during the interview. A counsellor should thus find out the pace that will suit a client. He should neither be too fast nor too slow such that the client cannot see the running theme in the interview. Many counsellors speak too much and do not give clients enough time to speak. A few seconds of silence between the interview discussions can be extremely rewarding in understanding the client’s problem. A period of silence during an interview may provide both counsellor and client an opportunity to think of few topics, organise their information and ideas and summarise the issues being discussed.

Vocabulary
For effective communication during the interview, the counsellor must use words that are understood by the client. Such words should convey the same meaning, feeling and mood to both counsellor and client. The counsellor must be sensitive to what the client is saying in addition to noting the client’s choice of words. It has been observed recently that a person expresses himself/herself through a personal language pattern peculiar to him or her. Thus, the vocabulary of the counsellor must be within the comprehension level of the client. This is why counsellors are urged to use the native language. This practices also clears the barriers which language difference may create. It has been observed that clients sometimes attach meaning to words, which are not what counsellors assume. Counsellors should avoid the use of technical words except they are sure clients understand such words.

Interview Summaries
It is highly desirable that counsellors form a habit of writing interview summaries immediately following the interview session. This is a strongly recommended procedure to follow. A summary report on a client should be prepared so that a written record of the report should be clear and should avoid technical, psychological and educational terms. The report should be written in concise phrases, simple sentences and brief paragraphs. The same tense should be used. Use impersonal nouns and third person references. The supervisor must approve each summary.

Testing During an Interview
Tests can provide a better understanding of the client. Tests can do many other things during an interview. For instance, tests can provide assessment data on clients’s aptitude, attitude, creativity behaviour, imagery, achievements, social adjustments,
personal adjustments, interest, values, personality, self-concept, study habits, and other attributes.

A counsellor should however, note that testing must be done only to satisfy the client’s purpose, interests, plans, feelings, needs and problems. The test results are in themselves of little importance. The client’s reaction to the result and meaning is the concern of the counsellor. It is therefore important that an effective counsellor should find out when a test should be used. Tests may be used to give additional information to those derived from the interview. Tests may be used in the long-term career planning for clients. Tests may be used in finding out the self-concept, social adjustment and attitudes and interests of clients. Tests are to add to the client’s picture of himself. It is not a magic formula that answers all problems of clients. Use tests result to arrive at a decision. It is inadequate to be carried away by a single test result. Tests and tests result in counselling interview is in the final analysis a factor that should help clients in self-exploration and self-understanding.

**Specific Functions of the Interview in a Counselling Practicum**

The interview serves an important function in the assessment of client’s problems, development of treatment plants, counselling and evaluation of the effectiveness of guidance and counselling effectiveness. The interview is thus an effective tool in the counselling relationship. Specifically, the interview may be used in the following ways:

1. To gather information about client’s concern.
2. Identify factors maintaining or eliciting problem behaviours.
3. Gain historical insight into the genesis and development of the problem.
4. Identify environmental contingencies maintaining client’s problems.
5. Assess mediational factor in the client’s problems.
6. Educate the client on a number of issues of misconception, wrong attribution, exaggerations and others.
7. Obtain informed concept from client.
8. Serve as an outcome measure of counselling effectiveness.
9. Communicate the procedures and goals of the interview programme.
10. Evaluate counselling effectiveness.

**Summary**

Professional counsellors should note and effectively maximize the use of their knowledge of factors affecting interviews such as; environmental setting client motivation, empathy, counsellor sensitivity and recording for mat etc.
Post-Test

1. Explain the functions of physical environmental factors during the interviewing process.
2. How can a counsellor motivate an unwilling client?
3. Explain the use of recording devices during the interviewing.
4. Describe the role of empathy during the counselling interview.
5. What roles do tests and testing play during the process of interviewing?

References

Lecture Fourteen

Competencies of Professional Counsellors

Introduction
Many counsellors are incompetent because they do not possess adequate knowledge of what their profession entails. This lecture is designed to teach you basic competence skills, which you should acquire before claiming to be a professional.

Objective
At the end of this lecture, you should be able to carry out the competencies of professional counsellors.

Pre –Test
1. Explain counselling competencies.
2. Describe the principles of referral.
3. Discuss the strategies of counselling consultations.
4. Explain the coordination role of professional counsellors.
5. Why should a counsellor know how to conduct research?

CONTENT
Competencies of Professional Counselling
The professional counsellor should possess ability, competencies and skills to be objective and flexible. This includes the willingness to question the old and investigate the new, the willingness to be receptive to new ideas, achievements and research findings. The professional counsellor should be sensitive to purposive change and should not be willing to impose conforming behavior on others.

The guidance counselor is therefore a skilled professional who should acquire the following competencies and manifest them in professional practices:

1. Empathic. That is he or she should be understanding and genuine, provide unconditional acceptance of behaviour and values, which influence daily living. The empathic counsellor should communicate and relate effectively
with others by responding to the verbal and non-verbal behaviour in meaningful ways. The counsellor should acquire “I see how you feel” attitude.

2. Open-minded rather than being rigid and close-minded.

3. Tolerate ambiguity.

4. Demonstrate emotional maturity, personal security, strength, confidence and ability to act out of personal courage.

5. Project future-mindedness style of operation.

6. Exhibit a high degree of patience.

7. Manifest creativity.


10. Exhibit appropriate tolerance.

11. Respect the uniqueness and inherent worth of individuals and place confidence in their potential for growth.

12. Recognise personal limitations so that clients can best be served by proper referrals.

13. Non-condemnation of the client as a person. Here the counsellor manifests an attitude that the counsellee has the right to be wrong, while he may vigorously attack the counsellee’s behaviour and ideas. He refrains from moralistic judgments, and regards the counsellee as a person of intrinsic worth.

14. Non-possessive warmth:

(a) This is a counsellor attribute developed by Truax and Carkhuff closely related to the previous attribute but which encompasses some other attributes such as:

These characteristics tend to be subtle one, which may be difficult to operationalize at times.

15. Communicated competence, authoritativeness, confidence and wisdom.

These 4 slightly different aspects of the counsellor’s professional, yet personal attitudes and behaviour indicate the importance of communication to the counsellee, by a variety of non-verbal as well as verbal means, to show the professional strengths of the counsellor. Examples are:

(i) Voice tone, suggesting confidence in himself and his professional skills,

(ii) Style of talking,

(iii) General manner, including quality and content of advice given, common sense etc.
(b) The above characteristic may gradually, yet effectively build confidence and trust in the counsellee.

(c) For example, communication implying that the counsellor is confident or even optimistic, that the counsellee will change is highly powerful tactics for changing behaviour.

16. Genuineness, humanness, sincerity and openness studies on genuineness by Truax and Carkhuff, and formerly called self-congruence by Rogers, have observed that when genuineness, humanness, sincerity and openness are well communicated by the counsellor, these tend to build the counsellee’s confidence that the counsellor has nothing to hide, that he is non-positive, and in fact, that he wishes to help.

17. Sensitivity. This is a measure of the threshold of perception of the communication in the counselling process. How easily does the counsellor pick messages from the counsellee’s verbal and non-verbal cues? This includes the ability to perceive underlying and obscure content as well as obvious material. (Sensitivity, objectivity and flexibility are powerful attributes in changing behaviour).

18. Objective: -
(a) taking a detached, neutral, non-personally involved perspective on the counsellee’s problems. Along with other counsellor qualities, it aids and expresses ideas freely.

19. Flexibility. The counsellor progresses faster in the counselling process when he communicates willingness and ability to adapt to the ongoing conditions of the process.

20. High Intelligence. What happens when the counsellee out-thinks his counsellor?


22. Absence of communicated disruptive personal values (private values, religious, ethical, political, philosophical etc). Particularly when not shared by the counsellor, and not shown to be self-benefiting to him should be screened off from counselling.

23. Personal style - e.g. counsellor forcefulness, and vigour, VS lack of emphasis in counsellor responses, emotional range, sense of humour, and activity versus passivity in manner and speech.

24. Miscellaneous – personal aspects such as sex, age, race, appearance and dress and personal habits of the counsellor.

25. Demonstrate personal courage and strength in upholding professional ethics. This implies commitment to a profession dedicated to helping clients develop their potentials.
Counselling Competencies

The professional counsellor develops and maintains effective counselling skills that may help the client to grow towards personal goals and strengthen their capacity to cope with life situations. The following performance competencies are very important in his professional activities. The counsellor is a skilled professional who should:

1. Understand the basic principles of human growth, development, and learning including how these facilitate changes in clients through counselling processes.
2. Demonstrate a clear and concise understanding of the various counselling theories, techniques and procedures.
3. Understand the dynamics of individual behaviour in the counselling relationship.
4. Develop an internally consistent personal approach to counselling.
5. Establish and maintain counselling relationships consonant with the ethical standards of the Counselling Association of Nigeria.
6. Communicate effectively relevant information to clients and evaluate data gathered from counselling sessions in such a way that integration of information into the client’s life-style is possible.
7. Make a commitment of primary responsibility to clients while providing adequate communication for others in the personal environment, and referral sources without violating the confidentiality of the counselling relationship.
8. Recognise the counselling mode most facilitative to the problem presented by the client.
9. Demonstrate skills basic to specific modes of counselling.
10. Establish and maintain a constructive, facilitative, and ongoing relationship with clients through the use of differentiated interpersonal skills.
11. Demonstrate a personal life-style that is relatively opened, transparent, and experimental, but yet communicates a commitment to personal values.
12. Recognise personal and professional limitations.
13. Explain the purpose and procedures involved in providing guidance and counselling services to individuals in language that is easily understood by persons not familiar with the counselling process.
14. Understand the concept of developmental guidance and counselling and disseminates counselling information to teachers and students.
15. Make a commitment of primary responsibility to students when necessary, while providing adequate communication with teacher’s parents, administrative staff, and other referral sources without violating the confidentiality of the counselling relationship.
16. Provide individual and group consultation services.
17. Provide helpful information and assist former students in either individual or group settings.
18. Distinguish between when individual or group counsellors are most appropriate to the presented problem.
19. Use the dynamics of group counselling and other group activities that can facilitate attitude and behaviour change according to the age and level of clients.
20. Demonstrate competency in dealing with terms specific to group counseling by discriminating among the various kinds of group activities.

**Consultation Competencies**

The professional counsellor serves as a resource person with reference to the guidance and counselling needs and concerns of individuals and groups. Therefore, the consultation competencies of the professional counsellor include the facts that he or she is able to:

1. Formulate and maintain effective working relationships with clients, staff, parents and other members of the community.
2. Interpret guidance and counselling service to interested clients.
3. Organise individual and group orientation services for client.
4. Communicate with all levels of instructional or agency personnel.
5. Consult with teachers and provide assistance to alleviate learning and social-emotional concerns of all clients.
6. Work with other staff members in planning and developing curricular programmes designed to meet client needs and to facilitate the development of communication between students and staff.
7. Consult with parents and agency personnel about the needs of specific clients and convey the necessity for assistance with learning and social/emotional problems.
8. Confidently disclose information to the instructional staff that will assist in the identification of client’s special needs and problems.
9. Facilitate communication among clients and instructional staff to develop in-service training programmes designed to clarify guidance goals and service to students, clients and staff.
10. Analyse employment trends for use in curriculum study and revision and be able to coordinate placement programmes designed for student–client placement in jobs outside the school settings using school staff and community agencies in a consultative capacity.
11. Consult with members of the student/client development services staff, concerning the provision for and further extension of all relevant services.
Coordination Competencies
The professional counsellor coordinates the various aspects of the total guidance and counselling programme resulting in continuous and meaningful sequence of service to clients, students, professional staff, and the community. Therefore, the competencies of the counsellor assumes that he or she is a skilled professional who is able to:

1. Conceptualise the operational structure of the school and community environment to implement effectively a programme of guidance and counselling services.
2. Coordinate the development of guidance and counselling programme goals, objectives and activities so that school, agency, and community personnel are use in consultative capacities.
3. Identify guidance and counselling needs of client/students and coordinate research studies using the services of the institute, agency and community to enhance further programme development and revision.
4. Conduct studies such as need assessments to enhance the collection of planning and programme development data and coordinate its use by staff and community.
5. Establish a public relations programme in the guidance and counselling area designed to explain and interpret guidance service to civic, social, and other community organisations thereby gaining support for existing programmes and future programme development.
6. Prepare information materials that will facilitate public relations for counselling and selling agency programme, explaining the service offered, and support for the programme within the community.
7. Development of a file of community referral sources for use by the counselling and agency staff.
8. Establish a coordinating service to curriculum planners and school policymaking groups to see that the guidance and counselling philosophy is evident in all planned institutional/agency activities.

Career Development Competencies
The professional counselor assists clients, students, parents and other professionals in developing healthy attitudes toward the world of work, understanding the role of work in life, planning and encouraging clients and students to become mature life planners, responsible job holders, and contributors to productive service enterprises.

The counsellor should thus be a skilled professional who is able to:

1. Integrate the factors related to the world of work.
2. Integrate theories of vocational choice.
3. Collect information concerning careers, opportunities for further education and training and related curriculum offerings.
4. Maintain information on the scope and character of the world of work.
5. Provide occupational, educational and social–personal information for media presentation in guidance and counselling instruction.
6. Disseminate all types of information related to careers and educational opportunities.
7. Disseminate all types of social–personal information.
8. Assist graduating students and clients with their occupational and educational plans.
9. Understand and implement the goals of career education.

Placement and Follow-Up Competencies

The professional counsellor identifies and assesses client occupational and educational placement needs and aspirations; identifies and assesses placement resources and opportunities, plans and implements the placement programme; provides current and accurate educational and occupational information; coordinates the placement appraisal service; provides placement counselling; facilitates client current, near, and distant future life plans; assesses client maturity and decisions; and organises and conducts ongoing reviews and revisions of the placement service and the counsellor’s institution and agency.

The counsellor is thus a skilled professional who is able to:

1. Identify and assess client’s educational and career aspirations, and career and educational placement needs.
2. Identify, assess, and be knowledge of pertinent legal and ethical factors and their implications for placement programmes.
3. Identify and assess the placement needs of special populations such as the handicapped, learning disabled and the gifted.
4. Identify and assess institutional and agency including community placement capabilities and resources.
5. Select and design a placement programme model, and develop and implement a placement programme.
6. Identify, evaluate, select and organise components of the educational and career information system in term of the agency placement and compatible with institutional career education and educational and career guidance programmes.
7. Identify, select, organise, and provide or arrange for the occupational and educational components of the agency or institutional appraisal service.
8. Organise the educational and career placement counselling service and provide placement counselling.
9. Evaluate the placement programme using the results to effect placement programme enhancement to recommend institutional and agency placement improvements.

Referral Competencies
The professional counsellor assists students, instructional and administrative staff, agency staff and parents in the location of, introduction to specialised referral agencies that exist within the community. The counsellor is thus a skilled professional who is able to:
1. Identify students, client and family systems requiring referral to specialised services within the school system, agencies, and community.
2. Identify students, clients and family systems with special and unique referral needs.
3. Identify and explain community referral agencies and their service to members of the professional staff, parents, students and clients.
4. Maintain an up-to-date list of referral sources available within the community.
5. Exhibit skill in the art of referral to the extent that the person who needs the referral feels comfortable in being referred.
6. Facilitate effective referral by means of initiating contact between referral sources and individuals who have been referred.
7. Establish a close working relationship with referral sources commonly used by professional and administrative staff.
8. Encourage community sources to develop and expand their referral services.
9. Enhance the referral service through follow-up with professional staff and referral sources relation to referral outcomes
10. Facilitate follow up work recommended by community contacts sources as a means of assessing students, client and families in working through specific problem areas.
11. Accept referrals in a competent professional manner.

Testing and Appraisal Competencies
The professional counsellor is able to recognise the principle involved in testing and appraising so that he or she practises the systematic process of arriving at an accurate understanding of an individual within the context of a particular situation. The professional counsellor should be able to test and appraise the characteristics of students and client, describe the needs and potentialities of individuals, identify
individual differences and provide for recording the resultant data. This is why the professional counsellor has to be able to:

1. Understand and apply basic statistical concepts data essential in the use of tests and other appraisal instrument including data generated from such instruments.

2. Understand the basic concepts and principles of measurement and evaluation.

3. Obtain appropriate appraisal data from individual and groups.


5. Make effective use of appraisal information in guidance and counselling.

Research Competencies

The professional counsellor is able to interpret clearly the implication of research data to professional staff members, parents, students, client, families, referral agencies and community. He or she is able to use the results of research in guidance and counselling programme development and revision. The counselor is thus a skill professional who is able to:

1. Understand the practical as well as the theoretical principle and concept of research.

2. Prepare a research proposal.

3. Use the library effectively for research purpose.

4. Organise a review of literature.

5. Analyse and treat research data.

6. Conduct a research study through systematic ways of thinking.

7. Apply research knowledge and skills in the field of guidance and counselling.

Ethical Standards Controlling Guidance and Counselling Practice

1. A counsellor must endeavour to continue to update his or her knowledge, competence, teaching, research and practices.

2. A counsellor is first responsible to the client but also responsible to the institution and society in which he is serving.

3. Counsellors must manifest ethical behaviour that agrees with those laid down by the professional bodies like the Counselling Association of Nigeria (CAN).

4. Counsellor must not claim a qualification for which he has had no training.

5. Counsellors should fix service prices according to the financial status of clients and locality.
6. Counsellors should accept only clients that can be effectively treated by the skills they know best.

7. In counselling relationships the counsellors must be aware of the ethical rules controlling intimate relationship with young clients, retarded clients, young girls, women and others.

8. Counsellor must recognise the freedom of choice of clients.

9. Counsellor must be keep counselling relationship confidential.

10. Counsellor must be aware and obey the ethical principles controlling measurement, testing, assessment, research and publications consulting, private practice, and counsellor education standards.

A counsellor who is insensitive to these listed ethical principles may run into legal problems in his practices.

Summary

Professional counsellors need to acquire and use important competencies such as personal competencies, counselling competencies, consultation competencies, coordination competencies, career development competencies and research competencies.

Post –Test

1. Explain counselling competencies.

2. Describe the principles of referral.

3. Discuss the strategies of counselling consultations.

4. Explain the coordination role of professional counsellors.

5. Why should a counsellor know how to conduct research?

References


Learning to Become a Professional Counsellor

Introduction
Transformation from a student to a professional counsellor is rare. This lecture summarizes many of the issues you have to cope with especially in Nigeria’s institutional settings, before you can gradually mature to the practice of a professional counsellor.

Objective
At the end of this lecture, you should be able to enlighten others about the steps you are to take in your attempts to become a professional.

Pre –Test
1. How will you handle the initial fears of counsellors trainees about practising?
2. Explain some of the problems of Nigerian secondary schools, which can affect your practice.
3. How will you handle the problems associated with inadequate space for practice?
4. Explain the ethical principles that should control your practice.
5. How will you establish a school–wide counselling practice in a Nigerian secondary school?

CONTENT
Learning to Become a Professional Counsellor
Transformation from a student to a practitioner is rarely easy. Learning to become a professional counsellor forces the trainee to confront many complex and sometimes confusing issues related to training. In most cases, counsellor trainees entered into training with basic expectations, such expectations may complicate the attempts of counsellor educators to help trainees acquire more effective ways of counselling.
This is because trainee expectations greatly influence the kinds of problems and personal confusion trainees experience when they are being prepared for practicum.

For instance, many counsellor trainees were observed to have come for training with expectations that they will be able to show adequate concern for other people and help them overcome their problems after training. Others had expectation that after their professional training, helping others will be personally reinforcing and fulfilling.

Still, others came with the expectation that they would easily become effective, professional counsellors because they thought they naturally had personal characteristics that can be valuable to counselling practice. In learning to become professional counsellors, trainees should try and revise many of their exaggerated expectations, which may not help them develop necessary skills. Trainees should be properly oriented to practicum activities that can help them shed most of their unrealistic expectations.

For example, counsellor trainees should note that a counselling relationship is not the same as a friendship. The client is not a friend in the general sense. Rather he or she is somebody who comes for help. That type of orientation helps trainees see the need to establish an atmosphere of acceptance, friendliness, enthusiasm and relaxation when meeting the client. Especially when meeting the client for the first time.

Unrealistic expectations add to the fears and anxiety, which trainees have when they are being prepared for practicum. For instance, counsellor trainees have been observed to be assaulted by fears of uncertainty about their ability to use certain skills adequately. Trainees find it difficult to accept the fact that they do not need to provide an answer to all problems. Trainees are even bothered about their inability to respond or give immediate answers to every problem the client presents. Other fears that counsellor trainees have before going for practicum include fears of negative evaluation from supervisors, losing clients, low rate of progress, client acceptability, client not coming regularly, not knowing what to do at every stage of the practicum proper orientation before practicum should dispel such fears.

**Counselling Practicum Requirement**

Many fears and inadequate behaviour characteristic often manifested by counsellor trainees before a practicum exercise are often associated with the fact that they do not know what they are required to prepare and do. Counsellor trainees need to know them. Most of the time, counsellor educators assume that the student knows the entire requirement. This is not always so. This is why this section has brought some of the requirement together as an orientation to trainees going on a counselling practicum exercise.

Among other things, the practicum supervisor expects the student counsellor to make use of the practicum setting to achieve the following:
1. *Gain counselling experience:* The student not be too much concerned with seeing the required number of students, or having the counselling sessions, but should strive to acquire the necessary traits in his professional area. Effort should be made to be in constant touch with the practicum supervisor, whenever any ambiguity or any other problem arises during the practicum experience. The supervisor would then be able to offer suggestion that may enable him or her perfect his or her counselling skills which have been acquired during counsellor preparation.

2. Elicit other goals and skills within him or her (practicum student) that have not been developed. The practicum student could discover, while listening to the counselling tape, some of the qualities possessed by him or her such as insight into alternatives to solving problems after exploration of alternatives with the client. The practicum experience could bring to the awareness of the practicum student counsellor, relationships, feelings and impulses within him or her, which previously have been poorly understood.

Thus, in addition to counselling the client, that the practicum student can also learn about himself.

In addition to some of the counselling skills that the practicum student would have acquired during the training, he could recognize other skills he possess from his spontaneous responses to the meaning and content of the themes expressed by the client. Through his relationship with the client, the practicum student can also become aware of himself.

3. *Develop, test or practice counseling.* The practicum student develops his counselling skills when he explores and understands the experience of his client from a theoretical background. He tests his counseling skills when he reviews alternative line of action with the client making use of the background information collected while developing his skills. He practises his skills when he makes use of his “over-all” training to the effective counselling of the client or when he makes use of the information resulting from his explorations in diagnosis and progress of adjustment disorders.

4. *Improve viable counseling.* From his interactions with clients from the feedback on the counselling processes utilized and from the follow-up on the clients, the practicum student can become aware of his therapeutic techniques which are viable (hasty conclusions should not be drawn as to the effectiveness of a technique) with subsequent clients, there is the opportunity to improve on those skills, processes, the practicum is more knowledgeable of, and more competent with.

5. *Learn and improve interpersonal skills.* From his interaction, the practicum student learns more about the interpersonal process, he learns how to communicate effectively with his clients and from the interactions, could improve his communicative styles.
6. Develop initiative, creativity and versatility in counselling encounters. The practicum student is expected to know when to act and how to act at each counselling stage. He needs to be aware of what is to be done as the counselling progress that is “taking charge” of the counselling situation. His ability to make the client imagine and formulate other patterns of ideas, which accompany the solution of a problem, will be helpful. His or her versatility increases the awareness of different approaches, thus encouraging the growth of the individual client.

Knowledge of Counselling Techniques

A number of counselling techniques and other process are now in use. Such techniques vary from confronting the client when a discrepancy arises in his expression, to other processes such as expression of feelings, role-playing attending, interpreting, clarifying and others.

There are also many counselling techniques, which the practicum student could utilize during his practicum. Knowledge of different therapeutic processes can enhance the effectiveness of the practicum student. The practicum student sometimes may be confronted with the choice of counselling theory to use. It is possible to approach every problem from a single counselling theory while others prefer to use different counselling theories for different problem. In other words, one can be exclusively psychoanalytic, client-centred or rational-emotive. Thus approaching the client’s problem, always from any of these viewpoints or combining a number of counselling theories or approaches by being eclectic.

Some institutions, because of funding, orientation or preference may emphasize more than others may, a particular theory. This does not follow that the student will not be exposed to other counselling theories during his counsellor training. (The practicum student may wish to find out the counselling theory, which his or her institution favours). What if the practicum student is more comfortable with another counselling theory, to that of his supervisor? This is likely to happen, when the supervisor because of his area of research, stresses a particular theory, which may not interest his practicum students. The practicum student will need to realize that his supervisor is not dogmatic about any counselling theory or approach because of his level of training and the practicum student, need not entertain any fear of being penalized when he or she is not interested in any of the counselling theories favoured by the supervisor or the institution. In some cases, the practicum student may not observe any preference in the supervisor or by the institution.

The practicum student needs to be aware that there have been arguments for and against adopting a particular theory to being eclectic. Counsellors, sometimes, may decide to be eclectic for practical and theoretical reasons. However, some attribute this eclectic notion to inadequate training and lack of conviction concerning the efficacy of one’s counselling theory or technique. In the contrary, others, like Harper (1959) propose eclecticism. In his review of thirty-six therapeutic systems, he warned
that the counsellor should reserve judgment for a while, make it tentative and experiment with many theories and techniques as the ultimate truth and the best approach to psychotherapy and counselling has not yet been discovered.

Whichever counselling theory or approach is preferred, the practicum students, would need to be aware of these techniques:

1. Creating a free and relaxing atmosphere for his client, throughout the counselling sessions.
2. Sitting the client in a position where her or she will not be easily distracted.
3. Paying attention and listening to the content of the client’s expressions.
4. Expressing adequately the feelings of the client at the appropriate time during the counselling session. Knowledge of appropriate feeling in words could be essential here.
5. Making use of appropriate counselling leads whenever and wherever appropriate during the counselling session.
6. Allowing the client to fully express himself and not turning the counselling session to a mini-lecture, thus dominating the session.
7. Getting the client involved, thus enabling him to grow. For example, the client, at the appropriate time could be encouraged to formulate alternate lines of actions, identify values and the hierarchy of such values.
8. Planing a programme of change, encouraging implementation of the programme and following up on the planned programme.

Acceptance of Counselling

Within the practicum context, the practicum student needs not counsel the same client, with whom another practicum student has an on-going counselling relationship, not unless the client has been referred or the counselling has been previously terminated by the previous practicum student.

The practicum student, should consider every problem important to the client and should not seek mainly for those problems he considers severe, or for client with deep-seated problems which he feels will enhance his performance, or may interest his supervisor, thereby ensuring favourable assessment from the supervisor. The supervisor, form experience, knows, that some practicum student are likely to find themselves in setting that does not allow for the best client selection.

In a high school setting, for example, a good number of the client that will be encountered may be referred by the school-principal, his vice or the class-room teacher, apart from the self-referrals. A good number of the problems are also likely to be connected with poor study habit, disciplinary problems and others associated with schooling. Regardless of the nature of the problems, a practicum student can still demonstrate his acquired skills during his counsellor preparation.
**Referral Procedures**

Even though the practicum can be regarded as a medium whereby the practicum student accumulates experience, there may be situations during which the practicum student will come across some problems facing the client and which he or she might not be able to handle properly or which may make the practicum student uncomfortable during counselling, because of moral or personal reasons. In some cases, the practicum student may not have acquired the competency to deal with the particular problem. Clients with such problems may be referred to other practicum students, the supervisor or an agency.

The practicum student would thus need to be aware of the nature of intake, eligibility policies and conditions that govern the agency to which the client is being referred. The practicum student may need to be familiar with policies and guidelines of his own institution concerning, referrals in order to comply with the established channel and procedure practised by his or her institution. The practicum student should not in an attempt to see or tape the require number of client (if any) “scramble” for clients with the feeling that he or she could deal effectively with any problem. Note all counsellors, themselves can work well with all clients. Thus, the practicum student needs to be aware of his or her potential, strengths, weaknesses, and referrals of clients should be made whenever he feels, or he will not be effective.

**Discharge Procedures**

Usually, as part of the practicum assessment, counselling tapes will be required from the practicum student. The length of tape will sometimes depend on the nature of the problem of the client. Sometimes many interviews may be required before the counselling is terminated for a particular client. Furthermore, when several counselling tapes are required from different clients, the practicum student may not be able to terminate the counselling session on all the tapes. When such a situation arises, the practicum student will need to supplement the counselling tapes with discharge reports. This could let the supervisor know that the practicum student is not merely accumulating counselling tapes, but following each client to the end. Thus, on each problem the client encountered, the practicum student in addition to the counselling tapes include the following:

1. Background information on the client (Name or code number, age, sex, school etc.)
2. Total number of counselling sessions with the client including dates of interview and time spent with the client.
3. Summary of problem (s) discussed during the counselling session.
4. Others: - to include goals attained or the problem (s) resolved, resolutions made, or referral is carried out.
In general, the practicum student will need to process the skill for termination interview. There should be exploration with the client of what has been achieved in the interview or how the situation looks now with the client. The counselling process tends to terminate and client ready for discharge when the client’s goals have been reached. However, the practicum student needs to be aware of pseudo flight into recovery. When the symptoms have subsided temporarily only to reappear later, the discharge of the client may include either or all of the following: a general review of accomplishments, arrangements for referrals or follow-up. Furthermore, the practicum student may need to structure the discharge to permit continuous observation without intention, relationship that will make the client unnecessarily dependent on the student therapist.

**Practicum Materials**

The student counsellor may also need to provide himself with some other materials that will keep him informed about the progress of the practicum experience and also useful in his over-all assessment by the practicum supervisor. Some of the materials may include a portable tape recorder, a number of cassettes, files, and appropriate practicum forms.

1. It is advisable that the student counsellor at the beginning of the practicum provides his or her supervisor, a file in which tapes, weekly assessment or any other information relevant to the assessment of the student, could be kept.  
   On the folder (file) may be:
   (a) The name of the practicum student.  
   (b) Identification number.  
   (c) Classification of student.  
   (d) Practicum site.  
   (e) Date and year (optional)

2. Each material submitted to the supervisor must at least include the information in (a) and (b). Tapes: When submitted should also include:
   (a) Name of practicum student.  
   (b) Identification number.  
   (c) Name or code number of client.  

3. The practicum student may also need to submit to his or her supervisor, a practicum time-table, indicating when he or she normally counsels students (see suggested format in Appendix).

4. The counselling interview form:
It is suggested that the practicum student completes this form for each of the client in addition to submitting the tape on the client. Your supervisor can have a grasp of the client’s problems, the approach used etc., before listening to it. This form sometimes augments some of the inaudible tapes submitted to the supervisor and sort or summarizes the counselling encounter with the client.

Problems of Counselling Trainees during Practicum

Ideally, the counsellor trainee placed in a school to do practicum should receive maximum cooperation in the schools or other institution. The reality of the case is that the student counsellor faces a lot problem, which may hinder his effectiveness in the counselling practicum contexts.

1. There are general problems such as how to start the programme in schools where he or she is not a permanent staff.
2. Accommodation.
3. How to handle the often-generated power tussle over styles of discipline of students.
4. The problem of school authority.
5. Problems caused pupils.
6. Problems caused by parents and guardians.
7. Language problems.
8. Problem associated with available time for counselling.
10. Problem of lack of privacy for counselling.

Most of the general problems can easily be handled by the use of the orientation guidelines considered earlier.

Accommodation Problem

Accommodation for counselling is a big problem in a number of Nigerian schools. Many schools have no room for practice; student counsellors have to initiate available empty poultry sheds, vacant laboratories, uncompleted buildings and shades of trees. Trainees must be ready to make such adjustments.

School Authorities

On reporting at their posting, some student counselors may be confronted with the following excuses by some principles.

(a) ‘We do not have any place to accommodate you’.
(b) ‘We already have a counsellor’.
(c) ‘As a male, your interactions with the girls might be suspicious’.

(d) ‘We don’t need counsellors

Despite all the efforts so far made by both the federal and state government to make the principals see the needs for this type of programme, some principals still refuse to make their student benefit from the service of the student counsellor. However, after briefing the principals on the types of activities they hoped to perform and giving undertakings that they were prepared to make used of the meagre resources available to them, the student counsellors were able to persuade some of the principals.

In the case of teachers, the problem may be that I do not care attitude to any programme organised by the student counsellors. Some of the teachers even sent for the student that came for counselling and consequently such pupils never turned up again. Some of the teachers even though that certain problems were beyond counselling and should therefore be dealt with in a staff meeting. The student counsellor therefore had to appeal to the principals to encourage the teachers to attend programmes organised for the school and to refer pupils to counsellors. In most cases, the principals cooperated with the counsellors in this aspect.

Pupils

Problem encountered with the pupils included:

1. Defacing and removal of information posters on the boards.
2. Not keeping appointments or refusing to carry out assignments previously agreed upon by the student and counsellor. For instance, during a counselling session, junior pupils complained of harassment from senior pupils. I asked her for the reasons why this was so and the she attributed it to her refusal to run errands for the seniors concerned. We agreed that she should try and help some of them since they were as old as some of her brothers and sisters at home. On the text appointment, she confessed that she did not heed the advice but tried to dodge the senior students.
3. Refusing to seek help from the counsellors. On one of my appointment days, for example, I heard a hell of noise from a class and I went there to talk to them on the use of their time. Some of them pointed accusing fingers at those that probably caused the disturbance. It is clear that such pupils needed to be given some orientation on how to use their school time most profitably and how to improve their study habit.
4. Testing of the competence of the student counsellors. It was common to find the same pupil visiting different counsellors on the same problem. One could suspect that such a pupil apparently had no genuine problem, or has not yet resolved the problem.
5. In the area educational counselling common problems such as lack of concentration, reading and not understanding, and failing of examinations were encountered. There was the case of a girl who complained of poor academic performance. I inquired about her study pattern. She told me that her parents did not usually come to collect her from school until 4.00 p.m., that is about two hours after her school had closed for the day. On getting home at about 5.00 p.m. each day, she had to fetch water and later cook supper for the household. As result, she could not settle down to study until after 8.00 p.m. On studying for one hour or so, she usually became tired and would then go to bed. The student and the counsellor were able to see that her problem of poor performance was precipitated by her poor study habit in terms of time allocation. We both agreed that she should do her assignments after school before going home and try to increase her study time before going to bed at night. Studying is hard and it needs a lot of sacrifice. One the next appointment, the client acknowledged some improvement.

In order to resolve some of the problems above, the following steps were taken:

- The bulletin board to be removed and placed in the staff room after each appointment day.
- Pupils had to be reminded of their appointments by going to the classroom to call them.
- Talks were given to the students in their classroom in order to encourage them to seek counselling and resolve their problems.

Conclusively, if clients do not cooperate fully, they cannot benefit maximally from the counselling services. Yet they need guidance in order to achieve self-growth and self-adjustment.

Parents/Guardians

Parents are looked upon as the most significant in the psychological development of the child. However, very few counsellors had encounter with them. They preferred to advise the pupils on how to handle situations at home at home. A few counsellors who invited parents or guardians for interview did so with the permission of the principals.

Some of the parents who came threw more light on some of the factors responsible for maintenance of students’ problems. A few of the parents who did not turn up wrote to thank the counsellors for their concern.

A client who complained of having constants pains in the joints was requested to invite her parents. The father turned up, expressed his concern for the client and indicated that the client was suffering from the sickle cell disease. The counsellor then advised the father to take the client for regular check-up at the hospital.
Some counsellors requested the principals to make appeals for cooperation during the meeting of the Parents-Teachers Association. This was because most of the educational problems of the pupils could be traced to parental care and control. For example, some pupils do not have the required books and materials for their studies, hence, they are underachieving.

**Language**
The pupils (clients) were greatly handicapped in spoken English. Most of the pupils could not discuss fluently in English language. They opted to speak in their mother tongue. This created a lot of problems for the non-Yoruba speaking student counsellors. They had to be extra patient in counselling the students. Those students who could not even express themselves in English language were treated as having English language deficiency. Some student counsellors had to send such client backs to their classrooms (this is not desirable), or refer them to nearby schools where other student counsellors who could speak Yoruba language were operating.

**Time**
The problem of time for counselling pupils was pertinent. Although the counsellors were available for a greater part of the school hours, most students came for counselling during the break time, which lasted for only 30-40 minutes. Some forms IV and V students, however, also come for counselling during their free periods. The break time was thus not sufficient to handle the number of individual cases before the counsellor. In order to ensure that more work was done among the clients, pupils who had problems of poor study habit were given group counselling while group guidance was also organised for information’s about careers.

Lack of sufficient time led to the counsellors rushing to finish up counselling sessions. It may also prevent pupils from achieving self-growth and independence.

**Noise**
In situations where the counselling rooms were near the classrooms, busy roads or in the open space, the environment was constantly noisy. This prolonged the times spent on recordings were inaudible had to engage in:
1. Occasional checking of noise from adjacent classrooms.
2. Asking clients to speak up and.
3. Pasting of “Silence Please” posters outside the counselling room.

**Privacy**
Privacy is an essential aspect of a good counselling procedure without which counselling would not be effective. Many student counsellors had to make use of
open places such as unused poultry sheds and shades of tree in the school compound. Thus, non-availability of privacy partly prevented many of the pupils from seeking help probably because the pupils did not want to be seen and labelled as people with problems. Among the very few that came for counselling, some felt very shy. Most of those who came presented educational and vocational problems. Personal problems were rarely disclosed. Pupils also came in groups and seldom individually.

No wonder the several student counsellors complained to their supervisors about these reactions of pupils to lack of privacy.

However, counsellors should bear in mind that educational and vocational problems are not devoid of personal problems.

There was a classical case of client who came for counselling and appeared very uncomfortable to talk. She spent most of the first few minutes looking around the room apparently to see if anybody else was around who might hear her problem. The room was very large and had transparent louver windows without curtains. I quickly rose up to shut some of the windows and lock the door. Gradually, she had the confidence, courage and expected privacy to open up her mind. She was bed-wetting and would like to be helped out of this problem. Eventually, she went away after I had discussed with her the various techniques of overcoming this problem. At the client’s request, this encounter was not recorded.

**Problems Generated from Counsellor Trainees.**

Many student counsellors had the initial fears of how the counselling programme would begin and how the problems encountered would be resolved. Some of these fears were, however, allayed because the student counsellors were given orientation on the various aspects and techniques of the counselling practicum in the following ways:

Student counsellors were advised not to be burdened with accommodation problem but to make the best use of the time and other available resources.

If clients failed to turn up for counselling, for example, this might signify the fact that the counsellor had not been making his presence felt. As such, he should being with series of group guidance on study problems.

Lack of adequate preparation might create problems for the counsellor. For example, if some vital information which the counsellor has earlier promised to make available for the client’s use were not ready by the next appointments. The client might lose interest in the subsequent encounter. The counsellors might be lazy in following up the improvement of clients with study problems. The counsellors should ask for the client’s exercise books and see if there had been any improvement in the client’s performances. When I applied this technique in one of my encounters, the result was remarkable. After a client had complained to me of reading and not understanding, I taught the client the SQ 3R technique of studying. On the next
appointment, I took her book and started to ask her questions from the portion she had read and understood. This so highly motivated the client that pupils in her class started coming for counselling both in their studies and other personal problems.

### Summary
Learning to be a professional counsellors in Nigeria involves many issues such as: knowledge of practice requirements, knowledge of counselling strategies, knowledge of educational system, learning referral procedure, learning intake procedure, learning discharge procedures, Awareness of practice problems posed by the Nigerian educational environment, parents’ expectations etc.

### References

Exercise on Guidance and Counselling Practicum

1. Explain the concept and characteristics of guidance and counselling practicum. Why is practicum necessary in a counsellor education programme?

2. Counselling theory is one issue. Counselling practicum is another. List some of the strategies of bridging the gap between theory and practice. What practicum activities will you suggest to aid quick learning of practicum skills by trainees?

3. Explain the ethical principles that should guide professional counselling practice.

4. What steps will you take to organise a practicum exercise for counselling trainees who have only 12 months to become professionals?

5. What records do professional counsellors keep? Explain the continuous assessment folder as it is used in guidance and counselling professional practice.

6. In the development of school-wide guidance and counselling service, what assessment tools are needed? How do you obtain the assessment tools?

7. Explain the steps that should be taken in establishing guidance and counselling professional practices at:
   (a) The primary school level
   (b) The secondary school level
   (c) A college of education
   (d) A polytechnic
   (e) A university

8. The interview may be described as the vehicle of counselling. Justify this observation by explaining the following aspects of the interview in the counselling relationship:
   (a) Counselling –client non-verbal responses
   (b) Counsellor–client verbal responses
   (c) Opening the interview responses
   (d) Closing the interview
   (e) Confidentially and ethics in the counselling relationship.

9. Explain the use of the case study in counselling practicum. An 18-year-old adolescent boy comes from a very poor family; this boy wants to further his education but has no money. He fears he will be forced to withdraw on financial grounds. This client is thus anxious that his vocational aspirations may not become a reality as financial problems may affect his completion
and pattern of academic achievement in the university. For the client, the further seems very much uncertain.

Besides, his parents have divorced, the mother staying at Lagos and the father staying at Ibadan. He is worried about the conflict between his father and mother. The client at present stays with the mother at Lagos and complains of constant bad and fearful dreams. This client is very much disorganised and needs urgent professional support.

(a) Critically assess the client's problems. Pinpoint, focus and summarise the main issues in a way that the problem can be treated.

(b) Suggested behaviour change strategies from your assessment.

(c) Discuss possible evaluation strategies than can ensure that your treatment plan has worked with the client.

10. Explain the following as clearly as possible regarding their use in the preparation of professional counsellors.

(a) Role play
(b) Active directive teaching
(c) Group discussions
(d) Use of radio cassettes, video tape records and films
(e) Problem solving.

11. Discuss the use of the following interpersonal skills strategies in counselling relationship.

(a) Clarification.
(b) Reflection.
(c) Probing.