

# **Guidance and Counseling**

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## **DPSY670**

**Edited by:**  
**Dr. Vijendra Nath Pathak**



**L** OVELY  
**P** ROFESSIONAL  
**U** NIVERSITY

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## UNIT - 01 INTRODUCTION TO GUIDANCE

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### **Objectives**

This unit will enable you to:

Understand the journey of guidance as a subject matter

Obtain detailed understanding of concept of guidance and its meaning;

Apply various principle of guidance in everyday life;

Create guidance programmes based on various steps involved in guidance

### **Introduction**

It is not easy to trace the beginning of guidance as a concept, as informal guidance has always been part of human societies. This also makes it difficult to define the concept in exact terms. From childhood till individual leaves this world, he is every now and then in need of guidance from others. That is because human life is full of challenges and stresses that one must deal with to have a happy and contented life. At times, we are able to face these challenges on our own, however, at other times we might feel the need for assistance and support to manage the problems and find solutions. We look for this support and assistance in parents and teachers in our childhood and as we grow up friends and other wise individuals keep on increasing this list of guidance providers. Whenever an individual is assisted by another individual in getting information, knowledge, learning civic adjustment, occupational efficiency, emotional or mental fitness, guidance of one type or another is taking place. Even though most of the guidance goes on in an unorganized manner, the need to have a separate discipline for it started with the urbanization followed by the industrial revolution. As the world of work became more and more organized so did the need to have an organized subject matter for the ever present area of guidance.

#### **1.1. Meaning and Definitions**

Guidance, as we have seen in the introduction part is not an easy concept to define. However, different researchers have tried to put forth their own understanding of the concept. One of the most encompassing definition explaining the meaning of concept comes from Jones, According to

him, "Guidance involves personal help given by someone, it is designed to aid an individual to make decision about where he wants to go, what he wants to do or how he can best accomplish his purpose; it helps him in resolution of problems that might come up in his life". This definition shows that guidance can be seen as having certain integral characteristics, which are as follows;

- It is a continuous process
- Choice and problem points are the unique concerns of guidance
- It is an aid for individual in his development and not a direction of that development
- It is a service meant for all
- It is both generalized as well as specific service

Guidance is the support provided by one individual to another so that he can make relevant choices and required adjustment in his life which will in turn result in solving of various problems. Guidance works to stride the receiver in the direction of growth, independence and capability to be accountable for his own self and decisions. It is a service that is present in every sphere of life whether in home, in corporate and commerce, in government, in social life. Basically, it is present where there are people who need help and wherever there are people who can help. Guidance means to inspire and support individuals to set up worth-while, attainable resolutions and grow capabilities. What all can be considered important for an individual to attain his purpose? The vital essentials are the setting up of purpose of provision of experiences, the growth of talents, and the accomplishment of purposes.

The emphasis of guidance is on an individual as a whole and not just on an isolated problem; it functions to encourage the development of an individual towards self-direction. The guidance can take place in an individual or group setting, but by design it is always focused at helping an individual even if they are part of a group. The idea of guidance is fairly democratic in nature. The reason behind this is that an appropriately guided individual is in position shape his own life and destiny. Guidance warrants that every individual's choices must serve the interests of both his own self as well as the society at large.

Guidance does not mean that one individual is giving directions to another on how to lead their life. It also should not be seen of one individual forcing their viewpoint on another individual. It also does not mean that one individual is making those life decisions for another individual which must be made by his own self. It also does not mean that one individual is carrying the burden of another individual's life and decisions. Guidance rather is an aid provided by professionally qualified and sufficiently skilled men or women to people of any age to assist him or her in managing his own life activities, grow his own peculiar points of view, make his own decisions and lift the weight of those decisions on his own.

In its later years the focus of guidance has been shifted to vocational and career guidance, however, at the beginning of the concept, the motive of guidance not only limited to looking for jobs for the students. A lot of attention was directed towards making a 'wise' decision by choosing those aspects that were best suited to the capacities and wants of a person. Though the occupational characteristic has continually been harassed, guidance has always looked far beyond this minuscule part of individual life; it relates to an individual in its entirety, in every sphere of his life and also focuses on the connection between the individual and society. It assists young individuals to achieve an individually and socially satisfying life.

Each time an individual is indirectly or directly assisted by another individual in acquisition of information, emotive aptness, psychological actions or steadiness, societal and public adaptation or work-related efficacy and job fulfillment, some or other type of guidance is taking place. One should make note of the fact that guidance, hence, comprehended, escalates the person's authority to reason and accomplish. Guidance should not be seen as an action that results in decreasing of an individual's capacity to take action in an independent manner or to create and follow his own resourcefulness. It works in situations when an individual at any stage of his life i.e. childhood, adolescence, adulthood receives help in some way from another individual or individuals to make a decision, to refine his behaviour or modify his attitude regarding other individuals, objects or situations.

If we look around us, we will find that grown-ups are always continuously guiding the life of individuals younger than them, this may happen through teaching or by example. Several times, it is done without any definite intention or even cognizance on the part of the individual who is giving that guidance to the other. The young individual who gets profited from his alliance with

an adult, either by imitation of his behaviour, or by getting impacted by his words might also remain oblivious to the subsequent effect upon him of what he has observed or heard.



*Discuss with your friends and identify the areas in your life where you look for guidance from others.*

Various researchers and organizations have given different definitions of Guidance. Some of these definitions that put forth the meaning of Guidance are as follows:-

“Guidance is assistance made available by personally qualified and adequately trained men or women to an individual of any age to help him manage his own life activities, develop his own point of view, make his own decisions and carry his own burdens” - Crow & Crow

“Guidance emphasized it as a process of helping every individual, through his own efforts, to discover and develop his potentialities for his personal happiness and social usefulness” - Ruth Strange

“Guidance is a process of helping individuals through their own effort to discover and develop their potentialities both for personal happiness and social usefulness” - Labh Singh

“All guidance is education but some aspects of education are not guidance. The objectives of both education and guidance may be the same viz., the development of individual but the methods used are different” - B.B. Taneja

“Assistance given to an individual in solving problems related to occupational device and progress with due regard for the individual's characteristics and their relation to occupational opportunity” - The general Conference, ILO

“Guidance refers to a range of activities that enables citizens of any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which these capacities and competences are leaned and/or used. ... Examples of such activities include information and advice giving, counselling, competence assessment, mentoring, advocacy, teaching decision-making and career management skills” - European Union

Various definitions of guidance agree on certain aspects that are integral part of the guidance process. These aspects are:-

- Guidance supports those who need assistance.
- Guidance emphasizes attention on the individual and not on the problem.
- Guidance leads to the detection of capability and potential of an individual.
- Guidance leads to self-development and self-direction
- Guidance assists in attainment of success and happiness
- Guidance helps an individual to plan sensibly for the present as well as future

## 1.2. Aims and objectives

As it is evident from the meaning of the term guidance it is focused on helping individuals to lead a happy and contented life. The aim and objectives of guidance, thus, remains centered on assisting others in different spheres of their living. Major aims of guidance are as follows:-

- To support a person in understanding and accepting all the aspects (positive or negative) of his personality, interests, skills, outlook etc.
- Advance an individual's prospects to the supreme level by helping him/her in discovering his surroundings and his own self in a better way.
- Offer extensive options and prospects that are accessible to individual and making him aware of the necessary conditions for availing those prospects.
- Aid an individual in making life decisions on their own keeping in mind the benefits and shortcomings of diverse options available to him/her.

- Assist the individual in making the blueprint of actions that need to follow the decisions made by him/her.
- Helping an individual to adjust in novel situations in life
- Teaching an individual to be accountable for the decisions he make
- Help in making further decisions in the light of success and failures if required.
- Aid in facing the tests and trials of life and cope with tensions by understanding and accepting the reality.
- Empower the individual to embody the life skill techniques to handle various issues of day today life and be a valuable member of the society.
- Assist in resolving societal and personal issues and be capable of adjusting with one's own self and the surroundings.

Erikson has put forth the following objectives of guidance:

- Cautiously studying every aspect of an individual to whom guidance is to be given.
- To provide knowledge and skills to individual so they can become capable of solving their own problems.
- To give help at personal level in the form of counseling.
- Assisting the individual to maintain balance between personal, professional and community life.

Robert Henry Mathewson has also proposed four main objectives of Guidance-

(i) To impart self-understanding : Self-understanding refers to finding of abilities and talents, characteristics of the self, strengths and weaknesses, skill to assess the self relative to subjective and numerous experiences and to use this understanding to behave even more efficiently in day to day life.

(ii) To be well-adjusted in environment: Helping others in making satisfactory adjustment in every sphere of their lives (personal, professional, social etc.) is a crucial objective of guidance. Guidance assists an individual to adjust to the various needs of the environment based upon their subjective potentials.

(iii) To provide educational orientation - Guidance pursues choosing of suitable courses that go well with individuals' requirements, interests, aptitudes and situations by choosing several kinds of practices in the entire school curriculum containing extra-curricular activities as well. Guidance aims at preparing a whole educational programme in line with specific requirements and societal needs.

(iv) To Develop Potential, talents and capabilities – Guidance is focused on growth in scholarly and educational capabilities, skills and understanding proportional with subjective potentials. It looks for development of promising outlooks and conducts.



*The Universal Plaza of All the Professions of the World*, (1626)  
written by Tomaso Garzoni is known as the first text on career options to be published

### 1.3. Basic Principles of Guidance

The guidance programme being a structures entities work by following certain well-established principles. Principles work as general rules and ideas that guide the individual who provide guidance to others, to do their work in an efficient and errorless manner. The basic principles of guidance are as follows:-

- Qualified individuals should deliver guidance services.
- Guidance services must always be appropriately planned.

- Guidance has to be based on the needs of the particular individual, group or environment on which the guidance is targeted.
- No Guidance programmes can be universally applicable.
- The complete development of an individual should be the focus of guidance programmes.
- A properly planned and operative guidance programme adds in to the relevance of education.
- Orientation of all the stakeholders, be it teachers or administrators or community organizations and other social welfare agencies are essential for guidance programme to be effective.
- Guidance programme aims to correctly identify the rights, abilities and flaws of an individual to assist in making right decisions.
- Guidance recognizes individual differences and their importance.
- Guidance demands impartiality and unbiasedness from the guidance worker.
- Guidance only assists individuals in taking decisions and do not impose a decision on anyone.
- Guidance should work to cultivate insight in the individual.

#### 1.4. Steps involved in Guidance

Guidance programmes are well structured entities that work on the basis of well-defined procedure to assist individuals in their hour of need. All guidance programmes start from building a good and workable relationship between both the parties (guidance worker and the individual in need of guidance). From there it moves towards exploring the issues faced by the individual, actions taken to resolve that issue after careful evaluations of the situations and ends with resolution of the issues.

The steps involved in guidance programme are as follows

**(i) Attending:** - It is the beginning of the guidance process where the client/individual meets with guidance worker in a secure and safe environment. This initial step begins with an intake interview in which the needs, requirements and issues of the client are expressed. The guidance worker can ask questions like what brings you here. Tell me more about the issue you are facing etc. The information received in this step is structured and noted down and acts as a reference for further sessions as well.

**(ii) Exploration:** - The next step in the programme revolves around understanding in depth the issues that client is facing and has touched upon in initial meeting. The guidance worker establishes trust, communicates his concern, and gives honest feedback to the client. The client also begins to explore his issues and engages more in self-disclosure as he/she becomes less defensive. The problem becomes clearer in this step and client also began to get aware of his own feelings and self.

**(iii) Goal Setting and Assessment of Problem:** - This step involves the setting and stating of the goal of the guidance programme on the basis of information gathered in the previous two steps. In order to do so a complete assessment of current situation of the individual/client is done and possible solutions are explored. The client learns to take responsibility of his issues, develops insights, understands the problem behaviors and strengthens the commitment to betterment. Guidance worker helps the client in exploring all these aspects of self.

**(iv) Intervention:** - This stage of the process is based on problem solving and decision making. The client and the guidance worker collectively work to choose alternative behaviors in place of the problem behaviors. Guidance worker helps the client in evaluation of his issues and provide ideas for choosing alternative actions and behaviors. The client makes the final choice and the ways to implement the intervention plan in his life.

**(v) Finalisation/Termination:** - This is the last step of the guidance process in which the programme is terminated. The decision of initiating the termination of the programme usually rests with the client. The client evaluates the gains from the programme and acknowledges the positive changes in his/her life. The guidance worker assists client in making all these evaluations and also plans for follow-up sessions.



## 1.5. History of Guidance

The development of guidance as a separate entity can be traced back to one of the biggest events of the 19th century i.e. industrial revolution. It leads to generation of circumstances that resulted in the development of guidance and counselling. This included the start of social reform movements, movements for essential education and vocational movements in technologically advanced nations like the United States of America. According to reports by UNESCO (2002) the first systematic practice of guidance service first began in 19<sup>th</sup> century USA by George Merrill at California School of Mechanical Arts in San Francisco, California. His work was focused on teaching learners the insides of different professions so that this information would help them to make a valid choice for their vocation and career path. What followed on from here was counselling services for job placements and also follow up service for the graduates.

Throughout the initial period of 20th century, Makinde (1983) indicates that the official beginning of the discipline of Guidance and Counselling originated in the United States of America at the time of primary Vocational Guidance Movement. Jesse Davis is another prominent name in the history of guidance. From 1907 to 1913 he worked extensively in the field and guided schools to ensure there were school programmes on personality, culture and character development and vocational information included in curriculum along with regular subjects. He also became the first person to establish educational guidance services as part of school structure. Therefore, he is also regarded as the first School counsellor in the United States. Another important name in the field is Frank Parsons, he in the year 1908 established a Vocational Bureau in Boston. Therefore, he is frequently referred to as the 'Father of Vocational Guidance'.

Now we will have a look on the beginnings of Guidance movement in India. Guidance as a structured specialized activity is more than four decades old in our country. Whereas in the USA the guidance movement began as an effort to accomplish the real-world requirements of employers and educators, in India it originated as an academic discipline. The privilege of being the foremost educational institution in India to establish guidance as a unit of its department of applied psychology rests with Calcutta University. The chief goal of the unit was to oversee research in the area of educational and vocational guidance. Afterwards, the department also began the work on work-related information. Some of the professions were scrutinized and chief jobs were categorized into four groups in accordance with the intelligence levels and the kind of capabilities needed to fill these jobs.



<https://onlinelibrary.wiley.com/doi/abs/10.1002/j.2164-4918.1962.tb02211.x>

This move was soon followed by introduction of guidance as a subject matter in Bombay. In 1941, Baltiboi a superannuated accountant working in Calcutta, recognized the importance of guidance and in assistance with psychologist Mr Mukerjee from Calcutta University, Baltiboi started the Baltiboi Vocational Guidance Bureau in Bombay. The focus of this bureau was to provide community guidance services. Guidance movement developed further when Trustees of the Parsi Panchayat Funds and Properties in Bombay made the decision to begin a guidance services bureau- named Parsi Panchayat Vocational Guidance Bureau for the Parsi community in Bombay. This bureau functioned on scanty funds and short staff nonetheless with the support of dedicated employees it was capable of doing lot of valuable groundbreaking work in the field of guidance. This bureau became the first organization to arrange first career conference that circulated occupational information among masses and also the first to start a course for career masters. The bureau forged into publishing through the Journal of Educational and Vocational Guidance which gave the guidance workers a specialized mouthpiece of communiqué and exchange of thoughts and information concerning enquiry and training in the field.

## 1.6. Summary

- It is not easy to trace the beginning of guidance as a concept, as informal guidance has always been part of human societies.
- Guidance involves personal help given by someone, it is designed to aid an individual to make decision about where he wants to go, what he wants to do or how he can best accomplish his purpose; it helps him in resolution of problems that might come up in his life.
- Each time an individual is indirectly or directly assisted by another individual in acquisition of information, emotive aptness, psychological actions or steadiness, societal and public adaptation or work-related efficacy and job fulfillment, some or other type of guidance is taking place.
- Attending, Exploration, Goal Setting and assessment of problem, intervention and finalization/termination are various steps involved in guidance programmes.
- The development of guidance as a separate entity can be traced back to one of the biggest events of the 19th century i.e. industrial revolution.
- The official beginning of the discipline of Guidance and Counselling originated in the United States of America at the time of primary Vocational Guidance Movement.
- Calcutta University is the first educational institution in India to start guidance as a separate unit within their Applied Psychology department.
- Journal of Educational and Vocational Guidance published by Parsi Panchayat Vocational Guidance Bureau gave the guidance workers a specialized mouthpiece of communiqué and exchange of thoughts and information concerning enquiry and training in the field.

## 1.7. Keywords

**Guidance:** -Culture is the collection of thoughts, actions, outlooks, and customs that occur within huge clusters of individuals. These thoughts, actions, outlooks, and customs get passed on from one generation to another and are usually resilient to variations over time.

**Attending:** - It focuses on the meaning that people excerpt from their sociocultural environment and stresses upon the fact that the individual as an entity cannot be extracted from the culture, because culture is also an entity in itself.

**Cultural Diversity:** - Recognizing the existence of large amount of varying cultures.

**Multiculturalism:** - Multiculturalism is the co-existence of diverse cultures, where culture includes racial, religious, or cultural groups and is manifested in customary behaviours, cultural assumptions and values, patterns of thinking, and communicative styles.

**Indigenous Psychology:**-the scientific study of human behavior or mind that is native, that is not transported from other regions, and that is designed for its people.

## 1.8. Self-Assessment

1. Which of these are correct for Guidance?
  - a. It gives direction to an individual's development
  - b. It can help only some individuals
  - c. It is a one-time process
  - d. It is both generalized as well as specific service
2. Which of these is not a characteristic of culture? \_\_\_\_\_ is the first educational institution to start guidance as a separate unit in Psychology department.

- a. Panjab University
  - b. University of Allahabad
  - c. Delhi University
  - d. Calcutta University
3. In the later years, the focus of guidance has shifted towards\_\_\_\_\_ These psychologists played crucial role in development of cross-cultural psychology
- a. Career Guidance
  - b. Soft Skills Development
  - c. Life Skill Development
  - d. All of these
4. The emphasis of guidance is on an individual as a whole and not just on an isolated problem.
- a. True
  - b. False
5. Which of these is not a step involved in guidance process.
- a. Attending
  - b. Goal Setting
  - c. Diagnosis
  - d. Termination
6. Journal of Educational and Vocational Guidance was published by\_\_\_\_\_
- a. Parsi Panchayat Vocational Guidance Bureau
  - b. Baltiboi Vocational Guidance Bureau
  - c. Calcutta University
  - d. Bombay Vocational Guidance Bureau
7. The official beginning of the discipline of Guidance and Counselling originated in the United Kingdom at the time of primary Vocational Guidance Movement.
- a. True
  - b. False
8. \_\_\_\_\_ is the beginning of guidance process.
- a. Exploration
  - b. Attending
  - c. Goal Setting
  - d. Intervention
9. Guidance programmes can have universal applicability.
- a. True
  - b. False
10. Guidance aims at increasing dependence in an individual's life.
- a. True
  - b. False

Answers				
01	02	03	04	05
d	d	a	a	c
6	7	8	9	10
a	a	b	b	b

## 1.9. Review Questions

1. What are the salient features of different definitions of guidance?
2. Explain the aims and objectives of guidance.
3. What are the basic principles of guidance?
4. What are the various steps of guidance programmes?
5. Write a note on history of guidance in India.

## Further Readings



- *Kinra, A.K. Guidance & Counselling. Pearson Education. 2008*
- *Goswami, M. Essentials of Guidance & Counselling. Lakshi Publishers. 2015*

## UNIT - 02 INTRODUCTION TO COUNSELING

### **Contents**

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2.2. Aims and objectives

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2.8. Self-Assessment

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Further Readings

### **Objectives**

This unit will enable you to:

Understand the nature of counseling

Elucidate the basic principles and objectives of counseling;

Evaluate the various steps involved in counseling process;

Acknowledge different types of counseling

### **Introduction**

The world we live in is a constant state of flux and that makes our lives susceptible to a range of changes that one has to adapt to even if he/she is not ready for that. Due to the transitory nature of the societies that we are part of, every now and then we can be in a position of turmoil and resulting distress which makes it imperative to look for ways to deal with such turmoil and resulting distress. Counseling is one such area that can provide us respite from the various demands (genuine or in genuine) that are put on us by the world. It works as a collaborative effort between two individuals (counselor and client) to resolve the issues faced by one of them (client). The need for counseling is so integrated in our everyday life issues that one cannot really put a cap on the types of problems that counseling is concerned with not can we limit the type of individuals to whom counseling can be offered.

At the very outset the subject of counseling looks like simply assisting individuals in leading the best version of their lives but it involves wide range of procedures and therapies to help individuals in doing so. The counseling sessions usually involve different kinds of assistance, therapeutic discussions, administration of variety of tests and tools and interpretation of the data gathered by them, at times, by using different statistical techniques. The sessions, however, are always based on certain principles and are in line with the various aims and objectives of counseling. This chapter will make you acquainted with these aims, objectives and principles of counseling. We will also be looking at the various steps that are integral to counseling sessions and also discuss various types of counseling in detail.

## **2.1. Meaning and definitions**

Counseling is a subject that provides methods to understand, connect, and help others. This understanding can also be utilized in promotion of self-awareness and self-improvement and along with enhancing all parts of life, comprising social relationships, dealing with stress, and problem solving. Counseling is a learning-orientated process carried on in a simple one-to-one social environment in which the counselor professionally competent in relevant psychological skills and knowledge, seeks to assist the client by methods appropriate to the latter's needs and within the context of the total personnel programme, to learn more about himself and to accept himself, to learn how to put such understanding into effect in relation to more clearly perceived, realistically defined goals to the end that the client may become a happier and more productive member of society.

The aim of counseling is to help a student form a decision make a choice or find a direction at some important fork in the road such as that of planning a life career, a programme in college or university or a campaign to obtain employment. It is more than advice giving. The progress comes through the thinking that a person with a problem does for himself rather than through solutions suggested by the counselors. It involves something more than the solution to an immediate problem. Its function is to produce changes in the individual that will enable him to extricate himself from his immediate difficulties. It concerns itself with attitudes as well as action. Emotional rather than purely intellectual attitudes are the raw material of the counseling process. Information and intellectual understanding have their place in the counseling process. But it is the emotionalized feelings which are most important. It has proved to be useful wherever the development of an individual student is cared for and helps an individual to know himself better, gives him confidence, encourages his self directiveness and provides him with new vision to grow.

Various definitions of counseling have been floated by different researchers and organisations. The British Association for Counseling (BAC), now the BACP, is regarded as the first professional organization to embrace a definition of professional counseling. In 1986 it published the following definition:

“Counseling is the skilled and principled use of relationship to facilitate self- knowledge, emotional acceptance and growth and the optimal development of personal resources. The overall aim is to provide an opportunity to work towards living more satisfyingly and resourcefully. Counseling relationships will vary according to need but may be concerned with developmental issues, addressing and resolving specific problems, making decisions, coping with crisis, developing personal insights and knowledge, working through feelings of inner conflict or improving relationships with others”

In 1997 the Governing Council of the American Counseling Association (ACA) accepted the following definition of professional counseling: Counseling is the application of mental health, psychological or human development principles, through cognitive, affective, behavioral or systemic interventions, strategies that address wellness, personal growth, or career development, as well as pathology.

The definition also includes these additional attributes:

Counseling deals with wellness, personal growth, career, and pathological concerns. In other words, counselors work in areas that involve relationships (Casey, 1996). These areas include intra- and interpersonal concerns related to finding meaning and adjustment in such settings as schools, families, and careers.

Counseling is conducted with persons who are considered to be functioning well and those who are having more serious problems. Counseling meets the needs of a wide spectrum of people. Clients seen by counselors have developmental or situational concerns that require help in regard to adjustment or remediation. Their problems often require short-term intervention, but occasionally treatment may be extended to encompass disorders included in the Diagnostic and Statistical Manual of Mental Disorders (1994) of the American Psychiatric Association.

Counseling is theory based. Counselors draw from a number of theoretical approaches, including those that are cognitive, affective, behavioral, and systemic. These theories may be applied to individuals, groups, and families.

Counseling is a process that maybe developmental or intervening. Counselors focus on their clients' goals. Thus, counseling involves both choice and change. In some cases, "counseling is a rehearsal for action.

## 2.2. Aims and Objectives of Counseling

As it is evident from the meaning of the term guidance it is focused on helping individuals to lead a happy and contented life. The aim and objectives of guidance, thus, remains centered on assisting others in different spheres of their living. Major aims of guidance are as follows:-

Williamson & Darley (1937) have put forth these steps :-

- (a) Analysis: It is that process in which facts are gathered for the purpose of studying the individual.
- (b) Synthesis: In this process the gathered information is organized.
- (c) Diagnosis: The causes of problem are diagnosed.
- (d) Prognosis: This is a pre-statement or opinion on the use of diagnosis.
- (e) Counseling: This is the stage at which steps are taken by the counselor and the counselee for adjustment.
- (f) Follow-up: This is the stage at which effectiveness of the counselor's services is evaluated and attempt is made to assist the counselee in solving his problems.

## 2.3. Basic principles of Counseling

Counseling is a mutual process, professional & helping relationship between both counselor and counselee. In it counselor and counselee mutually work towards goal that leads to solution the problems of client/ counselee. There are some basic principles of counseling-

1. Principle Of Acceptance – Counselor must be accepting the strengths, weaknesses, physical & mental health and Socio-cultural environment of counselee.
2. Principle of Permissiveness- Counselee is free to express themselves as they wish.
3. Principle of Learning- There is elements of learning in the process of counseling.
4. Principle of Thinking with an individual- Counselors must be thought as counselee so he can solve his problems in his own way.
5. Principle of respect with person- Counselor must be respect to counselee's thoughts & feelings. To do respect and given reward is an integral part of counseling process.
6. Principle of Consistency with ideals of democracy- Counselor must accept and respect to rights of a person. It is the process of individual differences.
7. Principle of communication- There must be healthy communication between counselor and client in both ways as verbal and non verbal as well.
8. Principle of Empathy- Empathy is the road to identify person problems. Counselor must have empathy to counselee so he can identify his problems but yet counselor must not be attached as emotionally.
9. Principal of confidentiality- Counselor should strictly prohibit that he reveals the name and any information regarding client to any other one.

Principal of self-realization- Counseling is a process through which client understand self in a better way.

## 2.4. Steps involved in Counseling

The counseling process is a structured and planned talk between counselor and counselee. Hackney and Cormier (1987) classified 5 steps in counseling –

1. **Build the relationship** – It is the initial stage in which counselor and counselee meets first time. Psychologist Carl Rogers Was the first who emphasised to build a relationship between counselor and counselee. He emphasized on some important conditions for initial relationship- Empathy, Genuineness and Unconditional Caring.

In first interview counselor communicates as verbal & non verbal signs and also focused on good listening skills & positive relationship with client.

2. **Problem Assessment-** As relationship is formed than problem assessment session begins. The counselor carefully listen the problems of client's life situations and also try to know the reason why client come for counseling.
3. **Goal Setting-** It is most important step for counseling. It is very helpful to achieve the counseling task together for betterment of life. The goal should be developed and identified by both counselor and client so they can reach at a particular outcome.
4. **Counseling intervention-** Counselor chooses appropriate therapy to deal with the client's problems. This step is used to help for better lifestyle.
5. **Evaluation, Termination and Referral-** Basically we can't say the stage or step to it but it is the art to end the counseling session between counselor and client. It is ensured that it must be ended by positive manner. It is difficult step for counselor as well as client. Counselor evaluates the progress of client. If progress is as well as expected goals than the session may be terminated and may be lead to referral as needed.

## 2.5. Types of Counseling

Counseling is conducted by trained professional. It is an interaction between counselor and counselee. Counseling can be divided in two types basically-

1. Individual Counseling
2. Group Counseling

### 1. Individual Counseling-

In this counseling method there is only one counselor and a counselee. It is known as client-centred, psychosocial therapy, talk therapy or personal counseling. Individual counseling deals with career problems, depression, anger, substance abuse, marriage & relationship challenges, school difficulties and also many personal problems. Counselor provide healthy and confidential environment to the counselee. This counseling explores counselee's feelings, their challenging behaviours and desired goals. From this counseling type the healthy bond, mutual trust & relationship is established between counselor and counselee which enables to personal growth of counselee.

#### Advantages of Individual Counseling-

- This counseling technique will be encourage and motivate to counselee to handle future problems.
- This counseling technique helps to discover personal strengths and weakness.
- Encourage to counselee to achieve their goals.
- Better understanding of emotions that how to handle self and others emotions.
- Never feel alone with their problems.

#### Disadvantages of Individual Counseling-

- Counselor must be professionally trained for counseling.
- It is remained only between counselor and counselee.
- Sometimes counselor can be emotionally attached to counselee.



## 2. GROUP COUNSELING-

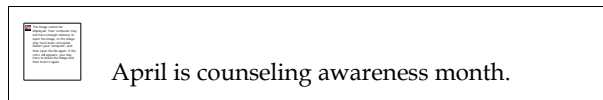
Group Counseling is done with many of counselees or group of them but all they have similar problems/experiences. There must be professional counselor to counsel them. There are minimum 6 to 8 counselees in the group. They listen to each other and express their feelings, increase understanding about self and also about others, learn more effective way of learning and also of interaction. Counselee also learns how their behaviour affects other peoples and also tries to feel other people's emotions & thoughts. Group counseling is an encouraging process for every counselee who take participate in it.

Advantage of Group Counseling-

1. It is convenient in way of money and time.
2. It builds up motivation & encouragement in counselee.
3. It develops communication and socialization skills.
4. It develops self-awareness.

Disadvantage of Group Counseling-

1. Counselor can't keep attention on every counselee.
2. It is less confidential.
3. It is improper for some persons like who are shy, antisocial personalities, impulsive and aggressive persons.



### 2.6. Summary

- Counseling works as a collaborative effort between two individuals (counselor and client) to resolve the issues faced by one of them (client).
- The British Association for Counseling (BAC), now the BACP, is regarded as the first professional organization to embrace a definition of professional counseling.
- Psychologist Carl Rogers Was the first who emphasised to build a relationship between counselor and counselee.
- Individual counseling method is known as client-centered therapy also.
- In first interview counselor communicates as verbal & non verbal signs and also focused on good listening skills & positive relationship with client.
- Goal setting is most important step in counseling.
- Group counseling builds up motivation & encouragement in counselee.

### 2.7. Keywords

**Counseling:** -"Counseling means consultation, mutual interchange of opinion, deliberating together."

**Counselee:** -A person who is being professionally counseled or a person who is receiving counseling.

**Empathy:** - Empathy is the ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling.

**Intervention:**-A unique interrelationship between a client and a counselor, which aims to create a change and a growth in three main areas: Personal development, social adjustment, and professional development.

**Counseling Psychology:**-Counseling psychology is a broad specialization within professional psychology concerned with using psychological principles to enhance and promote the positive growth, well-being, and mental health of individuals, families, groups, and the broader community.

## 2.8. Self-Assessment

1. Which of this is not correct for Counseling?
  - a. It is a mutual relationship between counselor and counselee.
  - b. It can help only some individuals
  - c. It is a long-time process
  - d. It is helpful for both normal and abnormal persons.
- \_\_\_\_\_ is regarded as the first professional organization to embrace a definition of professional counseling-
  - a. APA
  - b. DRDO
  - c. BACP
  - d. AACP
3. Which is the process in which facts are gathered for the purpose of studying the individual?
  - a. Diagnosis
  - b. Analysis
  - c. Follow up
  - d. Prognosis
4. According to Carl Rogers, unconditional caring is a condition to build a relationship in counseling?
  - a. True
  - b. False
5. Which is an advantage of group counseling?
  - a. It is less confidential.
  - b. It's improper for shy people.
  - c. Counselor cannot keep attention on counselee.
  - d. It develops self awareness.
6. In which step of counseling, Counsellor chooses appropriate therapy to deal with the client's problems?
  - a. Evaluation
  - b. Intervention
  - c. Problem Assessment
  - d. Goal setting
7. Is there need for counsellor to know about physical health as well as psychological health while doing counseling of client?
  - a. True
  - b. False
8. Is counseling the skilled and principled use of relationship to facilitate self- knowledge, emotional acceptance and growth and the optimal development of personal resources?
  - a. True
  - b. False

9. In \_\_\_\_\_ counseling method there is only one counsellor and a counselee?
- a. Directive Counseling
  - b. Individual Counseling
  - c. Group Counseling
  - d. Eclectic Counseling
10. Which is last step in counseling method?
- a. Termination and Referral
  - b. Build the relationship
  - c. Setting the goals
  - d. Assessment the problem

Answers				
01	02	03	04	05
b	c	b	a	d
6	7	8	9	10
b	a	a	b	a

## 2.9. Review Questions

1. What are the salient features of different definitions of Counseling?
2. Explain the aims and objectives of Counseling?
3. What are the basic principles of counseling?
4. What are the various steps of counseling process?
5. What is the difference between Individual & Group Counseling?

### Further Readings



*Kinra, Asha.K-GuidanceAndCounseling,1e-Dorling Kinderslay Publication(India)-2008*

## UNIT -03 ROLE OF GUIDANCE

### Contents

Objectives

Introduction

3.1. Meaning and definitions

3.2. Importance of guidance

3.3. Personal guidance

3.4. Academic guidance

3.5. Career choice

3.6 Relationship

3.7. Summary

3.8. Keywords

3.9. Self-Assessment

3.10. Review Questions

3.11. Further Readings

### Objectives

This unit will enable you to:

Obtain detailed understanding of concept of guidance and its meaning;

Understand the various types of guidance;

Explain detailed concept about role and importance of guidance in individual's life.

### Introduction

Guidance is a term by which vocational, personal and educational help can be done. It is a concept and also a process. Guidance is a technique through it we can make our life in better way. Guidance is more important these days. From beginning we are seeing that we learn by guidance. As we can see that our parents guide us to behave and how to live in society. As animals also guide to their babies so guidance is not only of human being act, it is done by animals also. Guidance is known as help of others, suggestions and assistance. So basically we can say that guidance is as old as civilization. In this unit we will try to understand the areas of guidance.

### 3.1. Meaning and Definitions

Guidance doesn't focus only on person problems but also on strengths, weaknesses and also on capability to solve these problems. We can say that guidance is a tool from which person can find their inner strength and can make his life in a better approach. We know that most people can't solve their problems on basis of their insight so on that time guidance is needed. Guidance is a lifelong process. Human being needs guidance until death. Guidance especially in India is considered as important in only educational field mostly. Guidance is a personal help for self.

Ruthstrange- "Guidance is a process of helping every individual through his own efforts, to discover & develop his potentialities for his personal happiness & social usefulness."


Good- "Guidance is a process of dynamic interpersonal relationship designed to influence the attitude and subsequent behavior of a person."

Arthur, J. Jones- "Guidance is the help given by one person to another in making choices and adjustments and in solving problems."

J.M.Brewer-"Guidance is a process by which an individual is able to guide himself."


Jone, A.J., pointing out the relationship between guidance and education observes, "All guidance is education but some aspects of education are not guidance. Their objectives are the same the development of the individual but methods used in education are by no means the same as those used in guidance."

Guidance helps to improve harmonious relationship of individuals also prepare him for better future. Guidance is a individualization because it assist to individual not to group. Guidance provides personal development & academic growth to an individual. Guidance is not only useful only for teachers & students but also for parents & community members.

 *Discuss with your teachers and identify the educational areas in your life where you look for guidance from teachers and mates.*

### 3.2. Role of Guidance

The student life is getting complex these days, they are facing so many problems now a days. Guidance was known only as educational tool but now it is used in every aspect of an individual. Mostly we take guidance and education is different aspects but in real guidance is an education itself. Guidance is a lifetime & continues process which is always needed to an individual in form of personal, educational, social and emotional etc. Guidance is a bipolar process and also has universal nature in itself because every person needs guidance forever in some particular area. Guidance is solution of the all problems and it is a form of help whenever needy person who can't solve his own problems and can't face own difficulties so they need an advice from senior, trained, experienced and qualified person. In Guidance process individual is centralized because without individual the process of guidance is not possible. Guidance is a co-operative process in which guide needs all sufficient information for individual from parents, neighborhood, friends, teachers, relatives and colleagues. In brief guidance is not only fruitful for individual but also it is helpful in social development.

 The city of Boston in America is called "the cradle of vocational guidance" and Frank Parson of Boston as the father of vocational guidance.

### 3.3. Personal Guidance

Personal guidance is main assist to do development of an individual's in physical, psychological, social, emotional and spiritual way. Personal guidance may be assisted as oral and written aspect. Personal guidance helps us to make better adjustment. Personal guidance basically used for social and emotional maladjustment of students and try to make able to them so they can solve their problems. Personal guidance is needed to solve personal problems. It is also used for remove psychological conflicts, difficulties and problems of daily life. Various kinds of worries, anxieties, lack of confidence, aggressiveness, rude behavior, excess shyness and excess nervousness are few examples of personal problems so those who have these kinds of personal problem they needed

personal guidance. Personal guidance is useful for better self-understanding where a person learns to accept shortcomings, overcome his complexes, realize his potentials and love himself for who he is. Personal guidance is compulsory for any stage of life. For Primary students to increase their self expression and they can handle problems of discipline.

At Secondary level changed in student's behavior and attitude level can be seen so in this stage focus is given on physical and social adjustments. It is the most critical stage of development because this stage has more complexities, anxieties and worries. It is the stage of stress and strain.

At college & university level, students have more personal and emotional adjustment problems. In this stage students have more challenges regarding adjustment about new environment; they need guidance as they have to build up new philosophy about life and also need to learn about ethical and moral development. Personal guidance can be measured by Autobiography, Sociometric, Rating Scale, Questionnaire and Observation method.

### **3.4. Academic Guidance**

Academic guidance helps to show academic achievement of students. It is associated with education development of student. This guidance covers educational level, extracurricular activities, disciplines, student-teacher relationship et.al. With the help of academic guidance we can make individual differences between students in motivation, aptitude, attitude, abilities, interests, and also in aspiration level. Students can make right decision about their career and also can make right choice for professional training. Students can check their progress through this type of guidance. It develops good habits in students. Students can understand their strengths, weaknesses and capabilities. Proper academic guidance doesn't give to students in our country so many students fail due to lack of appropriate academic guidance. If students don't have proper guidance than they can't take proper knowledge of professional or career making courses and they also fail in taking decision for future education. Academic guidance is also useful in exceptional children study. It prevents from the problem of wastage and stagnation and students also assisted by self learning and self study. Academic guidance is an integral process of teaching, training and instructions. With the help of academic guidance students can develop leadership and other social qualities.

Educational guidance at the tertiary stages must oriented students about purpose and scope of higher studies and helps them to stimulate their studies. Each college/ university must have a guidance unit with due provision of guidance services. Students start to develop self appraisal and adjustment in different situations. Educational guidance is concerned with student's success in his educational career and it will help in also such problems which are faced by students in their educational problems. Students make proper adjustment in their career and educational life due to it.

### **3.5. Career Choice**

We live in a high competitive era in which to make correct career choice is determined the success of our future life. Career choice is a necessary tool to acquire knowledge, skills, information and experience from their educational field. Career choice is one of the key decisions among student's life. If they will make correct decision than they will find success in their life. One mistake while making career choice can destroy to the dreams or can push to back in the race. Satisfy career choice is the important aspect for identity development. Professional life will be satisfied when student will get study of their same choice. From career choice guidance students are able to recognize career option. Career choice is available to reflect our abilities, interests, ambitions and qualification. Career choice helps to students to get right decision about to set their life term goals and can achieve their goals by various aptitude tests. To make good Career choice is best for national development of students and also they can adjust in personal as well as social life in better way. Career choice guidance support students to self understanding and self growth and they can

make good decisions for self. By making good career choice student can become better citizen because they feel satisfaction in their life which improves their quality of life and it will be beneficial for nation also.

### **3.6 Relationship**

Everyone has to cross from various stages or role in their life like family, education, career, relationship, marriage and retired life. There are so many relationships in which guidance has an impact role in like Parent-Child relationship, Teacher-Student relationship, Friends relationship, Romantic relationship etc. Trust, Communication and respect are three important keys of any relationship. Student develops best when they have strong, loving and positive relationship. If student have positive relationship than they learn the importance of values, thoughts and feelings and they can build up empathetic relationship so they can make better future. If child parent relationship is healthy than encouragement, level of self esteem& motivation and confidence can be enhanced in child.

If teacher-Student relationship is found positive than it motivates to student in all aspects and they willingly to take participant in the classroom activities. It is beneficial to grow the academic success and performance achievement. Good relationship needs good social skills. Sometimes we lost most important relationship because of lack of connectivity, but after disconnection of any relationship person feel lonely, disappointed and stressed and also can impact on our happiness and life satisfaction.

Many relationships can be reformed through proper guidance and counseling. Guidance can be taken from family, friends, colleagues, and more important from counselor. Because of proper guidance understanding of each other needs is increased and support & help behavior is enhanced so it will strengthen relationship bond between people, but guidance is not a magic cure , we have to put time in it, be honest for any relationship, than guidance can work through on it and rebuild relationship bond.

### **3.7. Summary**

- Guidance helps to improve harmonious relationship of individuals also prepare him for better future.
- Guidance is a bipolar process and also has universal nature in itself because every person needs guidance forever in some particular area.
- Personal guidance basically used for social and emotional maladjustment of students and try to make able to them so they can solve their problems.
- Academic guidance is an integral process of teaching, training and instructions. With the help of academic guidance students can develop leadership and other social qualities.
- Career choice is a necessary tool to acquire knowledge, skills, information and experience from their educational field.
- Good relationship needs good social skills. Sometimes we lost most important relationship because of lack of connectivity, but after disconnection of any relationship person feel lonely, disappointed and stressed and also can impact on our happiness and life satisfaction.

### **3.8. Keywords**

**Guidance:** -Culture is the collection of thoughts, actions, outlooks, and customs that occur within huge clusters of individuals. These thoughts, actions, outlooks, and customs get passed on from one generation to another and are usually resilient to variations over time.

**Vocational Guidance:-** It is a process of choose an occupation and prepare for it. It's advising the type of job which an individual will be select.

**Autobiography:-**It is a self written biography or non-fiction account of self on his life progress from his perspective.

**Communication:-** The method of sharing information as in both verbal and non-verbal way.

### 3.9. Self-Assessment

1. Which of these are correct for Guidance?
  - a. It gives direction to an individual's development
  - b. It can help only some individuals
  - c. It is a one-time process
  - d. It is both generalized as well as specific service
2. Who gave this definition-"Guidance is a process by which an individual is able to guide himself."
  - a. Good
  - b. Jones
  - c. Brewer
  - d. Joan
3. Which city is called as "cradle of vocational guidance."
  - a. New York City
  - b. Boston City
  - c. California City
  - d. Chicago City
4. Which is correct statement for personal guidance?
  - a. Personal guidance may assist only in written form.
  - b. Personal guidance may assist only in oral form.
  - c. Personal guidance can't enhance self expression.
  - d. Personal guidance is compulsory for any stage of life.
5. From which method personal guidance can be measured?
  - a. Autobiography
  - b. Sociometric
  - c. Questionnaire
  - d. All of above
6. Which guidance shows academic achievement of students ?
  - a. Personal Guidance
  - b. Educational Guidance
  - c. Relationship Guidance
  - d. Career Choice Guidance
7. Which is a important key for strong relationship bond ?
  - a. Respect
  - b. Communication
  - c. Both a & b
  - d. None of above
8. What is an effect of relationship between teacher and student?



- a. Students can't develop in all aspects of life.
  - b. Students stop to take participate in the class.
  - c. Students enhanced their professional achievement.
  - d. Students feel disappointment.
9. Is Career choice helps to students to get right decision about to set their life term goals ?
- a. True
  - b. False
10. Is guidance a co-operative process ?
- a. True
  - b. False

Answers				
01	02	03	04	05
d	c	b	d	d
6	7	8	9	10
b	c	c	a	a

### 3.10. Review Questions

1. What are the different definitions of guidance?
2. Explain the role of personal guidance in an individual life?
3. How academic guidance an impact on person?
4. Describe role of guidance in career-choice?
5. Write a note on teacher- student relationship.

#### Further Readings



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## UNIT - 04 COMMUNICATION SKILLS

### **Contents**

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Introduction

4.1. Meaning and definitions

4.2 Effective Communication

4.3. Types of Communication

4.4. Role of Verbal Communication

4.5. Role of Non-verbal Communication

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### **Objectives**

This unit will enable you to:

Understand the nature of communication skills.

Acknowledge the types of communication skills;

Evaluate the role of verbal and non verbal communication in guidance & counseling;

### **Introduction**

It is impossible to go a day without use of communication. Communication is an essential part of human life. The word Communication is derived from Latin word 'Communicare' which means 'to share' so basically it means to transmit the information. With the help of communication we can talk to each other, share our experiences & thoughts, can connect and build a strong relationship. Communication skills improve personality of an individual. A person feels confident with good communication skill. Many acts have failed because inappropriate or unclear communication. No group can exist without receiving and sending information. Communication can be defined in the process of meaningful interaction which produces mutual understanding.

#### **4.1. Meaning and definitions**

Communication involves the communication ideas. Communication is sending and receiving information between two or more than two people. In our general life communication plays an important role among family, friends and all social groups. Communication creates the common ideas and feeling of strength of togetherness through receiving and sending messages. Communication establishes relationship. Communication involves a systematic and continuous process of writing, listening, speaking and reading. Communication is the understanding between two people but not only verbally but also non-verbally. It is a process which occurs between people.

Some important definitions of communication are-

1. **Chappell and Read** - "Communication is any means by which thoughts are transferred from one person to another."
2. **W.H.Newman**- "Communication is an exchange of facts, ideas, opinions or emotions by two or more persons."
3. **Berelso and Steiner**- "Communication is the transmission of ideas, emotions, skills etc. by the use of symbols, graphs etc. It is the act or process of transformation that is usually called communication."
4. **Bartol and Martin**-"Communication is the exchange if the message between people for the purpose achieving common meanings."
5. **Merriam Webster's Dictionary**- "Communication is a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior".
6. **Louis Allen**-"Communication is the sum of all the things one person does; when he wants to create understanding in the mind of another. It involves a systematic and continuous process of telling, listening and understanding."
7. **Katz and Kahn**-"Communication is the exchange of information and the transmission of meaning. It is the very essence of a social system of an organization."
8. **Robert Anderson**-"Communication is an interchange of thoughts, opinions or information by speech, writing or signs."

All the definitions show that communication is the exchange of messages and a systematic, dynamic and continuous interaction with a specific purpose.

#### **4.2. Effective communication**

Effective communication is the process of exchanging ideas, thoughts and feelings so the message is sent and received in proper manner. When communication is effective than both sender and receiver feel satisfied. For communication to be effective it must be clear, correct, complete and compassionate. Effective communication can enhance strong relationship, creativity and innovation. It improves social, emotional & mental health. Effective communication can lead to better problem solving and conflict-resolution skills. Conveying a message effectively is an art as well as a skill developed after continuous practice and experience. An effective communication is base for decision making. If communication is not clear than it may be mislead to decision.

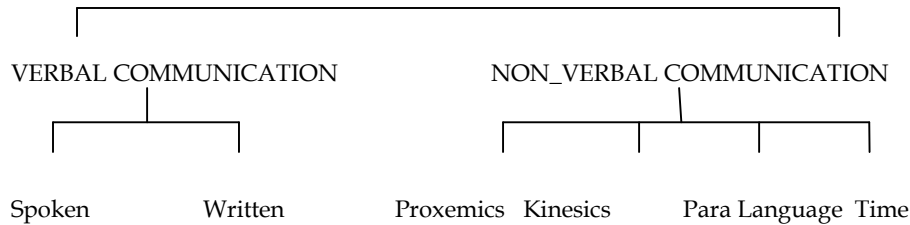
There are set of skills which required for an effective communication are as follows-

- **Observance:** A person must have a good observational skill for an effective communication.
- **Clarity and Brevity:** The message must be drafted in simple words and clear.
- **Listening and Understanding:** A person must be a patient listener. It is a best quality for an effective communication.
- **Emotional Intelligence:** A person must be emotionally aware and the ability to influence others from within.
- **Self-Confidence:** It is an essential communication skill.
- **Non-Verbal Communication:** For an effective communication a person must involve the non-verbal means communication too. These include gestures, facial expressions, eye contact, postures, etc.

Thus, we can say that the significant purpose of communication is to share the information in such a manner that it should maintain its significance. At the same time, the message must be received in its purest form.

### 4.3. Types of communication

Communication skills are that which we used every day in our life and these communication skills has its own importance. Communication is that skill to us can learn and improve which effect to our life. Communication skills can be divided into many parts but it has two main parts-



### 4.4. Role of Verbal Communication

We share our most ideas through verbally i.e written and spoken. Every communication skill objective is that other person should understand the message what we convey to him, so in order to share the right message person must think from the receiver point of view. We should use appropriate language while verbal communication so the other one will understand the correct information. There are two main types of verbal communication-

a. **Written Communication-**

It includes papers, documents, typed electronic documents, e-mails, text chats, SMS and anything else conveyed through written symbols such as language. Communication forms that predominantly use written communication include handbooks, brochures, contracts, memos, press releases, formal business proposals, and the like. The effectiveness of written communication depends on the writing style, grammar, vocabulary, and clarity. Written communication is a form of creativity. It's an accurate and permanent record of information or messages. Basically written communication has a wide aspect to communicate.

b. **Oral Communication-**

The other form of verbal communication is the spoken or oral communication, either face-to-face or through phone, voice chat, video conferencing or any other medium. It is the way which is finding in discussions and informal conversation. To maintain the effectiveness of oral communication than a person should be have clarity in speech, proper modulation in voice, pitch, volume, speed. Verbal communication makes the process of conveying thoughts easier and faster, and it remains the most successful form of communication.

**According to R. Pal and Korlahalli-** "Oral communication includes face to face conversation, conversation over the telephone, radio broadcast, interviews, group discussions, meetings, etc."

Oral communication is time saver and economical way to communicate between people.

### 4.5. Role of Non-Verbal Communication

Non verbal communication is a way of expressive thoughts through facial expression, vocal tune, bodily movement etc. There are many forms of non verbal communication-

- a. **Kinesics**-In this form of communication messages or information are delivered through body movements, Eye contacts and Head movements like nodding the head. So there are many types or forms which includes non verbal communication-

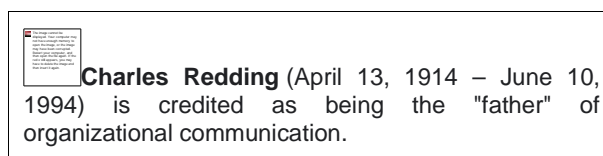
**Body Posture**- It is an essential that we should maintain our body posture while communicate to other one like back should be straight, must be a relaxing posture.

**Physical Appearance**- In this area the formal dress should be followed if we are going for job interview or at job. It will be convey an impression of formality.

**2. Proxemics**- The word Proxemics is derived from Proximity which means Closeness. Each of us has our own space for different people to communicate with them. We have intimate space for our dear ones , Personal space for friends and colleagues. Both these are informal communication way but then comes Social space which includes office and workplace communication which is a formal communication way to communicate.

**3. Para Language**-It represents the voice modulation which involves the pitch (high or low pitch), the pace (slow or fast) and the volume (soft or loud) and can convey different moods and emotions.

**4. Time Language**-This refers to the importance of time and varies between different people. Time language also varies across cultures. In most western cultures for example, punctuality is considered to be important. In other cultures, it is more relaxed and time is not given that much importance. We convey messages to others through the time we spend on a work related activity or by the importance that we give to time.



Communication is the lifeblood of an organization. It is the vehicle that ensures proper performance of organizational functions and achievement of goals.

#### 4.6. Summary

- Communication can be defined in the process of meaningful interaction which produces mutual understanding.
- Communication involves a systematic and continuous process of writing, listening, speaking and reading.
- Effective communication can enhance strong relationship, creativity and innovation. It improves social, emotional & mental health..
- Every communication skill objective is that other person should understand the message what we convey to him, so in order to share the right message person must think from the receiver point of view.
- Verbal communication makes the process of conveying thoughts easier and faster, and it remains the most successful form of communication.  
Non verbal communication is a way of expressive thoughts through facial expression, vocal tune, bodily movement etc.

#### 4.7. Keywords

**Communication-** It is a mutual process to exchange information between people or groups as verbally and non-verbally.

**Emotional Intelligence-**It is an ability to understand and manage own and others emotions.

**Observation-** It is a techniques in which an individual observe behavior of other people through watching their actions by participant and non participant method.

**Proximity-** Is a social technique which means closeness.

#### 4.8. Self-Assessment

1. The word communication is derived from-
  - a. Latin
  - b. Greek
  - c. French
  - d. English
2. Who gave this definition-“Communication is an exchange of facts, ideas, opinions or emotions by two or more persons.”
  - a. Allen
  - b. Anderson
  - c. Newman
  - d. Martin
3. What is an important skill for effective communication from following options-
  - a. Self Confidence
  - b. Observation
  - c. Clarity
  - d. All of above
4. Which is a type of non verbal communication ?
  - a. Physical appearance
  - b. Oral
  - c. Spoken
  - d. Written
5. Which is a form of written communication?
  - a. Documents
  - b. Typed e-mail documents
  - c. Papers
  - d. All of above
6. What is true statement about para language ?
  - a. Para language depends on closeness.
  - b. It represents voice modulation.
  - c. In this form written words are important.
  - d. None of the above
7. Is verbal communication has two types ?
  - a. True
  - b. False
8. Is time language varies cross culture ?
  - a. True
  - b. False

- 9. What is correct statement about effective communication?
  - a. It should be clear.
  - b. It improves emotional health.
  - c. It leads to problem solving skill.
  - d. All of above
- 10. Is non verbal communication needed for an effective communication?
  - a. True
  - b. False

Answers				
01	02	03	04	05
a	c	d	a	d
6	7	8	9	10
b	a	a	d	a

**4.9. Review Questions**

- 1. Explain the meaning and definitions of communication?
- 2. Explain the importance of an effective communication ?
- 3. What is the role of verbal communication skill ?
  - 4 Describe the importance of non verbal communication in an individual life ?
  - 5. What is the difference between verbal and non verbalcommunication ?

**Further Readings**



Hargie, Owen- *The handbook of communication skills*, Routledge Publication, Fourth edition 2019.

## **UNIT – 05 EFFECTIVE COUNSELLING**

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### **Objectives**

This unit will enable you to:

gain knowledge about who are counsellors;

learn what is effective counselling;

have an insight to what are the ethics to be followed in counselling is; and

be introduced to the problems faced when one begins with career in counselling.

### **Introduction**

The term ‘counselling’ is used in a number of ways. One dimension, already discussed, is related to the people who counsel. Other considerations for defining counselling include viewing it as a relationship, a repertoire of interventions, a psychological process, and in terms of its goals and clientele.

Counseling students can begin to acquire a counseling style tailored to their own personality by familiarizing themselves with the major approaches to therapeutic practice. This chapter will provide an insight to counseling, and discussing features such as the characteristics of a counsellor, ethics in counselling, and issues faced by beginners in the process of counselling.

You do not gain the knowledge and experience needed to synthesize various approaches by merely completing an introductory course in counseling theory. This process will take many years of study, training, and practical counseling experience. Nevertheless, a personal integration as a framework for the professional education of counselors is recommended. The danger in presenting one model to which all students are expected to subscribe is that it can limit their effectiveness in working with a diverse range of future clients.

Common to all the models of counselling are the ethics to be followed, and issues faced by almost all the beginners, so here you we will get an idea of about what to be done and what should be avoided for an effective counselling process.



## Effective counselling

Effective counseling helps relieve distress, build resilience, improve self-esteem, and ultimately improve lives. The more successful this process is, the easier it is to prove misconceptions wrong and see and accept therapy and counseling in their true light.

### 5.1. Characteristics of effective counsellor

Particular personal qualities and characteristics of counselors are significant in creating a therapeutic alliance with clients. One cannot expect any therapist to fully exemplify all the traits described in the list that follows. This list is intended to stimulate you to examine your own ideas about what kind of person can make a significant difference in the lives of others.

1. **Effective therapists have an identity-** They know who they are, what they are capable of becoming, what they want out of life, and what is essential.
2. **Effective therapists respect and appreciate themselves-** They can give and receive help and love out of their own sense of self-worth and strength. They feel adequate with others and allow others to feel powerful with them.
3. **Effective therapists are open to change-** They exhibit a willingness and courage to leave the security of the known if they are not satisfied with the way they are. They make decisions about how they would like to change, and they work toward becoming the person they want to become.
4. **Effective therapists make choices that are life oriented-** They are aware of early decisions they made about themselves, others, and the world. They are not the victims of these early decisions, and they are willing to revise them if necessary. They are committed to living fully rather than settling for mere existence.
5. **Effective therapists are authentic, sincere, and honest-** They do not hide behind rigid roles or facades. Who they are in their personal life and in their professional work is congruent.
6. **Effective therapists have a sense of humor-**They are able to put the events of life in perspective. They have not forgotten how to laugh, especially at their own foibles and contradictions.
7. **Effective therapists generally live in the present-** They are not riveted to the past, nor are they fixated on the future. They are able to experience and be present with others in the "now."
8. **Effective therapists make mistakes and are willing to admit them-**They do not dismiss their errors lightly, yet they do not choose to dwell on them, either.
9. **Effective therapists generally live in the present-**They are not riveted to the past, nor are they fixated on the future. They are able to experience and be present with others in the "now."

10. **Effective therapists appreciate the influence of culture**-They are aware of the ways in which their own culture affects them, and they respect the diversity of values espoused by other cultures. They are sensitive to the unique differences arising out of social class, race, sexual orientation, and gender.
11. **Effective therapists have a sincere interest in the welfare of others**-This concern is based on respect, care, trust, and a real valuing of others.
12. **Effective therapists possess effective interpersonal skills**-They are capable of entering the world of others without getting lost in this world, and they strive to create collaborative relationships with others. They readily entertain another person's perspective and can work together toward consensual goals.
13. **Effective therapists become deeply involved in their work and derive meaning from it**-They can accept the rewards flowing from their work, yet they are not slaves to their work.
14. **Effective therapists are passionate**-They have the courage to pursue their dreams and passions, and they radiate a sense of energy.
15. **Effective therapists are able to maintain healthy boundaries**-Although they strive to be fully present for their clients, they don't carry the problems of their clients around with them during leisure hours. They know how to say no, which enables them to maintain balance in their lives.

## 5.2. Ethics in counselling

There are five ethical/moral principles which often help to clarify the issues involved in any given situation in the process of counselling. The five principles are: autonomy, justice, beneficence, non-maleficence.

1. **Being trustworthy (fidelity):** It involves the notions of loyalty, faithfulness, and honoring commitments. Being trustworthy is regarded as fundamental to understanding and resolving ethical issues. Practitioners who adopt this principle: act in accordance with the trust placed in them; strive to ensure that clients' expectations are ones that have reasonable prospects of being met; honor their agreements and promises; regard confidentiality as an obligation arising from the client's trust; restrict any disclosure of confidential information about clients to furthering the purposes for which it was originally disclosed.
2. **Autonomy:** The essence of this principle is allowing an individual the freedom of choice and action. This principle emphasizes the importance of developing a client's ability to be self-directing within therapy and all aspects of life. It addresses the responsibility of the counselor to encourage clients, when appropriate, to make their own decisions and to act on their own values. There are two important considerations in encouraging clients to be autonomous. First, helping the client to understand how their decisions and their values may or may not be received within the context of the society in which they live, and how they may impinge on the rights of others.

The second consideration is related to the client's ability to make sound and rational decisions. The principle of autonomy opposes the manipulation of clients against their will, even for beneficial social ends.

3. **Beneficence:** The principle of beneficence means acting in the best interests of the client based on professional assessment. Beneficence reflects the counselor's responsibility to contribute to the welfare of the client. Simply stated it means to do good, to be proactive and also to prevent harm when possible.

It directs attention to working strictly within one's limits of competence and providing services on the basis of adequate training or experience. There is an obligation to use regular and on-going supervision to enhance the quality of the services provided and to commit to updating practice by continuing professional development.

An obligation to act in the best interests of a client may become paramount when working with clients whose capacity for autonomy is diminished because of immaturity, lack of understanding, extreme distress, serious disturbance or other significant personal constraints.

- 4) **Non maleficence:** Nonmaleficence is the concept of not causing harm to others. Often explained as "above all do no harm", this principle is considered by some to be the most critical of all the principles, even though theoretically they are all of equal weight. This principle reflects both the idea of not inflicting intentional harm, and not engaging in actions that risk harming others.

Non-maleficence involves avoiding sexual, financial, and emotional or any other form of client exploitation; avoiding incompetence or malpractice; not providing services when unfit to do so due to illness, personal circumstances or intoxication. The practitioner has an ethical responsibility to strive to mitigate any harm caused to a client even when the harm is unavoidable or unintended.

- 5) **Justice:** The principle of justice requires being just and fair to all clients and respecting their human rights and dignity. Justice does not mean treating all individuals the same. Kitchener (1984) points out that the formal meaning of justice is "treating equals equally and unequal's unequally but in proportion to their relevant differences". It directs attention to considering conscientiously any legal requirements and obligations, and remaining alert to potential conflicts between legal and ethical obligations. Practitioners have a duty to strive to ensure a fair provision of counselling and psychotherapy services, accessible and appropriate to the needs of potential clients.

If an individual is to be treated differently, the counselor needs to be able to offer a rationale that explains the necessity and appropriateness of treating this individual differently.

### 5.3. Issues faced by beginners

When you complete formal course work and begin facing clients, you will be challenged to integrate and to apply what you have learned. At that point some real concerns are likely to arise about your adequacy as a person and as a professional. Here are some useful guidelines for your reflection on becoming an effective counselor.

#### **Anxiety**

Most beginning counselors have ambivalent feelings when meeting their first clients. A certain level of anxiety demonstrates that you are aware of the uncertainties of the future with your clients and of your abilities to really be there for them. A willingness to recognize and deal with these anxieties, as opposed to denying them, is a positive sign. Having self-doubts is normal; it is how we deal with them that matters. One way is to openly discuss our self-doubts with a supervisor and peers. The possibilities are rich for meaningful exchanges and for gaining support from fellow interns who probably have many of the same concerns and anxieties.

#### **Being Yourself and Self-Disclosure**

Because you may be self-conscious and anxious when you begin counseling, you may have a tendency to be overly concerned with what the books say and with the mechanics of how to proceed. Inexperienced therapists too often fail to appreciate the values inherent in simply being themselves. If we are able to be ourselves in our therapeutic work and appropriately disclose our reactions in counseling sessions, we increase the chances of being authentic.

At one end are counselors who lose themselves in their fixed role and hide behind a professional facade. These counselors are so caught up in maintaining stereotyped role expectations that little of their personal selves shows through. Counselors who adopt this behavior will likely remain anonymous to clients, and clients may perceive them as hiding behind a professional role. At the other end of the spectrum is engaging in too much self-disclosure. Some counselors make the mistake of inappropriately burdening their clients with their spontaneous impressions about their clients. Judging the appropriate amount of self-disclosure can be a problem even for seasoned counselors, and it is often especially worrisome for new counselors.

In determining the appropriateness of self-disclosure, consider what to reveal, when to reveal, and how much to reveal. It may be useful to mention something about ourselves from time to time, but we must be aware of our motivations for making ourselves known in this way. Assess the readiness of a client to hear these disclosures as well as the impact doing so might have on the client. Remain observant during any self-disclosure to get a sense of how the client is being affected by it. The most productive form of self-disclosure is related to what is going on between the counselor and the client within the counseling session.

The skill of immediacy involves revealing what we are thinking or feeling in the here and now with the client, but be careful to avoid pronouncing judgments about the client. When done in a timely way, sharing persistent reactions can facilitate therapeutic progress and improve the quality of our relationship with the client. Even when we are talking about reactions based on the therapeutic relationship, caution is necessary, and discretion and sensitivity are required in deciding what reactions we might share.

### **Avoiding Perfectionism**

Perhaps one of the most common self-defeating beliefs with which we burden ourselves is that we must never make a mistake. Although we may well know intellectually that humans are not perfect, emotionally we often feel that there is little room for error. To be sure, you will make mistakes, whether you are a beginning or a seasoned therapist. If our energies are tied up presenting an image of perfection, this will affect our ability to be present for our clients. Students willing to risk making mistakes in supervised learning situations and willing to reveal their self-doubts will find a direction that leads to growth.

### **Being Honest About Your Limitations**

You cannot realistically expect to succeed with every client. It takes honesty to admit that you cannot work successfully with every client. It is important to learn when and how to make a referral for clients when your limitations prevent you from helping them. However, there is a delicate balance between learning your realistic limits and challenging what you sometimes think of as being "limits." Before deciding that you do not have the life experiences or the personal qualities to work with a given population, try working in a setting with a population you do not intend to specialize in. This can be done through diversified field placements or visits to agencies.

### **Understanding Silence**

Silent moments during a therapeutic session may seem like silent hours to a beginning therapist, yet this silence can have many meanings. The client may be quietly thinking about some things that were discussed earlier or evaluating some insight just acquired.

The client may be waiting for the therapist to take the lead and decide what to say next, or the therapist may be waiting for the client to do this. Either the client or the therapist may be distracted or preoccupied, or neither may have anything to say for the moment. The client and the therapist may be communicating without words. The silence may be refreshing, or the silence may be overwhelming. Perhaps the interaction has been on a surface level, and both persons have some fear or hesitancy about getting to a deeper level. When silence occurs, acknowledge and explore with your client the meaning of the silence.

### **Dealing With Demands from Clients**

A major issue that puzzles many beginning counselors is how to deal with clients who seem to make constant demands. Because therapists feel they should extend themselves in being helpful, they often burden themselves with the unrealistic idea that they should give unselfishly, regardless of how great clients' demands may be. These demands may manifest themselves in a variety of ways. Clients may want to see you more often or for a longer period than you can provide. They may want to see you socially. Some clients may expect you to continually demonstrate how much you care or demand that you tell them what to do and how to solve a problem. One way of heading off these demands is to make your expectations and boundaries clear during the initial counseling sessions or in the disclosure statement.

### **Dealing With Clients Who Lack Commitment**

Involuntary clients may be required by a court order to obtain therapy, and you may be challenged in your attempt to establish a working relationship with them. It is possible to do effective work with mandated clients, but practitioners must begin by openly discussing the nature of the relationship.

Counselors who omit preparation and do not address clients' thoughts and feelings about coming to counseling are likely to encounter resistance. It is critical that therapists not promise what they cannot or will not deliver. It is good practice to make clear the limits of confidentiality as well as any other factors that may affect the course of therapy. In working with involuntary clients, it is especially important to prepare them for the process; doing so can go a long way toward lessening resistance.

### **Tolerating Ambiguity**

Many beginning therapists experience the anxiety of not seeing immediate results. They ask themselves: "Am I really doing my client any good? Is the client perhaps getting worse?" I hope you will learn to tolerate the ambiguity of not knowing for sure whether your client is improving, at least during the initial sessions. Realize that oftentimes clients may seemingly "get worse" before they show therapeutic gains. Also, realize that the fruitful effects of the joint efforts of the therapist and the client may manifest themselves after the conclusion of therapy.

### **Becoming Aware of Your Countertransference**

Working with clients can affect you in personal ways, and your own vulnerabilities and countertransference are bound to surface. If you are unaware of your personal dynamics, you are in danger of being overwhelmed by a client's emotional experiences. Beginning counselors need to learn how to "let clients go" and not carry around their problems until we see them again. The most therapeutic thing is to be as fully present as we are able to be during the therapy hour, but to let clients assume the responsibility of their living and choosing outside of the session. If we become lost in clients' struggles and confusion, we cease being effective agents in helping them find solutions to their problems. If we accept responsibility for our clients' decisions, we are blocking rather than fostering their growth.

## 5.4. Summary

An effective counselor can identify negative thinking patterns such as feelings of sadness, depression or anxiety. By encouraging you to build upon personal strengths and suggesting skills that can overcome self-inflicted feelings of hopelessness, a counselor can help you develop a more positive attitude.

## 5.5. Keywords/Glossary

**Counselling:** -It is a type of talking therapy that includes a trained professional listening to the client to help client find ways to deal with emotional and psychological issues.

**Ethics:** -Ethics specifies the values, principles and personal moral qualities that inform personal counselling and reinforce supervision.

**Autonomy:** -allowing an individual the freedom of choice and action.

**Non maleficence:** Nonmaleficence is the concept of not causing harm to others.

## 5.6. Self-Assessment

1. Alternate terms for counselling are intervention and helping sessions
  - a. True
  - b. False
2. Elective approach of counselling means counselling based on one particular model.
  - a. True
  - b. False
3. Goal of all counselling approaches is to focus on altering how people feel, think and act so that they may live their lives more effectively.
  - a. True
  - b. False
4. Effective counsellor make decisions quickly and do not need revisions over them
  - a. True
  - b. False
5. Effective counsellor have good sense of humor
  - a. True
  - b. False
6. Effective counsellors are open to experience and admit their mistakes
  - a. True
  - b. False
7. Effective counsellor means someone who is resistant to mistakes
  - a. True
  - b. False
8. Being trustworthy is fundamental to the process of counselling
  - a. True
  - b. False

9. Autonomy means a client is able to trusting the counsellor and is completely dependent on him/her
  - a.True
  - b. False
10. An effective counsellor is competent enough to succeed with all type of clients
  - a.True
  - b. False

Answers				
1	2	3	4	5
a	b	a	b	a
6	7	8	9	10
a	b	a	b	b

### 5.7. Review Questions

1. Define counselling
2. What is effective counselling
3. Why are ethics necessary to be followed in the process of counselling
4. Discuss some major issues faced by beginners in the process of counselling.

### Further Readings



- *Nelson-Jones, N. (2005). Practical counselling and helping skills, 5th ed. Sage Publications, New Delhi.*
- *Murphy,D . (2017). Counselling Psychology: A Textbook for Study and Practice. 1<sup>st</sup> ed. Wiley-Blackwell*



## UNIT - 06 BASICS OF COUNSELING

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Further Readings

### **Objectives**

This unit will enable you to:

- Understand the various types of counseling skills
- Assess various techniques applied in counseling
- Gather knowledge of various counseling specialties
- Apply basic techniques of counseling to professional settings
- Practice necessary counseling attitudes in professional ways

### **Introduction**

Counseling concerns with helping individuals to resolve their issues in practical ways by providing them required support. This makes it an encompassing subject the effectiveness of which depends upon ways in which it is carried out along with various steps that is involved in it. By its very nature counseling also incorporates aspects that make it an art i.e. the usefulness of it depends upon the individual who is carrying on the counseling sessions. The skills and attitudes that a counselor has are equally important as is the steps and techniques used by him/her. Research also points out those both subjective and specialized qualities of counselors' impacts the effectiveness of counseling sessions. Most of these qualities resemble the ones that we otherwise also consider important in other individuals. The sketch of an effective clinician is, in several ways resemble the sketch of an emotionally healthy individual (Ackerman &Hilsenroth, 2003).

For counseling sessions to go smoothly it is important that counselors spend the required time to comprehend their clients, to take a hold of their viewpoints about the world, to carefully listen to the stories narrated by client, and to gather as much information as possible about client's lives. All these factors will add up to the necessary counseling skills to help counselor understand the client in a holistic manner. The necessary skills and attitudes that can make counseling a success are discussed in detail further.

## 6.1. Counseling skills

Counseling skills are interpersonal and technical traits that a counsellor uses to better understand and listen to their clients. Using these skills, a counsellor helps client overcome obstacles that are preventing them from leading a happy life. These skills help you build rapport, establish trust and ensure that your clients feel heard and understood.

- **Communication skills**

Counsellors need to have outstanding verbal communication skills as they have to talk to different types of individuals and they need to do so efficiently. Counseling requires the individual to have good verbal as well as non-verbal skills. Active listening and reflection skills are also an integral part of these communication skills.

- **Note taking skills**

Note taking is an integral part of counselling process. The thoughts and ideas that an individual presents during counselling sessions must be written down in a way that can aid diagnoses and correct treatment. Counselor should be efficient in taking notes during the session and also in interpreting those notes correctly.

- **Interpersonal skills**

Good interpersonal skills are necessary for a counselling session to move smoothly. Counseling often takes place over a period of months and at times over years; therefore, the skill of building effective relationships is very important. Counselor must be conscious of a client's responses and be able to comprehend the motives behind them. He should also be able to encourage a client to bring modification in their maladaptive behaviours.

- **Understanding of ethics**

Having a strong ethical conduct is a necessary skill for counselling. As confidentiality rests at the very base of counselling process, an individual who cannot abide by the ethical code and conduct required by the profession will be unable to hold the safety and well-being of the client intact. Thus, understanding and applicability is essential for counsellors.

- **Emotional Intelligence**

Counsellors often have to work with people who are distressed and unable to have hold of their emotions. Therefore, it makes it necessary for the counsellor to have an emotional stability and being able to manage their emotions well. That is why high emotional intelligence is considered as an important skill of counselling profession.

- **Knowledge of laws and regulations**

Along with having different professional skills peculiar to the field, it is also necessary for counsellors to be aware of the laws and regulations that govern the profession in the state/country in which they provide their services. They should also be aware of the rights of their clients in accordance to law.

- **Research skills**

Research skills are not only necessary for theory generation in the field of counselling but counsellor should also be able to research and be up to date about various new developments in the field. It is imperative to be aware about various new techniques and the effectiveness of them in treatment. For fulfilment of all these goals a counsellor should have strong research skills.

- **Problem-solving skills**

The focus of any counselling programme and its subsequent sessions is problem-solving. The role of the counsellor is to assist the client in reaching solutions for various problems they might be facing in their life. Counselor should be adapt with different problem solving skills as they should be always prepared with alternative strategies that can be used to help the range of clients they work with.

- **Observational skills**

Observation skills are among the necessary skills a counsellor must hone as he/she has to observe the client's facial expressions, body language, gestures and ways of interaction during the sessions to look for various clues that define their actions and behaviour. It also includes the knowledge

about the behaviors that need to be observed to supplement the information that client otherwise verbally provides.

- **Reasoning skills**

A counsellor should have good reasoning skills as it will help them to understand indirect associations between problems that otherwise might seem unrelated. This means that counsellor should have a wider outlook on human behaviours and be able to locate similarities or general principles at play rather than only concentrating on the individual details of a case.



*Self-evaluate and note the counseling skills that you think you possess.*

## 6.2. Basic Techniques of Counselling

There are three basic techniques that can be employed by counselors in their counseling sessions. They differ on the basis of various factors like the role of counselor, the role of client, nature of the counseling relationship, steps followed in the sessions etc.

### (i) Directive Counseling

This technique of counseling includes active role on the part of counselor as he is considered as a source of providing people with help to learn to resolve their own issues. In this technique of counseling the counselor ensures smooth functioning of all stages i.e. analysis, synthesis, diagnosis, prognosis, prescription and follow-up. Therefore, this technique of counseling is also known as counselor-centered counseling.

#### Features of Directive Counselling:

- Throughout the counseling sessions attention is dedicated on a certain issues and possibilities of their resolution.
- Throughout the counseling session the counselor has a more vital role than the client in every aspect of counseling session.
- The decisions are made by the client; however the counselor does everything that he can to get the client make a decision in accordance with the diagnosis.
- The counselor makes an attempt to direct the thought process of client by telling, clarifying, understanding and counseling him.

**Role of the counselor in Directive Counseling:** - The role of counselor is crucial in this type of counseling. He is the axis of the counseling procedure who leads the whole situation. Most of the talking time and points depends on the counselor and client has not much to do in the process. He is basically working under the counselor rather than working alongside. The efforts of counselor are on directing the thought process of the client by updating, clarifying, inferring and occasionally advising also. The counselor gathers all potential data about the client and examines them to gain better understanding. He reviews and classifies the data so as to comprehend the capabilities, limits and level of adjustment of the client. He articulates inferences regarding the nature and origins of client's problems. He also predicts the impending changes in those problems. He recommends what the client should do to resolve his issues and also does follow up of the outcomes or impacts of his treatment. Directive counseling is also known as prescriptive counseling as the resolutions or the progression of action for the clients is actually prescribed by the counselor.



<http://teachereducationguidanceandcounselin.blogspot.com/2011/03/directive-counselling.html>

### (ii) Non-Directive Counselling

This is the technique of counseling in which the client and not the counselor is at the center of the counseling process. The active and major role is played by the client and the sessions act as growing process for him. The goal of this technique of counseling is the freedom and assimilation of the instead of only finding resolution of the problems. The various steps of this technique are as follows. The client approaches the counselor with some problem he is facing. The counselor begins

with formation of rapport that has shared belief, approval and understanding as its base. The client gives all the necessary and required information about his issues. The counselor helps him to examine and build understanding, identifying his issues, foresees the upcoming development of his issues, making a decision regarding resolution of the issues; and evaluates the strong points and significances of the solutions before reaching any concluding decision. As the client is provided with full liberty to talk about his difficulties and look for their resolution, this technique is also known as "permissive" counseling.

**Client's perception of the relationship:** -When a client looks for counselor's assistance, he quickly ascertains that the counselor takes him as he is and has trust in his capability to resolve his problem in his own way. He understands and might even find surprising that he can talk about any issue and find acceptance. He gets that he is working with an individual who makes effort to know him, attempts to follow everything he is saying and feeling, makes attempt to help him comprehend himself. In this process he does not give advice or try to influence him into making a decision that counselor thinks is best for him. Client feels that the counselor acknowledges the reasons behind client seeing things differently at different times and he also learns that the therapeutic relationship can be terminated or avoided at any given time even without reaching solution if the problem, if he wishes to do so.



*Psychologist Carl Rogers was the pioneer of non-directive technique of counseling*

### **(iii) Eclectic Counselling**

This type of counseling technique combines the various aspects of directive and non-directive technique on the basis of situational factors. This technique of counseling is best categorized by the freedom that it provides to the counselor to utilize procedures of any kind that to him appears to him as most appropriate. In this technique the counselor can use any procedure that might prove to be helpful for the client, even if the theoretical base of the procedures is not the same.

This technique identifies that every theory can have specific validity and that as far as the concluding choice between theories can't be made real-world requirement justifiably takes priority over convention. The counselor in this technique of counseling may begin with using the directive technique but shifts to non-directive technique if the situation demands him to do so or it may be other way around i.e. he begins using non-directive technique and then shifts to directive. Hence, the counsellor is free to choose between directive and non-directive approach or any approach that might prove helpful in bringing the required change in client's attitudes and behaviors. We can say that directive and non-directive counseling techniques stand at either ends of a pole and eclectic counseling that links the gap between these two.

#### **Features/Characteristics of Eclectic Counselling:**

- Procedures of counseling may alter from one client to another or even with the same client from time to time.
- Flexibility is an integral part of this type of counseling.
- Both the counselor and the client have the freedom of choice and expression.
- The client as well as the theoretical framework can be attuned to oblige the purposes of the therapeutic relationship.
- Mutual faith and confidence in the therapeutic relationship are the necessary aspects of this technique.
- Feelings of security and ease are vital.

### **6.3. Counseling Specialties**

Counseling is a dynamic profession that encompasses huge range of services to different types of population. Counseling can be found in almost every walk of life. In this section we will be looking at certain broad areas of counseling specialties.

- **Career Counselling** – This type of counselling is focus on assisting individuals who want to make decisions relating to their careers. These people are interested in exploration of the connection between their education, talents, abilities, interests, and personality to decide on and make a strategy for their possible career trails. Career counsellors frequently utilize the inventories and other assessment tools to help individuals in reaching such decisions. They may work in diverse settings such as private practice, career resource centres or may become a part of employee assistance programs linked to particular industries or organizations.
- **Clinical Mental Health Counselling** – Counsellors in this type of speciality work with clients across a range of psychological and emotional ailments, and also focus on promoting mental health and well-being. The setting can be that of individual counselling, couples counselling, family counselling, or group counselling. The Counsellors specializing in this type of counselling have knowledge about the values and practices of clinical analysis, treatment, provides referral and prevention and usually work in interdisciplinary teams along with other health professionals like psychiatrists, social workers etc. They may be based in private practice, hospitals, community-based mental health centres and other such treatment centres.
- **Clinical Rehabilitation Counselling** – This type of counselling provides help to individuals who are dealing with any type of disability such as cognitive, somatic, bodily or psychiatric. Individuals are helped to work through a number of psychological health issues and provided with treatment of psychological as well as any co-occurring disorders. These counsellors are also aware of values and practices of clinical settings and may work in hospitals, treatment facilities. Their major focus however remain to help people to reintegrate in the society and their everyday normal life functioning despite the disabilities.
- **Couple and Family Counselling** – This type of counselling speciality focuses on working with individuals, couples and families from a family systems’ perspective. The issues that are dealt with may range from psychological and emotional disorders to relationship issues and communication issues. Counseling sessions are intended to impart the skills and let people know about different tools that can mend and strengthen their relationships by concentrating on conflict resolution.
- **Addiction Counselling** – This type of counselling focuses on individuals and families whose lives are impacted by the use of alcohol, drugs, gambling, sexual and other such addictions. The focus is on models of management, deterrence, recovery, and relapse prevention of addiction, in addition to the suitable application of needed interventions. The therapy sessions can be conducted with individuals or in groups.
- **School Counselling** – School Counselling aims at providing required assistance to students of all age groups and graded starting from kindergarten to all through till high school. School counsellors work with a focus to encourage the academic, vocational, personal and social development of students. They do so by understanding the specific needs and requirements of students and designing and implementing all-inclusive school counselling programs accordingly. This type of counselling also involves consultations with family, teachers and friends. School counselling is specific to each level of schooling i.e. elementary, middle or secondary schools.



[https://www.researchgate.net/publication/314932341\\_Family\\_Systems\\_Theory](https://www.researchgate.net/publication/314932341_Family_Systems_Theory)

## 6.4. Counselling Attitudes

In counselling it is not only the different techniques and types of therapy that are important. The attitude of a counsellor is equally crucial. Any individual who goes for counselling is in dire

situation, they might be facing some emotional, cognitive or psychological issues and the attitude of counsellor towards them becomes even more important due to their disadvantaged situation. Even if the counsellor is an expert of the therapy and technique that he/she is using but does it with an attitude that belittles the client or is rude towards him, it cannot be termed as a good or desired counselling attitude. There are certain ways of behaving that are viewed as necessary counselling attitudes, these attitudes are discussed below.

**Compassion:** - Individuals who approach counselors are in one or other kind of emotional pain, agony or indecision. This makes it necessary to give them an understanding and nonjudgmental environment where their problems are heard with utmost concern without any pre conceived notions. This will make the clients to feel that they are being heard and valued.

**Collaboration:** -It is an important counseling attitude as efficient mental health interventions need good collaboration between counselors and clients. The counselors have to assure that the clients are equivalent members of their therapy, that they get the intricacies of their treatment plan. The relationship between client and counselors has to be open and respectful. Counselors need to insure effective teamwork not only with clients but also with other individuals in client's life if the treatment demands so.

**Expertise:** -Counselors should have an attitude of being an expert in their field and continuously adding in to their knowledge and skills to ensure that. It is necessary as counselors are responsible for providing expert care to the clients. There should also be an openness about the professional credentials and training of the counselor.

**Respect for Autonomy:** -Counseling sessions are a space where individuals come to take responsibility of their lives by asking help to improve it in one way or other. As the counselor is providing that help to clients, he must also keep their autonomy over their lives and decisions intact in the process. The counselor should inspire clients to work in direction of meeting their goals and to accept responsibility for situations of their lives currently and for the direction their future lives will take.

**Sensitivity to differences:** -By the very nature, counseling is a profession that deals with individuals from diverse walks of life and in diverse stages of their lives. Therefore, it is imperative that the counselor appreciates, understands and even celebrates the individual differences. Such an attitude insures that counseling sessions become hospitable and secure space for all.

**Confidentiality:** -Privacy and safety are the basis of effective therapy. Counselors have to make sure that no information that is shared during the session is shared outside it without the client's permission. Exceptions to confidentiality are uncommon and are precisely mandated by law and professional ethics. Thus, an individual who can have commitment towards this confidentiality can be an efficient counselor.

**Motivating:** -It is important for a counselor to have motivating attitude as most individuals that approach counselor are in diverse phases of readiness to bring affirmative change in their current situations. Some might be able to change with little encouragement while others may need more time and encouragement to make any progress.

## 6.5. Summary

- The skills and attitudes that a counselor has are equally important as is the steps and techniques used by him/her.
- Counseling skills are interpersonal and technical traits that a counselor uses to better understand and listen to their clients. Using these skills, a counselor helps client overcome obstacles that are preventing them from leading a happy life.
- Communication skills, note-taking, reasoning, interpersonal, emotional intelligence, research skills, understanding of rules, regulations and ethics are some of the important counseling skills a counselor should possess.
- Directive counseling includes active role on the part of counselor as he is considered as a source of providing people with help to learn to resolve their own issues.

- Non-directive counseling is a counseling technique in which the client and not the counselor is at the center of the counseling process. The active and major role is played by the client and the sessions act as growing process for him.
- Eclectic counseling provides freedom to the counselor to utilize procedures of any kind that to him appears to him as most appropriate.
- Career counseling, mental health counseling, couples and family counseling, addiction counseling, clinical rehabilitation and school counseling are different types of counseling specialties.
- Compassion, collaboration, expertise, respect for autonomy, sensitivity to differences, confidentiality and motivation are essential counseling attitudes for an effective counselor.

## 6.6. Keywords

**Counseling skills:** -Counseling skills are interpersonal and technical traits that a counselor uses to better understand and listen to their clients.

**Directive Counseling:** -The technique of counseling that includes active role on the part of counselor

**Non-Directive Counseling:** -The technique of counseling in which the client and not the counselor is at the center of the counseling process. The active and major role is played by the client and the sessions act as growing process for him.

**Eclectic Counseling:** -This type of counseling technique combines the various aspects of directive and non- directive technique on the basis of situational factors.

**Couples and Family Counselling** - The type of counselling speciality that focuses on working with individuals, couples and families from the perspective of family systems.

**Clinical Rehabilitation Counselling** - The type of counselling that provides help to individuals who are dealing with any type of disability such as cognitive, somatic, bodily or psychiatric.

## 6.7. Self-Assessment

1. Which type of counselling works from family systems' perspective?
  - a. Addiction Counselling
  - b. Couples and Family Counselling
  - c. Clinical Rehabilitation Counselling
  - d. Career Counselling
2. Procedures of counseling may alter from one client to another or even with the same client from time to time
  - a. True
  - b. False
3. A counselor should possess which of these characteristics
  - a. Sensitive to differences
  - b. Motivating
  - c. Compassionate
  - d. All of these
4. Counselor plays more vital role than client in \_\_\_\_\_ counseling
  - a. Non-Directive
  - b. Directive

- c. Eclectic
  - d. None of these
5. A counselor trying to change food habits of client in accordance to his belief, is in violation of which characteristic of an effective counselor
    - a. Compassionate
    - b. Motivating
    - c. Sensitive to differences
    - d. All of these
  6. Counseling skills are \_\_\_\_\_ and \_\_\_\_\_ traits that a counselor uses to better understand and listen to their clients.
    - a. Intrapersonal and Tactical
    - b. Interpersonal and Tactical
    - c. Intrapersonal and Technical
    - d. Interpersonal and Trackful
  7. In directive counselling both the counselor and the client have the freedom of choice and expression.
    - a. True
    - b. False
  8. Which of these are necessary skills for a counselor
    - a. Observational Skills
    - b. Interpersonal Skills
    - c. Problem Solving Skills
    - d. All of these
  9. Which of these is not a technique of counselling
    - a. Alternate Counselling
    - b. Directional Counselling
    - c. Retrospect Counselling
    - d. All of these
  10. Research skills are essential counselling skills.
    - a. True
    - b. False

<b>Answers</b>				
1	2	3	4	5
b	a	d	b	c
6	7	8	9	10
c	b	d	d	a

### **6.8. Review Questions**

1. What are the various techniques of counselling?
2. Write a note on various counselling skills.
3. What are the different types of counselling specialities?
4. What are the unique features of Eclectic Counselling Technique?



**Further Readings**



- *Kinra, A.K. Guidance & Counselling. Pearson Education. 2008*
- *Nystul, M. Introduction to Counselling: An art and science perspective. Sage Publications. 2015*

## UNIT - 07 EFFECTIVE COUNSELING

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### **Objectives**

This unit will enable you to:

- gain some knowledge about counseling;
- get an idea about different elements of counseling
- learn about contracts of counseling;
- learn about stages of counseling;

### **Introduction**

Counseling can provide people with the opportunity to share their views, be heard and gain new perspectives on their situation and experiences. Counseling can help people to gain clarity to surrounding issues. Together with their counsellor people identify and work towards achieving the desired outcomes and goals for counselling. Counseling is used to deal with a broad range of issues and problems that one may be facing.

It can help a person to deal with stress, provide treatment for anxiety and for depression. Counseling can provide with the opportunity to reassess or set new goals in life and helps to gain clarity and direction. Counseling can be used to address issues and problems within relationship or provide mediation between partner. Professional counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Counseling is used to deal with a broad range of issues and problems that one may be facing. It can help a person to deal with stress, provide treatment for anxiety and treatment for depression. Counseling can provide with the opportunity to reassess or set new goals in your life and help to gain clarity and direction.

### **5.1. Contract in Counseling**

A 'counseling contract' (or a 'counseling agreement') is a mutual agreement between the counsellor and the client in which the outline of the therapeutic working alliance is presented. A counseling contract ensures that the counseling process will be performed in a safe and professional manner and highlights the responsibilities of the counsellor towards clients, as well as

the responsibilities of the client towards the counsellor. A counselling contract is also a transparent basis for informed consent.

Feltham and Dryden (1993) define 'contract' as 'an agreement made between client and counsellor as to the work to be undertaken together'. Because the success of counselling is so dependent on the counsellor and client developing a therapeutic relationship, it is very important to establish this on the right basis from the start. For this reason, ethical bodies for counsellors and psychotherapists provide guidance on contracting in their codes of conduct.

### **Why Contracting Matters**

Contracting which is usually done at the very start of the therapeutic relationship – is important as a way to set an appropriate tone for the future work together, and to begin to build the client's trust in the counsellor and the counselling process.

Having a clearly explained agreement – with the opportunity to ask any questions about this, and to raise any areas with which they are not happy – helps assure the client that they are in safe, respectful, professional hands. A contract to counsel distinguishes the counselling relationship from other (e.g. social) kinds of relationship', so establishing appropriate boundaries.

Moreover, because the connection between counsellor and client is a relationship, the way in which the client approaches the start of this relationship is important in that it may reflect their life experience of the beginnings of relationships. Thus, it may be possible to look at this as part of their process. For example, Yalom writes: 'Everything that happens in the here-and-now is grist for the therapy mill.'

It could be too that how the counsellor goes about building the therapeutic relationship – in particular in terms of agreeing ground rules and establishing trust – may be important in serving as a model of good practice to the client for developing other relationships in future, and so help them to do so more effectively. Other key purposes of the counselling contract are:

- helping to build rapport
- making clear what is on offer
- protecting the counsellor, client and (if relevant) agency.

Indeed, if a complaint is ever made against a practitioner, their ethical body will wish to see the contract, which should ideally be signed by the client as evidence of their agreement to it. The therapeutic contract includes: what to work on, how to work on it (i.e. modality).

It is suggested that counselling contracts are, where appropriate, presented in writing in order to ensure clarity. Presented as a written document can also provide the necessary space for legal intervention should the terms not be met. Usually, a counsellor will verbally present the major points of the counselling contract before sessions commence to ensure their client is happy with the terms of the work that is to be carried out. This initial verbal presentation enables the clients to ask questions and clarify any points within the contract on which they are not clear. The counsellor may then present the discussed details via a written document that will be signed by both the counsellor and client.

The counselling contract does not need to be a lengthy document. It is usually a single page (maximum two pages) in length and contains a list of items that are important for creating a safe, confidential and professional counselling service. There are no set requirements for a counselling contract but a good 'rule of thumb' is to include details about the following:

- Nature of counselling work – this is a very brief (one small introductory paragraph about way you work. (i.e. – note any particular modalities used; that you hold regular progression reviews; that you work to an agreed ending to counselling work; that client 'may feel worse before feel better' etc....)
- Number of sessions initially agreed to undertake.
- Where and when sessions will be held (e.g. weekly intervals at 'address')
- Session fees and payment terms
- Cancellation/session rescheduling terms
- Information about confidentiality (including details about when confidentiality may need to be breached and to whom this breach may be directed)

- Details about why counselling may not be able to continue (other than as a result of agreed session conclusion) - i.e. any contraindications that may result in conflicts of interest or that may affect ethical boundaries.
- Brief details about record keeping/note taking and method's taken to protect confidential data.
- Details about relevant society memberships and information about independent complaints processes
- You may also wish to include brief details about relevant qualifications and the name of your Public Liability insurer.
- It is important to use clear, concise and non-jargon language. It is also useful to keep some parts of the contractual template flexible in order to allow you to mould your contract to suit a variety of clients. This is usually with regards to session timings/number of sessions etc.
- If you are working with children, young people or vulnerable adults where informed consent may need to be sought from a parent, primary carer or relevant third party, be mindful to add a section to the contract that enables you to capture names, signatures and dates for such consent.

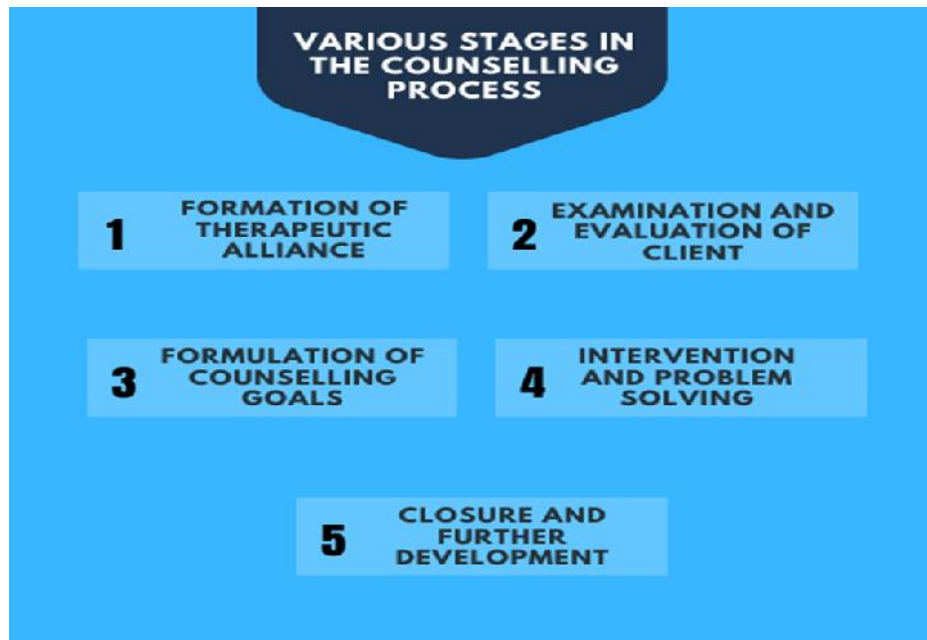
## 5.2. Stages of Counseling

The counselling process is a planned, structured dialogue between a counsellor and a client. It is a cooperative process in which a trained professional helps a person called the client to identify sources of difficulties or concerns that he or she is experiencing. Together they develop ways to deal with and overcome these problems so that person has new skills and increased understanding of themselves and others. For example, students in a college or university may be anxious about how to study in university, lack of clarity on educational or career direction, have difficulty living with a room-mate of another race or religion, have concerns with self-esteem, feelings with being "stressed out", difficulties in romantic relationships and so forth. Hackney and Cormier (1987) describe the counselling process as a series of stages through which the counsellor and client move.

### Stage 1: Initial Disclosure - Therapeutic Alliance

The first step involves building a relationship and focuses on engaging clients to explore issue that directly affect them. The first interview is important because the client is reading the verbal and nonverbal messages and make inferences about the counselor and the counselling situation. Is the counsellor able to empathize with the client? Does the client view the counsellor as genuine?

The counsellor establishes *rapport* with the client based on trust, respect and mutual purpose. When there is good rapport, a positive psychological climate is created and vice-versa. The likelihood of desirable outcomes is greater when the psychological climate is positive. *Mutual purpose* means both the counsellor and client have common goals leading to what has been described as a therapeutic alliance.



Carl Rogers was among the earliest to emphasize the importance of building a relationship between the counsellor and the client. He identified three important conditions for the establishment of an effective counselor-client relationship: Empathy, Genuineness and Unconditional Caring.

#### **Stage 2: Examination and Evaluation of Client - Problem Assessment**

While the counsellor and the client are in the process of establishing a relationship, a second process is taking place, i.e. problem assessment. This step involves the collection and classification of information about the client's life situation and reasons for seeking counselling.

#### **Why assess your client?**

It should be remembered that you are assessing your client not for the purpose of judging or evaluating him or her. The purpose of assessment is to seek clarification; you want to know about your client. Seligman suggests the following reasons for assessing a client:

- Enable counsellors to make an accurate diagnosis
- Determine a person's suitability for a particular treatment plan
- Enable counsellors to develop a treatment plan
- Make goal-setting easier and achievement of goals measurable
- Enable assessment of environment or context
- Facilitate generation of options and alternatives

#### **What to assess?**

Hackney and Cormier (2005) listed the following important components of assessing the client:

#### **Identifying Data**

- Name, address, phone number [to enable the counsellor to contact and gives an indication of the conditions under which the client lives]
- Age, gender, marital status, occupation [gives an indication of the age of the client and some background about marital status]

#### **Problems Presented**

Present the problem exactly the way the client reports them and the following questions might reveal additional information:

- How does the problem interfere with the client's daily life?
- What are the behaviours, thoughts and feeling associated with the problem?
- How often and how long has the problem existed?
- Is a patten of events? e.g. when? With whom? Is it predictable?

#### **Client's Current Life Style**

- How does the client spend a typical day?
- What social, religious and recreational activities is the client involved in?
- What is the nature of the client's educational situation?
- What special characteristics about the client? e.g. age, physical, cultural, etc.

#### **Family History**

- Father and mother: age, occupation, personalities, roles, relationship with client
- Siblings: age, present life and relationship with client
- Family stability: jobs held, family moves and reasons.

#### **Personal History**

- Medical history: illness, injury
- Education history: academic performance, extra-curricular activities, hobbies and interests, relationships with peers
- Career: jobs held, types of jobs, relationships with colleagues and fellow workers.
- Client's personal goals in life

#### **Description of the Client during the Interview**

- Physical appearance: posture, dress, gestures, facial expression
- How client related to counsellor in the session?
- Client's warmth, readiness, motivation, passivity, etc.
- Were the client's remarks logical? Connected to another.

#### **Summary and Recommendations**

- Connection between problem stated by the client and other information collected.
- Should the client be assigned to a particular counsellor?
- Are the goals for counselling stated by the client realistic?
- How much counselling might be required?

There are different ways in which counsellors use the information collected about their clients. Some counsellors look mainly for patterns of behaviour. Others use it for planning relevant counselling strategies and approaches to use with problems. For example, a person who complains that he is unable to make friends, the counsellor might look at the client's behaviour in interpersonal relationships and use behavioural strategies that emphasize acquisition of social skills and interpersonal strategies that deal with relationships between people

Counsellors who do not assess the problems presented by their clients "are more likely to formulate wrong conclusions about client problems and irrelevant or non-workable counselling approaches and strategies. As a result, not only is more time spent on 'hit and miss counselling, but ultimately clients might leave with the same set of problems they brought to the first session"

#### **Stage 3: Commitment to action – Formulation of Counselling Goals**

Setting goals is very important to the success of counselling. It involves making a commitment to a set of conditions, to a course of action or an outcome.

According to Dixon and Glover, “once a goal is formulated and selected by a problem solver, it is likely to be rehearsed in the working memory and stored in long-term memory. A goal encoded in this way, then, becomes a major heuristic for the problem solver as he or she interacts with the environment”.

- With clear goals, clients are more likely or motivated to work toward achieving those goals.
- With goals clients learn how to structure their lives towards achieving the goals.
- With goals, it is easier for the counsellor to *select* and evaluate appropriate *counselling interventions*.

When goals are stated clearly, both the counsellor and client have a better understanding of what is to be accomplished. For example, “to help the client develop his or her self-esteem”. Clarity of purpose allows the counsellor to work more directly with the client’s problems or concerns. Stating goals in behavioural terms, enhances the clients’ understanding of what is to be done. It also allows both client and counsellor recognize progress when it happens which reinforces further progress.

#### **Stage 4: Counselling Intervention and Problem Solving**

There are different points of view concerning what a good counsellor should do with clients depending on the theoretical positions that the counselor subscribes to. For example, the person-centered approach suggests that the counsellor gets involved rather than intervenes by placing emphasis on the relationship. The behavioral approach attempts to initiate activities that help clients alter their behavior.

#### **Step 5: Closure/Termination and Further Development**

For the beginning counsellor, it is difficult to think of terminating the counselling process, as they are more concerned with beginning the counselling process. However, all counselling aims towards successful termination. Terminating the counselling process will have to be conducted with sensitivity with the client knowing that it will have to end.

Note that each of these steps continues even though the counsellor and the client move to the next step. For example, after built a relationship, the counsellor moves to Stage 2 which involves assessing the problem encountered by the client. In the meantime, the counsellor continues to strengthen the relationship that has been built. In other words, Stage 1 or the building of a relationship does not stop but is ongoing until Stage 5 which involves termination or perhaps the client is referred to for further action.

### **7.3. Summary**

- The counselling process is a planned, structured dialogue between a counsellor and a client.
- The fact that counselling is described as a process, there is the implicit meaning of a progressive movement toward an ultimate conclusion.
- Some of the client's message is verbal, some is non-verbal.
- The genuine counsellor is one who is congruent, spontaneous, no defensive, consistent and comfortable with the client.
- The purpose of assessment is to seek clarification; you want to know about your client.
- The counsellor tries to gather specific details regarding the nature and content of the problem presented.
- It is possible that a person who resists setting goals could be protecting the very behaviour that is in need of modification.
- When goals are stated clearly, both the counsellor and client have a better understanding of what is to be accomplished.

## 7.4. Keywords

**Relationship building:** The first step involves building a relationship and focuses on engaging clients to explore issue that directly affect them.

**Empathy** comes from the German word "*Empfindung*" which roughly means "*in feeling*" or "*feeling into something*."

**Problem assessment:** This step involves the collection and classification of information about the client's life situation and reasons for seeking counselling.

**Mutual purpose** means both the counsellor and client have common goals leading to what has been described as a therapeutic alliance.

## 7.5. Self-Assessment

1. Counselling is for people who are mentally ill
  - a. True
  - b. False
2. Counselling gives you a clear view about your surrounding issues and goals.
  - a. True
  - b. False
3. Counselling contract gives right to client to claim for money in case of no benefit
  - a. True
  - b. False
4. Presented as a written document can also provide the necessary space for legal intervention should the terms not be met
  - a. True
  - b. False
5. It is important to use technical language in contract otherwise it will be easy feasible for everyone to read
  - a. True
  - b. False
6. In therapeutic alliance we usually collect and classify information of client life
  - a. True
  - b. False
7. Rapport formation is the first step in the process of counselling
  - a. True
  - b. False
8. Problem assessment enable counsellors to make an accurate diagnosis
  - a. True
  - b. False
9. Problem assessment includes personal as well as family history
  - a. True
  - b. False
10. Counsellors who do not assess the problems presented by their clients end up to hit and miss counselling
  - a. True
  - b. False



Answers				
1	2	3	4	5
b	a	b	a	B
6	7	8	9	10
b	a	a	a	a

### 5.7. Review Questions

1. What is therapeutic alliance and why is it essential in the process of counselling?
2. Explain contract on counselling.
3. Give a brief about problem solving in the process of counselling.
4. What is goal setting?

### Further Readings



- Nelson-Jones, N. (2005). *Practical counselling and helping skills, 5th ed.* Sage Publications, New Delhi.
- Murphy, D. (2017). *Counselling Psychology: A Textbook for Study and Practice. 1st ed.* Wiley-Blackwell

## **UNIT 08 TREATMENT SYSTEMS EMPHASIZING BACKGROUND: SIGMUND FREUD'S PSYCHOANALYSIS**

Learning outcomes

Objective

Introduction

8.1. Human Nature

8.2. Structure of Personality

8.3. Anxiety:

8.4. Development of Personality

8.5. Ego-Defense Mechanisms

8.6. Therapeutic Goals

8.7. Counseling

8.8. Summary

8.9. Keywords

8.10. Review Questions

8.11. Self-Assessment Questions

Further reading


### **Objectives**

- Explain basic assumptions of psychoanalytic and psychodynamic theories
- Describe the process and techniques of psychodynamic theories
- Explain the development of personality
- Explain Therapeutic goals, Techniques and Procedures
- Explain counseling procures in psychodynamics

### **Introduction**

**SIGMUND FREUD** (1856-1939) was the firstborn in a Viennese group of three young men and five young ladies. His father, in the same way as other others of his general setting, was exceptionally dictator. Freud's family foundation is a component to consider in understanding the advancement of his hypothesis. Even though Freud's family had restricted funds and had to live in a packed loft, his folks made each e) ort to cultivate his conspicuous mental abilities. Freud had many interests; however, his professional decisions were confined as a result of his Jewish legacy. He at long last chosen medication. Just a brief time subsequent to procuring his physician certification from the University of Vienna at 26 years old, he accomplished a renowned situation there as a teacher. Freud committed the vast majority of his life to figure out and broadening his hypothesis of analysis. Strangely, the most imaginative period of his life related to a period when he was encountering serious enthusiastic issues of his own.

During his mid-40s, Freud had various psychosomatic problems, just as overstated feelings of trepidation of biting the dust and different fears, and was associated with the troublesome errand

of self-investigation.  By investigating the importance of his own fantasies, he acquired bits of knowledge into the elements of character advancement. He previously inspected his cherished

recollections and came to understand the extreme aggression he had felt for his dad. He likewise reviewed his youth sexual affections for his mom, who was alluring, adoring, and defensive. He then, at that point, clinically planned his hypothesis as he noticed his patients work through their own concerns in the investigation. Freud had next to no capacity to bear associates who veered from his psychoanalytic regulations. He endeavored to keep command over the development by ousting the people who set out to clash. Carl Jung and Alfred Adler, for instance, worked intimately with Freud, yet each established his own helpful school after rehashing conflicts with Freud on hypothetical and clinical issues. Freud was profoundly innovative and useful, much of the time placing in 18-hour days. His gathered works fill 24 volumes. Freud's efficiency stayed at this productive level until late in his life when he contracted the disease of the jaw. During his most recent twenty years, he went through 33 tasks and was in practically consistent agony. He passed on in London in 1939. As the originator of therapy, Freud separated himself as a scholarly monster. He spearheaded new strategies for understanding human conduct, and his endeavors brought about the most complete hypothesis of character and psychotherapy at any point created.

Acquaintance Freud's perspectives proceed with impact contemporary practice. Large numbers of his fundamental ideas are still important for the establishment on which different scholars fabricate and create. To be sure, a large portion of the speculations of guiding and psychotherapy have been impacted by psychoanalytic standards and procedures. A portion of these helpful methodologies broadened the psychoanalytic model, others adjusted its ideas and techniques, and others arose as a response against it. Freud's psychoanalytic framework is a model of character advancement and a way to deal with psychotherapy. He gave psychotherapy another look and new skylines, pointing out psychodynamic factors that persuade conduct, zeroing in on the job of the oblivious, and fostering the principal helpful strategies for comprehension and adjusting the design of one's essential person. Freud's hypothesis is a benchmark against which numerous different speculations are estimated.

### **8.3 Human Nature**

The Freudian perspective on human instinct is essentially deterministic. As per Freud, our not entirely set in stone by unreasonable powers, oblivious inspirations, and organic and instinctual drives as these advances through key psychosexual stages in the initial 6 years of life. Impulses are fundamental to the Freudian methodology. Despite the fact that he initially utilized the term *moxie* to allude to sexual energy, he later expanded it to incorporate the energy of all the existing senses. These impulses fill the need for the endurance of the individual and mankind; they are situated toward development, improvement, and inventiveness. *Moxie*, then, at that point, ought to be perceived as a wellspring of inspiration that incorporates sexual energy however goes past it. Freud remembers all pleasurable represents his idea of the existence impulses; he sees the objective of a lot of life as acquiring delight and staying away from the torment. Freud likewise hypothesizes demise senses, which represent the forceful drive. Now and again, individuals manifest through their conduct an oblivious wish to pass on or to hurt themselves or others. Dealing with this forceful drive is a significant test to mankind. In Freud's view, both sexual and forceful drives are strong determinants of why individuals go about as they do.

### **8.4 Structure of Personality**

As indicated by the psychoanalytic view, character comprises three frameworks: **the id, the ego, and the superego**. These are names for mental designs and ought not to be considered as puppets that independently work the character; one's character capacities all in all rather than as three discrete sections. The id is the organic part, the ego is the psychological part, and the superego is the social part. From the conventional Freudian viewpoint, people are seen as energy frameworks. The elements of character comprise the manners by which mystic energy is appropriated to the id, ego, and superego. Since how much energy is restricted, one framework oversees the accessible energy to the detriment of the other two frameworks. Not entirely settled by this psychic energy.

#### **8.4.1 The ID**

The id is the first arrangement of character; upon entering the world an individual is all id. The id is the essential wellspring of psychic energy and the seat of the senses. It needs association and is visually impaired, requesting, and persistent. A cauldron of fuming energy, the id can't endure pressure, and its capacity to release strain right away. Administered by the delight guideline, which is pointed toward diminishing strain, keeping away from torment, and acquiring joy, the id is counter-intuitive, flippant, and headed to fulfill instinctual needs. The id never develops, staying the ruined whelp of character. It doesn't think however just wishes or acts. The id is generally oblivious, or out of mindfulness.

### 8.4.2 The ego

The ego has contact with the outside universe of the real world. It is the "leader" that administers, controls, and manages the character. As a "traffic cop," it intervenes between the impulses and the general climate. The ego controls awareness and activities restriction. Managed by the truth standard, the ego does practical and intelligent reasoning and concocts courses of action of activity for fulfilling needs. What is the connection of the ego to the id? The ego, as the seat of knowledge and objectivity, checks and controls the visually impaired motivations of the id. While the id knows just emotional impulsivity, the ego recognizes mental pictures and things in the outer world.

### 8.4.3 The superego

The superego is the legal part of the character. It incorporates an individual's ethical code, the principal concern being whether an activity is fortunate or unfortunate, correct. It addresses the ideal rather than the genuine and endeavors not really for joy but rather for flawlessness. The superego addresses the customary qualities and goals of society as they are given over from guardians to kids. It capacities to restrain the id driving forces, to convince the ego to substitute moralistic objectives for sensible ones and to make progress toward flawlessness. The superego, then, at that point, as the disguise of the norms of guardians and society, is connected with mental prizes and disciplines. The prizes are sensations of pride and confidence; the disciplines are sensations of guilt and inferiority.

### 8.4.4 Consciousness and the Unconscious

Maybe Freud's most prominent commitments are his ideas of the unconscious and of the degrees of consciousness, which are the keys to getting conduct and the issues of character. The unconscious can't be concentrated straightforwardly however is derived from conduct. Clinical proof for hypothesizing the unconscious incorporates the accompanying:

- dreams, which are emblematic portrayals of unconscious requirements, wishes, and clashes;
- mistakes and neglecting, for instance, a well-known name;
- posthypnotic ideas;
- material got from free-affiliation procedures;
- material got from projective strategies; and
- the representative substance of crazy side effects.

For Freud, consciousness is a slight cut of the absolute psyche. Like most of the ice burg that lies underneath the outer layer of the water, the bigger piece of the psyche exists beneath the outer layer of mindfulness. The unconscious stores all encounters, recollections, and repressed material. Necessities and inspirations that are out of reach that is, out of mindfulness are additionally outside the circle of cognizant control. Most psychological working exists in the out-of-mindfulness domain. The point of psychoanalytic treatment, hence, is to make the oblivious thought processes cognizant, for really at that time can a singular exercise decision. Understanding the job of the oblivious is integral to getting a handle on the pith of the psychoanalytic model of conduct.

Unconscious processes are at the root of all forms of neurotic symptoms and behaviors. From this perspective, a "cure" is based on uncovering the meaning of symptoms, the causes of behavior, and the repressed materials that interfere with healthy functioning. It is to be noted, however, that intellectual insight alone does not resolve the symptom. The client's need to cling to old patterns (repetition) must be confronted by working through transference distortions.

### 8.5 Anxiety:

Also essential to the psychoanalytic approach is its concept of anxiety. Anxiety is a feeling of dread that results from repressed feelings, memories, desires, and experience that emerge to the surface of awareness. It can be considered as a state of tension that motivates us to do something. It develops out of a conflict among the id, ego, and superego over control of the available psychic energy. The function of anxiety is to warn of impending danger.

There are three kinds of anxiety: reality, neurotic, and moral. Reality anxiety is the fear of danger from the external world, and the level of such anxiety is proportionate to the degree of real threat. Neurotic and moral anxieties are evoked by threats to the "balance of power" within the person. They signal to the ego that unless appropriate measures are taken the danger may increase until the

ego is overthrown. Neurotic anxiety is the fear that the instincts will get out of hand and cause one to do something for which one will be punished. Moral anxiety is the fear of one’s own conscience. People with a well-developed conscience tend to feel guilty when they do something contrary to their moral code. When the ego cannot control anxiety by rational and direct methods, it relies on indirect ones – namely, ego-defense behavior.




### 8.6 Development of Personality

Importance of early development: A significant contribution of the psychoanalytic model is delineation of the stages of psychosexual and psychosocial stages of development from birth through adulthood. The psychosexual stages refer to the Freudian chronological phases of development, beginning in infancy. The psychosocial stages refer to Erickson’s basic psychological and social tasks to be mastered from infancy through old age. This stage perspective provides the counselor with the conceptual tools for understanding key developmental tasks characteristic of the various stages of life.

### 8.7 Ego-Defense Mechanisms

Ego-defense mechanisms help the individual cope with anxiety and prevent the ego from being overwhelmed. Rather than being pathological, ego defenses are normal behaviors that can have adaptive value provided they do not become a style of life that enables the individual to avoid facing reality. The defenses employed depend on the individual’s level of development and degree of anxiety. Defense mechanisms have two characteristics in common: (1) they either deny or distort reality, and (2) they operate on an unconscious level.

Name	Defense	Use behavior
<b>Repression</b>	Threatening or painful thoughts and feelings are excluded from awareness	One of the most important Freudian processes, it is the basis of many other ego defenses and neurotic disorders. Freud explained repression as an involuntary removal of something from consciousness. It is assumed that most of the painful events of the first 5 or 6 years of life are buried, yet these events do influence later behavior.
<b>Denial</b>	-“Closing one’s eyes” to the existence of a threatening aspect of reality	Denial of reality is perhaps the simplest of all self-defense mechanisms. It is a way of distorting what the individual thinks, feels, or perceives in a traumatic situation. This mechanism is similar to repression, yet it generally operates at preconscious and conscious levels.
<b>Reaction formation</b>	Actively expressing the opposite impulse when confronted with a threatening impulse	By developing conscious attitudes and behaviors that are opposed to disturbing desires, people do not have to face the anxiety that would result if they were to recognize these dimensions of themselves. Individuals may conceal hate with a facade of love, be extremely nice when they harbor negative reactions or mask cruelty with

		excessive kindness
<b>Projection</b>	Attributing to others one's unacceptable desires and impulses	This is a mechanism of self-deception. Lustful, aggressive, or other impulses are seen as being possessed by "those people out there, but not by me."
<b>Displacement</b>	Directing energy toward another object or person when the original object or person is inaccessible	Displacement is a way of coping with anxiety that involves discharging impulses by shifting from a threatening object to a "safer target." For  example, the meek man who feels intimidated by his boss comes home and unloads inappropriate hostility onto his children
<b>Rationalization</b>	Manufacturing "good" reasons to explain away a bruised ego	Rationalization helps justify specific behaviors, and it aids in softening the blow connected with disappointments. When people do not get positions, they have applied for in their work, they think of logical reasons they did not succeed, and they sometimes attempt to convince themselves that they did not want the position anyway.
<b>Sublimation</b>	Diverting sexual or aggressive energy into other channels.	Energy is usually diverted into socially acceptable and sometimes even admirable  channels. For example, aggressive impulses can be channeled into athletic activities, so that the person finds a way of expressing aggressive feelings and, as an added bonus, is often praised.
<b>Regression</b>	Going back to an earlier phase of development when there were fewer demands	In the face of severe stress or extreme challenge, individuals may attempt to cope with their anxiety by clinging to immature and inappropriate behaviors.  For example, children who are frightened in school may indulge in infantile behavior such as weeping, excessive dependence, thumb

		sucking, hiding, or clinging to the teacher
<b>Introjection</b>	Taking in and “swallowing” the values and standards of others.	Positive forms of introjection include incorporation of parental values or the attributes and values of the therapist (assuming that these are not merely uncritically accepted). One negative example is that in concentration camps some of the prisoners dealt with overwhelming anxiety by accepting the values of the enemy through identification with the aggressor.
<b>Identification</b>	Identifying with successful causes, organizations, or people in the hope that you will be perceived as worthwhile.	Identification can enhance self-worth and protect one from a sense of being a failure. This is part of the developmental process by which children learn gender-role behaviors, but it can also be a defensive reaction when used by people who feel inferior.
<b>Compensation</b>	Masking perceived weaknesses or developing certain positive traits to make up for limitations.	This mechanism can have direct adjustive value, and it can also be an attempt by the person to say “Don’t see the ways in which I am inferior, but see me in my accomplishments

Freud postulated three early stages of development that often bring people to counseling when not appropriately resolved. First is the oral stage, which deals with the inability to trust oneself and others, resulting in the fear of loving and forming close relationships and low self-esteem. Next, is the anal stage, which deals with the inability to recognize and express anger, leading to the denial of one’s own power as a person and the lack of a sense of autonomy. Third, is the phallic stage, which deals with the inability to fully

accept one’s sexuality and sexual feelings, and also to difficulty in accepting oneself as a man or woman. According to the Freudian psychoanalytic view, these three areas of personal and social development—love and trust, dealing with negative feelings, and developing a positive acceptance of sexuality—are all grounded in the first 6 years of life. This period is the foundation on which later personality development is built. When a child’s needs are not adequately met during these stages of development, an individual may become fixated at that stage and behave in psychologically immature ways later on in life.


### 8.8 Therapeutic Goals

Two goals of Freudian psychoanalytic therapy are to make the unconscious conscious and to strengthen the ego so that behavior is based more on reality and less on instinctual cravings or irrational guilt. The successful analysis is believed to result in significant modification of the individual’s personality and character structure. Therapeutic methods are used to bring out

unconscious material. Then childhood experiences are reconstructed, discussed, interpreted, and analyzed. It is clear that the process is not limited to solving problems and learning new behaviors. Rather, there is a deeper probing into the past to develop the level of self-understanding that is assumed to be necessary for a change in character. Psychoanalytic therapy is oriented toward achieving insight, but not just an intellectual understanding; it is essential that the feelings and memories associated with this self-understanding be experienced.


### 8.8.1 Therapeutic Techniques and Procedures

This section deals with the techniques most commonly used by psychoanalytically oriented therapists. It also includes a section on the applications of the psychoanalytic approach to group counseling. Psychoanalytic therapy, or psychodynamic therapy (as opposed to traditional

psychoanalysis), includes these features: 

- The therapy is geared more to limited objectives than to restructuring one's personality.
- The therapist is less likely to use the couch.
- There are fewer sessions each week.
- There is more frequent use of supportive interventions—such as reassurance, expressions of empathy and support, and suggestions—and more self-disclosure by the therapist.
- The focus is more on pressing practical concerns than on working with fantasy material.

The techniques of psychoanalytic therapy are aimed at increasing awareness, fostering insights into

the client's behavior, and understanding the meanings of symptoms.  The therapy proceeds from the client's talk to catharsis (or expression of emotion) to insight to working through unconscious material. This work is done to attain the goals of intellectual and emotional understanding and re-education, which, it is hoped, leads to personality change. The six basic techniques of psychoanalytic therapy are:

- maintaining the analytic framework,
- free association,
- interpretation,
- dream analysis,
- analysis of resistance, and
- analysis of transference.

### 8.8.2 Maintaining the Analytic Framework

The psychoanalytic process stresses maintaining a particular framework aimed at accomplishing the goals of this type of therapy. Maintaining the analytic framework refers to a whole range of procedural and stylistic factors, such as the analyst's relative anonymity, the regularity and consistency of meetings, and starting and ending the sessions on time. One of the most powerful features of psychoanalytically oriented therapy is that the consistent framework is itself a therapeutic factor, comparable on an emotional level to the regular feeding of an infant. Analysts attempt to minimize departures from this consistent pattern (such as vacations, changes in fees, or changes in the meeting environment).


### 8.8.3 Free Association

Free association is a central technique in psychoanalytic therapy, and it plays a key role in the process of maintaining the analytic framework. In free association, clients are encouraged to say whatever comes to mind, regardless of how painful, silly, trivial, illogical, or irrelevant it may be. In essence, clients flow with any feelings or thoughts by reporting them immediately without censorship. As the analytic work progresses, most clients will occasionally depart from this basic rule, and these resistances will be interpreted by the therapist when it is timely to do so.

Free association is one of the basic tools used to open the doors to unconscious wishes, fantasies, conflicts, and motivations. This technique often leads to some recollection of past experiences and,



at times, a release of intense feelings (catharsis) that have been blocked. This release is not seen as crucial in itself, however. During the free-association process, the therapist's task is to identify the repressed material that is locked in the unconscious. The sequence of associations guides the therapist in understanding the connections clients make among events. Blockings or disruptions in associations serve as cues to anxiety-arousing material. The therapist interprets the material to clients, guiding them toward increased insight into the underlying dynamics.


As analytic therapists listen to their clients' free associations, they hear not only the surface content but also the hidden meaning. This awareness of the language of the unconscious has been termed "listening with the third ear" (Reik, 1948). Nothing the client says is taken at face value.  For example, a slip of the tongue can suggest that an expressed emotion is accompanied by a conflicting affect.

#### 8.8.4 Interpretation

Interpretation consists of the analyst's pointing out, explaining, and even teaching the client the meanings of behavior that is manifested in dreams, free association, resistances, and the therapeutic relationship itself. The functions of interpretations are to enable the ego to assimilate new material and to speed up the process of uncovering further unconscious material. Interpretation is grounded in the therapist's assessment of the client's personality and of the factors in the client's past that contributed to his or her difficulties. Under contemporary definitions, interpretation includes identifying, clarifying, and translating the client's material

#### 8.8.5 Dream Analysis

Dream analysis is an important procedure for uncovering unconscious material and giving the client insight into some areas of unresolved problems. During sleep, defenses are lowered and

repressed feelings surface. Freud sees dreams as the  "royal road to the unconscious," for in them one's unconscious wishes, needs, and fears are expressed. Some motivations are so unacceptable to the person that they are expressed in disguised or symbolic form rather than being revealed directly.

Dreams have two levels of content: latent content and manifest content. Latent content consists of hidden, symbolic, and unconscious motives, wishes, and fears. Because they are so painful and threatening, the unconscious sexual and aggressive impulses that make up latent content are transformed into the more acceptable manifest content, which is the dream as it appears to the dreamer. The process by which the latent content of a dream is transformed into the less threatening manifest content is called dreamwork. The therapist's task is to uncover disguised meanings by studying the symbols in the manifest content of the dream.

During the session, therapists may ask clients to free associate to some aspect of the manifest content of a dream for the purpose of uncovering the latent meanings. Therapists participate in the process by exploring clients' associations with them. Interpreting the meanings of the dream elements helps clients unlock the repression that has kept the material from consciousness and relate the new insight to their present struggles. Dreams may serve as a pathway to repressed material, but they also provide an understanding of clients' current functioning.

#### 8.8.6 Analysis and Interpretation of Resistance

Resistance, a concept fundamental to the practice of psychoanalysis, is anything that works against the progress of therapy and prevents the client from producing previously unconscious material. Specifically, resistance is the client's reluctance to bring to the surface of awareness unconscious material that has been repressed. Resistance refers to any idea, attitude, feeling, or action (conscious or unconscious) that fosters the status quo and gets in the way of change. During free association or association to dreams, the client may evidence an unwillingness to relate certain thoughts, feelings, and experiences. Freud viewed resistance as an unconscious dynamic that people use to defend against the intolerable anxiety and pain that would arise if they were to become aware of their repressed impulses and feelings.


As a defense against anxiety, resistance operates specifically in psychoanalytic therapy to prevent clients and therapists from succeeding in their joint effort to gain insights into the dynamics of the unconscious. Because resistance blocks threatening material from entering awareness, analytic therapists point it out, and clients must confront it if they hope to deal with conflicts realistically. The therapists' interpretation is aimed at helping clients become aware of the reasons for the

resistance so that they can deal with them. As a general rule, therapists point out and interpret the most obvious resistances to lessen the possibility of clients' rejecting the interpretation and to increase the chance that they will begin to look at their resistive behavior.

Resistances are not just something to be overcome. Because they are representative of usual defensive approaches in daily life, they need to be recognized as devices that defend against anxiety but that interfere with the ability to accept the change that could lead to experiencing a more gratifying life. It is extremely important that therapists respect the resistances of clients and assist them in working therapeutically with their defenses. When handled properly, resistance can be one of the most valuable tools in understanding the client.

### 8.8.7 Analysis and Interpretation of Transference

As was mentioned earlier, transference manifests itself in the therapeutic process when clients' earlier relationships contribute to their distorting the present with the therapist. The transference situation is considered valuable because its manifestations provide clients with the opportunity to re-experience a variety of feelings that would otherwise be inaccessible. Through the relationship

with the therapist,  clients express feelings, beliefs, and desires that they have buried in their unconscious. Through appropriate interpretations and working through these current expressions of early feelings, clients are able to become aware of and gradually change some of their long-standing patterns of behavior. Analytically oriented therapists consider the process of exploring and interpreting transference feelings as the core of the therapeutic process because it is aimed at achieving increased awareness and personality change.

The analysis of transference is a central technique in psychoanalysis and psychoanalytically oriented therapy, for it allows clients to achieve here-and-now insight into the influence of the past on their present functioning. Interpretation of the transference relationship enables clients to work through old conflicts that are keeping them fixated and retarding their emotional growth. In essence, the effects of early relationships are counteracted by working through a similar emotional conflict in the therapeutic relationship. An example of utilizing transference is given in a later section on the case of Stan.

## 8.9 Counseling

Psychodynamic group therapy is becoming more popular. It has received widespread acceptance because it is more economical than individual therapy, it provides clients with opportunities to learn how they function in groups, and it offers a unique perspective on understanding problems and working through them therapeutically.

I find that the psychodynamic model offers a conceptual framework for understanding the history of the members of a group and a way of thinking about how their past is affecting them now in the group and in their everyday lives. Group leaders can think psychoanalytically, even if they do not use many psychoanalytical techniques. Regardless of their theoretical orientation, it is well for group therapists to understand such psychoanalytic phenomena as transference, countertransference, resistance, and the use of ego-defense mechanisms as reactions to anxiety.

Transference and countertransference have significant implications for the practice of group counseling and therapy. Group work may re-create early life situations that continue to affect the client. In most groups, individuals elicit a range of feelings such as attraction, anger, competition, and avoidance. These transference feelings may resemble those that members experienced toward significant can't people in their past. Members will most likely find symbolic mothers, fathers, siblings, and lovers in their group. Group participants frequently compete for the attention of the leader—a situation reminiscent of earlier times when they had to vie for their parent's attention with their brothers and sisters. This rivalry can be explored in the group as a way of gaining increased awareness of how the participants dealt with competition as children and how their past success or lack of it affects their present interactions with others. Groups can provide a dynamic understanding of how people function in out-of-group situations. Projections of the leader and onto other members are valuable clues to unresolved conflicts within the person that can be identified, explored, and worked through in the group.

The group leader also has reactions to members and is affected by members' reactions. Countertransference can be a useful tool for the group therapist to understand the dynamics that might be operating in a group. However, group leaders need to be alert to signs of unresolved internal conflicts that could interfere with effective group functioning and create a situation in which members are used to satisfying the leaders' own unfulfilled needs. If, for example, a group

leader has an extreme need to be liked and approved of, the leader might behave in ways to get members' approval and confirmation, resulting in behaviors primarily designed to please the group members and ensure their continued support. It is important to differentiate between appropriate emotional reactions and countertransference.

Group counselors need to exercise vigilance lest they misuse their power by turning the group into a forum for pushing clients to adjust by conforming to the dominant cultural values at the expense of losing their own worldviews and cultural identities. Group practitioners also need to be aware of their own potential biases. The concept of countertransference can be expanded to include unacknowledged bias and prejudices that may be conveyed unintentionally.

### 8.10. Summary

Summarized in this unit we have discussed psychodynamic approaches use in counseling. Psychodynamic approach emphasized unconscious motives and past experiences. Free association is a central technique in psychoanalytic therapy, and it plays a key role in the process of maintaining the analytic framework. These approaches are classified into Freudian. It also includes a section on the applications of the psychoanalytic approach to group counseling. Psychoanalytic therapy, or psychodynamic therapy (as opposed to traditional psychoanalysis).

### 8.11. Keywords

**Introjection:** Taking in and "swallowing" the values and standards of others.

**Free association:** In free association clients are encouraged to say whatever comes to mind, regardless of how painful, silly, trivial, illogical, or irrelevant it may be.

**Regression:** Going back to an earlier phase of development when there were fewer demands.

**Interpretation:** It consists of the analyst's pointing out, explaining, and even teaching the client the meanings of behavior that is manifested in dreams, free association, resistances, and the therapeutic relationship itself.

### 8.12. Review Questions

1. The Interpretation of Dreams was published in.
  - A. 1900
  - B. 1800
  - C. 1909
  - D. 1965
2. The \_\_\_\_\_ is the original source of personality, present in the new born infant.
  - A. Id
  - B. Ego
  - C. Super-Ego
  - D. All
3. Freud compared the human \_\_\_\_\_ to an ice berg.
  - A. Body
  - B. Mind
  - C. Personality
  - D. Behaviour
4. The Ego obeys the \_\_\_\_\_ Principle.
  - A. Pleasure
  - B. Reality
  - C. Moral
  - D. Perfection
5. Life instincts is also known as
  - A. Eros
  - B. Sex
  - C. Sleep
  - D. Food
6. According to Freud, the mind's three components are:
  - A. ego, id, superego
  - B. unconscious, moral, immoral
  - C. oral, anal, phallic

- D. primary, secondary, tertiary
7. Freud was named \_\_\_\_\_ by his parents.
- Sigismund Freud
  - Schlomo Sigismund Freud
  - Sigmund Schlomo Freud
  - Sigismund Schlomo Freud
8. Sigmund Freud is regarded the father of \_\_\_\_\_ in psychology.
- Gestalt school
  - Psychoanalytic school
  - Behaviouristic school
  - Functionalistic school
9. According to Freud, the mind's three components are:
- ego, id, superego
  - unconscious, ego, immoral
  - ego, id, secondary
  - primary and secondary
10. According to Freud, children pass through six stages of psychosexual development.
- True
  - False

Answers				
01	02	03	04	05
A	A	B	B	A
6	7	8	9	10
A	D	B	A	B

### 8.13. Self-Assessment Questions

1. Explain structure of personality
2. Explain consciousness and unconscious
3. Explain Ego defense mechanisms
4. What is psychoanalysis therapy and how can apply?
5. Explain Psychoanalytic theory in your own words.
6. What are the techniques of psychoanalysis?



### 8.14 Suggested reading

Hall, C. S., Lindzey, G. & Campbell, J. B. (2009). Theories of Personality. Delhi: Wiley- India.

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## **UNIT 9: OTHER TREATMENT SYSTEM EMPHASIZING BACK GROUND: POST AND NEO -FREUDIANS**

Objectives

Introduction

9.1. Freudian Psychodynamic Theory

9.2. Neo-Freudian psychodynamic theories

9.3. Carl Jung

9.4. Alfred Adler

9.5. Karen Horney

9.6. Summary

9.7. Keywords

9.8. Self-Assessment Questions

9.9. Review Questions

Further reading

### **Objectives**

- Understanding psychodynamic techniques
- Studying Freudian and non-Freudian theory
- Studying Alfred Adler psychotherapy techniques
- Understanding counselling process
- Understanding Carl Jung

### **Introduction**

We'll look at psychodynamic techniques in this unit. We'll start with a psychodynamic perspective. This method has resulted in the development of a number of theories. The first psychodynamic theory was psychoanalysis. This idea was proposed by Sigmund Freud, who is known as the "Father of Psychoanalysis." The term "psychodynamic" encompasses a larger range of concepts than "psychoanalysis." The psychodynamic approach incorporates both psychoanalytic and non-analytical views. All psychodynamic theories argue that unconscious mental processes shape the personality and motivate behavior. These theories will be classified as Freudian or non-Freudian. We will study Freud in greater depth than the others because he is the founder of the psychodynamic approach.

### **9.1. Freudian Psychodynamic Theory**

Sigmund Freud was the father of psychoanalysis. His work influenced a wide range of fields, including psychology, sociology, anthropology, literature, and art. He was the first to construct an accepted personality theory and therapy. Psychoanalysis, according to Ernst Kris, is "human nature perceived through the lens of conflict." The functioning of the mind, according to psychoanalysis, is the expression of conflicts. This approach will be broken down into three sections: first, basic concepts, second, personality theory, and third, procedures.

#### **9.1.1 Basic concepts:**

Mental existence is divided into three stages by Sigmund Freud. These levels are dependent on the degree to which one is conscious of one's thoughts and feelings. He separated the mind into three categories: conscious, preconscious, and unconscious. Everything that we are aware of at any given time falls under the conscious level. Sensations, perceptions, memories, feelings, and fantasies are all part of our conscious mind. In psychoanalysis, consciousness plays just a minimal role. The preconscious connects the conscious and unconscious minds. It's below the level of awareness. It encompasses all unnoticed thoughts and feelings that we can readily bring to conscious awareness. As a result, it can be brought into the conscious consciousness at will. For example, recalling what you did the day before.

Unconsciousness is the most important and vast dimension of the mind. It contains all of your suppressed thoughts, feelings, experiences, and emotions. Often, the unconscious mind is shown as an iceberg. Everything above the water signifies conscious awareness, while everything below it indicates unconscious awareness. Even when we are not aware of these underlying influences, the unconscious, according to Freud, continues to impact our behavior and experience.

### 9.1.2 Instincts:

Inner somatic excitement is what instincts are. There are countless instincts, but they can be divided into two categories: life (Eros) and death (Thanatos). Each instinct possesses a distinct psychic energy. The force of life instinct is known as libido energy, while the force of death instinct has yet to be identified. Aggression, cruelty, suicide, and murder are all manifestations of the death instinct, which seeks fulfillment through sexual satisfaction. The importance of both instincts cannot be overstated.

**9.1.3 Psychosexual development:** Our behavior is driven by the need to satisfy our basic urges throughout our lives. Sexuality, or desire, is manifested in a variety of ways across the body, known as erogenous zones. These stages are determined by the mode of libido fulfillment.

- (i) **Oral stage (birth to 18 months):** The oral stage is the initial stage of development. The mouth is a pleasure organ in the body. As a result, oral functions involving the lips, tongue, and associated structures are of primary concern. Sucking, swallowing, spitting, and biting provide him with pleasure and desire fulfillment. In adulthood, too much or too little oral stimulus, according to Freud, leads to an oral passive personality.
- (ii) **Anal stage (18 months - 3 years):** The Centre of libidinal energy transfers from the mouth to the anal region at this age. Pleasure is derived mostly from the elimination process and accompanying activities. Bowl movements are quite delightful for children. The child aspires to be in charge of his faces. Toilet training might cause a fight in a youngster. All later types of self-control, according to Freud, have their start in the anal stage.
- (iii) **Phallic stage (3-5 years):** The sex organ is the focus of enjoyment at this point. This stage is characterized by behaviors such as examining, observing, and masturbating. The child builds a bond with his father at a young age. This is when the Oedipus complex shows up. It comprises of sexual cathexis for the opposite sex parent and animosity towards the same sex parent. Oedipus was a Greek monarch who unwittingly murdered his father and married his mother, hence his name. The phallic stage, according to Freud, is a source of sexual conflicts, guilt, and anxiety.
- (iv) **Latency period (5- puberty):** The sexual development appears to be very inert or stand still during the latency period. Nonsexual pursuits such as athletics and peer relationships are used to divert libido energy.
- (v) **Latency period (5- puberty):** There is a reawakening of sexual energy and a desire to satisfy it during puberty. With mature sexual expression, the libido

energy is focused on the genitals. All four stages of personality are represented in the final personality organization.

#### 9.1.4. Techniques of Psychoanalysis:

Counseling encourages the client to become aware of suppressed information in the unconscious and address issues. The client is urged to speak freely and to share any unpleasant, uncomfortable, or humiliating things that come to mind. The free association method, in which the client is asked to express anything comes to mind, regardless of its relevancy, is sometimes utilized. Dream analysis is another significant approach for bringing to light the material that has been suppressed in the unconscious. In psychoanalysis, analysis of transference is employed in addition to the above procedures.

#### 9.2. Neo-Freudian psychodynamic theories:

All of the ideas that have their foundations in psychoanalytic theories have broken away from those roots and begun to form their own theories throughout time. These theories diverged from psychoanalysis primarily in terms of psychosexual development, and they also included sociological elements. These theories are known as psychodynamic theories, and the theorists who advocate them are known as Neo Freudians.

#### 9.3. Carl Jung:


Jung was heavily affected by Freud's ideas in the early stages of his work. Later, though, he disagreed with Freud about the importance placed on sexual material and formed his own theories. The spiritual underpinnings that were formed in a person's childhood eventually became the cornerstone of his theory. We will learn about: (1) the Human Nature and (2) The Major Constructs of Jung's Theory in this part.

**9.3.1 The Human Nature:** The conscious and unconscious come together to form the mind. The communal and personal unconscious is divided once more. Symbols, images, and archetypes shared by all humans make up the collective unconscious. Ego, persona, shadow, anima, animus, and self are the components of the personality. These will be discussed further down.

- (a) **Ego:** In the realm of awareness, the ego is at the Centre. The relationship with the other contents is maintained as a result of this. The ego is detached from the self throughout the first half of a person's life, while the self is attached to the ego during the second half. Individualization is the term for this process.
- (b) **Persona:** Persona refers to the role we play in how we display ourselves to the rest of the world. The introjections from parents and society help to structure this. This is the sum of our responsibilities as well as what others expect of us. This feature connects the ego and the outside world.
- (c) **Shadow:** The Shadow is a collection of animal impulses that humans have inherited over time. The shadow is the ego's negative polarity.
- (d) **Anima:** Humans are a bisexual species. Both sexes have masculine and feminine qualities. Anima is a man's collection of feminine attributes. If this portion of the self is denied, there is a sense of dissatisfaction with oneself. The guy feels compelled by something, and he won't be able to be creative unless he accepts this side of himself.
- (e) **Animus:** Animism refers to a woman's male qualities. Women who live with men become more masculine.
- (f) **Self:** The conscious and unconscious parts of the self are combined to form the self. All other systems are constellated around the self, which is considered the midway of personality. It encourages people to strive for wholeness in their lives. As a result, the objective of life is the self, which individuals strive for constantly but rarely achieve.

#### 9.3.2 Major constructs



- (a) **Psychological types:** Jung spent a lot of time defining the eight different categories of psychology. Let's look at two of them as an example.  His study is credited with coining the term "introvert-extravert." These are two opposing perspectives on the world, as well as how a person views his or her relationships. The extravert is focused with gaining a better grasp of natural phenomena and interpreting them using broad concepts. People like these are oriented on the outside. They tend to appear distant, cold, and disconnected as a result of their suppressed sentiments on that side. Introverts are people who are more focused on themselves than on others.
- (b) **Complexes:** A complex is the personal unconscious's collection of feelings, perceptions, memories, and thoughts. For example, if a child's mother is too attentive and nurturing, the child will get focused on her, yet if the child is completely abandoned and rejected, the child will develop a certain level of animosity toward her. In any case, such emotional attachment to the mother leads to a mother complex.
- (c) **Archetypes:** This is a crucial part of the collective unconscious. Archetypes are patterns or frameworks that help people organize their thoughts and feelings. They don't have any content of their own, but they do organize the person's memories. Archetypes, according to Jung, are the foundation of many fancies, myths, and symbols. Archetypes include the anima, animus, and shadow discussed before.
- (d) **Personal unconscious:** These are the individual's childhood memories as well as prior experiences. These are located just beneath the water's surface. Because it is based on the individual's experience, it has a limited amount of substance. These are memories of conscious experiences that have been suppressed, disregarded, or forgotten.
- (e) **The Collective unconscious:** The Collective Unconscious is founded on biological principles. It holds a memory trace of past human and animal ancestors. Everyone has a collective unconscious that is more or less the same. The collective unconscious has an impact on people's own experiences.

To summarize Jung's theory, it differs from Freud's in terms of the structure of the personality and the process of development. Jung's perspective on personality is more nuanced than Freud's. His theories on the collective unconscious are intriguing and valuable for deciphering symbols in religion, mythology, and children's art.

#### 9.4. Alfred Adler

Alfred Adler was a member of the Vienna Psychoanalytic Society and later served as its President. He began to formulate thoughts that differed from Sigmund Freud's. Adler resigned and cut ties with Freud's psychoanalysis due to opposition from members of the Psychoanalytic Society. Individual psychology was the name he gave to his own group. We'll break down his idea into two sections: basic notions and the counseling procedure.

**Fundamental Concepts Individual Psychology's** fundamental beliefs included the premise that humans feel inferior from the moment they are born due to their great reliance on others and their small size. This encourages the individual to work toward mastery of the environment and other things in order to overcome feelings of inferiority. In the following section, we'll go through some of Adler's ideas.

**9.4.1 Inferiority feelings:** The acknowledgment of physical or psychological inadequacy, whether conscious or unconscious, leads to a sense of inferiority. Because of his small size and reliance on others, every youngster feels powerless. Adler proposed that feelings of inadequacy motivate people to achieve full self-realization. This sensation can be attributed to three factors: a) biological dependence; b) psychological dependence; and c) social dependency.

b) How we see ourselves in connection to the rest of the world

c) A deficiency of organs


Feelings of inferiority are not seen as aberrant, but rather as a motivator to better. A youngster, for example, is encouraged to achieve a greater level of development by feelings of inferiority.

**9.4.2 Superiority feelings:** Attempts to overcome dominance are fueled by sentiments of inferiority. It's not that the individual doesn't want to get over his inadequacy; rather, he wants to be better than he is now (a state of dependency). Superiority, according to Adler, does not imply social difference, leadership, or a high social status, but rather the pursuit of full wholeness. From birth to death, a person's desire for greatness propels him or her forward through the stages of growth.

**i) Social Interest:** Individuals who have a social interest help society achieve its aim of becoming a perfect society. It's a way of thinking or acting that promotes the well-being of others. Cooperation, social and interpersonal ties, group participation, empathy, and other forms of social interest are all examples of social interest behavior.

**ii) Life Style:** The system concept that governs how an individual's personality operates is called style of living. It elucidates the person's singularity. Superiority is everyone's objective, and everyone tries to accomplish it in their own unique way. With time, these many approaches evolve into a life style. The person's approach to the problem is determined by their life style.

**iii) Birth order:** We've all wondered why children from the same family, raised in the same environment, acquire such disparate personalities. Adler believed that the sequence in which a person is born had an impact on how he develops his personality.

According to Adler, the eldest child,  for example, is the one who gets a lot of attention. And, because of the quantity of care he receives, this child is somewhat spoiled until he is left alone. This child develops a reputation for being dependable and diligent. When a new sibling joins the household, however, the firstborn kid may feel inferior as the parents' attention is divided between themselves and the new arrival. He believes he has lost his status as the family's one-of-a-kind.

The place of the second child differs. Because this child is the eldest child in the family, he learns to accept the presence of the other person in his life when he is born. The average second born sees him as constantly being in the race and having to work hard to maintain his position. The two siblings' lives are shaped in different ways by their continual competitiveness. The advent of the second child as a new baby draws greater attention to him, causing him to win more fights with the older brother.

The middle child frequently feels that his parents have heavily repressed him. This youngster may develop an attitude that he is the victim of all ill treatment and deprivation, leading to an image of 'poor me.' He has the potential to become a troubled adolescent or a more laid-back and social adult.

The youngest child is usually the most spoiled. He is another member of the family who attracts attention. They tend to make their own decisions as they get older. They usually have opposing viewpoints to the rest of the family and opt to do what they believe is correct. They have a distinct function from the others.

It's possible that an only child will never learn to share or collaborate with other kids. This child improves his or her ability to deal with adults. These children find it difficult to be the centre of attention if they are ignored.

The examples above show how an individual's personality develops as a result of his or her family's ordinal standing.

### **9.4.3. Process of Counselling**

Adler's idea is predicated on the following assumptions.

- a) Every action is aimed toward a certain objective;
- b) Humans are fundamentally social; and
- c) A person's functions form a significant aspect of their personality.

His theory focuses on feelings of inadequacy, which he considers to be a universal human experience. He feels that all humans' striving stems from this sensation. These feelings of inadequacy inspire us to work hard to achieve mastery. This urge is always forcing us to do things, and it provides us with the means to do so. He believes that genes and environment are not the only factors that influence our lives. We are capable of deciphering what is going on around us. In this way, we are in charge of our own life. As a result, Adler was the first to suggest that an individual's understanding should be based on the system in which he lives.

As a result, Adler has devised the following aims for the counseling:

- Increasing social interest
- Assisting the client in dealing with emotions of inadequacy
- Changing the client's perspective.
- To give the client the impression that he is on par with others.
- To correct the erroneous motivation.
- To persuade clients that they should contribute to society in some way.

Adler identified distinct stages in the counseling process.

#### **Phase 1. Establishing the relationship:**

A collaborative relationship between the client and the Adlerian therapist is established. The partnership has a loving, involved, and friendly atmosphere to it. It is more necessary to make touch with the person before tackling the problem. That is, rather than concentrating on the problem, the attention is on the individual. This phase establishes a favorable relationship. In the beginning, the client does not believe in his ability, therefore the therapist helps him. The focus is on the client's experience, rather than the tactics employed. The strategies are employed in accordance with the client's requirements. Listening and empathy are the most important tools at this phase. The therapist's compassionate manner is likely to help the patient feel more understood and accepted. As a result, he'll be able to concentrate more on himself. It aids the client in clearing out their issues as well.

#### **Phase 2. Exploring the individuals Dynamics:**

This interview is divided into two parts: subjective and objective. The client is invited to narrate his narrative during a subjective interview. The therapist's component of amazement, fascination, and interest is just as crucial as his or her active listening abilities. The therapist takes the details of the problems during the second portion, the objective interview. In this section, he also evaluates the client's several other aspects of life.

In addition, there are a few more aspects of the client that are taken into account, including the following: What is the client's ordinal position, as well as additional information about his family and his place within it? The client's familial dynamics are also discussed with the therapist. As a result, he is able to better comprehend the client.

The therapist also inquires about the client's earliest childhood memories. Because, according to this notion, this is the period of time that shapes a person's personality in the

future. During this phase, the client develops the majority of his life concepts. As a result, they have a clue from the therapist.

The therapist also wants to know what the person's priorities are. These are classified into the following categories:

**A) Ones that use superiority:** These are the people who want to be leaders. They can't dismiss life as useless. They grumble about being overworked and overwhelmed.

**b) Controlling the circumstance:** These are those who want to be in charge of the situation. They are willing to be alone if they can achieve success in what they are doing.

**c) Folks looking for relief:** These people desire to be free of agony. They try to avoid dealing with the issue. They don't mind if their output is lower. They are adamant about not dealing with the issue.

**d) People who want to be liked:** These people have a hard time accepting rejection from others. They are constantly attempting to please people. They are looking for compliments. These people see even the tiniest lack of attention as rejection.

### **Phase 3. Encouraging self-understanding and Insight:**

This therapy considers human life to be meaningful. If the client is willing to share his feelings and thoughts, this will be beneficial to his growth and development. The therapist provides an accurate analysis of the client's life, allowing the client to eliminate unnecessary complications. The common interpretations are always open-ended statements in this method. In this case, the therapist does not impose his opinions on the client, which makes it easier for the client to agree with or accept interpretations. In this approach, the customer increasingly comprehends his motivations.

### **Phase 4. Helping with reorientation:**

This is the stage where you start taking action. The client and the therapist both agree on this. The client applies what he or she has learned. Clients' needs for belonging and value have been met to a large extent by this point. The client is asked to reconsider his current motivations. He is aware of what isn't working for him and what is causing him damage. The client considers what he can do about it at this phase

### **Phase 5. Encouragement process:**

This is the treatment's most distinguishing feature. In this situation, the therapist informs the client of the various options available to him or her. They talk about it and try to come to a conclusion, which helps the therapist better understand the client.

The therapist assists him in identifying much of his negative cognition. For this, he employs a variety of strategies. This gives the client the impression that he has control over his life.

### **Phase 6. Change and search for new responsibilities:**

Clients make decisions and change their aims throughout this time. The therapist advises the client to keep an eye on how the old pattern is being cached. It becomes easier to work with the client if he or she is aware of the situation. This is the stage during which the client attempts to solve his difficulties.

## **9.5.Karen Horney**

Horney's neurotic theory is the most complete currently available. She had a distinct approach to neurosis, claiming that it was far more intertwined with daily life than other theorists thought. She also saw neurosis as an attempt to make life bearable, as well as a method of interpersonal control and coping.

Adult neurosis is caused by parental apathy, according to Horney. Neurotic disorders may develop as a result of a child's perspective of how he or she has been treated, such as

a lack of warmth and care from a parent, a parent who mocks their child's thinking or fails to keep promises, and so on.

Horney identified ten distinct patterns of neurotic wants based on her clinical experience, which were then grouped into three major coping techniques.

Compliance, also known as the going toward strategy or the self-effacing solution, is the first strategy. This is the method used by the majority of children who are dealing with parental disinterest. They frequently experience basic anxiety, which Horney defined as a sense of helplessness and abandonment. Such people have tight boundaries in their lives, such as being undemanding, content with little, and unobtrusive.

Aggression, also known as the moving against or expansive solution is Horney's second broad coping method. Anger, or basic animosity, is the first reaction of children to parental disinterest. This category includes the desire for power, control over others, and a false sense of omnipotence, as well as the desire for social recognition and prestige, as well as the desire for personal admiration.

Withdrawal, sometimes known as "going away" or "resigning," is the final coping method. Horney recognised that children strive to remedy the problem by becoming self-sufficient when neither aggression nor obedience erases parental disinterest. The neurotic requirements for self-sufficiency and independence, as well as perfection and unassailability, fall under this category.

While everyone has these desires to some degree, the neurotic's urge is significantly stronger. The neurotic, according to Horney, makes the need far too important to their existence. Horney's thoughts about neurotic wants were similar to Adler's in many aspects. Together, Adler and Horney form an unauthorised psychiatric school known as neo-Freudians or Social Psychologists.

Horney reformed Freudian philosophy in her personality theory, presenting a holistic, humanistic perspective that emphasised cultural and social factors, human growth, and self-actualization. Horney had the distinction of being the only woman whose theory is included in personality textbooks, despite being widely seen as too vocal.

Horney felt that the Centre of one's being, their potential, is the self. When one has a clear picture of oneself, they are free to reach their full potential. The true self of a healthy individual strives to achieve self-actualization throughout their lives. The neurotic's self, on the other hand, is divided into an ideal self and a loathed self.

We talked about psychodynamic counseling in this unit. Unconscious motives and prior experiences were emphasised in the psychodynamic method. Freudian and Neo-Freudian methods are the two types of psychoanalysis. We looked at the theories of Freud, Jung, and Adler.

## **9.6. Summary**

Summarized this unit there are many theoretical models of psychology and counseling. Most counseling approaches fall within four broad theoretical categories: post and new Freudian view of human nature is dynamic. According to him, human nature could be explained in terms of a conscious mind, a sub conscious and an unconscious mind. To summarize Jung's theory, it differs from Freud's in terms of the structure of the personality and the process of development. Jung's perspective on personality is more nuanced than Freud's. His theories on the collective unconscious are intriguing and valuable for deciphering symbols in religion, mythology, and children's art. Adler focuses on our present interpretation of the events. He thought that people are primarily motivated by social interest. Horney felt that the Centre of one's being, their potential, is the self. When one has a clear picture of oneself, they are free to reach their full potential. The true self of a healthy individual strives to achieve self-actualization throughout their lives.

## 9.7. Keywords

**Inferiority feelings:** The acknowledgment of physical or psychological inadequacy, whether conscious or unconscious, leads to a sense of inferiority.

**Oral stage:** It lasts from birth to 18 months and is the initial stage of development according to psychosexual stages of development.

**Life Style:** The system concept that governs how an individual's personality operates is called style of living.

**Instincts** are inner somatic excitement.

**Complexes:** A complex is the personal unconscious's collection of feelings, perceptions, memories, and thoughts.

## 9.8. Self-Assessment Questions

Q. No.1- These people base their feelings on emotional feelings and beliefs. Which personality type they belong to?

- A. Extroverted Thinking
- B. Introverted Feeling
- C. Introverted Thinking
- D. Extroverted Thinking

Q. No.2- Which aspect of family Adler believed plays a significant role in personality development?

- A. Age of parents when child is born
- B. Size of extended family
- C. Birth Order
- D. Gender of Siblings

Q. No.3- Which of these is not an archetype?

- A. Primus
- B. Anima
- C. Animus
- D. Persona

Q. No.4- Adler's which personality type is reflected in following characteristics; sensitive and build a shell around themselves, dependent on others to help them with life difficulties?

- A. Ruling Type
- B. Avoiding Type
- C. Socially Useful Type
- D. Learning Type

Q. No.5- Which of the following conflicts arise during pre-school stage of development

- A. Shame vs. Doubt
- B. Trust vs. Mistrust
- C. Industry vs. Inferiority
- D. Autonomy vs. Shame

Q. No.6- What is the virtue of Initiative vs. Guilt stage of Erickson?

- A. Purpose
- B. Fidelity

- C. Love
- D. Care

Q. No.7- When the child's focus on meeting his goal is exaggerated and becomes pathological, it results in

- A. Compensation
- B. Overcompensation
- C. Inferiority Complex
- D. Superiority Complex

Q. No.8- What is the correct sequence of virtues according to Erickson's stages of development?

- A. Hope, Will, Purpose, Competence, Fidelity, Love, Care, Wisdom
- B. Hope, Will, Competence, Fidelity, Care, Wisdom, Love, Purpose
- C. Hope, Fidelity, Competence, Will, Care, Wisdom, Love, Purpose
- D. Hope, Will, Purpose, Fidelity, Care, Wisdom, Love, Competence

Q. No.9- Which personality theorist believed that all human behavior is goal orientated and motivated by striving for superiority?

- A. Alfred Adler
- B. Erick Erickson
- C. Sigmund Freud
- D. Carl Jung

Q. No.10- The shadow is an archetype that consists of the \_\_\_\_\_.

- A. Sex and life instincts
- B. Death and life instincts
- C. Love and life instincts
- D. Sex and death instincts

Answers				
1	2	3	4	5
c	c	a	a	d
6	7	8	9	10
d	a	a	a	a

### 9.9. Review Questions

1. Discuss psychosexual development
2. Define Carl Jung personality theories
3. Explain Neo Freudian
4. Explain Alfred Adler theory
5. Discuss Karen Horney theory

### Further reading

Corey, G. (2008): Theory and Practice of Counseling and Psychotherapy. USA: The Thompson Brooks

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## **UNIT-10 TREATMENT SYSTEMS EMPHASIZING EMOTION AND SENSATIONS CARL ROGERS CLIENT CENTERED THERAPY**

Objectives

Introduction

10.1 Roger's client centered therapy

10.1.1 Goals of client centered therapy

10.2 The counselling process

10.2.1 Empathy

10.2.2 Unconditional Positive Regard

10.2.3 Genuineness and Congruence

10.2.4 Transparency

10.2.5 Concreteness

10.2.6 Self-Disclosure

10.3. Cultural Awareness in Client Centered

10.4. Counselling relationship

10.5. Intervention strategies

10.6. Rogerian View of Psychotherapy

10.7. Process of Person-Centered Therapy

10.8. Therapist's Role and Functions

10.8.1 Functions:

10.9. Therapy/ Intervention Goals

10.10. Client's Experience in Therapy

10.11. Relationship between Therapist and Client

10.12. Contribution of Person-Centered Therapy

10.13. Summary and Evaluation Limitation

10.14.1 Being Genuine

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10.14.5 Immediacy

10.14.6 Clients who can benefit

10.15 Limitations

10.16 Summary

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10.18 Self-Assessment Questions

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Further reading

## **Objectives**

- Understanding Carl Roger's techniques
- Understanding counselling process
- Understanding client centered techniques process
- Analysis person centered approach
- Apply person centered therapy

## **Introduction**

Person-Centered approach, founded by Carl Rogers in the 1940's, is founded on the belief that people have the capacity and the accurate to move toward self-actualization. This approach views people as rational, forward-moving, and realistic beings. He contended that negative, antisocial emotions are the result of frustrated basic desires. This approach views the client as their own best authority on their own experience, and the client is fully capable of fulfilling their own potential for evolution.

### **10.1. Roger's Client Centered Therapy**

This counselling style was founded by Carl Rogers. Person-centered approach, nondirective counselling, and client-centered counselling are all terms used to describe this type of counselling. This method can be applied in any situation when a person wants to assist them grow psychologically. Many practicing counselors adopted this approach because it did not necessitate considerable psychological training, and it had a significant impact on the training of new counselors.

Rogers' work is credited for influencing modern counselling and psychotherapy. The current unit examines Roger's Client-Centered Therapy, including its distinguishing characteristics, objectives, and practices and concepts.

Human beings are considered as having goodness and the desire to become fully functional, that is, to live as efficiently as possible, in Rogers's client-centered therapy. People will blossom and become positive, successful individuals, according to Rogers, provided they are allowed to develop freely. Rogers' idea is considered a humanistic approach to counseling since it exhibits faith in human nature.

Rogers' client-centered therapy is founded on the self-theory theory of personality. The way a person sees himself in relation to his surroundings has an impact on his actions and personal happiness. People will grow confidently toward self-actualization if they are nurtured in a nurturing environment. They will likely consider themselves as unworthy and others as untrustworthy if they do not receive affection and support from significant persons. Behavior will become protective, and self-actualization will be inhibited.

The concept that a person's perceptions of self and surroundings represent reality for that person is a fundamental principle of self-theory. If a person believes he is inept, he will act on that perception, even if others believe he is clever. This personal reality can be altered by counseling, but not through direct interference, such as replacing the counsellor's judgment for the clients.

As a result, the client-centered therapist's view of individuals is built on four basic assumptions: 1) People can be trusted. 2) People have an inbuilt desire to achieve self-actualization and health, 3) People have the inner resources to move themselves in positive ways, and 4) People respond to their surroundings as they see it.

#### **10.1.1 Goals of client centered therapy**

Person-centered therapy, also known as client-centered therapy, nondirective therapy, or Rogerian therapy, is a type of counseling and psychotherapy in which the client bears much of the responsibility for the treatment process, with the therapist playing a nondirective role.

Client-centered therapy's purpose is to create a safe, compassionate environment in which clients can reconnect with the good aspects of themselves that have been buried or distorted. Less distortion and more consistency led to more confidence in their organism's ability to respond effectively to people and events.

i) Better alignment between the idealized and actual identities of the client

- ii) A better understanding of oneself;
- iii) Less defensiveness, guilt, and insecurity;
- iv) More positive and comfortable interpersonal connections; and
- v) A greater capacity to experience and express feelings as they arise.

Rogers felt that individuals are trustworthy and have a great deal of capacity for understanding and resolving their own problems, and that if they are in a respectful and trusting therapy relationship, they are capable of self-directed improvement.

According to Rogers, if the helper communicates the above three attitudes, those who are helped become less defensive and more open to themselves and their world, and they engage in socially constructive ways. Therapists employ themselves as a change agent.

Person-centered treatment focuses on the individual rather than the individual's current situation. The goal is to support customers in their development so that they are better able to deal with current and future difficulties.

People go toward health if the path appears to be open to them, according to the basic drive for fulfillment. Counseling's goals are to liberate clients and to create the conditions that allow them to participate in meaningful self-exploration.

Therapists are primarily concerned with their clients' perceptions of themselves and the world. This method gives clients a once-in-a-lifetime opportunity to be properly heard without being judged.

For the client, the therapist does not set precise goals. The client bears the primary responsibility for therapeutic direction. The following are the general goals of therapy:

- a) becoming more open to experience,
- b) gaining self-confidence,
- c) building an internal source of evaluation, and
- d) being willing to improve continuously

This increased trust leads to fewer feelings of powerlessness and helplessness, and more productive, creative, and flexible decision-making.

## **10.2. The counselling process**

The counsellor, according to Rogers, should create an environment that allows for self-discovery and encourages the client's inherent desire to grow. Empathy, unconditional positive regard, and congruence or authenticity, as stated by Rogers, are the key criteria of counselling, and are considered both required and sufficient for therapeutic personality change.

Person-Centered Therapy (PCT) is still one of the most common types of psychological counselling. It serves as a frame of reference as much as, if not more than, a form of counseling. Clients (as well as all humans) are regarded to be always attempting to self-actualize in Carl Rogers' original perspective. This upbeat outlook led to the development of a counseling approach in which clients are seen as their own best resource for growth and change. Rogers' early non-Directive method (1951) evolved into Client Centered Therapy, which emphasized empathy accuracy. The Person Centered. Method, in its current version, emphasizes the reciprocal aspect of the supporting relationship. Rather than the counseling approach, the core is a well-known set of conceptions regarding the inherent nature of people and the functioning of the helping relationship (the Core Conditions).

Competent practitioners are thus defined more by their level of self-awareness and ability to participate in a meaningful helping relationship than by their technical knowledge of Person-Centered Counseling. Person Centered Counseling, which values the client's unique phenomenological stance, maintains the positive and optimistic value base of earlier work while also developing a more nuanced model of humankind.

Rogers' early work is intrinsically related to the concept of fundamental conditions (1957). The nomenclature has altered since then, but the primary notion of the concept of core conditions has remained mostly similar. Core conditions are both required and sufficient for clients to experience therapeutic change, according to the original strong version of the paradigm. Later, more advanced

versions of Person-Centered Counseling argue that the conditions are the foundations for transformation, and they add other, more general prerequisites (Rennie 1998).

The original shortlist of basic requirements (Carkhuff 1969) has been greatly expanded:

- Positive respect that isn't conditional
- Empathic comprehension
- Authenticity and consistency
- Discretion
- Self-awareness
- Concreteness
- Cultural sensitivity

A core principle of all Person-Centered therapy is to build trust in the therapeutic relationship. The client must not only learn to trust the counselor, but the counsellor must also trust that the client is the best person to set their own goals and utilize their own resources to attain them. However, the difficulty is that many people seek counselling because they are unable to identify or achieve their own objectives (Haley 1976).

Instead of being a passive "listening post," the counselor must endeavour to actively listen, engaging the intellect to compare what is being revealed to earlier disclosures. Clients, for their part, use the process to try to make sense of their situation.

Primary and advanced empathy are described by Egan (1994). Counsellors are said to rely on primary empathy to attend, listen, and communicate back their comprehension of the client's situation as experienced by the client. Self-disclosure, directiveness, and interpretations are all included in advanced empathy. Instead of depending on the merely experienced aspect of the counseling encounter as the major source for the validation of material offered by the client, the sophisticated version provides the counsellor a more active role in the processing and implicit use of a theoretical framework.

Through advanced emotional empathy, it is frequently possible to re-learn emotional experiences. As the client's relationship with the therapist improves, the client will be able to gently re-experience feelings. This symbolises the beginning of self-awareness, the recognition of past and current connections, and the preparation of the foundation for problem resolution (Brems 1999).

In Person Centered Counseling, the therapeutic change process symbolises a shift from merely cerebral to experiencing states and provides immediacy. It also signifies a shift in the internal locus of control. In terms of self-experience, Mearns (1994) distinguishes between osmotic (slowly emerging change) and seismic (sudden shift). There is a lot of confrontation in the person-centered approach. Clients may be asked to develop a fresh reaction to long-held beliefs. Empathy is a confrontational action in and of itself, forcing clients to consider the quality and validity of their sentiments. When clients' behaviours are provided as a challenge to the counselling scenario, the counsellor's own congruence might also confront them.

Reframing the client's storey and facing inconsistencies in their account can lead to new opportunities. The therapy process, according to Rogers (1980), is a way of rediscovering rejected experiences. Its goal is to reconnect clients with themselves.

Counselors should engage in confrontation with clients out of respect and a desire to assist them in realising their full potential. However, counsellors must ensure that the power dynamic is correct so that the client understands that the counsellor is answerable to rather than for the client (Mearns 1994). The goal is to assist customers in becoming aware of their own power.

Person-Centered Counseling, as Schmid (1998) points out, is a radical approach. The word "person" has a Latin and Greek derivation that refers to a mask or a visage. According to Schmid, the mask in Greek theatre served to highlight the personification of the gods rather than hide the character. Two traditions determine the contemporary psychological concept of the person: as an independent being and as a being in a relationship. Both concepts have significant psychological counselling consequences. Rogers' original meaning is compatible with the first term, implying a celebration of selfhood as a socially emancipated individual. However, the latter definition indicates that people are defined by, and can only exist as, reflections of their interactions with others. The parallel definition, according to Schmid, creates a conflict that finds its way into treatment. The client's goal

is to become their true self (independent being). The therapist also strives to express himself in a real way (congruence). Surprisingly, the therapeutic relationship (being in a relationship) is the only mode of transportation for the journey.

Person-Centered Counseling adheres to a humanistic worldview and a phenomenological approach. The importance of the self in efficient psychological functioning is highlighted. In postmodern counselling, the definition of self is expanded to incorporate interpersonal, structural, and sociocultural factors. Psychological issues must be understood in context and from a number of subjective perspectives. In contrast to the "autonomous-independent" self of the early Person Centred formulations, it is today understood as a "relational contextual" self.

### **10.2.1 Empathy**

It refers to the counsellor's ability to truly understand the client. Rogers uses the term "internal frame of reference" to describe a client's unique perspective on personal issues. Every level of counselling requires the counsellor to listen carefully to what is being conveyed (both vocally and nonverbally) in order to stay inside the client's internal frame of reference. When the counsellor has a good understanding of the client's feelings and experiences, the same has to be expressed to the client.

The absence of comprehension and touch is also referred to as an external frame of reference by Rogers. When a counsellor sees a client through the eyes of an outsider, there is a slim likelihood that the client's point of view will be heard clearly. This makes it impossible for the client to profit from counselling.

### **10.2.2 Unconditional Positive Regard**

People require love, acceptance, respect, and warmth from others, but these attitudes and feelings are frequently provided on a conditional basis. Because many people who seek counselling have encountered these attitudes, Rogers argued that in order for clients to feel understood and accepted, counsellors should express unconditional positive regard or warmth to them. This means that customers are valued unconditionally, even if they perceive themselves to be negative, bad, scared, or unusual. Clients are more likely to accept themselves and grow more confident in their own capacity to cope when attitudes of warmth and acceptance are present in counselling.

### **10.2.3 Genuineness and Congruence**

The interaction in Person-Centered Therapy must always be open and honest. In the relationship, the counsellor must be genuine and honest. Individuals who are unable to accept others (due to strict personal values and views that they apply to others) or who refuse to listen and try to understand others are unable to participate in Person Centered Therapy. The therapist must have authenticity as an attitude and experience empathetic comprehension from the client's internal frame of reference, as well as unconditional positive regard for the client. The client's actualizing propensity is boosted when he or she senses the therapist's empathetic comprehension and unconditional positive regard.

Congruence indicates that the therapist is real and authentic. The counsellor is present and honest to the client, rather than presenting an aloof professional mask. There's no air of power or secret knowledge, and the client doesn't have to guess what's going on.

### **10.2.4 Transparency**

Even unfavorable thoughts regarding a client, if any, are shared through honesty. The therapist expresses a non-possessive affection for the client and, with time, is able to be empathic enough to comprehend the client and symbolically walk in his or her shoes.

### **10.2.5 Concreteness**

The counselor's ability to focus the client's discussion on specific events, thoughts, and feelings that matter while discouraging is the next requirement, concreteness. Storytelling that is more intellectualised. Concreteness serves as a safeguard against the rambling that can arise when the other three requirements are used without enough attention paid to understanding the client's themes.

The client will be free to uncover and express the positive core of his being if the counsellor accepts each client as a person, relates emphatically to the client's reality, and conducts in a genuine manner. Clients will perform more effectively as they begin to perceive themselves more favorably

in the caring setting. Counselors not only provide the loving environment that many clients lack, but they also serve as role models for how completely functioning people interact with one another

### **10.2.6 Self-Disclosure**

The extent to which person-centered therapists can express and disclose themselves in person-centered partnerships is a hotly debated topic. Self-expression, self-disclosure, and readiness to be known, on the other hand, are widely agreed to be distinct from congruency. From the therapist's point of view, the therapist responds to the client. The therapist should be willing to share information on the therapy's progress and success.

The question of the therapist's self-disclosure to the client is frequently discussed, and many people believe that it can be beneficial at times and in certain circumstances.

When self-disclosure and self-expression are relevant to the client and the client's current experience, they are most likely to be beneficial to the client and the therapeutic relationship.

- They are a reaction to the client's situation.
- The client's reaction is persistent and very noticeable.
- The therapist responds frankly and honestly to the client's inquiries and demands, helping to remove the mystique.
- When a client appears to want to ask a question but does not express it directly.
- Make an empathic observation - that is, provide an opinion about a client's communication or emotional display.
- To make up for a lack of acceptance, empathy, or consistency.
- To share thoughts and ideas

### **10.3.Cultural Awareness in Client Centered**

Recognizing the importance of culture in counseling can enhance therapy and result in effective treatment for all clients in Culture-Centered Counseling. This method entails recognizing cultural assumptions and developing the information and skills needed to overcome them, which can be done regardless of the therapeutic model employed by the therapist.

Cultural awareness refers to being aware of differences in communication standards such as loudness, delivery speed, spatial distance, quiet, eye contact, gestures, attentiveness, and reaction rate.

Some instances include: • Arabs may divert their gaze when listening or conversing with a superior; and • someone from South America may think it disrespectful to speak with your hands in your pockets.

- Your Russian patients or clients may want to express their gratitude by kissing you on the cheek.
- If your new coworker is from Norway, they might be hesitant to call you by your first name until they get to know you better.
- A facial expression that would be recognised around the world as indicating happiness for the Chinese or Japanese could instead be expressing wrath or masking melancholy, both of which are inappropriate to show publicly in their culture.

All of this may appear to be a lot to think about, but the guidelines for addressing cross-cultural communication are actually rather simple:

- i. Use everyday words
- ii. Use basic grammatical terms
- iii. Avoid using slang
- iv. Without yelling, repeat basic ideas
- v. Key points to remember
- vi. make sure you've got it

## 10.4. Counselling relationship

In the practice of client-centered treatment, the underlying idea of human nature is more significant than any set of techniques or body of information. Helpers learn how to be counsellors rather than how to provide counselling in this therapy. Counsellors are not considered as having specialist information to share with clients because customers are seen as having the ability to handle their own problems.

Client-centered therapy is founded on respect for the client, the formation of an empathic link, and the counselor's commitment to be open and honest with the client. In addition to these characteristics, there is a focus on assisting each client's progress or self-actualization, which can only occur in the presence of core circumstances.

The following are crucial counseling abilities for the establishment of a therapeutic relationship between the counsellor and the client:

- Active listening
- Reflecting on feelings and material in response to clients
- Summarizing and paraphrasing
- Posing open-ended inquiries
- Recognizing and responding to silence and nonverbal communication from clients.

With the client taking the lead on what is communicated and being responsible for outcomes, the most common responses are silence, acceptance, restatement, empathy, and immediacy. Client-centered therapists urge attentive self-exploration but eschew confrontation and interpretation as techniques for speeding up awareness.

In client-centered treatment, the existence of transference reactions is acknowledged, but counsellors do not emphasise them because they obstruct the clients' ability to develop independence and autonomy. In client-centered therapy, the concept of unconscious motivation is also accepted, but therapists do not directly ask clients to engage with dreams. However, because the treatment is person-centered, individuals are free to explore their dreams or unconscious.

Except when the client initiates it, there is minimal attention on particular action planning. It is anticipated that as the client gets freer to realise his full potential through the exploration process, he would modify his behavior on his own, without the need for urging from the counsellor.

## 10.5. Intervention strategies

The following are some of the unique features of person-centered therapy:

- The attitude of the therapist may be both required and sufficient for change to occur.
- The therapist must be available to clients right away.
- Constant, intense attention to the phenomenological reality of the patient.
- The ability of the client to live fully in the present is a defining characteristic of the process.
- Pay attention to changes in personality rather than personality structure.

## 10.6. Rogerian View of Psychotherapy

- Therapeutic Conditions Assumed
- Psychological contact between client and therapist is required.
- The client should be in pain.
- The client must agree to accept the therapist's terms.

## 10.7. Process of Person-Centered Therapy

The first point of contact is when the therapy begins. A person-centered therapist will follow the client during the initial interview. The three primary conditions for creating a therapeutic environment, according to Carl Rogers, were empathy, unconditional positive regard, and congruence (genuineness). Client treated with respect right away. Rogers thought that the client's focus should be on self-concept, locus-of-evaluation, and experiencing, in addition to the basic

necessities of the therapeutic environment for the therapist. Clients determine the length of therapy (In person centered therapy termination is decided by the client).

There are no quick ideas or reassurances. Empathy entails "living" in someone else's internal frame of reference in order to understand them. Empathy, unconditional positive regard, and congruence, according to person-centered therapists, are both necessary and sufficient for therapeutic change.

According to the definition, congruence is a match between a therapist's thoughts and actions. If intervention is to be successful, this is a must. The emphasis in client-centered therapy is on the present. The client's evaluation that therapy was beneficial would characterise a successful person-centered therapy outcome.

### **10.8. Therapist's Role and Functions**

The therapist's attitude and conviction in the client's inherent resources, rather than tactics, foster personal improvement.

- i) Using oneself as a tool for change.
- ii) Emphasizes the therapeutic relationship's quality.
- iii) Serves as a paradigm of a human striving for greater authenticity.
- IV) is authentic, integrated, and genuine.
- V) Is able to openly convey feelings and attitudes that are present in the client connection.

**10.8.1 Functions:** to be present and available to clients, to concentrate on the current moment, and to be genuine in the client relationship. Clients become less defensive and more open to their experience as a result of the therapist's real caring, respect, acceptance, and understanding.

### **10.9. Therapy/ Intervention Goals**

The following are the objectives:

- 1) Assisting a person in becoming completely functional.
- ii) Clients have the ability to choose their own objectives.
- iii) A willingness to try new things.
- iv) Belief in one's own abilities.
- v) A source of internal evaluation.
- vi) A desire to keep learning and improving

### **10.10. Client's Experience in Therapy**

Inconsistency: a mismatch between one's self-perception and reality's experience → anxiety a desire to help.

Clients' defensiveness fades as they feel understood and appreciated, and they become more open to their experiences.

- Clients' self-healing capacities are activated through therapeutic relationships.
- The therapist's and the client's relationship.
- Emphasizes the therapist's attitudes and personal features, as well as the therapeutic relationship's quality.
- When therapists listen to their clients with acceptance, they learn to listen to themselves with acceptance.

### **10.11. Relationship between Therapist and Client**

The relationship between the therapist and the client is a critical factor in success in person-centered therapy.

- A facilitator is someone who practises person-centered therapy.
- It isn't focused on a certain approach.



- A misunderstanding—restate what the client just stated or use the technique of emotional reflection (It is incorrect).
- The therapeutic relationship is the most important factor in a client's development.
- The presence of the therapist: being fully immersed in the client interaction.
- The individual client is the best source of information on the customer.
- Compassionate confrontations can be helpful.

### **10.12 Contribution of Person-Centered Therapy**

Client takes an active role in his or her responsibilities

- Intuitive and subjective perceptions.
- It's all about the relationship.
- Pay attention to the therapist's attitude.
- Emphasize empathy, presence, and respect for the client's values.
- Appreciate the multicultural background.

### **10.13 Summary and Evaluation Limitation**

- Ignore the importance of the past.
- A basic idea is misunderstood, such as reflecting feelings.
- When people are in a crisis, they generally require more directive intervention tactics.
- The client is used to a more regimented approach.

#### **10.13.1 Being Genuine**

Client-centered therapists must be aware of and comfortable with their own personal information. They need to be more consistent than their customers. Being authentic does not imply that you tell the client everything you're thinking or feeling. It entails being a helpful, attentive, and caring somebody who genuinely cares about the client and can demonstrate that care.

#### **10.13.2 Active Listening**

Active listening and its reflection of information and feelings is the first practice emphasized in client-centered therapy. Empathy for the customer necessitates intensely attentive and interactive listening skills. Facing the clients, bending toward them, and maintaining strong eye contact are common physical steps. This position, as well as the utilisation of facial and body expressions in response to the client's comments, will bring the therapists and clients into physical contact at least initially. The therapists then listen and observe what is said. The client's words and actions are both used to gain a better comprehension of the content and sentiments being communicated.

Active listening entails more than simply taking in information. To be useful, therapists must then reflect back to clients the information and feelings they have expressed. For example, counsellors and therapists may use phrases like "I hear you saying.....," "so you are feeling.....," and "you seem to be feeling.... because of..." to determine whether their empathy is accurate.

Active listening is a learning experience for both the counselor and the client since it helps them clarify the substance and feelings of a situation. Therapists who can honestly treat their own faults and growth during this learning process can also assist clients in accepting their uncertainties and flaws.

#### **10.13.3 Reflection of Content and Feelings**

Recognizing and reflecting on the actual words said and the most obvious sensations is usually the first stage in the empathy discovery process. As the client and therapist become more acquainted, a successful therapist will be able to look beyond these surface exchanges and recognise and articulate feelings that the client is unaware of. It's like an extended listening, observing, and reflecting of the person's world when describing what has been recognised to the client. Reflection can also bring together complicated parts of a client's surroundings to create a more realistic image of the client as a whole than the individual elements alone.

#### 10.13.4 Appropriate Self - Disclosure

A true relationship allows the client to see relevant aspects of both the therapist's and the client's phenomenological worlds. Appropriate self-disclosure allows clients to compare their perspectives on the world with those of someone they have grown to trust and appreciate as a meaningful human being. These comparisons allow clients to reconsider and alter their positions based on facts they might not have otherwise had access to or that was too frightening to accept. The client can experiment with new thoughts and behaviors at their own pace and in the way that is most comfortable for them.

#### 10.13.5 Immediacy

Immediacy offers a present-tense perspective on the relationship in general and sentiments in particular. The most significant therapeutic aspect is the relationship between the therapist and the client, partly because it can be examined right away. As a result, the sentiments that both the client and the therapist are currently experiencing are frequently the most therapeutic. "How are you feeling right now?" is an example of a statement that gets a lot of attention. "Your words make me feel....." and "your statements make me feel....." "Why did you feel that way?" is an example of a remark that is less therapeutically beneficial. "How did the other person feel?" or "How did you feel at the time?"

The emphasis on the here and now by client-centered therapists is due to the fact that both parties may verify, check, and investigate interactions between client and counselor or therapist right away.



**Case Study** Sunil, a young man of 30 years old, is an engineering graduate. He has no children because he is divorced. In the span of five years, he has worked at three different jobs. He sought counseling because he believes he struggles to form positive interpersonal interactions. He discovered that he is unable to have positive interactions with others and is often irritated by them.

The client-centered therapist serves as a guide, and the client must bear the majority of the responsibility in the counseling process. The counsellor's initial goal is to form a relationship with the client so that trust can be developed. Simultaneously, he is encouraged to have faith in himself, to believe that he has the ability to get along with others and make friends. Rather than depending on case studies, traditional analysis, probing, and questioning, the emphasis should be on developing a collaborative partnership.

#### 10.13.6 Clients who can benefit



This therapy is widely used in helping professions, the voluntary sector, human relations training, group work, education, and institutional contexts where high interpersonal skills and respect for others are desired.

This therapy can also be used to help individuals who are in the early stages of a crisis.

This treatment is beneficial to women because it encourages them to think about and recognise their own thoughts and needs, which many women have never been able to do before.

People who are having relationship problems will benefit from the client-centered therapist's regard, understanding, and openness, which they may not have had in their daily lives.

The person-centered approach's ideas have been used in a range of therapeutic scenarios, including marriage counselling and family therapy.

For people who wish to change, many self-help groups, such as Alcoholic Anonymous, extend essential criteria of respect, understanding, and openness.

#### 10.14. Limitations

Counsellors and therapists must have a high level of faith in the client's and their own feelings and actions in order to be successful. Therapists frequently rely on passive reflection replies due to a lack of confidence. These are vital, but they become insufficient when the need for a full therapeutic relationship grows, one that involves directness and culturally, situationally, and individually appropriate feelings and exchanges.

### 10.15. Summary

The client-centered model has a positive outlook on humanity. Clients are viewed as essentially decent people who are capable of self-awareness, insight, problem-solving, decision-making, change, and progress. The duty of the counsellor is to act as a facilitator and mirror. The counsellor assists the counselee in developing self-awareness and explains the client's reported sentiments and views. Giving information for problem solving is not typically considered a counsellor obligation in this therapy. The counselor does not attempt to control the mediation of the counselee's inner world; rather, the counselor creates an environment in which the counselee might effect change in him. Empathy, unconditional positive regard, and congruence or authenticity is regarded necessary and sufficient for therapeutic personality change, according to Rogers' definition of counseling. Active listening, responding to clients through reflection of feeling and content, paraphrasing and summarizing, asking open questions, and responding appropriately to silence and nonverbal communication are some of the counselling skills that are necessary for the development of a therapeutic relationship between counselor and client. When the client takes the lead on what is said and is responsible for the outcomes, the most common responses are silence, acceptance, restatement, empathy, and immediacy. Client-centered therapists urge attentive self-exploration but avoid confrontation and interpretation as methods for accelerating enlightenment.

### 10.16 Keywords

**Person-centered therapy** is a type of counseling and psychotherapy in which the client bears much of the responsibility for the treatment process, with the therapist playing a nondirective role.

**Concreteness:** The counselor's ability to focus the client's discussion on specific events, thoughts, and feelings that matter.

**Transparency:** Even unfavorable thoughts regarding a client, if any, are shared through honesty.

**Unconditional Positive Regard:** *Unconditional positive regard* (UPR) is unconditional acceptance, love, or affection for clients.

### 10.17. Self-Assessment Questions

Which psychologist explain the distinctive features of .....Humanistic Theory of Personality.

- A. Abraham Maslow
- B. Carl Rogers
- C. Hippocrates
- D. Sigmund Freud

2. How many Hierarchy of Needs involved in Abraham Maslow theory of personality

- A. 4
- B. 5
- C. 6
- D. 3

3. Which psychologist explains the Person-Centered Theory of Personality?

- A. Abraham Maslow
- B. Carl Rogers
- C. Hippocrates
- D. Sigmund Freud

4. Which psychologist focuses on the nature of healthy growth of person

- A. Abraham Maslow
- B. Carl Rogers
- C. Hippocrates
- D. A and B

5. Abraham Maslow was born on...
  - A. August, 1908 in Brooklyn, New York.
  - B. April , 1908 in Brooklyn, New York.
  - C. June 1908 in Brooklyn, New York.
  - D. July , 1908 in Brooklyn, New York.
6. Who purposed the deprivation needs (“D-needs”)
  - A. Abraham Maslow
  - B. Carl Rogers
  - C. Hippocrates
  - D. Sigmund Freud
7. According to Abraham Maslow The lower a need in the hierarchy the more proponent or dominating.
  - A. True
  - B. False
8. Lack of satisfaction causes a deficiency that motivates people to meet these needs defines to.
  - A. Belongingness Needs
  - B. Esteem Needs
  - C. Physiological Needs
  - D. Deprivation Needs
9. Which types the need in the hierarchy recognition from others, confidence, achievement, and self-esteem.
  - A. Belongingness Needs
  - B. Esteem Needs
  - C. Physiological Needs
  - D. Deprivation needs
10. Which types the need in the hierarchy obtaining love and intimate relationships or close friendships, become important?
  - A. Belongingness Needs
  - B. Esteem Needs
  - C. Physiological Needs
  - D. Deprivation Needs

Answers				
01	02	03	04	05
A	B	B	D	B
6	7	8	9	10
A	A	D	B	A

### **10.18. Review Questions**

1. Explain psychotherapy
2. Explain client centered therapy
3. Explain stages of client centered therapy
4. What is role of client centered therapy

5. Explain limitation of client centered therapy Critically evaluate Rogers's theory of personality.
6. Discuss the importance of self in Rogers's theory of personality.

### **Further reading**



Hall, C.S., Lindzey, G. and Campbell, J.B. (2004). *Theories of Personality* (Fourth Edition). New York: Wiley

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## UNIT-11 OTHER TREATMENT SYSTEM EMPHASIZING EMOTION AND SENSATIONS

Learning outcomes

11.1 objective

11.2 Introduction

11.3 Existential therapy

11.3.1 Existential Psychotherapy 'givens'

11.3.2 Accepting fears and overcoming them

11.3.3. Existential therapists' process

11.3.4 Benefit of existential psychotherapy

11.3.5 Common concerns and limitations

11.4 Role of a Counsellor

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11.5.1 Experience Influences Perception

11.5.2 Context Matters

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11.5.4 Working through Pain

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11.6 Techniques

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11.6.3 Role Play

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11.6.5 Exaggeration

11.6.6 Locating Emotion

11.6.7 Creative Arts

11.7 Staying Present

11.7.1 Self-Awareness and Growth

11.7.2 Personal Responsibility

11.8 Summary

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11.10 Review Questions

11.11 Self-Assessment Questions

11.12 Suggested reading

### 11.1 Introduction

Existential psychotherapy is a type of psychotherapy that focuses on the entire human predicament. Existential psychotherapy takes a positive approach, praising people's abilities and goals while also recognizing their limits. Humanistic psychology, experiential psychotherapy, depth psychotherapy, and relational psychotherapy all have a lot in common with existential psychotherapy.

## 11.2 Objective

- Understanding existential theory
- Understanding existential psychotherapy
- Understanding counselling process
- Understanding gestalt theory
- Understanding gestalt therapy
- Analysis existential psychotherapy
- Apply existential psychotherapy
- Analysis gestalt therapy
- Apply gestalt psychotherapy
- Evaluation existential and gestalt therapy

## 11.3 Existential therapy

Friedrich Nietzsche's and Soren Kierkegaard's philosophies spawned existential therapy. Kierkegaard, one of the first existential thinkers, believed that the only way to transcend human dissatisfaction was to gain internal wisdom. Nietzsche further expanded on existentialism's notion by introducing concepts like the drive to power and personal responsibility. Philosophers like Martin Heidegger and Jean-Paul Sartre began investigating the function of study and interpretation in the healing process in the early 1900s. Other contemporaries began to recognise the value of experiencing in relation to understanding as a means of reaching psychological wellness and balance during the next several decades.

By the mid-twentieth century, psychologists Paul Tillich and Rollo May, as well as Irvin Yalom after them, had pushed existential therapy into the mainstream through their books and teachings. Other ideas, such as Viktor Frankl's logotherapy and humanistic psychology, began to be influenced by the popular approach. At the same time, British philosopher's furthered existentialism by establishing The Philadelphia Association, a non-profit dedicated to using experiential treatments to help people manage their mental health difficulties. The Society for Existential Analysis, established in 1988, and the International Community of Existential Counselors, established in 2006, are two further organisations that exemplify the existentialism theory.

Rollo May is credited with popularising the existential perspective in the United States. Individuals can only be comprehended via the lens of their subjective concept of self, according to him. People's loss of faith in ideals was a problem for May. We will feel lonely and empty if we break our commitment to a set of values. The meaning of life will be lost. The "will to meaning," according to Viktor Frankl, a well-known existentialist, is the driving force behind human behaviour.

The existential approach is a philosophical approach that is not intended to cure people, but rather to help them reflect and search for worth and purpose in their lives. Existentialism sees the human being as being confronted by the fact of temporary existence, as well as the belief that life has no intrinsic significance and must be formed. Authentic people are those who can face existential futility and still build a meaningful existence.

We discover our values via effort, love for others, and confrontation with our own pain in order to find purpose in our tumultuous existence.

Human Nature as Seen through the Eyes of Others Human people shape their lives through their decisions, according to existentialists. They emphasise the importance of having the freedom to make decisions and taking action as a result of those decisions.

Apart from the world, we don't exist. Man's existence is being in the world. The fundamental problem with life is that it will always end in death. As a result of our knowledge of death's inevitability, we suffer angst or agony. Life's meaning evolves throughout time, but it never ceases to be, according to Frankl (1962). There are three ways to find life's meaning:

- By performing an act of kindness. That is, by completing or achieving a task.
- As a result of having a positive experience. Experience the worth of natural, cultural, or romantic work, for example.

- Suffering is one of the most powerful ways to learn. Finding a healthy attitude toward unchangeable fate, in other words.

### **11.3.1 Existential Psychotherapy 'givens'**

Existential psychotherapy is founded on the underlying assumption that all persons experience intrapsychic conflict as a result of their interactions with certain given conditions that are inherent in human life. At least four basic existential givens are recognised by the theories:

- Independence and the responsibilities that come with it
- Death
- Isolation
- Meaninglessness

When confronted with any of the aforementioned conditions, or givens, an individual experiences existential anxiety, which is a form of dread. This worry is supposed to cause a reduction in a person's bodily, psychological, social, and spiritual awareness, which could have serious long-term effects.

A person experiences existential anxiety when confronted with any of the aforementioned conditions, or givens. Anxiety is supposed to lower a person's bodily, psychological, social, and spiritual awareness, which can have serious long-term implications.

For example, the fact that everyone of us and our loved ones will die at some unspecified moment may cause us great anxiety, leading us to deny the truth and need of death in human life. However, if we reduce our awareness of death, we may miss out on opportunities to make decisions that will help us live longer and happier lives. People who are extremely aware of the knowledge that death is unavoidable may suffer from neurosis or psychosis on the other end of the spectrum.

According to existential psychotherapy, the aim is to find a balance between being aware of mortality and not becoming overwhelmed by it. People who maintain a healthy balance in this way are more likely to make decisions that have a good influence on their life and the lives of those they care about. Though these individuals may not know how their decisions will turn out, they recognise the importance of acting while they still have the opportunity. In essence, the reality of death motivates us to seize opportunities and cherish what we have.

Death, the prospect of isolation, the perception of life's meaninglessness, and the hefty duty of making life-altering decisions can all be sources of existential anxiety. According to existential therapy ideas, how a person handles internal problems and the actions they make as a result will eventually define their fate.

### **11.3.2 Accepting fears and overcoming them**

Existential psychotherapy encourages people to not only fully connect with the emotional issues they are dealing with, but also to accept responsibility for the choices they made that contributed to the emergence of those issues. Participants in this type of treatment are taught to accept their anxieties and are given the tools they need to face them head on. The person in treatment can work to construct the path of their choosing by obtaining control of their life's trajectory. People often feel liberated and able to let go of the sadness connected with insignificance and meaninglessness as a result of this activity. As a result, existential psychotherapy entails teaching clients how to grow and appreciate their own lives while also existing in them with wonder and curiosity. Developing the ability to see life as a journey rather than a trial can help people see life as a journey instead of a trial, and it can also help people overcome their dread of death.

### **11.3.3. Existential therapists' process**

Existential psychotherapists do not focus on a person's past experiences. Instead, they work in therapy with the person to find and explore the options available to them. Retrospection is a technique in which the individual in therapy and the therapist work together to comprehend the consequences of past actions and the ideas that led to them, all with the objective of gaining a better understanding of oneself. The emphasis in existential therapy is on using the past as a tool to foster freedom and increased assertiveness, rather than dwelling on it. The individual in treatment is able to remove the obligatory chains that may have been preventing them from existing in fullness from moment to moment by realising that they are neither special nor destined for a specific purpose. When this occurs, they gain the ability to become.



### **11.3.4 Benefit of existential psychotherapy**

Existential psychotherapy can be extremely beneficial to those in therapy who are willing to investigate the causes of their intrapsychic conflicts and the choices that lead to their current situation. Depression, anxiety, substance misuse, and posttraumatic stress disorder (PTSD) caused by military combat, rape, childhood sexual abuse, interpersonal violence, or other life-threatening traumas may all be successfully treated using this therapy method.

Individuals who react to treatment have a greater sense of self-awareness, self-understanding, self-respect, and self-motivation in their lives. People in treatment are more likely to consider recovery as a therapeutic process if they realise that they are primarily accountable for their own recovery.

### **11.3.5 Common concerns and limitations**

People who do not have a clear understanding of the core principles or scope of the associated theories may misunderstand existential psychotherapy, just as they may misunderstand other types of therapy. It can aid in the development of knowledge of the concepts, theories, and givens before to and throughout treatment.

The following are some common existential psychotherapy misconceptions:

- One distinctive, united existential theory, free of internal tension, covers all the basic assumptions of existential psychology. In reality, the technique is divided into at least five categories, which most researchers see as strength because it allows for more consistent assessment of the approach's core assumptions and adaptability.
- Existential psychology and existential philosophy is the same thing. There are points of agreement and differences between existential philosophy and existentialism psychology, and the differing perspectives of the two fields' main pioneers and experts contribute to the growth of each method.
- Existential psychology takes an anti-religious or anti-spiritual stance, denying the existence of God, for example. Although existential psychology is not fundamentally religious and discourages individuals from blindly following one person or religion, it is not anti-religious, and many of the founding professors and pioneers were Christian theologians.
- There is no difference between existential and humanistic views. Despite the fact that the two theories are similar, they are not the same. However, there are more degrees of focus and fewer full divergences between these two schools of thought.
- Existential psychotherapy is characterised by a pessimistic, dismal, or negative attitude about life. Because existential psychology books can be perceived as pessimistic because they believe that suffering can be accepted as a natural part of life. This is not to say that suffering should be encouraged; rather, it should be recognised as an unavoidable element of being human. Existential therapy encourages people to accept and work through their pain in order to grow and learn from it.
- Because the technique is mostly intellectual, it is only effective to those of high intelligence who are not suffering from persistent behavioural or mental health issues. People of all intelligence levels are capable of recognizing their own humanity and making sense of their feelings and fears. Existential therapy does not require a person to be a philosopher or academic to benefit from its principles, and many people who are currently dealing with mental health concerns can benefit from it.

Because existential psychotherapy focuses on the underlying causes of behavioral and mental health problems, it may not directly address the primary issue that a person in treatment is dealing with. As a result, existential therapy, which is very versatile, is frequently utilised in conjunction with other treatment methods. Combining strategies can assist maximize the efficacy of both and promote faster recovery. Furthermore, existential psychotherapy's in-depth, penetrative approach may not appeal to persons who do not want to study their intrapsychic processes or who are only looking for a quick answer for their mental health problems.

## **11.4 Role of a Counsellor**

Existential counsellors are interested in assisting clients in developing and expanding their self-awareness. It is expected that after the client has gained self-awareness, he or she would be able to consider different approaches to problems and accept responsibility for making decisions. The counsellor's job is to help the client have a better awareness of him or herself by assisting him in

investigating and understanding his values, assumptions, and ideals. The counselor is concerned with what matters most to the client, avoiding imposing her own opinions and assisting the client in developing his own viewpoint.

It is the obligation of the counselor to be aware of his or her own biases and preconceptions. The purpose of the counselor is to recognise the client's assumptions and underlying life themes, rather than their own, and to grasp the client's meaning rather than their own. The counsellor must be sensitive to the client's vulnerabilities, restrictions, and obligations, as well as his strengths, opportunities, and freedoms, and assist him in exploring them.

iii) Objectives the purpose of this therapy is not to cure people of their illnesses, but rather to alleviate their symptoms. Rather, it is to assist people in being conscious of their actions and to inspire them to act, make life-altering decisions, and so on. Its goal is to assist people in breaking free from their rigid roles and seeing more clearly how they have been living a limited and confined life. The following are the specific purposes of existential counselling:

- To motivate people to be more truthful to themselves.
- Assisting clients in contemplating and understanding their own lives.
- To gain a greater sense of self-awareness and to live a more authentic life.
- Being willing to take responsibility for one's conduct.
- Advising customers on how to find their own truths and meanings.
- Assisting clients in tracing the origins of some of their worries and learning more efficient coping strategies.
- To persuade the individual to believe in his or her own ability to experience life and live more completely in each moment

iv) Techniques Existential therapy isn't seen as a set of sophisticated approaches. The first goal is to gain a subjective understanding of the client, with methodologies coming in second. It isn't focused on technique. The interventions are founded on philosophical perspectives on what it means to be human. Techniques from other orientations can be used freely. The core of therapy is the utilisation of the counsellor's own self. It is frequently used in conjunction with other frameworks.

The relationship with the client is the most effective and strong technique counsellors have. They also exploit confrontation to their advantage. Existential counsellors borrow strategies from various models, such as imagery exercises, awareness exercises, goal-setting activities, and so on.

## **11.5 Gestalt therapy**

Gestalt therapy is a humanistic, holistic, and person-centered kind of psychotherapy that focuses on a person's current life and issues rather than on their past experiences. This method emphasises the necessity of knowing a person's life circumstances and taking responsibility rather than assigning blame.

By definition, Gestalt refers to a thing's form or shape and implies that the whole is greater than the sum of its parts. In this counselling philosophy, there is a strong emphasis on perception. Gestalt therapy focuses on how we assign meaning to our surroundings and make sense of our experiences.

In that it focuses on whatever is in the client's awareness, the Gestalt approach is an integrated viewpoint. "Gestalt," a German word meaning "whole," was initially used as the title of a book written by Fritz Perls, et al. in 1951. It works as a form of treatment by keeping the person in the present moment. Feelings, ideas, body sensations, and behaviors are all used as guides in this technique to discover what is most important to the client at any given time. The centrality of whatever is on the client's mind is an excellent strategy to comprehend the client's world. In a counselling session, unresolved difficulties are dealt through as though they were occurring right now. Personal responsibility for one's own well-being is emphasized.

Gestalt therapy incorporates a variety of key concepts, ranging from perception to self-awareness.

### **11.5.1 Experience Influences Perception**

The gestalt therapist recognises that no one can be completely objective, and that we are all impacted by our surroundings and experiences in this client-centered approach to treatment. A gestalt therapist holds space for their clients to speak their reality, without passing judgment and embracing their clients' experiences as they are.

Gestalt therapists must evaluate the impact of their own experiences on what is happening in the session because they are human as well.

### **11.5.2 Context Matters**

Gestalt therapists strive to learn about their clients' experiences throughout sessions. The importance of context is recognised, and therapists employ approaches to assist clients become more conscious of their experiences, perceptions, and reactions to current events.

Rather than focusing on the past and encouraging clients to bring up old memories on purpose, gestalt therapists work from the assumption that as clients grow more conscious, they will be able to overcome existing impediments. There is no forced labour or method in this approach; rather, keeping space for client awareness is essential.

### **11.5.3 The Present**

The focus on the present is a key component of gestalt therapy. The client-therapist relationship is crucial in establishing trust and safety in the session. If the client feels they are spending too much time in the past or that their fear is racing them into the future, a gestalt therapist will help bring them back to the present as they talk.

Inquiring about the client's facial expression or body language while they analyse a certain event or experience is an example of keeping a client present.

They are assisting the client in returning to the present and processing what is happening for them at that time by asking about whatever they are noticing in the room.

### **11.5.4. Working through Pain**

We put in a lot of effort to survive traumatic events, and part of that effort may entail shutting down our emotional anguish or an unpleasant recollection of the incident. Gestalt therapy provides a safe haven where you don't have to do any of the hard work.

This isn't to say that things won't happen soon, but they don't have to. Things like traumatic memories or situations will come to awareness when the client is ready for healing in that area, according to a gestalt therapist.

### **11.5.5 Self-Awareness**

Some experiential tasks with your therapist may be part of your gestalt therapy. Experiential exercise is a term used in therapy to describe therapeutic activities that can aid with awareness and processing. The word "awareness" is central to gestalt therapy. "Awareness in itself is therapeutic," as Frederick Salomon Perl's phrased it.

Instead of sitting still and chatting, you may be requested to actively participate in activities such as role play, guided visualisation, or the use of props to aid communication and comprehension. Experiential activities can be a great way to open up and share, especially when words are hard to come by or you prefer to think in pictures. These activities aid in increasing awareness, according to Gestalt therapists.

## **11.6 Techniques**

Some therapeutic techniques place the therapist in the role of expert on discomfort and symptoms. The client takes on a more active part in learning as the therapist offers their understanding of what they're going through and how to get better.

The client can safely examine their experiences through gestalt therapy without worry of being judged. In fact, the client is urged to bring his or her feelings or experiences into the room so that they can be processed with the therapist in real time.

### **11.6.1 Words and Language**

In gestalt therapy, it's critical to pay attention to language and tone. Instead of focusing on others, clients who embrace responsibility learn to employ language that expresses a sense of personal ownership. Instead of expressing, "If he didn't do that, I wouldn't be so furious!" a client can be encouraged to say, "I get mad when he does that because it makes me feel insignificant, which I don't enjoy." In gestalt therapy, the use of "I" statements is crucial.

### **11.6.2 Empty Chair**

This is a role-playing activity in which the client imagines and participates in a discussion with another person or a different aspect of themselves. The client, sitting across from the empty chair, starts a conversation with that other person or part of themselves.

The empty chair exercise can be highly beneficial in eliciting important perceptions, meanings, and other information that can assist clients in becoming more aware of their emotional experience and how to begin healing.

### **11.6.3 Role Play**

Another example of role-playing could be the "top dog and underdog" scenario. It is understood that a customer has several aspects of himself. The client, like the empty chair, talks as both the top dog and the underdog. The top dog is the more demanding aspect of their personality, while the underdog is the more submissive and obedient side.

The idea is to become aware of internal conflicts so that one may better understand how to combine various aspects of one's self into a more complete whole.

### **11.6.4 Body Language**

A gestalt therapist will watch the client's body language and movement during the session, such as tapping their foot, wringing their hands, or creating a specific facial expression. The therapist is likely to mention their observations and inquire about the person's current situation.

The gestalt therapist may even invite the client to give their foot, hands, or facial expression a voice and communicate from that location, incorporating words.

### **11.6.5 Exaggeration**

A gestalt therapist may ask about the client's body language in addition to giving it a voice. If the client is having trouble putting words to what is happening, they may be requested to exaggerate or repeat a motion numerous times in a row for a period of time throughout the session to help them express themselves.

The client and the therapist get an opportunity to talk about feelings and how the person may have learnt to separate their emotional and physical sensations.

### **11.6.6 Locating Emotion**

It's typical for folks to express their feelings throughout a session. It's not the same to talk about emotion as it is to feel it. When a client expresses an emotion, the therapist may inquire as to where that feeling manifests itself in their body.

"A pit in my stomach" or "my chest feels tight" are two examples of how someone could express how they are experiencing emotion in their body. The ability to bring the emotional experience to awareness in the body aids the client in remaining present and processing their feelings more efficiently.

### **11.6.7 Creative Arts**

Painting, sculpting, and drawing are examples of additional hobbies that can be utilised to assist people become more aware of their surroundings, stay present, and learn how to process the present moment. Any approach other than typical sitting still and talking that can be presented to the client can be helpful in allowing them to become more aware of themselves, their experiences, and their healing process, it is generally mentioned in this style.

What Kinds of Problems Can Gestalt Therapy Help With?

Gestalt therapy can be used to treat a wide range of issues, including the following:

Anxiety, depression, and a lack of self-efficacy

- A lack of self-confidence

- Issues with relationships

#### Gestalt Therapy's Advantages

The following are some of the potential advantages of gestalt therapy:

- A stronger sense of self-discipline
- Improved mental state monitoring and regulation
- A better understanding of your requirements
- Increased resiliency to negative emotions
- Increased communication abilities
- An increase in mindfulness
- A better grasp of emotions

### **11.7 Staying Present**

Gestalt therapy seeks to help the client become more aware of their own sense of self in the world. Gestalt therapists aren't looking to change their patients. Clients are actually urged to concentrate on becoming more aware of them, remaining present and digesting information in the current moment.

#### **11.7.1 Self-Awareness and Growth**

It's been argued that one way we learn to survive experiences, especially difficult ones, is to establish barriers or push things out of our awareness so that we can go onward. As effective as it may appear, it can cause problems for us as our sense of ourselves and experiences become increasingly segmented and divided.

The strategies we used to improve ourselves have now become roadblocks to self-awareness and development. Increased client awareness allows these blockages to be discovered, questioned, and moved out of the way so that healing and personal growth can occur.

#### **11.7.2 Personal Responsibility**

One of the main goals of gestalt therapy is to allow clients to own and accept their experiences. We lose our sense of control when we blame others, and we become victims of the incident or people involved in it. Gestalt therapy invites individuals to question how they may have manufactured meaning from an experience in the past.

Gestalt therapy helps clients achieve a greater sense of control over their experiences and learn how to better regulate their emotions and interactions with the world by teaching them how to accept and embrace personal responsibility.

#### S Effectiveness

According to research, gestalt therapy is at least as effective as other psychotherapy approaches in treating a number of illnesses, including anxiety and personality disorders

• Four weeks of gestalt therapy reduced anxiety, reduced avoidance of inner experience, and increased awareness and kindness toward oneself, according to a study conducted on adults with anxiety in Hong Kong. However, self-judgment was unaffected. Several studies have demonstrated that gestalt therapy is as beneficial as cognitive therapy and more successful than medication therapy in alleviating depression symptoms in women with depression.

- A 12-session gestalt therapy programme for divorced women increased the women's self-efficacy, or ability to manage, according to research.
- Gestalt therapy was found to be a successful outpatient treatment for people with bipolar illness in one study, not just for treating symptoms of the disorder but also for helping people better their social, work, and educational life.

### **11.8 Summary**

Existential psychotherapy is a type of psychotherapy that focuses on the entire human predicament. Existential psychotherapy takes a positive approach, praising people's abilities and goals while also recognizing their limits. Humanistic psychology, experiential psychotherapy,

depth psychotherapy, and relational psychotherapy all have a lot in common with existential psychotherapy. Gestalt therapy offers both advantages and disadvantages. Gestalt therapy has two possible flaws: it needs a high level of personal development and understanding from the therapist, and it primarily focuses on the present. Therapists who don't fully grasp the theory behind gestalt therapy may be tempted to use its procedures and exercises in an arbitrary manner, which is unlikely to meet the client's needs.

People strive for self-regulation and progress, according to Gestalt therapy, but they may develop maladaptive strategies to cope with difficult situations. Some of these strategies appear to be beneficial in the short term by reducing our discomfort or distress.

They do, however, leave us in more emotionally fragile areas in the long run, preventing us from expressing ourselves. It may be challenging for us to relate with others, as well as to learn how to successfully govern ourselves and be entire, responsible people.

**11.9 Keywords:** Existential Psychotherapy, accepting fears, Counsellor, Gestalt therapy, Experience Influences Perception Context Matters, working through Pain Self-Awareness, Techniques, Words and Language, Empty Chair, Role Play, Body Language, Exaggeration, Locating, Emotion, Creative Arts, Staying Present, Self-Awareness and Growth, Personal Responsibility

### 11.10 Review Questions

Define existential psychology

Explain existential psychotherapy

How can apply existential psychotherapy

What is difference between existential and humanistic

Define Gestalt theory

Explain Gestalt psychotherapy

### 11.11 Self-Assessment Questions

1. Which psychologist explain the distinctive features of .....Humanistic Theory of Personality.

- A. Abraham Maslow
- B. Carl Rogers
- C. Hippocrates
- D. Sigmund Freud

2. How many Hierarchy of Needs involved in Abraham Maslow theory of personality

- A. 4
- B. 5
- C. 6
- D. 3

3. Which psychologist explains the Person-Centered Theory of Personality?

- A. Abraham Maslow
- B. Carl Rogers
- C. Hippocrates
- D. Sigmund Freud

4. Which psychologist focuses on the nature of healthy growth of person

- A. Abraham Maslow
- B. Carl Rogers
- C. Hippocrates

- D. A and B
5. Abraham Maslow was born on...
- A. August, 1908 in Brooklyn, New York.
  - B. April , 1908 in Brooklyn, New York.
  - C. June 1908 in Brooklyn, New York.
  - D. July , 1908 in Brooklyn, New York.
6. Who proposed the deprivation needs ("D-needs")
- A. Abraham Maslow
  - B. Carl Rogers
  - C. Hippocrates
  - D. Sigmund Freud
7. According to Abraham Maslow The lower a need in the hierarchy the more prominent or dominating.
- A. True
  - B. False
8. Lack of satisfaction causes a deficiency that motivates people to meet these needs defines to.
- A. Belongingness Needs
  - B. Esteem Needs
  - C. Physiological Needs
  - D. Deprivation Needs
9. Which types the need in the hierarchy recognition from others, confidence, achievement, and self-esteem.
- A. Belongingness Needs
  - B. Esteem Needs
  - C. Physiological Needs
  - D. Deprivation needs
10. Which types the need in the hierarchy obtaining love and intimate relationships or close friendships, become important?
- A. Belongingness Needs
  - B. Esteem Needs
  - C. Physiological Needs
  - D. Deprivation Needs
11. Which is the lowest level in the Maslow's hierarchy is...
- A. Self-Actualisation
  - B. Physiological Needs
  - C. Belongingness Needs
  - D. Esteem Needs
12. Which needs related to homeostasis?
- A. Esteem Needs
  - B. Physiological Needs
  - C. Deficiency Needs
  - D. All Of The Above

13. Growth Needs also called...
- A. Deficiency Needs
  - B. Belongingness needs
  - C. Being needs
  - D. self-actualization needs
14. Who developed one of the most systematic models of self, in relation to the personality-functioning?
- A. Maslow
  - B. Rogers
  - C. Hippocrates
  - D. Sigmund Freud
15. Develop all capacities in ways that maintain or enhance the organism and move it toward autonomy defines to...
- A. Ideal self
  - B. The Development of Self
  - C. Actualising tendency
  - D. Congruence

Answers				
01	02	03	04	05
A	B	B	D	B
6	7	8	9	10
A	A	D	B	A
11	12	13	14	15
B	C	C	B	C

### 11.12 Suggested reading



Hall, C.S., Lindzey, G. and Campbell, J.B. (2004). Theories of Personality (Fourth Edition). New York: Wiley

Latner, J. (1973). The Gestalt therapy book: A holistic guide to the theory, principles, and techniques of Gestalt therapy developed by Frederick S. Perls and others. New York: Julian Press.



## Unit 12 -TREATMENT EMPHASIZING THOUGHTS

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## Objectives

- To know the characteristics of Rational Emotive Therapy
- To understand the basic tenets of Transactional Analysis
- To familiarize with the relationship between these two therapies

## Introduction

Psychotherapy is a form of treatment system that aims at helping the clients solve their psychological issues and dilemmas. It focuses on decreasing an individual's distress and assisting them in enhanced adaptation to their environment. In the quest of meeting these objectives, a therapist may depend on various modalities of therapy in order to maximize the treatment outcomes for the client.

One such type of therapy is cognitive therapy, according to which, the source of an individual's distress is believed to be his/her dysfunctional thoughts and belief systems. Cognitive therapists believe that working towards changing a person's thoughts can result in positive changes in behaviour as well as the emotional state. According to cognitive theories, the distress may not have resulted from the event itself, but from the individual's meaning - the beliefs and assumptions - about the event.

A theme central to the cognitive therapy is the cognitive triad which focuses on an individual's beliefs about himself/herself, his/her personal world, and his/her future. An individual's distress is often seen with respect to the meaning he/she attaches to this cognitive triad related to self, world and future. For example, a person experiencing depression may often consider themselves to be worthless, other around them to be more efficient and capable and the future to be hopeless. Other clinical conditions may also be looked at with a similar perspective.

Clients undergoing cognitive therapy are trained in the area of systematically identifying, assessing, and changing their maladaptive ways of thinking, with the goal of gaining a more objective view of their problems, possible outcomes and potential solutions. The technique central to cognitive therapies is called cognitive restructuring, which involves training clients to question their automatic beliefs and assumptions, that may often lead to negative emotions and to replace these negative thoughts with more realistic and positive ones. Individuals may be especially trained to examine the relevant evidence with respect to a specific belief system and to develop a better acceptance of possible outcomes.

Certain forms of cognitive therapy also include techniques to deal with negative and unwanted thoughts and emotions where they are taught to distract from a particular thought process and focus on more positive thoughts. Clients are encouraged to be mindful of their thoughts, emotions and feelings and to acknowledge and accept these before moving to a new focus.

## 12.1 Albert Ellis and Rational Emotive Therapy

Albert Ellis was born in 1913 in a Jewish family in Pittsburg, Pennsylvania and was the oldest among three siblings. Ellis referred to his father as unaffectionate and his mother as emotionally distant. He describes his mother's way of parenting as benign neglect. Since his parents were rarely around, he often had to care for his younger siblings. He obtained psychoanalytic training from the Karen Horney group and practiced classic psychoanalysis in the early 1950s. Dissatisfied with that approach, Ellis began the practice of his own theory in 1955.

Albert Ellis developed one of the earliest forms of cognitive therapy called the Rational Emotive Therapy (RET) in the year 1955. It is also known as Rational Emotive Behaviour Therapy (REBT). It is an action-oriented approach that focuses on the present to effectively deal with the cognitive and emotional disturbances. According to RET, thoughts can lead to emotional and behavioural disturbances. Hence, persons undergoing this form of therapy are trained to examine and challenge their maladaptive thoughts that may be leading to unhealthy emotions and behaviours.

### *RET's ABC theory of Psychopathology*

The main theme of this therapy is that irrational beliefs tend to mediate the antecedent events on one hand, and the consequences of the event on the other hand. According to Ellis, people's thoughts about a situation affects the way they respond to it. Thus, Ellis proposed the ABC theory of psychopathology, where A refers to activating conditions, B to belief systems, and C to emotional consequences. When an emotional consequence (C) follows an activating event (A), it is believed that the individual's beliefs (B) result in C and not A itself, i.e., B mediates the relationship between A and C. For example, failure in an examination may not directly lead to consequences such as depression (C), but through dysfunctional belief systems such as, "I am not capable if I fail in an exam" (B).

The first step in RET is the antecedent-belief-consequence (ABC) analysis. Antecedent or Activating events, which lead to the psychological distress are first acknowledged. The therapist also focuses on understanding the underlying irrational beliefs of the client through interviews and structured questionnaires and pointing those out to the client. This distorted belief related to the antecedent event leads to the consequence, i.e., negative emotions and behaviours.

### *The Three Musts of Irrational Thinking*

According to Albert Ellis, the maladaptive beliefs that result in negative emotions and disruptive behaviour tend to emerge from three basic irrational belief systems, which are collectively referred to as Three Basic Musts. These beliefs are based on an irrational demand centered either around self, others, or the environment and are outlined as follows:

- I must do well and gain other people's approval. If I don't get approval, I would be no good.
- Others must treat me the way I want them to treat me and must be kind and fair at all times. If they do not do this, it means that they are not good people and deserve to be punished.
- I must always get what I want, whenever I want it. Also, I must never get what I don't want. If I don't get what I want, I'm miserable.

### *Challenging Irrational Beliefs and Modifying Behaviours*

The second phase of RET is the dispute or challenge phase. Thus, in order to act and feel differently, we must challenge the automatic irrational beliefs we experience. Once individuals undergoing RET are able to challenge their irrational thoughts, they can move toward engaging in more effective ways of thinking, feeling and acting. Individuals, in this phase of treatment, begin to realize that there are other alternative ways of thinking other than the Three Basic Musts.

In the process of RET, the irrational beliefs are refuted by the therapist through a process of non-directive questioning. These questions aid the client to analyze his/her maladaptive assumptions and then gradually to replace these with rational thoughts thereby reducing the distress. The therapist works to bring the patient's maladaptive thoughts to his/her attention, and teaches alternative ways of thinking.

### *Major Insights of RET*

Ellis outlined the following three major insights of Rational Emotive Therapy:

- Individuals begin to realize and accept that rather than the event itself, it is the person's own belief about the event that causes the distress.
- If persons do not work through their irrational beliefs, they continue to hold onto the maladaptive beliefs and thoughts and thus continue to experience distress.
- People start to feel better when they actively work through their irrational belief systems, challenging them and replacing them with more rational beliefs, and not merely recognizing their irrational beliefs.

### *Acceptance*

RET therapists continually work toward fostering an acceptance of reality, irrespective of whether that reality is pleasant or unpleasant. Ellis has outlined three forms of acceptance:

- **Unconditional Self-Acceptance** - It is the acceptance that one can have flaws as well as strengths, but that does not make one less worthy than someone else.
- **Unconditional Other-Acceptance** - It is the acceptance that sometimes people would not treat one fairly or the way one wants others to treat him/her but it does not make them less worthy as compared to others.
- **Unconditional Life-Acceptance** - It is the acceptance that life would not always go the way one wants it to and that there is no reason for it to go the way one wants it. It focuses on the premise that one may experience some unpleasant things in life, but it can be dealt with in some way or the other.

### *Techniques Used in RET*

The techniques used in RET can be delineated into three main types, which correspond with the ABCs. These are outlined as follows:

- **Problem-solving techniques** - These strategies help to identify the activating event (A) and to develop effective problem solving, decision making, conflict resolution, and effective communication and social skills.
- **Cognitive restructuring techniques** - These strategies help in changing the irrational beliefs (B) and may include rationalizing techniques, visualization, guided imagery, reframing or looking at events in a different way, disputing irrational thoughts and humour.
- **Coping techniques** - These strategies help in managing the emotional consequences (C) of irrational thoughts and may include relaxation exercises and meditative practices.

In addition, the RET therapists also give homework to the clients to better implement the skills learned in therapy to daily life situations, and thus maintain the continuity of therapeutic effects.

**REBT can be particularly helpful for people living with a variety of issues, including:**

- depression
- anxiety
- addictive behaviours
- phobias
- overwhelming feelings of anger, guilt, or rage

- procrastination
- disordered eating habits
- aggression
- sleep problems
- Read on to learn more about REBT, including its core principles and effectiveness.

### ***What are the principles of REBT?***

REBT is grounded in the idea that people generally want to do well in life. For example, you probably want to achieve your goals and find happiness. But sometimes, irrational thoughts and feelings get in the way. These beliefs can influence how you perceive circumstances and events – usually not for the better.

Imagine you've texted someone you've been dating for a month. You see they've read the message, but several hours pass with no reply. By the next day, they still haven't replied. You might start to think that they're ignoring you because they don't want to see you.

You might also tell yourself that you did something wrong when you last saw them, you may then tell yourself that relationships never work out and that you will be alone for the rest of your life.

Here's how this example illustrates the core principles – called the ABCs – of REBT:

A refers to the (a)activating event or situation that triggers a negative reaction or response. In this example, the A is the lack of reply.

B refers to the (b)beliefs or irrational thoughts you might have about an event or situation. The B in the example is the belief that they don't want to see you anymore or that you've done something wrong and that you will be alone for the rest of your life.

C refers to the (c)consequences, often the distressing emotions, that result from the irrational thoughts or beliefs. In this example, that might include feelings of worthlessness or not being good enough.

In this scenario, REBT would focus on helping you to reframe how you think about why the person didn't respond. Maybe they were busy or simply forgot to respond. Or maybe they aren't interested in meeting you again; if so, that doesn't mean there's something wrong with you or that you will spend the rest of your life alone.

### ***What techniques are used in REBT?***

REBT uses three main types of techniques, which correspond with the ABCs. Each therapist might use a slightly different combination of techniques depending on both their past clinical experiences and your symptoms.

#### ***Problem-solving techniques***

These strategies can help address the activating event (A).

They often include working to develop:

problem-solving skills

assertiveness

social skills

decision-making skills

conflict resolution skills

Cognitive restructuring techniques

These strategies help you to change irrational beliefs (B).

They might include:

logical or rationalizing techniques

guided imagery and visualization

reframing, or looking at events in a different way

humour and irony

exposure to a feared situation

disputing irrational thoughts

Coping techniques

Coping techniques can help you better manage the emotional consequences (C) of irrational thoughts.

*These coping techniques may include:*

- relaxation
- hypnosis
- meditation

Regardless of the techniques they use, your therapist will also likely give you some work to do on your own between sessions. This gives you a chance to apply the skills you learn in a session to your daily life. For example, they might have you write down how you feel after experiencing something that usually makes you feel anxious and think about how your response made you feel.

*How does REBT compare to CBT?*

There's some debate among experts about the relationship between REBT and cognitive behavioural therapy (CBT). Some see REBT as a type of CBT, while others argue that they're two very distinct approaches.

While CBT and REBT are based on similar principles, they have several key differences. Both approaches work to help you accept and change irrational thoughts that cause distress. But REBT places a little more emphasis on the acceptance part.

The creator of REBT refers to this element of treatment as unconditional self-acceptance. This involves trying to avoid self-judgement and recognizing that humans, including you, can and will make mistakes.

REBT is also unique because it sometimes uses humour as a therapeutic tool to help you take things less seriously or look at things differently. This might involve cartoons, humorous songs, or irony.

REBT also makes a point of addressing secondary symptoms, such as becoming anxious about experiencing anxiety or feeling depressed about having depression.

## **12.2 Transactional Analysis**

Transactional Analysis (TA), another major theory in psychology, was formulated by Eric Berne in the 1950s in order to examine a person's relationships and interactions. In therapy, transactional analysis can be used to assess one's interactions and communications thereby establishing and reinforcing the idea that each individual is valuable and has the capacity for positive change and personal growth.

*Eric Berne*

Eric Berne was born in 1910 in Montreal, Canada. His father was a doctor and his mother was a writer and an editor. Berne was five years older than his only sibling, a sister. He was close to his father, who died at the age of 38 when Eric was 9 years old, and was brought up by his mother. Berne earned a medical degree from McGill University in 1935 and went on to completing a psychiatric residency at Yale.

During World War II, he served as an army psychiatrist in Utah, where he started practicing group therapy. After the war, Berne settled in Camel, California, where he separated from his wife and completed his first book, *The Mind in Action* (1947), a critical survey of psychiatry and psychoanalysis. In California, he resumed the psychoanalytic training he had started before the war. Part of that training was his analysis which was supervised by Eric Erickson. In 1956, Berne was turned down for membership in the psychoanalytic Institute. This rejection proved to be a turning point in his life. He reacted by disassociating himself from psychoanalysis and devoting his time to the development of the transactional analysis which combines elements of psychoanalysis and cognitive theories of human behaviour.

### ***Background of Transactional Analysis***

Berne referred to the basic unit of social interaction as a transaction. These include the communication exchanges between people. TA can be understood as the study of how individuals interact in social situations. Belonging to a psychoanalytic background, Berne drew from Freud's theory that the human psyche includes several components, the interaction of which produces complex behaviours, beliefs, and emotions. He explained the observable ego states of Child, Parent, and Adult.

Berne suggested that human communication is complex and that nonverbal communication—gestures, vocal tone, eye contact, speech rhythms, body posture, and facial expressions—is as important and valid a method of communication as verbal communication.

A transactional stimulus refers to an interaction that a person initiates, usually verbally but sometimes using nonverbal cues. The other person's reaction and reply is called a transactional response. Transactional analysis is the method used to analyse this process of transactions in communication with others. It requires us to be aware of how we feel, think and behave during interactions with others. Berne worked to identify the ego state from which clients interact with others in order to help the client access their life script, understand how they developed their worldview, and make changes as needed.

### ***Ego States of Transactional Analysis***

Berne described three ego states possessed by each individual that represent a person's internal model of parents, adults, and children. An individual may assume any of these three roles in transactions with another person or in internal conversation depending on how the other person is interacting with him/her, past traumas if any, or how he/she has been conditioned since childhood. These ego states may be described as follows:

- ***Child Ego State*** - The Child ego state is the first to develop and is related to experiences of the self from the past and retains the patterns of thinking, feeling, and behaving of childhood. This concept is similar to the concept of the inner child. This state is experienced when we interact and respond to someone based on our past conditioning of internal emotions experienced in childhood, thus making us revert back to our thinking and feeling from when we were children.

There are two subdivisions of the child state - the adapted child (the compliant part of the personality that conforms to the wishes and demands of parental figures) and the free child ego states (the part of the person that is spontaneous, impulsive, feeling oriented and often self-centred and pleasure loving).

The child ego state is built on any positive or negative reinforcements we were given in childhood that still conditions and affects our interactions today.

- ***Parent Ego State*** - It relates to the parental figures in an individual's life. It may be seen as a state in which people behave, feel, and think in response to an unconscious mimicking of how their parents (or other parental figures) acted, or how they interpreted their parent's actions. This state consists of behaviour and thinking patterns that we have learnt from our past interactions with our parents and other authority figures.

The parent ego state consists of two subdivisions - the critical parent state (the part of the person that finds fault, displays prejudices, disapproves, and prevents others from feelings good about themselves) and the nurturing parent state (the part of the person that comforts, praises, and aids others).

Berne believed that our experiences through the first five years of life shaped the parent ego state and that it involves a lot of judgments of how something should or should not be.

People tend to be in the parent ego state when they react to a situation similar to how their parents or other authority figures treated them and others, instead of analysing each situation in the present moment.

- **Adult Ego State** - The adult ego state is not subdivided or related to a person's age, unlike the other two ego states. It is the objective, and thinking part of the person. The adult ego state tests reality, similar to the ego in Freud's system. The adult state interacts with people and its environment in the here and now, not from past conditioning or how other people have told them to be. This state is more open, more rational, and less quick to make harsh judgments on a situation or person.
- When communication takes place from the adult state, we are more likely to be respectful, make compromises, listen fully to others, and have more healthy social interactions.

The described ego states interact with each other in order to create our transactions. When our ego states do not work well together, they can create a distorted view of our life and the world. Transactions may occur at one of the following three levels:

- **Complementary Transactions** - In a complementary transaction, both persons are operating either from the same ego state or from complementary ego states and the responses in such an interaction tend to be predictable and appropriate.
- **Crossed Transactions** - In crossed transactions, an inappropriate ego state is activated, producing an unexpected response. It is when ego states of two people do not match, or when the ego state of the sender does not reach the desired or intended ego state of the respondent, thus they respond to the sender in a conflicting way
- **Ulterior Transactions** - An ulterior transaction is one in which two ego states operate simultaneously and one message disguises the other.

### **Transactional Analysis in Therapy**

The goal of transactional analysis is to help the individual in therapy gain a sense of autonomy by strengthening the individual's adult state.

The therapist first uses an interview to evaluate the client's issues and willingness to change and grow through therapy. In TA therapy specifically, the therapist must determine whether the client has sufficiently available adult ego state to be able to change. TA also emphasizes the establishment of a therapist-client contract that entails the client's goals with regard to the treatment outcomes and provides a foundation from which the client can take responsibility for things that occur during treatment. Berne emphasized observation as an important and necessary tool of TA therapy. According to him, the therapist should be present, focused, and intuitive. The atmosphere that supports transactional analysis is one of comfort, security, and respect. When a positive relationship is forged between the therapist and the person seeking treatment, this often provides a model for subsequent relationships developed outside of the therapy arena.

Transactional analysis may be effectively used in multiple settings, including group or individual settings, and long- or short-term therapy models. In therapy, it is typically used with clients who struggle with forming and maintaining healthy relationships because of behaviors they learned as children. Transactional analysis is considered to be an effective method of enhancing communication and overall relationships with oneself and with others.

### **Techniques in Transactional Analysis**

Typically, TA therapy utilizes the following techniques:

- **Treatment contract** - It is concrete contract that emphasizes on the therapy goals as well as the agreed upon responsibilities for both the therapist and the client.
- **Interrogation** - It refers to speaking to a client's adult state until the therapist receives an adult response.
- **Explanation** - It mainly occurs on an adult-to-adult ego state level through which the therapist teaches the client about some core concepts of TA.

- **Illustration** - Through illustration, the therapist enlightens the client or elaborates a point.
- **Confirmation** - It is used when previously modified behaviour occurs again and the therapist points this out to the client.
- **Interpretation** - It is concerned with the therapist's explanation to the child ego state of the client the reasons for the client's behaviour.
- **Crystallization** - It involves adult-to-adult transaction in which the client comes to an awareness that ulterior transactions may be given up if so desired.
- **Confrontation** - Here, the therapist points out the inconsistencies in the client's behaviour or speech.

Almost all the techniques in TA involve some combination of questioning confrontation and dialogue.

### 12.3. Summary

Rational emotive behaviour therapy (REBT) is a type of cognitive behavioural therapy (CBT) developed by psychologist Albert Ellis. REBT is an action-oriented approach that's focused on helping people deal with irrational beliefs and learn how to manage their emotions, thoughts, and behaviours in a healthier, more realistic way.

When people hold irrational beliefs about themselves or the world, problems can result. The goal of REBT is to help people recognize and alter those beliefs and negative thinking patterns in order to overcome psychological problems and mental distress.

According to REBT, our cognition, emotions, and behaviour are connected. In order to understand the impact of events and situations that people encounter throughout life, it's essential to look at the beliefs people hold about these experiences and the emotions that arise as a result of those beliefs.

Transactional Analysis (TA) is a psychoanalytic theory and method of therapy, developed by Eric Berne during the 1950s. Transactions refer to the communication exchanges between people.

During a conversation with someone, the person starting the communication will give the 'transaction stimulus' and then the person receiving this stimulus (or message of communication) will give the 'transaction response'.

Transactional analysis is the method used to analyse this process of transactions in communication with others. It requires us to be aware of how we feel, think and behave during interactions with others.

TA recognized that the human personality is made up of three "ego states"; each of which is an entire system of thought, feeling, and behaviour from which we interact with each other. The Parent, Adult and Child ego states and the interaction between them form the foundation of transactional analysis theory.

### 12.4. Keywords

**Confirmation** - It is used when previously modified behaviour occurs again and the therapist points this out to the client.

**Treatment contract** - It is concrete contract that emphasizes on the therapy goals as well as the agreed upon responsibilities for both the therapist and the client.

**Ulterior Transactions** - An ulterior transaction is one in which two ego states operate simultaneously and one message disguises the other.

**Coping techniques** - These strategies help in managing the emotional consequences (C) of irrational thoughts and may include relaxation exercises and meditative practices.



### **12.5. Self-Assessment**

1. Rational Emotive Therapy was proposed by Albert Ellis.
  - A. True
  - B. False
2. ABC Theory of Psychopathology belongs to Transactional Analysis.
  - A. True
  - B. False
3. Irrational beliefs are related to Rational Emotive Therapy.
  - A. True
  - B. False
4. There are four Ego-States in Transactional Analysis.
  - A. True
  - B. False
5. Unconditional Life Acceptance is related to Rational Emotive therapy.
  - A. True
  - B. False
6. Psychotherapy is a form of ----- system.
  - a. Information
  - b. Treatment
  - c. Literacy
  - d. None of them
7. There are ----- musts of irrational thinking.
  - a. 1
  - b. 2
  - c. 3
  - d. 4
8. There are ----- techniques in REBT.
  - a. 1
  - b. 2
  - c. 3
  - d. 4
9. Eric Berne was born in-----
  - a. Mosco
  - b. London
  - c. Canada
  - d. None of them
10. "The Mind in Action" -was written by -----
  - a. Albert Ellis
  - b. Eric Berne
  - c. Ana Freud
  - d. None of them
11. ----- is related to experiences of himself from the past.
  - a. Child Ego State
  - b. Parent Ego State
  - c. Adult Ego State
  - d. None of them

12. Berne suggested that human communication is -----
  - a. Simple
  - b. Classified
  - c. Not specific
  - d. Complex
13. Ellis identified ----- major insights of Rational Emotive Therapy.
  - a. 1
  - b. 2
  - c. 3
  - d. 4
14. I must do well & gain people's approval.
  - a. Rational Belief
  - b. Irrational Belief
  - c. Executive Belief
  - d. None of them
15. Transactional Analysis is a ----- theory.
  - a. Behaviouristic
  - b. Gestalt Theory
  - c. Psychoanalytic Theory
  - d. None of them

Answers				
01	02	03	04	05
a	b	a	b	a
6	7	8	9	10
b	c	c	c	b

## **12.6. Review Questions**

1. Write a note on Psychotherapy.
2. What is the ABC Theory of Psychopathology in RET?
3. How the insight can be gained by the subject with behaviour modification?
4. Write about the techniques used in Rational Emotive Therapy.
5. What are the principles of REBT?
6. How does REBT compared to CBT?
7. How Transactional Analysis was developed?
8. What are the techniques of Transactional Analysis?
9. How we can use Transactional Analysis in Therapy?
10. What are the roles of REBT & TA for managing the mental disorder?



## **Further Readings**

- Quality of Life by Alison Carr, et. al. BMJ Books.2002
- Quality of Life- An Interdisciplinary Perspective by Shruti Tripathi, et. al. CRC Press,2022.

## **Unit 13 -TREATMENT SYSTEM EMPHASIZING ACTION**

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Further Readings

### **Objectives**

- To know William Glasser's Reality Therapy
- To understand Solution Focussed Brief Therapy
- To familiarize with the Transpersonal Therapy

### **Introduction**

The fact that everyone is constantly striving to meet these basic needs is at the heart of reality therapy. When a person feels bad, reality therapists maintain it is because one of the five needs have not been fulfilled. People participating in reality therapy might learn ways to be more aware of any negative thoughts and actions possibly preventing them from meeting their needs, as according to the tenets of reality therapy, changing one's actions may have a positive effect on the way that individual feels and on their ability to attain their desires. These changes ideally take place through the use of Glasser's choice theory, which uses questions such as "What are you doing/What can you do to achieve your goals?"

In reality therapy, the therapist might begin the therapeutic process by guiding a person's attention away from past behaviours in order to focus on those that occur in the present. Present needs are what are relevant, as they are the needs that can be satisfied. Reality therapists also tend to not focus on a person's symptoms, as Glasser believed symptoms of mental distress manifest as a result of a person's disconnection from others.

Individuals who enter reality therapy generally have a specific issue of concern, and the therapist may ask them to consider the effects their behaviour has on that area, helping that person focus on things they can actually change rather than things beyond their control. In reality therapy, the focal point is what the person in therapy can control. By understanding one's own needs and desires and developing a plan to meet those needs while refraining from criticizing or blaming others, reality therapists believe that a person may be able to form, reform, or strengthen connections with others.

### **13.1 William Glasser's Reality Therapy**

Reality therapy is a form of counselling and therapy that views all behaviour as choices. Reality therapists believe that psychological dysfunction is a result of people choosing such behaviours in order to fulfil their needs, rather than an underlying mental health condition.

It is based on the concepts underlining choice theory, according to which, human beings have five basic, genetically driven needs, and those cannot be changed. Choice theory states that people can

assume better control of their lives by taking more responsibility for their actions. It also states that people choose to have negative emotions, which result in people making negative decisions.

Because it rejects the premise of mental health conditions and their diagnosis, reality therapy is considered controversial and may not be as popularly used as other therapeutic approaches.

Reality therapy was developed by William Glasser in the year 1965. Glasser believed that the solution to a happier existence is simply making better choices that will lead to better relationships and overall happiness. According to Glasser, choosing to change one's own behaviour will result in more successful attaining of goals as opposed to trying to change someone else's behaviour. The main goal in reality therapy is to help people accept responsibility for these behaviours and choose more desirable actions that enable them to connect with others in a better way.

Reality therapy focuses on the current issues faced by the client rather than those of the past. This approach to therapy encourages problem solving and is based on the idea that people experience mental disturbances when their basic psychological needs are not met.

### ***William Glasser***

William Glasser was born in Cleveland, Ohio, USA, in 1925 and was the youngest among three siblings. He finished his psychiatric residency from UCLA, USA, in 1957, but he had doubts about psychoanalysis. In the 1960s he began to formalize his approach to counselling. Glasser's first book, *Mental Health or Mental Illness?* (1961), outlined many of his ideas that were later described in *Reality Therapy: A New Approach to Psychiatry* (1965). Shortly after the publication of *Reality Therapy*, Glasser founded the Institute of Reality Therapy in Canoga Park, California. Glasser has authored many books on his approach and has applied these concepts to various areas.

### ***Five Basic Needs of Choice Theory***

Choice theory states that humans have five basic needs that are genetically driven and are referred to as genetic instructions. These needs are:

- ***Survival*** - This is the basic need relating to food and shelter, as well as psychological needs of safety and security.
- ***Love and belonging*** - This need related to an individual's relationships with everyone around him/her.
- ***Power*** - This underlines a need for a sense of accomplishment, and self-worth.
- ***Freedom*** - This related to the need for autonomy and to maintain personal space.
- ***Fun*** - This relates to the need for pleasure, enjoyment, humour, and relaxation.

In choice theory, these needs do not necessarily exist in any particular order. But it does state that our primary need is love and belonging, thus explaining why mental health challenges are often related to relationships.

The theory also underlines that we choose our behaviours in order to satisfy unmet needs, and that those behaviours must be driven through internal forces. If our behaviour is influenced by external factors like people or situations, it will result in psychological symptoms. Reality therapy is intended to help clients identify these unmet needs and guide them through planning and setting goals required to fulfil these unmet needs.

### ***Key Concepts of Reality Therapy***

The key concepts of reality therapy include the following:

- ***Behaviour*** - Behaviour is a central concept underpinning reality therapy and may be subdivided into organized behaviours and reorganized behaviours. Organized behaviours are past behaviours that one created to satisfy his/her needs. The therapist will help the client in recognizing any ineffective organized behaviours, which are then changed into more effective ones, known as reorganized behaviours.

- **Control** - The choice theory suggests that a person is only effectively controlled by themselves. It also states that the idea of being controlled by external factors is ineffective for making change. A reality therapist works to increase the client's awareness of these controllable choices.
- **Responsibility** - In reality therapy, control is closely associated with responsibility. According to Glasser, people are irresponsible when they make poor choices. Thus, reality therapy aims to increase one's accountability of his/her behaviour.
- **Action** - According to reality therapy, one's actions are part of the overall behaviour and can be managed by the individual himself/herself. Hence, the therapist will focus on evaluating client's current actions, how well they are satisfying his/her needs, and planning new actions that will meet those needs.
- **Present moment** - Reality therapy focuses on the here and now and that the actions are influenced by the current unmet needs and not by the past.

### **Techniques of Reality Therapy**

Reality therapy involves different techniques aimed at changing current behaviour. Some of these techniques include:

- **Self-evaluation** - A therapist will use self-evaluation techniques to help the client recognize your present actions, which, in turn, acts as a foundation for planning new actions.
- **Action planning** - After self-evaluation, the therapist will guide the client through planning new actions that serve the needs better.
- **Reframing** - In reframing, a therapist expresses a concept in a positive or less negative way. This can help shift the client's mindset from focusing on the problem to focusing on the solution.
- **Behavioral rehearsal** - Behavioural rehearsal involves practicing appropriate social behaviours, so that when the situation occurs in reality, the client is better prepared to respond with the appropriate behaviour.

Reality therapy, developed by Dr. William Glasser in 1965, is founded on the principles of choice theory and has developed into a widely recognized form of therapy. Parents as well as many professionals in the fields of education, mental health, and social services have embraced the fundamentals of this therapy, which suggests that all human issues occur when one or more of five basic psychological needs are not met and that an individual can only control their own behaviour. Glasser believed that when someone chooses to change their own behaviour rather than attempting to change someone else's, they will be more successful at attaining their own goals and desires.

### **UNDERSTANDING REALITY THERAPY**

Reality therapy focuses on current issues affecting a person seeking treatment rather than the issues the person has experienced in the past, and it encourages that person to use therapy to address any behaviour that may prevent them from finding a solution to those issues. This type of therapy encourages problem solving and is based on the idea that people experience mental distress when their basic psychological needs have not been met. These needs are:

Power: A sense of winning, achieving, or a sense of self-worth.

Love and belonging: To family, to a community, or to other loved ones.

Freedom: To be independent, maintain personal space, autonomy.

Fun: To achieve satisfaction, enjoyment, and a sense of pleasure.

Survival: Basic needs of shelter, survival, food, sexual fulfilment.

The fact that everyone is constantly striving to meet these basic needs is at the heart of reality therapy. When a person feels bad, reality therapists maintain it is because one of the five needs have not been fulfilled. People participating in reality therapy might learn ways to be more aware

of any negative thoughts and actions possibly preventing them from meeting their needs, as according to the tenets of reality therapy, changing one's actions may have a positive effect on the way that individual feels and on their ability to attain their desires. These changes ideally take place through the use of Glasser's choice theory, which uses questions such as "What are you doing/What can you do to achieve your goals?"

### ***OVERVIEW OF THE THERAPEUTIC PROCESS***

In reality therapy, the therapist might begin the therapeutic process by guiding a person's attention away from past behaviours in order to focus on those that occur in the present. Present needs are what are relevant, as they are the needs that can be satisfied. Reality therapists also tend to not focus on a person's symptoms, as Glasser believed symptoms of mental distress manifest as a result of a person's disconnection from others.

Individuals who enter reality therapy generally have a specific issue of concern, and the therapist may ask them to consider the effects their behaviour has on that area, helping that person focus on things they can actually change rather than things beyond their control. In reality therapy, the focal point is what the person in therapy can control. By understanding one's own needs and desires and developing a plan to meet those needs while refraining from criticizing or blaming others, reality therapists believe that a person may be able to form, reform, or strengthen connections with others.

### ***ROLE OF THE THERAPIST IN REALITY THERAPY***

Because reality therapy seeks to treat individuals who experience difficulty in their relationships with others, forming a connection with the therapist is an important beginning in reality therapy. This connection is considered by reality therapists to be the most important dynamic in facilitating healing. Once this relationship is stable, it can be used as a model to form fulfilling connections outside of the therapeutic environment.

Those in therapy can learn how to best strengthen relationships outside of therapy while in the "safe" therapeutic relationship and as a result, be able to more easily expand on those methods in daily life. Reality therapists hold that when a person in therapy can employ the behaviours, actions, and methods developed through therapy in life successfully, they will often be able to improve external relationships and experience a more fulfilling life.

### ***APPLICATION OF REALITY THERAPY***

Reality therapy is considered an effective therapeutic strategy for addressing many issues, but it can be especially valuable in treating difficulties faced by children and young adults at school and in their communities.

Research has shown improvements in overall classroom functioning, cooperation, and a decrease in challenging behaviours when teachers and school counsellors are adequately trained in reality therapy. Studies have also indicated that reality therapy is useful when applied to certain issues with behavioural components, including teen pregnancy. Reality therapy works from the perspective that people must assume responsibility for their behaviour if they wish to change it.

Reality therapy has also been effective in the broader community, such as when integrated into athletic coaching and in work with juvenile offenders, to facilitate behavioural change. This form of therapy can help bridge the gap between intolerance and ignorance through education and equality, often resulting in a more unified group.

### ***CONCERNS AND LIMITATIONS OF REALITY THERAPY***

Findings show that reality therapy has been applied with positive results in schools for problems concerning behaviour. However, little long-term research on the effectiveness of this approach in school populations has been conducted. These studies are also limited due to the lack of experimental control in areas such as sample size and training of teachers, as well as questions concerning voluntary participation.

While reality therapy has been found to reduce issues with misbehaviour of target groups in schools, findings are limited regarding its capacity for improving the personal experiences of youth, their self-esteem, and self-concept. These findings suggest that reality therapy is effective in addressing symptomatic behavioural issues but not underlying causes and reasons for the behaviour.

## **13.2 Solution Focused Brief Therapy**

Solution-Focused Brief Therapy (SFBT), also known as Solution-Focused Therapy (SFT) was developed by husband-and-wife Steve de Shazer and Insoo Kim Berg in collaboration with their colleagues at the Milwaukee Brief Family Therapy Centre in the 1970s and 1980s. They noticed that clients would often discuss their problems while not being able to focus on their inner resources in order to overcoming these problems and move towards the future.

As the name suggests, SFBT is future-focused and goal-directed, and focuses on solutions, rather than on the problems. It emphasizes discovering the resources and strengths a person has. Thus, instead of exploring how the issue arose or interpretations of it and why it is there and what it really means for the person, SFBT instead concentrates on the issue in the here and now, and how to move forward with a solution for the same. While it does acknowledge the current problems and its past causes, SFBT mainly focuses on the individual's current resources and future hopes. This can help them to look forward and use their own strengths in order to achieve their goals.

SFBT is type of constructive therapy, which believes that people are meaning makers and are ultimately create their own realities. The SFBT therapist believes that change in life is inevitable and since the client creates his/her own reality, the need to affect that change in a positive direction.

It is mainly the future vision that drives the therapy process forward, ensuring that it is directional and, thus, brief. Therapists can use this future solution to shape the techniques and questions that will comprise discussions during the therapy process, which are directed to help the individual realise his/her potential and find the strength to move forward.

Goal-setting forms the key concept of SFBT and is the first step in the therapeutic process, wherein the therapist and client identify and clarify the client's goals. The therapist will begin by questioning what one hopes to get out of working with the therapist and how, specifically, his/her life would change when steps were taken to resolve problems. By answering these types of questions, the client can begin to identify solutions and come up with a plan for change.

The aim of SFBT is to find and implement a solution to the problem as soon as possible to minimize the time spent in therapy and, more importantly, time spent in distress. The approach works toward finding realistic, workable solutions for clients as quickly as possible, and the efficacy of this treatment has made this a popular choice of therapy.

Drawing upon the client's expertise in themselves, the therapist uses a variety of techniques and questions to demonstrate their strengths, resources, and desires. With the focus shifted to what is already working in a client's life, and how things will look when they are better, more room opens up for the solutions to arrive.

### ***Techniques Used in Solution Focused Brief Therapy***

Various techniques may be used in SFBT to make the client more aware about the future and to focus on a solution. These techniques include the miracle question, coping questions, exceptions to the problem, compliments, and using scales, which are discussed as follows:

- ***The Miracle Question*** - The miracle question is a technique that is used by the therapists to help clients to think out of the box. It asks the client to consider life without the problem by setting up a scene where a miracle happens and the problem is gone. The therapist asks the client to imagine that they have gone to sleep and when they wake up in the morning, their problems have vanished. After this visualization, they ask the client how they know that the problems or issues

have gone, and what is it in particular that is different. This question helps the client open up to future possibilities.

- **Coping questions** - These are questions that the practitioner uses to gain an understanding of how the person manages to cope. These questions enable the client to identify their available resources and internal strengths, which they might not have been consciously aware of before.
- **Exceptions to the Problems** - Solution-focused therapy believes that there are exceptions or moments in an individual's life when the problem or issue is not there, or even if the problem does exist, it does not exert any negative influence over the client's life. This could help the client focus on creating a solution for the problem. It also will help the client to acknowledge that there are times when they are not affected by the problem, which minimizes the power the problem has over the client's emotional and mental state.
- **Compliments** - The therapist is an active listener during the therapy process so that he/she can identify and acknowledge the client's strengths and achievements, who then reflects them back to the client. Compliments may be used directly through verbal expression or indirectly through coping questions or non-verbal cues that encourage the client to notice and compliment themselves.
- **Scales** - The therapists may ask the client to rate the severity of their problem or issue on a scale from 1-10. This helps both the practitioner and client to understand where the client stands with respect to his/her issues. This technique may also be used throughout the process of therapy to monitor the client's progress.

SFBT is the therapy of choice when a client is trying to reach a specific goal or overcome a particular problem. It can be used as a standalone therapeutic intervention, or along with other approaches to therapy. It can be used to treat people of all ages and to deal with a variety of issues including addiction, child behavioural problems, and relationship problems. This form of therapy is typically not used to treat major psychiatric conditions such as psychosis and schizophrenia.

Solution-focused brief therapy (SFBT) is a strength-based approach to psychotherapy based on solution-building rather than problem-solving. Unlike other forms of psychotherapy that focus on present problems and past causes, SFBT concentrates on how your current circumstances and future hopes.

SFBT was developed in the 1970s and 1980s by husband-and-wife Steve de Shazer and Insoo Kim Berg at the Brief Family Therapy Centre in Milwaukee, Wisconsin.

Unlike many traditional forms of psychotherapy, SFBT is not based on any single theory. It's not focused on the past (such as a client's childhood) or insight into your problems.

### *Techniques*

SFBT is an approach that falls under the umbrella of constructive therapies. Constructivism posits that people are meaning makers and are ultimately the creators of their own realities. The SFBT therapist believes that change in life is inevitable. Because someone creates their own reality, they may as well change for the better.

In SFBT, the therapist is a skilled conversation facilitator. They do not present themselves as an expert but instead comes from a "not-knowing" point of view.

Drawing upon the client's expertise in themselves, the therapist uses a variety of techniques and questions to demonstrate their strengths, resources, and desires. With the focus shifted to what is already working in a client's life, and how things will look when they are better, more room opens up for the solutions to arrive.

SFBT doesn't stress about the problems but instead spotlights possible solutions.

### *Miracle Questions*

The miracle question is a technique that therapists use to assist clients to think "outside the square." It asks the client to consider life without the problem by setting up a scene where a miracle happens and the problem is gone. The exact language may vary, but the basic wording is this:

"Suppose that while you are sleeping tonight and the entire house is quiet, a miracle happens. The miracle is that the problem which brought you here is solved. But because you are sleeping, you don't know that the miracle has happened. So, when you wake up tomorrow morning, what might



be the small change that will make you say to yourself, 'Wow, something must have happened – the problem is gone!'"

Asked this way, miracle questions help clients open up to future possibilities.

### ***Exception Questions***

Exception questions allow clients to identify times when things have been different for them. Finding times when the problem wasn't so much of a problem.

#### ***Examples of exception questions include:***

"Tell me about times when you felt happiest."

"What was it about that day that made it a better day?"

"Can you think of a time when the problem was not present in your life?"

By exploring how these exceptions happened, a therapist can empower clients to find a solution.

### ***Scaling Questions***

Scaling questions invite clients to perceive their problems on a continuum. They're also a helpful way to track progress toward goals and monitor change.

Generally, scales are from 1 to 10. When working with a client who is dealing with anxiety, for example, a therapist might say:

"If 10 is the most anxious and 1 is the most relaxed, what number would you put yourself on right now?"

Questions like these are usually followed with questions related to scaling, such as asking the client to explain why they chose the number they did and why their number is not one lower. They'll likely also ask the client how they will know they are moving up the scale.

### ***What SFBT Can Help With?***

SFBT is best when a client is trying to reach a goal or overcome a particular problem. It can stand alone as a therapeutic intervention, or it can be used along with other therapy styles. It's used to treat people of all ages and a wide range of issues including addiction, child behavioural problems, and relationship problems.

This form of therapy is typically not used to treat major psychiatric conditions such as psychosis and schizophrenia.

### ***Benefits of SFBT***

The major advantage of SFBT is its brevity. SFBT is a form of "brief therapy," typically lasting between 5–8 sessions. Because of this, it is often less costly than other forms of therapy.

Instead of digging into old wounds, more time is spent focusing on resolutions, which makes SFBT great for people who have a specific goal in mind and just need a little help reaching it.

### ***Effectiveness***

#### ***Research shows that SFBT can effectively:***

Decrease addiction severity and trauma symptoms

Decrease marital issues and marital burnout in women

Improve classroom behavioural problems in children with special education needs

Reduce externalizing behavioural problems, including conduct disorder, and conflict management

Reduce internalizing behavioural problems, such as depression, anxiety, and self-esteem

SFBT can be just as effective (sometimes even more so) than other evidence-based practices, such as cognitive behavioural therapy (CBT) and interpersonal psychotherapy.

### *Things to Consider*

If you are looking to dissect your childhood or come upon a great deal of insight about your life's trajectory, SFBT may not be the kind of therapy you are looking for. If, however, you want laser-focused help to move into a new area of your life without getting lost in the details, SFBT may be a good fit for you.

### *How to Get Started*

If you have an issue you can't seem to solve and think you might benefit from SFBT, you can start by asking your physician for a recommendation. If you're seeing a mental health practitioner for other reasons, they may be able to provide a recommendation as well. Local and state mental health agencies also often have resources you can turn to.

Once you have found a qualified professional, make an appointment and ensure they accept your insurance. Your first appointment will probably involve filling out the necessary paperwork, which can include details regarding your symptoms, medical history, and insurance plan.

## **13.3 Transpersonal Therapy**

Transpersonal psychology is a school of thought in psychology which is focused around the spiritual aspects of human life. The term transpersonal psychology was first introduced in the 1960s by psychologists such as Abraham Maslow and Victor Frankl. This field utilizes psychological methods and theories to examine the spiritual subject matter.

Instead of following any one school of thought, transpersonal psychology brings together a wide range disciplines and theories like philosophy, literature, health theories, art, social theory, cognition science, and different spiritual traditions.

Transpersonal therapy is an informal and holistic therapeutic approach that focuses on physical, mental, emotional, social intellectual and creative needs with an emphasis on spiritual health. It emphasizes honesty, open-mindedness, and self-awareness from both the client and the therapist in order to facilitate growth and healing.

This form of therapy evolved from the works of American psychologist Abraham Maslow in the 1960s. It integrates traditional spiritual rituals into modern psychology and emphasizes positive influences and role models rather than concentrating on negative experiences. This intervention is based on the idea that humans are more than just a combination of mind and body and are made up of intangible, or transcendent, factors that make up the whole person. Just as the mind and body may sometimes become diseased and require intervention, the spirit also requires to be healed at times. A transpersonal therapist may depend on a variety of different religions and spiritual practices that can help the client explore various levels of consciousness and use his/her spirituality to guide himself/herself through troubled times.

Transpersonal therapy can be integrated into other types of therapy as is deemed necessary by the therapist. Given its holistic approach, clients are often engaged in this type of therapy for a long period of time. There is no set structure to a transpersonal session. Therapists use a variety of techniques, many of them creative, in order to encourage clients' growth holistically.

As opposed to other forms of therapy that focus on negative thoughts or events, transpersonal therapist chooses to focus on the positive skills and potential. It sees the individual as a part of, and influenced by, their natural surroundings rather than seeing them as separate from the external world. Thus, transpersonal therapists believe that by making the surroundings better or taking steps to improve the spiritual connection, the client can make positive changes to self and environment.

In transpersonal therapy, the focus is on what the client is capable of doing rather than what the therapist is capable of offering to the client. The therapist acts as a facilitator to change, whereas, the client takes control of uncovering the truths and of their healing and well-being.

### ***Techniques in Transpersonal Therapy***

A transpersonal therapist depends on a variety of techniques in order to effect a holistic change within the client. Some of these techniques have been outlined below:

- ***Meditation*** - It involves sitting still, focusing on breathing, thus creating a calm environment that aids in clearing the mind.
- ***Drawing Mandalas*** - Mandalas are a mindfulness technique that helps in clearing the mind. In certain cases, it can also help the client as a way of coping.
- ***Journaling*** - Journaling, in addition to being an effective tool for catharsis and venting out emotions, can also aid in viewing issues objectively and channelizing inner energies adequately.
- ***Music*** - This therapeutic approach can include dancing, listening, and creating music to facilitate healing and growth.
- ***Mindfulness Techniques*** - Mindfulness techniques use the elements of breathing and experiencing sensations to focus on the here and now and being mindful about one's surroundings. It can be an effective technique to cope with the daily stressors.
- ***Visualization*** - It is a form of guided meditation where one can safely create spaces of comfort to help when experiencing distress.
- ***Hypnotherapy*** - In hypnosis, the therapist guides the individual to a safe place in the mind to uncover any hidden potentials or any problems that may be holding back the individual from realizing his/her potential.

These techniques aid in exploration of self and realizing one's potential, thereby creating a greater meaning of life and enhance one's inner strengths.

Transpersonal therapy takes a holistic approach to therapy with an emphasis on spirituality. This type of therapy aims to address the client's mental, physical, social, emotional, creative, and intellectual needs in order to facilitate healing and growth.

Transpersonal therapy can be used to treat a variety of mental health concerns. It is especially helpful for clients interested in exploring their spirituality. Transpersonal therapy promotes altruism, creativity, and feelings of connectedness.

### ***Effectiveness of transpersonal therapy***

There is limited research on the effectiveness of transpersonal therapy. Studies have shown that it is not an effective treatment for individuals experiencing psychosis.

Transpersonal therapists use a variety of techniques such as, meditation, guided visualization, hypnotherapy, dream work, art, music, journaling, and mindfulness practices in order to help clients explore their spiritual self and create meaning in their life.

This therapy requires that both the therapist and client be open-minded, honest, and self-aware.

Transpersonal therapy is a more informal therapy technique. Frequency of sessions can be determined by the therapist and client together.

Transpersonal therapy can be integrated into other types of therapy and techniques such as, mindfulness and mediation, which are typically long-term. Given its holistic approach, clients are often engaged in this type of therapy for a long period of time.

There is no set structure to a transpersonal session. Therapists use a variety of techniques, many of them creative, in order to encourage clients' growth holistically.

Transpersonal therapy goes beyond traditional talk therapy, and employs a variety of creative techniques. Sessions vary depending upon the client's goals and the therapist's expertise.

Transpersonal therapy can be provided by mental health counsellors, social workers, psychologists, and psychiatrists. Regardless of credentials, therapists who provide supportive therapy should possess:

Experience using mindfulness practices and a holistic approach

### **13.4. Summary**

Solution-focused brief therapy doesn't require a deep dive into your childhood and the ways in which your past has influenced your present. Instead, it will root your sessions firmly in the present while working toward a future in which your current problems have less of an impact on your life (Iveson, 2002).

This solution-centric form of therapy grew out of the field of family therapy in the 1980s. Creators Steve de Shazer and Insoo Kim Berg noticed that most therapy sessions were spent discussing symptoms, issues, and problems.

De Shazer and Berg saw an opportunity for quicker relief from negative symptoms in a new form of therapy that emphasized quick, specific problem-solving rather than an ongoing discussion of the problem itself.

The word "brief" in solution-focused brief therapy is key. The goal of SFBT is to find and implement a solution to the problem or problems as soon as possible to minimize time spent in therapy and, more importantly, time spent struggling or suffering (Antin, 2018).

SFBT is committed to finding realistic, workable solutions for clients as quickly as possible, and the efficacy of this treatment has influenced its spread around the world and use in multiple contexts.

SFBT has been successfully applied in individual, couples, and family therapy. The problems it can address are wide-ranging, from the normal stressors of life to high-impact life events.

The only realm in which SFBT is generally not recommended is that of the more extreme mental health issues, such as schizophrenia or major depressive disorder (Antin, 2018).

Unlike most forms of psychotherapy that concentrate on improving mental health, transpersonal therapy takes a more holistic approach, addressing mental, physical, social, emotional, creative, and intellectual needs, with an emphasis on the role of a healthy spirit in healing. To facilitate healing and growth, transpersonal therapy places great emphasis on honesty, open-mindedness, and self-awareness on the part of the therapist as well as the client.

Reality therapy views all behaviours as choices, which means that it doesn't consider mental conditions. It is based on a concept called choice theory, which says that humans only have five basic needs, all of which are genetically driven and can't be changed. Because of this, reality therapy is a bit controversial in the therapy world because it rejects the diagnosis of mental health conditions.

William Glasser developed reality therapy in 1962, but he didn't describe choice theory until 34 years later, in 1996. He described it as an update on an existing concept called control theory because he thought that name sounded more positive.

### **13.5. Keywords**

**Meditation**– It involves sitting still, focusing on breathing, thus creating a calm environment that aids in clearing the mind.

**Journaling**– Journaling, in addition to being an effective tool for catharsis and venting out emotions, can also aid in viewing issues objectively and channelizing inner energies adequately.

**Coping questions** – These are questions that the practitioner uses to gain an understanding of how the person manages to cope.

**Solution Focused Brief Therapy** - It is future-focused and goal-directed, and focuses on solutions, rather than on the problems. It emphasizes discovering the resources and strengths a person has.

**Transpersonal psychology** is a school of thought in psychology which is focused around the spiritual aspects of human life.

**13.6. Self-Assessment**

1. "Mental Health or Mental Illness" was written by William Cullen
  - A. True
  - B. False
2. There are five basic needs of Choice Therapy.
  - A. True
  - B. False
3. Another name of Reality Therapy is Choice therapy.
  - A. True
  - B. False
4. SFBT is a type of Constructive Therapy.
  - A. True
  - B. False
5. Goal setting forms the key concept of SFBT.
  - A. True
  - B. False
6. There are ----- techniques in SFBT.
  - a. 3
  - b. 5
  - c. 7
  - d. 9
7. The term Transpersonal Psychology was first introduced by -----
  - a. Maslow & Frank
  - b. Dollard & Millar
  - c. Hilgard & Atkinson
  - d. None of them
8. ----- is a Mindful Technique that helps in cleaning the mind.
  - a. Journaling
  - b. Mandalas
  - c. Paraphrasing
  - d. None of them
9. Brief SFBT typically last between ----- sessions.
  - a. 3-6
  - b. 4-8
  - c. 5-8
  - d. None of them
10. REBT is good for-----
  - a. Total Recovery
  - b. Psychodynamics
  - c. Symptom reduction
  - d. None of them

Answers				
01	02	03	04	05
b	a	a	a	c
6	7	8	9	10

b	a	b	c	c
---	---	---	---	---

### **13.7. Review Questions**

1. What is the relevance of Reality Therapy to be popularized?
2. What are the basic needs of Reality Therapy?
3. Write in brief about the key concepts of Reality Therapy.
4. What is the importance of Reality Therapy?
5. Describe the techniques of Reality Therapy.



### **Further Readings**

*Quality of Life* by Alison Carr, et. al. BMJ Books,2002

*Quality of Life- An Interdisciplinary Perspective* by Shruti Tripathi, et. al. CRC Press,2022.

## Unit 14 - CAREER DEVELOPMENT

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### **Objectives**

- To know the self-explorative Intellectual Capacities.
- To understand Aptitude, Ability & Personality Traits.
- To familiarize with the different components of Career Development.

### **Introduction**

The term career can be defined as a pattern of activities in the personal, social and occupational life of an individual that comprises of his/her entire life span. These activities include personal, occupational and social life of the person. It is generally seen with regard to a number of phases reflecting the transition from one stage of life to the next. It refers to the life of a person taken as a whole with an emphasis on his/her social influence and others' attitudes towards him/her.

Development refers to the modification of behavior as a result of growth and learning and tends to be progressive in nature.

Thus, career development means the overall development in the life style of a person. It involves person's experiences that contribute to the formation of his/her identity including life experiences, education, career choice, on the job training, level of professional achievement and degree of satisfaction.

According to Baer, Flexer, Luft and Simmons (2008), career development is a lifetime process that encompasses the growth and change process of childhood, the formal career education at school, and the maturational processes that continue throughout a person's working adulthood and into retirement. Schreuder and Coetzee (2006) explain that a career consists of different stages and the individual is confronted with different issues during each of these stages. Thus, career development constitutes the lifelong process of developing one's career and may include defining new goals regularly and acquiring skills to achieve them.

Vocation and vocational development constitute a key area in career development. It involves training on new skills, moving to higher job responsibilities, making a career change within the same organization, moving to a different organization or starting one's own business.

Career development is directly linked to the goals and objectives set by an individual. It starts with self-actualization and self-assessment of one's interests and capabilities. The interests are then

matched with the available options. The individual then is required to train himself/herself to acquire the skills needed for the option or career path chosen by him/her. Finally, after acquiring the desired competency, he/she has to perform to achieve the set goals and targets.

Career development is directly linked to an individual's growth and satisfaction and hence should be managed by the individual and not left to the employer. Career development helps an individual grow not only professionally but also personally. Learning new skills like leadership, time management, good governance, communication management, team management etc. also help an employee develop and shape their career.

Irrespective of whether individuals plan their career or leave it to chance, career development does take place over time. People are more likely to acquire meaningful and satisfying work if they are playful about the opportunities they pursue and the education and training they take. When people have a vision for what they want to do with their lives, they tend to be more focused, better able to spot opportunities, and be more persistent in pursuit of those opportunities.

### ***Life Stages and Vocational Development***

At each stage of life, an individual undergoes continuous vocational development. It starts when the individual is quite young and is beginning to learn about different ways to make a living. It is a part of human development, and thus the process can span a lifetime. For example, when a child notices that some people are doctors, engineers, or teachers, it signals the start of this process. It continues through schooling years as they explore occupations, and later, into adulthood as people ultimately decide on their career option.

Career development doesn't end after an occupation is chosen. The individual is then required to get the required educational qualification as well as training, to apply for and find employment, and ultimately experience career growth and advancement. Some people also change career paths during their work lives.

Based on the characteristics in different life stages, there are five stages of vocational development, which have been described below:

- ***Growth Stage*** - This stage begins at birth and continues till the age of fourteen years. It is a preparatory stage during which a child develops basic skills.
- ***Exploratory Stage*** - This stage lasts between the age of 15-25 years. During this stage, a person focuses on thinking and understanding about self, becoming an adult, finding a life partner, occupation and place in community.
- ***Establishment stage*** - It ranges between 25 to 45 years. During this, stage an individual establishes himself/herself and gains occupational identity.
- ***Maintenance stage*** - This stage ranges from 45 to 60 years of age. During this stage, a person maintains and enhances his/her occupational and social status.
- ***Decline*** - This stage begins at 60 years of age. In this stage, a person not only declines in physical strength but also goes through retirement. Overall, his/her role lessens in the vocation, family responsibilities and community.

### ***Stages of Vocational Development***

The stages of vocational development may be described as follows:

- ***Early Exploration*** - This involves the first job. It can be a part time or a temporary job.
- ***Exploration and Trial*** - In this stage, a person explores more avenues and ultimately tries to settle in a job of his or her liking. This stage is also called floundering stage.
- ***Establishment and Maintenance*** - During this stage, a person establishes himself or herself in one field of work and then continues to maintain in it.
- ***Retirement*** - Here the person tends to narrow down his or her responsibilities. Depending upon the capability of the person, he/she may either leave the job or shift to a job with lesser responsibility.



The stages of career development are, in fact, the life stages combined with the stages of vocational development.

### ***Steps of Career Development***

There are various steps in a person's overall career development which have been outlined below:

- ***Self-Assessment*** - The first step in career development is the self-assessment which means that the individual has to assess oneself on the kind of career and growth one wants and what kind of skills and interests are there.
- ***Career Awareness*** - This stage is when an individual explores various career paths which align with the self-assessment done in the first step. Career awareness entails how a person can explore various domains and types of jobs/work available.
- ***Goal Setting*** - This is the most important step in career development because this is where one defines clear short-term and long-term goals to meet the career one aspires. Both short-term and long-term goals need to be defined to begin with. Short term goals would be more actionable but long-term goals can be changed or tweaked as per the growth.
- ***Skill Training*** - Once the career and goals are set, one needs to acquire the right skills to achieve the growth. Skill training can be done through self-training or joining a structured training program online or offline. Once the right skills are acquired, one can start the final stage.
- ***Performing*** - With all the right knowledge and skills, the important part is to perform the tasks and jobs successfully to grow in the career path.

These five steps are part of an ongoing process. Multiple times in a career, the person would need to revisit the cycle to get the right career growth.

### ***Factors Influencing Career Development***

A person's career development can be affected by multiple factors, some of which may be largely outside their control. These influences must be considered during the process of developing a career.

- ***Personal Characteristics*** - Personality type, interests, aptitudes, and work-related values make all of us who we are. These personal characteristics play a significant role in career development since they influence which occupations we find satisfying, as well as the types of work environments in which we will succeed. That is why, when one is in the process of choosing a career, doing a self-assessment becomes an important step.
- ***Financial Resources*** - Pursuing certain career options can be costly. Financial limitations can also be a limiting factor when job-hunting.
- ***Financial Obligations*** - Financial obligations such as a rent, household expenses or any loans, may inhibit a person from switching jobs or careers.
- ***Physical, Mental and Emotional Impairments*** - Some people are better suited to some careers than to others due to physical and mental abilities or limitations.
- ***Age*** - Age can be a limiting aspect in career development. One may worry about being too young or too old to pursue a particular path, advance in the career, or make a career change.
- ***Family Obligations*** - A person's career development may stall if they take time off from work to take care of children or elderly parents.

## **14.1 Self-Explorative Intellectual Properties**

An essential step in the process of awakening career aspirations and career research and planning is that of self-exploration. This is the term for a process of identifying one's skills, interests, values, and aptitudes as they pertain to work and career decisions, using a variety of formal and informal assessment tools. This process has the potential to foster the type of self-awareness and self-reflection that are invaluable to college and career readiness.

Know thyself is the key word for success in career development. Some people feel frustrated in life because they could not understand themselves in the early stages of career development. People are not able to understand about themselves mainly because they either lack the courage to be one's own self, or they try to imitate others, or else they try to be what others expect them to be. In other cases, they may not take the time to know themselves or may misinterpret their experiences. Most people move from one immediate desire to another, apparently without even realizing that what they really want that is something which is much more basic. The most fundamental and lasting desire is to follow one's interest. Hence, it is important to realize that every individual has a self that is distinct from the others and that everyone has basic abilities which make it possible for him/her to choose from a wide variety of occupations. But selection of vocations is purely a matter of personal taste. Before concluding about one's interest, abilities and strong points one should do thorough self-analysis or introspection.

### ***Areas of Self Exploration in Career Development***

An important step in the process of career research and planning is that of self-exploration. This process helps identify one's skills, interests, values, and aptitudes as they pertain to work and career decisions. This process has the potential to foster the type of self-awareness and self-reflection that are invaluable to college and career readiness. The major areas of self-exploration are as follows:

- ***Intellectual Capacities -***

Intellectual capacity is one's ability to think, learn, plan, and execute with discipline. Building this capacity allows you to do more in less time and with less energy. High achievers are always looking for opportunities to learn more and improve themselves. They recognize that mistakes aren't just a part of life, but an opportunity to learn. They understand that failing at something today is a necessary step toward mastering it in the future.

To improve, we need to understand what our weaknesses are. Some of that can be done by taking an honest look at ourselves, but often we need to turn to others. In some cases, one may receive feedback that will be difficult to hear, but part of capacity building means being open to feedback and using it to grow.

## **14.2 Aptitude**

Aptitudes are an individual's inherent talents and abilities for learning or doing certain things in different areas. It is defined as an innate, learned or acquired ability of an individual to perform certain tasks. In the professional world, aptitudes enable individuals to excel in particular areas and help them succeed at completing specific duties and projects. While one's aptitudes typically come naturally, he/she can hone these talents and abilities through training, experience, and education.

Aptitude can be measured through aptitude tests which inculcate many factors like numerical reasoning, verbal reasoning, abstract reasoning, speed, accuracy, and other such abilities.

An aptitude is a component of a competence to do a certain kind of work at a certain level. Outstanding aptitude can be considered "talent." An aptitude may be physical or mental. Aptitude is inborn potential to do certain kinds of work whether developed or undeveloped. Ability is developed knowledge, understanding, learnt or acquired abilities (skills) or attitude. The innate nature of aptitude is in contrast to skills and achievement, which represent knowledge or ability that is gained through learning.

According to Gladwell (2008) and Colvin (2008), often it is difficult to set apart an outstanding performance due merely to talent or stemming from hard training. Talented people as a rule show high results immediately in few kinds of activity, but often only in a single direction or genre.

Aptitude and intelligence quotient are differing but related views of human mental ability. Unlike the original idea of IQ, aptitude often refers to one of the many different characteristics which can be independent of each other, such as aptitude for military flight, air traffic control, or computer programming. This approach measures a variety of separate skills, similar to the theory of multiple intelligences and Cattell-Horn-Carroll theory and many other modern theories of intelligence. In general, aptitude tests are more likely to be designed and used for career and employment decisions, and intelligence tests are more likely to be used for educational and research purposes.

However, there is a great deal of overlap between them, and they often measure the same kinds of abilities. For example, aptitude tests such as the Armed Services Vocational Aptitude Battery measure enough aptitudes that they could also serve as a measure of general intelligence.

A single construct such as mental ability is measured with multiple tests. Often, a person's group of test scores will be highly correlated with each other, which makes a single measure useful in many cases. For example, the U.S. Department of Labor's General Learning Ability is determined by combining Verbal, Numerical and Spatial aptitude scores. However, many individuals have skills that are much higher or lower than their overall mental ability level. Aptitude subtests are used intra-individually to determine which tasks that individual is more skilled at performing. This information can be useful for determining which job roles are the best fits for employees or applicants. Often, before more rigorous aptitude tests are used, individuals are screened for a basic level of aptitude through a previously-completed process, such as SAT scores, GRE scores, GATE scores, degrees, or other certifications.

### **14.3 Abilities**

Your time at CU will help you develop all kinds of skills you'll use throughout your career. Many of those skills will come from your academic experience, and others you can develop through experiences such as internships, study abroad and research projects—called transferable or soft skills.

Transferable skills are skills that will be developed and applicable in every profession. They are the foundation of professional success, and they happen to be the most desirable skills employers are searching for in potential candidates.

Whether you are completing an internship or working a part-time job this summer, use that time to develop these essential skills:

#### ***Group of colleagues sit at a table Communication***

Communication includes listening, writing and speaking. Employers want to see you can articulate your thoughts and ideas clearly and effectively. Being a good listener means you strive to understand others' emotions, build strong relationships and resolve conflict.

#### ***Problem solving***

Challenges will arise in every job you have. You'll want to have the ability to analyze issues, make sound decisions and overcome problems.

#### ***Teamwork***

Many jobs require you to work effectively and respectfully with others, whether that be your coworkers or clients. Employers desire someone who brings out the best in others.

#### ***Initiative***

You can show initiative by proactively handling situations and finding answers to questions without direction. This shows employers that you are taking personal responsibility and developing as a leader.

#### ***Analytical, quantitative***

Use thoughtful analysis to identify problems and make informed decisions. Assess the situation, ask crucial questions, consider possible solutions and plan a course of action.

### ***Professionalism, work ethic***

Employers want to see you demonstrate personal accountability for your actions and work habits. Be sure to show up on time, work productively with others and understand the impact of your non-verbal communication. Take responsibility and learn from your mistakes to show integrity and ethical behavior.

### ***Leadership***

You can show leadership by using interpersonal skills to coach and develop others. Additionally, you can use empathic skills to motivate, organize, prioritize and delegate tasks.

### ***Detail oriented***

Work on completing tasks with thoroughness and accuracy. Double check your work to ensure there aren't any errors. Employers like to see you have high standards in the quality of work you perform.

### ***Digital technology***

Employers typically provide training on job-specific software, but they expect you to be proficient with basic computer skills and learn new technical tools quickly.

### ***Adaptability***

Show that you can be flexible by adapting to situations when they arise. It's important to employers that you are able to shift plans and adapt to new concepts in order to succeed.

Mastering these essential skills can lead to more job offers and, potentially, higher salaries. Many employers will even ask behavioral questions during an interview in order to gauge your ability to execute these skills.

Make the most of your summer job by seeking opportunities to further develop professionally and interpersonally. If you're searching for opportunities to start developing these skills and getting hands-on experience in your desire career, stop by Career Services for a drop-in, or schedule an appointment.

## **14.4 Personal Traits**

Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. Personality is a stable set of traits, while behavior is an expression of those traits in different circumstances. Although personality traits tend to be stable over time, we can change our personality traits. At times, when we change our behavior, our personality and human relations can change as well.

There are many personality characteristics that can help someone be successful at work. They include learning how to manage emotions, being ethical, and learning how to deal with stress. Other factors for career success might include the ability to set goals, make decisions, and deal with conflict.

Choosing a career may not be as challenging if one is aware of their personality traits. By already knowing what type of qualities, one possesses - whether that be having a creative or analytical mindset or finding enjoyment in working with others or alone, knowing one's personality can help him/her be strategic in forging a successful career path for himself/herself. Choosing a career that suits one's personality may help the individual become more productive and happier in his/her role, and may help in faster career growth and professional advancement. On the other hand, choosing a role that does not align with one's personality traits, he/she is likely to disengage and experience a lower job satisfaction.

Personality traits are characteristics and qualities that help define you as a unique individual. They're often developed throughout life and may remain consistent across many situations and circumstances.

Employers care about personality traits because they help them anticipate how you'll interact with others in the workplace. Personality traits can also provide an indication of a person's likely response to certain situations and pressures they might encounter in your career.

Although you're likely to have a higher tendency toward one specific trait, this theory asserts that personalities generally contain a mix of the following:

### ***1. Openness***

Openness describes how adventurous, curious or open to new experiences you are. Highly open individuals tend to have a broad range of interests, and those who have a lower degree of openness may prefer consistency, routine and familiarity.

### ***2. Conscientiousness***

Conscientiousness measures your efficiency and organization. Those who fall higher on this spectrum tend to be task-focused, and those who are less conscientious are often more easily distracted and may enjoy spontaneity and work better under pressure.

### ***3. Extroversion***

This category refers to how outgoing and energetic you are. People who are very extroverted are assertive and sociable, while those who are more introverted may prefer solitary activities and alone time, and need fewer social interactions to feel content.

### ***4. Agreeableness***

Agreeableness is your friendliness, ability to show compassion and willingness to help others. Those who fall higher on this personality spectrum tend to be cooperative and polite, and those with less agreeableness are more likely to value rational and critical thinking.

### ***5. Neuroticism***

This category—sometimes named by its opposite trait, emotional stability—accounts for your emotional sensitivity and the extent to which you're inclined to worry or be temperamental. Neurotic people are prone to experiencing negative emotions, and those who are lower on the neuroticism spectrum may be less emotionally reactive and have greater self-confidence.

### ***Other common personality traits***

Understanding a broad range of personality traits can be important to achieve your personal and professional goals. Here's a list of 12 additional personality traits that may help you succeed in the workplace:

#### ***1. Integrity***

Integrity is the quality of honesty and commitment to ethical and high-quality decision-making. Many companies and industries prioritize integrity as a character trait because it can help support a positive organizational reputation. It can also help you succeed at work by establishing you as a person who will try to make the best decision in every situation.

#### ***2. Accountability***

Accountability is a willingness to take responsibility for your own actions. Employers often look for accountable employees because they may be likely to help drive organizational growth and take responsibility for their individual roles.

#### ***3. Organization***

Organized individuals apply structure to their processes, tasks and surroundings. Employers often like to hire employees with this trait because it can benefit their business by saving time and keeping processes efficient.

#### **4. Ethics**

People with strong ethics try to follow the moral standards of a particular context, such as a community or profession. Employers often try to hire people with strong ethics because they may be more likely to do their job according to the accepted best practices and moral guidelines of their field.

#### **5. Punctuality**

Punctuality is a commitment to arriving and completing tasks on time.. This trait is important to most employers because their operations rely on people and processes functioning according to plan, which often includes timeliness.

#### **6. Flexibility**

Flexibility is the ability and willingness to adapt to change. Many employers like to hire people with personal and professional flexibility, especially in fast-paced or dynamic industries.

#### **7. Collaboration**

Collaboration means a willingness to work together. A business may value collaborative individuals if their operations rely on teamwork, which is true of many industries.

#### **8. Creativity**

Creativity is the ability and interest in approaching challenges in new and unique ways. Many industries value creativity because creative employees may be more likely to drive innovation and development in their field.

#### **9. Compassion**

Compassion is a person's interest in caring for the needs of others. Employers in health care, education and numerous other fields emphasize compassion in their hiring requirements because it can support them in fulfilling their company mission and values.

#### **10. Work ethic**

Work ethic refers to your commitment to the value of diligence and hard work. Many industries and employers value work ethic because it can maximize productivity, which may lead to enhanced revenue and profit.

#### **11. Dedication**

Dedication is a commitment to one's ideals or responsibilities. Employers appreciate dedication in their employees because it can increase productivity and efficiency, which may in turn help support the company's mission and drive revenue.

#### **12. Honesty**

Honesty is the quality of truthfulness in a person's words and actions. This is often a foundational value for many employers in their overall organizational mission as well as in their hiring practices, as many find that open, honest employees who speak candidly can be trusted with important responsibilities.

### **14.5. Summary**

Career development is the process of choosing a career, improving your skills, and advancing along a career path. It's a lifelong process of learning and decision-making that brings you closer to your ideal job, skillset, and lifestyle.

Career development is the process of self-knowledge, exploration, and decision-making that shapes your career. It requires successfully navigating your occupational options to choose and train for jobs that suit your personality, skills, and interests.

When someone pays careful attention to their career development, they identify their own strengths and blind spots, then work hard to improve their skills. It also involved learning about different roles and industries to find a match to their abilities, seeking out opportunities to advance, and maybe even changing careers altogether if they find a more suitable one.

Career development can start when someone is quite young and just learning about different ways to make a living. It is a part of human development, and the process can span a lifetime.

For example, when a child notices that some people are doctors, firefighters, or mail carriers, it signals the start of this process. It continues on through elementary school as they begin to explore occupations and later into adulthood as people ultimately decide what career to pursue.

Career development doesn't end after you choose an occupation. You must then get the required education and training, apply for and find employment, and ultimately advance in your career. For most people, it will also include changing careers and jobs at least once (and probably more often) during their work lives. Many people find themselves in need of professional advice as they encounter problems or must make decisions about their careers—for instance, when they are thinking of looking for a new job or changing occupations.

### **14.6. Keywords**

**Integrity** is the quality of honesty and commitment to ethical and high-quality decision-making.

**Extroversion** This category refers to how outgoing and energetic you are.

**Compassion** is a person's interest in caring for the needs of others.

**Intellectual capacity** is one's ability to think, learn, plan, and execute with discipline.

### **14.7. Self-Assessment**

1. Development refers to the modification of behavior.
  - A. True
  - B. False
2. Vocational area constitutes a key area in career development.
  - A. True
  - B. False
3. Career development is not related to individual's growth and satisfaction.
  - A. True
  - B. False
4. Introversion-Extroversion concept was given by Jung.
  - A. True
  - B. False
5. Career development is a lifetime process.
  - A. True
  - B. False
6. Career development means the ----- development in the life style.
  - a. Positive
  - b. Specific
  - c. Overall
  - d. None of them
7. There are ----- life stages in human beings.
  - a. 2
  - b. 3
  - c. 4

- d. 5
- 8. There are ---- stages in vocational development.
  - a. 2
  - b. 3
  - c. 4
  - d. 5
- 9. There are ----- stages of Career development.
  - a. 2
  - b. 3
  - c. 4
  - d. 5
- 10. There are ----- factors influence career development.
  - a. 4
  - b. 5
  - c. 6
  - d. 7

Answers				
01	02	03	04	05
a	a	b	a	a
6	7	8	9	10
c	d	c	d	c

### **14.8. Review Questions**

1. Narrate the importance of career in human life.
2. Write a note on vocational development.
3. Explain different life stages of human being.
4. Narrate different stages of vocational development.
5. What are the steps of career development?



### **Further Readings**

- *Quality of Life by Alison Carr, et. al. BMJ Books.2002*
- *Quality of Life- An Interdisciplinary Perspective by Shruti Tripathi, et. al. CRC Press,2022.*



**LOVELY PROFESSIONAL UNIVERSITY**

Jalandhar-Delhi G.T. Road (NH-1)

Phagwara, Punjab (India)-144411

For Enquiry: +91-1824-521360

Fax.: +91-1824-506111

Email: [odl@lpu.co.in](mailto:odl@lpu.co.in)