

## **BACHELORS of Education**

### **II Semester-2015-17**

#### **Course Title: Teacher as a Counselor**

#### **Paper Code 108**

#### **UNIT I- CONCEPT AND NEED OF GUIDANCE AND COUNSELLING**

- Introduction to Guidance and Counseling- Meaning, Need Aims and Objectives, Principles, Difference between Guidance and Counseling
- Guidance for Human Development and Adjustment
- Role of teacher in Guidance and Counseling

#### **UNIT II: Counseling: Concepts and Types**

- Counseling Service : Meaning, Purpose and Approaches( Directive, Non-Directive and Eclectic)
- Counseling: Process and Strategies
- Counseling Services for Students

#### **UNIT III: Coping with Stress: Emotion and Skills**

- Coping skills: Overview of details of different type of coping skills and integration of the same when need be
- Emotions: Managing emotions interpersonal skills , feeling good, emotions intelligence
- Skills and Values- Listening attentively to the concern of the counselee, Negotiating self discovery, Decision making, Problem solving and values such as patience, empathy, etc

#### **UNIT IV: Issues and Concern in School**

- Career information in Guidance and Counseling: Broad outline with respect to the career guidance and counseling options available in India
- Special concerns in counseling: Ethics and other related Psychological concerns

## CONCEPT AND NEED OF GUIDANCE AND COUNSELLING

### Aims and Objectives of Counseling

Counseling aims at helping the clients understand and accept themselves “as they are”, And counseling is to help the student to help himself.

The main objective of counseling is to bring about a voluntary change in the client. For this purpose the counselor provides facilities to help achieve the desired change or make the suitable choice.

According to Dunsmoor and miller, the purpose of student counseling are

1. To give the student information on matters important to success.
2. To get information about student which will be of help in solving his problems.
3. To establish a feeling of mutual understanding between student and teacher.
4. To help the student work out a plan for solving his difficulties.
5. To help the student know himself better-his interests, abilities, aptitudes, and opportunities.
6. To encourage and develop special abilities and right attitudes.
7. To inspire successful endeavor toward attainment.
8. To assist the student in planning for educational and vocational choices.

### Counseling Goals

the goal of counseling is to help individuals overcome their immediate problems and also to equip them to meet future problems. Counseling, to be meaningful has to be specific for each client since it involves his unique problems and expectations. The goals of counseling may be described as immediate, long-range, and process goals. A statement of goals is not only important but also necessary, for it provides a sense of direction and purpose. Additionally it is

necessary for a meaningful evaluation of the usefulness of it. The counselor has the goal of understanding the behavior, motivations, and feelings of the counselee. The counselor has the goals are not limited to understanding his clients. He has different goals at different levels of functioning. The immediate goal is to obtain relief for the client and the long-range goal is to make him 'a fully functioning person'. Both the immediate and long- term goals are secured through what are known as mediate or process goals.

Specific counseling goals are unique to each client and involve a consideration of the client's expectations as well as the environmental aspects. Apart from the specific goals, there are two categories of goals which are common to most counseling situations. These are identified as long-range and process goals. The latter have great significance. They shape the counselee and counselors' interrelations and behavior. The process goals comprise facilitating procedures for enhancing the effectiveness of counseling. The long range –goals are those that reflect the counselor's philosophy of life and could be stated as

1. To help the counselee become self-actualizing.
2. To help the counselee attain self-realization.
3. To help the counselee become a fully –functioning person.

The immediate goals of counseling refer to the problems for which the client is seeking solutions here and now. The counselee could be helped to gain fuller self- understanding through self – exploration and to appreciate his strengths and weaknesses. The counselor could provide necessary information but however exhaustive, may not be useful to the client unless he has an integrative understanding of himself vis-a-vis his personal resources and environmental constraints and resources. There is an inter relation between the long-range and immediate goals as both depend on the process goals for their realization. The process goals are the basic counseling dimensions which are essential conditions for counseling to take place. They comprise empathic understanding, warmth and friendliness which provide for inter personal exploration which in turn helps the client in his self-exploration and self-understanding and eventually lead to the long range goals namely self-actualization, self- realization and self enhancement. Discussing the goals of counseling, Parloff (1961) distinguishes between immediate and ultimate

goals according to him the former refers to the steps and stages in the counseling process which lead to the realization of the ultimate goals. Patterson (1970) suggests a third level of goals namely intermediate goals in addition to mediating and ultimate goals. Ultimate goals refer to the broad and general long term outcomes like positive mental health. Intermediate goals are explained by the reasons for seeking a counselor's help and immediate goals as those that refer to the present intentions of the counselee. A major criticism leveled is that goals such as self-actualization, actualizing potentialities, etc., are too general and amorphous and hence not useful in actual practice.

Krumboltz (1966) holds that an operational definition of terms would be a more useful approach. He suggests that a general concept could be reduced to specific objective and measurable variables. Mediate goals (Parloff, 1967) may be considered as specific steps contributing to the realization of general goals. Behaviorists play much emphasis on mediate goals like reduction of anxiety, acquisition of adaptive habits, etc. The immediate goal of counseling is to motivate a potential counseling to make an appointment with a counselor and go through the counseling process till the mediate goals are realized. It is through the realization of mediate goals that the ultimate goals of self – understanding, self – realization and self – actualization can be reached. The process of self – exploration is perhaps a kind of immediate goal which sets the counseling process in motion. Areas in which change is considered desirable are relations with other individuals, academic achievement, job satisfaction, etc.

Some of the major goals of counseling generally accepted by the counselors are given below:-

1. Achievement of positive mental health: It is identified as an important goal of counseling by some individuals who claim that when one reaches positive mental health one learns to adjust and response more positively to people and situations. Kell and Mueller (1962) hold that the “promotion and development of feelings of being liked, sharing with, and receiving and giving interaction rewards from other human beings is the legitimate goal of counseling”
2. Resolution of Problems: Another goal of counseling is the resolving of the problem brought to the counselor. This, in essence, is an outcome of the former goal and implies positive mental health. In behavioral terms three categories of behavioral goals can be

identified, namely, altering maladaptive behavior, learning the decision – making process and preventing problems (Krumboltz, 1966).

3. **Improving Personal Effectiveness:** Yet another goal of counseling is that of improving personal effectiveness. This is closely related to the preservation of good mental health and securing desirable behavioral change(s).
4. **Counseling to Help Change:** Blocher (1966) adds two other goals. The first, according to him, is that counseling should maximize individual freedom to choose and act within the conditions imposed by the environment. The other goal is that counseling should increase the effectiveness of the individual responses evolved by the environment. Tiedeman (1964) holds that the goal of counseling is to focus on the mechanism of change and that the counselee should be helped in the process of 'becoming' – the change which pervades the period of adolescence through early adulthood during which the individual is assisted to actualize his potential. Shoben (1965) also views the goal of counseling as personal development.
5. **Decision – Making as a Goal of Counseling**  
Some counselors hold the view that counseling should enable the counselee to make decisions. It is through the process of making critical decisions that personal growth is fostered. Reaves and Reaves (1965) point out that "the primary objective of counseling is that of stimulating the individuals to evaluate, make, accept and act upon his choice". Sometimes the counselees have goals which are vague and their implications are not fully appreciated. It is perhaps one of the primary functions of a counselor to help clarify a counselee's goal.
6. **Modification of Behavior as a Goal:** Behaviorally-oriented counselors stress the need for modification of behavior, for example, removal of undesirable behavior or action or reduction of an irritating symptom such that the individual attains satisfaction and effectiveness. Growth-oriented counselors stress on the development of potentialities within the individual. Existentially-oriented counselors stress self-enhancement and self-fulfillment. Obviously the latter cannot be realized without first securing the former, namely, symptom removal or reduction as a necessary pre-condition for personal effectiveness.

## Conclusion

The general public tends to view counseling as a remedial function and emphasizes immediate goals, such as problem resolution, tension reduction, and the like. Counselee may refer to the resolution of a particular conflict or problem situation. However, the goals of counseling are appropriately concerned with such fundamental and basic aspects such as self-understanding and self-actualization. These help provide the counselee with self-direction and self-motivation. Counseling in its spirit and essence is generative

### 1.3.1 Meaning and Nature of Guidance

*“Guidance is an assistance made available by personally qualified and adequately trained men or women to an individual of any age to help them manage their own life activities, develop their own points of view, make their own decisions, and carry out their own burden”.*

Guidance in India, is comparatively a new field within the larger and more inclusive field of education and is used as a technical term as a specific meaning. It covers the whole spectrum of education, which starts from the birth of the child and continues till his death.

This is a wide meaning of the term, which includes all types of education such as formal, non-formal, informal and vocational etc., which aims to adjust the individual in his environment in an effective way. There are usually three connotations attached to the word guidance:

1. Guidance as a **Specialized Service** whose primary concern is with the individual and to help them to solve their problems and take appropriate decisions in their choice-points;
2. Guidance as a **General Service** and is considered to be synonymous with education and educational processes; and
3. Guidance as a **Sub-Process** of education in which developmental needs of the learners are considered the basic points.

Now let us look at some selected definitions of the term guidance in a bid to understand its conceptual and operational form:

The term guidance represents the concept that is neither simple nor easily comprehensible due to the complexity of the human nature, the individual differences and personal-social problems associated with changing environmental conditions and cultural traditions.

**Shirley Hamrin (1947)** defined guidance as: *“Helping John to see through himself in order that he may see himself through”* , is a simple and practical but challenging concept of guidance.

According to **Jones (1951)** : *“The focus of guidance is the individual not his problem, its purpose is to provide the growth of the individual in self-direction providing opportunity for self realization and self-direction is the key-note of guidance.”*

**Downing (1964)** points out towards a common problem in defining guidance that is one of keeping the definition short and sufficiently broad to be 5 informative.

- i. Guidance is an organized set of specialized services established as an integral part of the school environment designed to promote the development of the students and assist them toward a realization of sound, wholesome adjustment and maximum accomplishments commensurate with their personalities.
- ii. Guidance is a point of view that includes a positive attitude towards children and realization that it is the supplement, strengthen and make more meaningful all other phases of a youngster’s education.

## 1.4 NEED FOR GUIDANCE

The need for guidance had existed at all times. Moreover, the need of guidance is universal. It is as old as man himself. It is based upon the fact that all human beings need help in one way or other way. “There is hardly any individual who does not need help”. Jones has rightly said, “Everyone needs assistance at sometime in his life. Some will need constantly and throughout their entire life, while others need it only at rare intervals at times of great crisis. There always have been and will continue to be people with an occasional need for the help of the older or more experienced associates in meeting problem situation.” But there is a greater need for guidance services now than ever before due to the rapid advancement in technology, emerging of new world order, social change, globalization, liberalization, the need for outstanding leadership,

a shift in standards of morality and integrity, people's high aspirations etc. all contribute to the need for guidance programme in the schools. We shall discuss the need for guidance in India under four heads

- 1. Educational Needs:** Guidance is needed from educational point of view because of the following reasons:
  - i. Increase in the range of individual differences among school going children:** Before independence, boys and girls in our country came to school only from the more privileged section of the society. The admission in the schools was selective. But after independence due to realization of Constitutional Directive of providing free and compulsory education up to 14 years of age. education for all and the drive for mass education, we find our schools are flooded with children from every section of society. The classes are over-crowded and there is a tremendous increase in the number of schools too. The result is that we find much wider range of individual differences in the abilities, aspirations and achievement of the pupils. Understanding of the differential needs and abilities of the children is essential for modifying the school programme for the best possible enfoldment of the student's potentialities. This is possible only through the introduction of guidance services in our school programmes.
  - ii. Guidance as an Instrument for the Qualitative Improvement of Education:** There has been a rapid expansion of educational facilities to cater to the needs of increasing number of children in recent years. This has resulted to some extent in the fall of educational standards. Consequently, there is a great need of providing guidance services in the school for the qualitative improvement of education.
  - iii. Knowledge Explosion or the increase in the types of courses offered in the schools.** The domain of knowledge is like the number of wishes. The increased knowledge is creeping into the course contents of our textbooks. It is not possible for every student to learn all that is available in the field of knowledge. Single track education for all is out-mode concept. At the secondary stage, the courses of studies have been diversified to include several optional groups. Therefore, a special type of service is badly needed in



our schools which will assist the individual pupil in the choice of course suiting to his needs and abilities that will help the school authorities in the proper allocation of the diversified courses to the pupils of the school.

- iv. **Expanding Educational Objectives:** Everyone talks today about the all-round development of the child through education. We want a type of education that can provide for the development of the whole child. It is now commonly accepted that education should also lead to the promotion of the emotional, social and civic life of the student. Problems of social adjustment and personality orientation require the services of a competent counselor and availability of appropriate guidance services.
  - v. **Solution of Educational Problems:** We are facing various types of educational problems in the schools such as universal and compulsory education, increased enrolment, high percentage of failures and dropout, wastage and stagnation etc. These problems require the need of proper guidance services in the school. Special guidance services are also required for the gifted, backward, handicapped and delinquent children.
  - vi. **Solving Discipline problems:** Problem of discipline is becoming more and more acute in the educational institutions. Even at higher stage of education it has taken a serious turn. Student strikes and agitation have become a common scene of the day. Problems of discipline can be solved with the help of guidance programme.
  - vii. **Optimum Achievement of the Students:** Most of the students secure third division in the examinations due to the fact that they have not developed the proper study habits and learning styles. The reason for the poor achievement in the schools is because students do not make use of educational facilities available in the school. Therefore, there is a great need to develop study habits among the students. Proper guidance services can help in this direction.
2. **Vocational Needs:** In our country natural resources are not being properly utilized because of lack of guidance services. The following are the vocational needs for introducing guidance programme in the schools

- i. Vocationalization of Education and Guidance:** Improvement of vocational efficiency is one of the aims of education. Secondary Education Commission has emphasized the need of introduction of crafts in addition to the diversification of the courses at secondary stage so that a large number of students may take up agriculture, technical, commercial or other practical courses to enable them to go for vocational pursuits. All this calls for proper guidance services in the school.
- ii. Guidance as an Instrument of National Development:** Guidance by helping, identifying and developing human potential which is the richest source of a nation can help to reduce the wastage of educational facilities and abilities, which is so prevalent in our country. Thus there is a need to establish a close link between education and the manpower needs of the country. The sound guidance programme can help to achieve this objective in a systematic way.
- iii. Expanding Complexity of the World of Work:** There has been a tremendous increase in the variety of jobs due to the development of industrialization and mechanization in every aspect of life. Thus there is a problem of choice. It is highly important to acquaint the secondary school students with this variety of jobs and with their different requirements. This is possible only by providing organized guidance services in the school system of our country.
- iv. Increasing Need for Man-power Planning and Utilization:** For the planned development of a nation like ours, conservation of human resources and manpower planning is very important. A careful balance has to be struck between the manpower needs and the various educational and training programmes. To meet the rapidly rising demands of various types of personnel for the various developmental projects, the younger generation of the country will have to be systematically guided into courses of training which will equip them for urgent national needs
- v. Occupational Awareness:** A well-organized guidance programme is essential for creating occupational awareness among the pupils of the country. The students must be made aware of the various types of jobs available in the employment market so that they may be able to opt those courses during the secondary stage. Therefore, assistance has to be given for making a right choice of the courses at the secondary stage.

- vi. **Changes in the Conditions of Industry and Labor:** Fast changes are taking place, today in the conditions of industry and labor. Specialization has become the word of the present age. Moreover, professions have multiplied in numbers that it has become difficult for a common man to make a right choice out of them. Hence it has become essential to get help of guidance services in the school.
- vii. **Changed Economic Pattern of the Country:** Our country is in the era of economic planning. We require scientists, industrialists, Software Engineers, Bankers etc., to meet the growing demands of the progressive country. The craze for white-collared jobs must come to an end. If proper guidance programme is not introduced at the secondary stage in the choice of studies and various vocations, the nation will remain poor and our youth will continue to be frustrated and disgusted.
3. **Personal/Psychological Needs:** Today our youth is facing various types of personal problems at home and in the school. Psychologically no two individuals are alike. They differ in various aspects on account of the following three kinds of differences:

- Different stages of development
- Differences among persons
- Differences in opportunities made available to various persons.

It shows that all persons cannot be fit for the same profession. Hence guidance programme is needed in the school system. The following are the personal and psychological reasons for the need of guidance:

- i) **Guidance is the Basic Need of Man:** Psychologically, no person on this earth is totally independent. The individual needs help of one kind or the other from fellow beings to solve their problems to lead a happy life.
- ii) **Educational and Social Aspirations:** In the present age of competition the aspirations of the parents are very high. They want their wards to excel in all walks of life. They provide all types of facilities so that the children can be able to get good

jobs. To meet the high aspirations of the parents, a well-organized guidance programme is needed to make them aware of the potentialities of their children so that they take up right decision at the right time.

- iii) **From the Point of View of the Developmental Needs:** The individual passes from different stages of development in the life such as infancy, childhood, adolescence and adulthood. One needs different types of help to adjust with every stage. The adolescent period faces many types of developmental problems. At this stage the proper guidance is to be provided to the student to make right choice of his future.
- iv) **Psychological Problems:** Many students face emotional problems. These problems arise due to frustrations, conflicts and tensions and other stresses and strains. It is essential to provide guidance to the youth to solve their personal problems.
- v) **Satisfactory Adjustment:** Guidance is needed to help the pupils in making satisfactory psychological adjustment with the environment. Lack of adjustment adversely affects their physical and mental health.
- vi) **Proper Development of Personality:** The all round development of personality is the aim of education, a well organized guidance programme is essential for the total development of personality.

**4. Social Needs:** Following points highlight the Social Needs of Guidance :-

- i) **Complex Nature of Society:** Industrialization is the slogan of the day. Our country is heading towards industrialization, urbanization and modernization. Changed conditions of living and a highly complex society with its demands have put the individual in constant social and emotional tension. As such, it is highly desirable that school should provide some special service that can look after the emotional and social needs of school going children.

- ii) **Changed Family Contexts:** The joint family system is disappearing rapidly and homes are getting disintegrated. The changed family pattern has given rise to the various types of personal problems. The proper guidance programme in the school is required to solve the personal problems of the children.
- iii) **Explosion of Population & Expansion in Human Resources:** Our population has been increasing rapidly. This calls for intensive and extensive guidance in the technique of planning.
- iv) **Political Change and Extension of Democracy:** There is a revolution of democratization of political system throughout the world. The education has been made child-centered. The provision of professions and promotions has also been made equal for all human beings. Hence all people need the help of guidance service for the right choice of education and occupation.
- v) **Change in the Concept of Education:** The concept of education has been changed. The students of today need guidance at every step of education since the education is to be provided according to their interests, aptitudes and capabilities.
- vi) **Proper utilization of Leisure Time:** Universal leisure is the outcome of the technological advancement of modern world. Guidance is needed to assist the individual to make the right use of leisure time that is at his disposal.
- vii) **Lack of Guidance at Home:** In the past, home was an important agency of education that provided sufficient training in the family occupation and the children adopted the same profession. But now this is not possible due to specialization and different type of occupations available in the job market. There are varieties of jobs and all the people are free to choose the profession they like. Thus, there is a great need of occupational information services to be provided in the school. From the above

“discussion we can conclude that complex social, economic, political and educational system has made the guidance and counseling programme a necessity.

## 1.6 AIMS OF GUIDANCE

The aims of guidance are the same as those of education in a democratic society like ours. Just like education, guidance services are also based on the principle that the individual is of crucial importance in an educational institution. The aims of guidance lend emphasis and strength to the educational programme and make it more dynamic, specifically the aims of guidance may be laid as follows from the individual's point of view:

1. To help the individual, by his own efforts as far as possible to realise his potentialities and to make his maximum contribution to the society.
2. To help the individual to meet and solve his own problems and make proper choice and adjustment.
3. To help the individual to lay a permanent foundation for sound and mature adjustment.
4. To help the individual to live a well-balanced life in all aspects-physical, mental, emotional and social.

From the point of view of the institution the aims of guidance can be stated as follows:

- The guidance programme should encourage and stimulate teachers towards better teaching.
- The programme should aim at providing assistance to teachers in their efforts to understand their students.
- It should provide teachers with systematic technical assistance and in-service training activities.
- It should contribute to the mutual adjustment of children and school.
- It should provide for referral of students by teachers.

The Kothari Education Commission (1964-66) has given the following aims of guidance at the secondary school stage

- a) To help the adolescent pupils to know and develop their abilities and interests.

- b) To help pupils to understand their strengths and limitations and to do scholastic work at the level of their abilities.
- c) To help pupils to make realistic educational and vocational choices.
- d) To provide information of educational opportunities.
- e) To help the pupils in personal and social adjustment.
- f) To help the school to understand their student.

### 1.6.1 Aims of Educational Guidance

**Crow and Crow** have given the following aims of educational guidance at the high school level

- i. Select the curriculum that best fits his abilities, interests and future needs.
- ii. Develop work and study habits that enable him to achieve satisfactory success in his studies.
- iii. Gain some experiences in learning areas outside the particular field of his special interests and talents.
- iv. Understand the purpose and the function of the school in relation to his needs.
- v. Discover all that his school has to offer and plan a programme of studies accordingly.
- vi. Learn about the purpose and function of the school that he may wish to attend later.
- vii. Select try out courses in order to gain insight into learning areas that still lie ahead.
- viii. Participate in out-of-class activities in which he can develop potential leadership qualities-
- ix. Appraise his fitness for continued study in a college or other school or in a particular vocation.
- x. Develop an attitude which will stimulate him to continue his education in a school selected for its worth to him in relation to his talents and training.

### 1.6.2 Aims of Vocational Guidance

According to Jones the specific aims of vocational guidance are the following

- i. To assist the student to acquire such knowledge of the characteristics and functions, the duties and rewards of the group of occupation within which his choice will probably lie as he may need for intelligent choice
- ii. To enable students to find what general and specific abilities skills etc., are required for the group of occupations under consideration and what are the qualifications of age, preparation, sex, etc.. for entering them.
- iii. To give opportunities for experiences in school and out of school, which will provide information about condition of work. It will assist the individual to discover his own abilities and help him in the development of his interests.
- iv. To help the individual develop the point of view that all honest labour is worthy and that the most important bases for choice of an occupation are (a) the peculiar service that the individual can render to the society, (b) personal satisfaction in the occupation, and (c) aptitude for the work required.
- v. To assist the individual to acquire a technique of analysis of occupational information and to develop the habit of analysing such information before making a final choice.
- vi. To assist him secure such information about himself, his abilities. –general and specific, his interests, and his powers, as he may need for choice.
- vii. To assist economically handicapped children to pursue their occupational choices.
- viii. To assist the students to secure knowledge of the facilities offered by various educational institutions for vocational training and the requirements for admission to them, the cost of attendance etc,
- ix. To help the worker to adjust himself to occupation in which he is engaged; to assist him to understand his relationship with workers in his own and related occupation and to society as a whole.
- x. To enable the students to secure reliable information about the danger of alluring shortcut to fortune through short training courses and selling propositions of such unscientific methods.

### **1.6.3 Aims of Personal Guidance**



The nature and purpose of personal guidance will be clearly understood when we take into consideration the different stages of child education.

### **Aims of Personal Guidance at Elementary Stage**

Personal guidance at the elementary stage can be described keeping in view the basic needs of children. The childhood period is the period of growth and development.

The basic foundations of physical, intellectual, emotional, social and other types of personality development are laid at this stage. The following are the aims of personal guidance at this stage:

1. To help the children to form desirable attitudes towards his self, parents teachers, class fellows and others. Sympathy and affection should be used for achieving this end.
2. To help the pupils to build a good physique. There should be a regular medical check-up.
3. To help in making emotional adjustments.
4. To help in the development of self discipline.

### **Aims of Personal Guidance at Secondary Stage**

The nature of personal guidance at the secondary stage can be understood keeping in mind the basic needs and interests of secondary school students. This is the most critical stage of individual's development. It is the stage of stress and strain, storm and strife, heightened emotionality and hyper-suggestibility, anxieties and worries, conflicts and frustrations. Purposes of personal guidance at this stage are:

- i. To help the students to solve the problems concerning physical health.
- ii. To help the pupils to solve problems concerning sex, emotionality and mental health.
- iii. To help the adolescents in making family adjustments.
- iv. To help the school children in making social adjustment including adjustment with the school.
- v. To organize wholesome recreational activities in the school.
- vi. To provide the opportunity for community service.

## **Aims of Personal Guidance at College and University Stage**

Personal guidance at the college and university level is a continuation of the personal guidance at the secondary stage. But, its scope is widened with a view to develop in young adults a sense of social service, social responsibility, patriotism and tolerance. The students at this stage need personal guidance to enable them have a satisfactory personal and social adjustment in their new environment. The following are the aims of personal guidance at this stage :

- (a) To help the pupils in solving all types of emotional problems, sex problems and other personal problems.
- (b) To help the pupils in making adjustments with the new environment i.e. with the changing environment, college environment and environment of the society at large.
- (c) To help the students in developing healthy ideas and building a new philosophy of life.
- (d) To help the students in participating in social activities and community services.
- (e) To help the students in their ethical and moral development and inculcate right type of values.
- (f) To enable the pupils to have mutual respect and regard for people belonging to different faiths.
- (g) To help young men and women to appreciate the importance of religious and moral values in life.

## **CONCLUSION**

Guidance is a systematic, continuous, professional process of assisting individual pupils with particular needs and problems in the areas of school progress, personal-social relations and educational-vocational orientation. The objectives of guidance are synonymous with the objectives of education. Even though the guidance programme is addressed to the whole individual, treated as an integral unit, it is possible to classify the individual's problems broadly into educational, vocational and personal.

Educational guidance is concerned with helping the individual to plan wisely his educational programme and to put himself in position to carry forward successfully according to the aspirations of the society.

Vocational guidance is a kind of assistance, which is given to an individual not only in the selection of an occupation but also in preparation as well as for progress. There are ten aims of vocational guidance as given by Jones. But the main aim of vocational guidance is to assist the individual in choosing an occupation, preparing for it, entering upon and progressing in it.

Personal guidance is assistance offered to the individual to solve his emotional, social, ethical and moral problems. The purpose of personal guidance is to help the individual in his physical, emotional, moral and spiritual development as well as adjustment. The aims of personal guidance will be clearly understood when we take into consideration the different stages of child education such as: Elementary stage. Secondary stage and College or University stage. Personal guidance at the elementary stage takes into account the problems of health, feeling of security, social acceptance, and discipline and leisure time activities. Personal guidance at the secondary stage is concerned with mostly the problem of personal and social adjustment. At the college level, it is continuation of the personal guidance at the secondary stage. But the scope is widened with a view to develop a sense of social service, social responsibility etc.

## Difference Between Guidance and Counseling

### Counseling

Counseling is a psychological specialty that deals with research and applied work in supervision, training, career development, prevention, and health. It focuses on a person's strengths, assets, environmental interactions, educational background, career development and personality

It helps clients to choose the best solution to a problem, through the process of listening and questioning. It is important to note that counseling is not a giving of opinion and it is based on a wellness model rather than a medical one.

## Guidance

Guidance is defined as the act of guiding, giving leadership, supervision, direction or professional guidance for future actions. It is usually provided to students in preparation for a vocation.

Guidance helps a person discover and develop his psychological, vocational and educational potential in order to be happier and more useful in society. Each person is responsible for his decisions and actions, but when he is young he will need someone more mature and experienced to guide him through life and towards making the right decisions for him.

1. Counseling is a psychological field that deals with research and applied work to provide training and supervision, while Guidance is a psychological field that deals with assisting clients in their need to choose the right course of action.
2. While both are being used in organizations and by individuals, counseling has a broader reach, while Guidance is usually being used in schools to guide students towards proper actions.
3. Both can help in the treatment and rehabilitation of a person suffering from a mental illness or disorder, but counseling is more extensive than guidance.
4. Counseling encompasses several other fields of psychology, while Guidance tends to be more specific.

## **Principles of Guidance & Counseling**

- A. Guidance & Counseling is for everyone
- B. Guidance & Counseling is for all "normal"
- C. Guidance services are voluntary and not by force
- D. The objectives of G&C should be based on clients needs and not the counsellor's needs
- E. The practitioners should practice within ethical and moral limits.
- F. Confidentiality is one of the key principle in G&C
- G. G&C are primarily require to prevent problems rather than providing solutions

## 5. Problems encountered in establishing G&C in schools and how to overcome it?

### Answer

#### Problems

- A. Finance
- B. Time Constraints
- C. Attitude of the principal
- D. Rivalry between counselors and principal
- E. Lack of professional counselors
- F. Lack of tools to work with
- G. Lack of ICT
- H. Lack of Re-Training opportunity
- I. Counselor's identity
- J. Lack of conducive en

## **GUIDANCE FOR HUMAN DEVELOPMENT AND ADJUSTMENT**

### HUMAN DEVELOPMENT

A measurement of achievements by humans through advancement of knowledge, biological changes, habit formation or other criteria that displays changes over time.

The word 'adolescence' comes from the Latin word 'adolescere' which means 'to grow'. So the essence of the word adolescence is growth and it is in this sense that adolescence represents a period of intensive growth and change in nearly all aspects of a child's physical, mental, social and emotional life. Adolescence has been described by Stanley Hall as 'the period of storm and stress of human life'. It is a very crucial period of one's life which covers roughly from 12-18/19+ years. The most important fact about adolescence is that it is a period of transition from childhood to adulthood. Transition from one period to another always is associated with some problems. Adolescence is not an exception and it is also associated with some problems.

The purpose of this unit is to familiarize you with the Adolescence stage, its important characteristics, the basic needs of adolescents, significance of this stage in human life, and the role of parents and teachers towards the young adolescents.

It is the period which begins with puberty and ends with the general cessation of the physical growth. It emerges from later childhood stage and merges into adulthood. It is difficult to assign definite years to it because they differ from country to country and culture to culture. Chronologically, age ranges are from 12/13 years to 18/19 years in India. In case of girls it begins about 1 year earlier than the boys.

Studies of changes in behavior, attitudes and values throughout adolescence have revealed that these changes are more rapid in the early part than in the later part of adolescence. As such, adolescence period is divided into two parts –

- i) Early Adolescence, and
- ii) Late Adolescence.

As stated above adolescence is the period of rapid changes in the individual's physical, mental, moral, emotional, social and sexual aspects. Human personality develops new dimensions. It is the period to learn new things. It is also a period of anxieties and worries. It is the period of ambitions as well as of conflicts and complexities.

A.T. Jersfield defines, “Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically.”

We know that adolescence is a period of transition from childhood to adulthood. Any period of transition is likely to be associated with a number of problems. The problems of adolescence may be summarized in the following manner:

### ► Sex Problems:

We have read that all the aspects of adolescent development are basically conditioned by

physical changes. The one set of puberty gives the physical excitement never experienced before. The adolescent reacting to these experiences is excited, often without realizing what is happening to him. Some react with pleasure or excitement and some others experience shame, disgust, confusions, anxiety and guilt. They may lead to sexual maladjustment.

▶ **Emotional Problems:**

Heightened emotionality is a major problem of adolescence. Adolescents experience excessive emotion and they do not have sufficient control. Excitability and anger may find expression in its destructive form and may lead to law and order problem. Emotion of love, suspicion, jealousy, frustration and revengefulness are very common among adolescents. Thus emotional immaturity is a major problem of adolescence.

▶ **Social Problem:**

Every society has its own customs and traditions, which it wants to maintain. Every individual has to follow these social values but often the adolescents think all these are out dated and they are not willing to obey. This leads to conflicts. Physical development has many social implications. Sexual development necessarily includes heterosexual orientation and they want to take part in social activities with the opposite sex. The denial of this desire often makes them discontented and restless. Thus, a number of social problems disturb the adolescent.

▶ **Educational Problem:**

The environment of the school is also not conducive to meet the interests of the students. Defective method of teaching, curriculum, examination, repressive measures adopted by school, unattractive condition of the school campus are largely responsible for creating frustration among the students.

▶ **Problem of leisure:**

Lack of proper recreational facilities or having nothing to do in their free time leads the adolescents to involvement in some unsocial and criminal activities. Their thoughts and attitudes may turn to be destructive and create serious problem for the society.

## **ROLE OF TEACHER IN GUIDANCE AND COUNSELING**

- 1- The most important aspect had evoked teachers' response was the good relationship between them and the pupils whom are suffering from academic delay.
- 2- Cooperation between teacher and his colleagues in the school especially the head master for counseling and reforming the problem.
- 3- Referring to the pupil's psychological, social and academic results in order to counsel him and reform his problem in learning.
- 4- The teacher tries to change pupil's trends in learning habits, and convincing the academic delayed pupil that he is a valuable and useful person, accordingly he should concentrate on his study and home work.
- 5- The teacher tries to train the pupil who suffers from academic delay to a new pattern of behavior such as avoiding shame, mixing with the hardworking school mates.....etc
- 6- There are no significant differences between the performances of the teachers related to the previous duties according to their experience in teaching and gender.
- 7- Such results have agreed with the study operated by Forahet 1996 And disagreed with the studies conducted by others (Al-Aqra and Mancini 1992).

### ***Recommendations***

- 1- The teacher should deal with the pupil who suffers from academic delay in deferent ways in respect of curriculum, teaching methods, counseling and reforming.
- 2- The relationship between the teacher and the pupil who suffers from academic delay should be stronger than that with other pupils in the class room in order to acknowledge his problems to handle and reform them in a scientific way.
- 3- The need for cooperation between those who are interested in educational process inside and outside the school to detect the academic delayed pupils to work together in order to solve such problem.
- 4- The need for a closer link with parents to discover and detect academic delayed pupils very early to ease the solution for the problem and not worsen it.



5- The need for further research on academic delays in different subjects and use the useful strategies to deal with the problem.

### **ROLE OF THE TEACHER IN GUIDANCE**

Self-Awareness

: Developing Relationships

: Active Listening

Dealing with Anger

Responding with Empathy

Responding to content

Changing Behavior 1 – Behavioral approach

Changing Behavior 2 – Adlerian approach

Developing Group Skills

Guidance Programs (General)

Guidance in the Classroom

Guidance in the School – Support Services

Guidance in the School – Programs

Special Issues: Special Education

Special Issues: Situational Factors

Special Issues: Crisis Management

Guidance: Working with Parents

Developing Behavior Plans

## **COUNSELLING: CONCEPT AND TYPE**

Counseling is a generic service of student's personal work having a wide range of activities and includes faculty advising, counseling in psychological clinics, mental hygiene and other specialized types of counseling. It is a body of techniques which helps young individuals to grow up normally through guided learning. Counseling has proved to be very useful for the development of an individual student. Colleges and Universities, industries and business establishments are becoming increasingly interested in counseling and its potential for improving interpersonal relationships. "Counseling is a dynamic and purposeful relationship between the people in which procedures vary with the nature of the student's needs, but in which there is always mutual participation by the counselor and the student with the focus up on self-classification and self-determination by the student. "

Counseling is classified in to different types. This division is done based on the nature of the counseling process and the part of the counselor. There are three main types of counseling. They are directive, non-directive and eclectic counseling. In directive counseling counselor is active. In non-directive, counselor is passive.

## **TYPES OF COUNSELING**

Counseling should be looked upon in terms of the amount of direction that the counselor gives the counselee. This direction ranges from full direction (directive counseling) to no direction (nondirective counseling).

### **Directive Counseling**

Directive counseling is the process of listening to a member's problem, deciding with the member what should be done, and then encouraging and motivating the person to do it. This type of counseling accomplishes the function of advice; but it may also reassure; give emotional release; and, to a minor extent, clarify thinking. Most everyone likes to give

advice, counselors included, and it is easy to do. But is it effective? Does the counselor really understand the member's problem? Does the counselor have the technical knowledge of human behavior and the judgment to make the "right" decision? If the decision is right, will the member follow it? The answer to these questions is often no, and that is why advice-giving is sometimes an unwise act in counseling. Although advice-giving is of questionable value, some of the other functions achieved by directive counseling are worthwhile. If the counselor is a good listener, then the member should experience some emotional release. As the result of the emotional release, plus ideas that the counselor imparts, the member may also clarify thinking. Both advice and reassurance may be worthwhile if they give the member more courage to take a workable course of action that the member supports.

### **Nondirective Counseling**

Nondirective, or client-centered, counseling is the process of skillfully listening to a counselee, encouraging the person to explain bothersome problems, and helping him or her to understand those problems and determine courses of action. This type of counseling focuses on the member, rather than on the counselor as a judge and advisor; hence, it is "client-centered." This type of counseling is used by professional counselors, but nonprofessionals may use its techniques to work more effectively with service members. The unique advantage of nondirective counseling is its ability to cause the member's reorientation. It stresses changing the *person*, instead of dealing only with the immediate *problem* in the usual manner of directive counseling. The counselor attempts to ask discerning questions, restate ideas, clarify feelings, and attempts to understand why these feelings exist. Professional counselors treat each counselee as a social and organizational equal. They primarily listen and try to help their client discover and follow improved courses of action. They especially "listen between the lines" to learn the full meaning of their client's feelings. They look for assumptions underlying the counselee's statements and for the events the counselee may, at first, have avoided talking about. A person's feelings can be likened to. The counselor will usually only see the revealed feelings and emotions. Underlying these surface indications is the true problem that the member is almost always in it.

## ECLECTIC

## COUNSELING

Eclectic counseling is defined as the synthesis and combination of directive and non-directive counseling. It represents a middle status between the two extremes represented by the 'non-directive' technique on one hand and the 'directive' technique on the other. In eclectic counseling, the counselor is neither too active as in the directive counseling nor too passive as in the non-directive counseling. He just follows the middle path between these two. The chief advocate of this type of counseling is Thorne. In eclectic counseling, the needs of a person and his personality are studied by the counselor. After this the counselor selects those techniques, which will be useful for the person. The main techniques used are reassurance giving information, case history, testing etc. In eclectic counseling the counselor first takes into consideration the personality and need of the counselee. He selects the directive or non-directive technique that seems to serve the purpose best. The counselor may start with the directive technique. When the situation demands, he may switch over to the non-directive counseling and vice-versa. An attempt is made to adjust the technique to the requirements of the situation and the individual.

Steps in Eclectic counseling

The leading exponent of the Eclectic counseling Thorne, suggested the following in the process;

- 1) Diagnosis of the cause.
- 2) Analysis of the problem.
- 3) Preparation of a tentative plan for modifying factors.
- 4) Securing effective conditions for counseling.
- 5) Interviewing and stimulating the client to develop his own resources and to assume its responsibility for trying new modes of adjustment.
- 6) Proper handling of any related problems which may contribute to adjustment.

Assumptions of Eclectic Counseling

- 1) In general, passive methods should be used whenever possible.
- 2) Active methods may be used with specific indications.
- 3) In the early stages when the client is telling his story, passive techniques are usually the methods of choice. This permits emotional release.

- 4) Until simple methods have failed, complicated methods should not be attempted.
- 5) All counseling should be client centered.
- 6) Every client should be given an opportunity to resolve his problems indirectly. Inability of the client to progress through therapy as using passive methods alone is an indication for utilizing more directive methods.
- 7) Directive methods are usually indicated in situational mal adjustment where a solution cannot be achieved without co-operation from other person

#### Characteristic of Eclectic Counseling

- 1) In this, objective and coordinating methods are used.
- 2) In the beginning of counseling, client-active methods are used and the counselor remains passive.
- 3) In this, more importance is assigned to the job efficiency and treatment.
- 4) In this, the principle of low expenditure is emphasized.
- 5) In such counseling, for the use of all the methods and techniques, the professional efficiency and skill of the counselor are must.
- 6) Keeping in mind the need of the client, it is decided whether directive method or non-directive methods should be used.
- 7) Making an opportunity available to the client is insisted so that he may find himself the solution of the problem

#### Disadvantages of Eclectic Counseling

- 1) some people are of the view that eclectic counseling is vague, opportunistic and superficial.
- 2) Both directive and non-directive counseling cannot be mixed together.
- 3) In this, the question arises how much freedom should be given to the client? For this there is non-definite rule.
- 4) The problem with an eclectic orientation is that counselors often do more harm than good if they have little or no understanding about what is helping the client.

#### Assumptions of Eclectic counseling

- 1) Passive methods must be used whenever possible.
- 2) Active methods are used only with specific indications.

- 3) In the early stages when the client is telling his stories passive methods are used. It permits emotional release.
- 4) Complex methods are used only when simple methods fail.
- 5) Client-centered
- 6) Client is given opportunity to resolve his problems indirectly.
- 7) Directive methods are used where co-operations of other persons are needed for the solution.

#### Characteristics of Eclectic Counseling

- 1) Objective and coordinating methods are used.
- 2) In the beginning client active methods are used
- 3) Counselor remains passive.
- 4) Importance is given to job efficiency and treatment.
- 5) Principle of low expenditure.
- 6) Professional efficiency and skill of counselors are must.
- 7) Based on the need of client, directive and non-directive methods are used.
- 8) Provide opportunity to client to find solutions to his problems himself.

#### Disadvantages of Eclectic Counseling

- 1) It is vague, opportunistic and superficial.
- 2) Directive and non-directive cannot be mixed.
- 3) How much freedom should be given to the client?
- 4) Lack of skill of counselor can do more harm than good.

#### **Counseling Process**

- i. Recognition of a state of conflict
- ii. Acknowledgement of unconscious
- iii. Role of repression
- iv. Dependence and transparency
- v. Acquiring the insight
- vi. Emphasis on collective emotional experience
- vii. Objective and accepting the attitude of therapist

## **Counseling services for students**

Online counseling is an emerging mode of therapy being offered to support individuals within the community, with services like Lifeline and Beyond Blue offering online forums and text appointments in addition to more traditional modes of therapy such as telephone and face-to-face sessions. The online option offers increased accessibility, convenience and affordability of services. Whilst not without pitfalls, the uptake of such services is increasing, especially within the adolescent and early adulthood population. In embracing this new mode of delivery of counseling services the University of Newcastle has developed a 3-stage approach to offering online counseling services to increase the visibility, accessibility and sustainability of counseling services on campus. The first step is the development and utilization of a website with weekly blog posts on issues affecting student health and wellbeing as well as the inclusion and review of other internal and external online resources including smart phone applications, as well as tip sheets to allow students to choose the way in which they consider and adopt strategies to look after their mental health. The second stage involves offering online drop-in sessions for students to be able to ask questions and get advice from a counselor about issues affecting them without having to make an appointment. The third stage is offering individual online sessions using messenger and video chat software. The uptake of the online services has been growing with the help of successful engagement and promotion activities; early results indicate students who otherwise wouldn't have engaged with counseling as well as those who would have are utilizing the different approach to therapy and support on campus. Further evaluation will help refine the services and direct the growth and sustainability of online counseling services for university students.

## **Coping with Stress: Emotions and Skills**

### **What is stress management?**

We all respond to stress differently so, there's no "one size fits all" solution to managing stress. But if you feel like the stress in your life is out of control, it's time to take action. Stress

management can teach you healthier ways to cope with stress, help you reduce its harmful effects, and prevent stress from spiraling out of control again in the future.

No matter how powerless you may feel in the face of stress, you still have control over your lifestyle, thoughts, emotions, and the way you deal with problems. Stress management involves changing the stressful situation when you can, changing your reaction when you can't, taking care of yourself, and making time for rest and relaxation. The first step is to recognize the true sources of stress in your life.

### **What are the sources of stress in your life?**

#### **Start a stress journal**

A stress journal can help you identify the regular stressors in your life and the way you deal with them. Each time you feel stressed, keep track of it in your journal. As you keep a daily log, you will begin to see patterns and common themes. Write down:

- What caused your stress (make a guess if you're unsure)
- How you felt, both physically and emotionally
- How you acted in response
- What you did to make yourself feel better

It's easy to identify sources of stress following a major life event such as changing jobs, moving home, or losing a loved one, but pinpointing the sources of everyday stress can be more complicated. It's all too easy to overlook your own thoughts, feelings, and behaviors that contribute to your stress levels. Sure, you may know that you're constantly worried about work deadlines, but maybe it's your procrastination, rather than the actual job demands, that is causing the stress.

To identify your true sources of stress, look closely at your habits, attitude, and excuses:

- Do you explain away stress as temporary ("I just have a million things going on right now") even though you can't remember the last time you took a breather?



- Do you define stress as an integral part of your work or home life (“Things are always crazy around here”) or as a part of your personality (“I have a lot of nervous energy, that’s all”)?
- Do you blame your stress on other people or outside events, or view it as entirely normal and unexceptional?

Until you accept responsibility for the role you play in creating or maintaining it, your stress level will remain outside your control.

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### **How do you currently cope with stress?**

Think about the ways you currently manage and cope with stress in your life. Your stress journal can help you identify them. Are your coping strategies healthy or unhealthy, helpful or unproductive? Unfortunately, many people cope with stress in ways that compound the problem.

### **Unhealthy ways of coping with stress**

These coping strategies may temporarily reduce stress, but they cause more damage in the long run:

- Smoking
- Using pills or drugs to relax

- Drinking too much
- Bingeing on junk or comfort food
- Zoning out for hours in front of the TV or computer
- Withdrawing from friends, family, and activities
- Sleeping too much
- Procrastinating
- Filling up every minute of the day to avoid facing problems
- Taking out your stress on others (lashing out, angry outbursts, physical violence)

### **Learning healthier ways to manage stress**

If your methods of coping with stress aren't contributing to your greater emotional and physical health, it's time to find healthier ones. No single method works for everyone or in every situation, so experiment with different techniques and strategies. Focus on what makes you feel calm and in control.

### **Stress management strategy #1: Get moving**

Physical activity plays a key role in reducing and preventing the effects of stress, but you don't have to be an athlete or spend hours in a gym to experience the benefits. Just about any form of physical activity can help relieve stress and burn away anger, tension, and frustration. Exercise releases endorphins that boost your mood and make you feel good, and it can also serve as a valuable distraction to your daily worries.

While the maximum benefit comes from exercising for 30 minutes or more, you can start small and build up your fitness level gradually. Short, 10-minute bursts of activity that elevate your heart rate and make you break out into a sweat can help to relieve stress and give you more energy and optimism. Even very small activities can add up over the course of a day. The first step is to get yourself up and moving. Here are a few easy ways:

- Put on some music and dance around
- Take your dog for a walk
- Walk or cycle to the grocery store
- Use the stairs at home or work rather than an elevator

- Park your car in the farthest spot in the lot and walk the rest of the way
- Pair up with an exercise partner and encourage each other as you workout
- Play ping-pong or an activity-based video game with your kids

### **Managing stress with regular exercise**

Once you're in the habit of being physically active, try to incorporate regular exercise into your daily schedule. Activities that are continuous and rhythmic—and require moving both your arms and your legs—are especially effective at relieving stress. Walking, running, swimming, dancing, cycling, tai chi, and aerobic classes are good choices.

Pick an activity you enjoy, so you're more likely to stick with it. Instead of continuing to focus on your thoughts while you exercise, make a conscious effort to focus on your body and the physical (and sometimes emotional) sensations you experience as you're moving. Adding this mindfulness element to your exercise routine will help you break out of the cycle of negative thoughts that often accompanies overwhelming stress. Focus on coordinating your breathing with your movements, for example, or notice how the air or sunlight feels on your skin. Getting out of your head and paying attention to how your body feels is also the surest way to avoid picking up an injury.

When you've exercised, you'll likely find it easier to put other stress management techniques to use, including reaching out to others and engaging socially.

### **Stress management strategy #2: Engage socially**

#### **Reach out and build relationships**

- Reach out to a colleague at work
- Help someone else by volunteering
- Have lunch or coffee with a friend
- Ask a loved one to check in with you regularly
- Accompany someone to the movies or a concert
- Call or email an old friend

- Go for a walk with a workout buddy
- Schedule a weekly dinner date
- Meet new people by taking a class or joining a club
- Confide in a clergy member, teacher, or sports coach

Social engagement is the quickest, most efficient way to rein in stress and avoid overreacting to internal or external events that you perceive as threatening. There is nothing more calming to your nervous system than communicating with another human being who makes you feel safe and understood. This experience of safety—as perceived by your nervous system—results from nonverbal cues that you hear, see and feel.

The inner ear, face, heart, and stomach are wired together in the brain, so socially interacting with another person face-to-face—making eye contact, listening in an attentive way, talking—can quickly calm you down and put the brakes on defensive stress responses like “fight-or-flight.” It can also release hormones that reduce stress, even if you’re unable to alter the stressful situation itself. Of course, it’s not always realistic to have a pal close by to lean on when you feel overwhelmed by stress, but by building and maintaining a network of close friends you can improve your resiliency to life’s stressors. On the flip side, the more lonely and isolated you are, the greater your vulnerability to stress.

Reach out to family and friends and connect regularly in person. The people you talk to don’t have to be able to fix your stress; they just need to be good listeners. Opening up is not a sign of weakness and it won’t make you a burden to others. In fact, most friends will be flattered that you trust them enough to confide in them, and it will only strengthen your bond. And remember, it’s never too late to **build new friendships** and improve your support network.

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### **Stress management strategy #3: Avoid unnecessary stress**

While stress is an automatic response from your nervous system, some stressors arise at predictable times—your commute to work, a meeting with your boss, or family gatherings, for example. When handling such predictable stressors, you can either change the situation or change your reaction. When deciding which option to choose in any given scenario, it's helpful to think of the four A's: avoid, alter, adapt, or accept.

**Avoid the stressor:** It's not healthy to avoid a stressful situation that needs to be addressed, but you may be surprised by the number of stressors in your life that you can eliminate.

- **Learn how to say "no"** – Know your limits and stick to them. Whether in your personal or professional life, taking on more than you can handle is a surefire recipe for stress. Distinguish between the "should" and the "musts" and, when possible, say "no" to taking on too much.
- **Avoid people who stress you out** – If someone consistently causes stress in your life, limit the amount of time you spend with that person, or end the relationship.
- **Take control of your environment** – If the evening news makes you anxious, turn off the TV. If traffic makes you tense, take a longer but less-traveled route. If going to the market is an unpleasant chore, do your grocery shopping online.

### **Stress management strategy #4: Alter the situation**

If you can't avoid a stressful situation, try to alter it. Often, this involves changing the way you communicate and operate in your daily life.

- **Express your feelings instead of bottling them up.** If something or someone is bothering you, be more assertive and communicate your concerns in an open and respectful way. If you've got an exam to study for and your chatty roommate just got home, say up front that you only have five minutes to talk. If you don't voice your feelings, resentment will build and the stress will increase.
- **Be willing to compromise.** When you ask someone to change their behavior, be willing to do the same. If you both are willing to bend at least a little, you'll have a good chance of finding a happy middle ground.
- **Manage your time better.** Poor time management can cause a lot of stress. But if you plan ahead and make sure you don't overextend yourself, you'll find it easier to stay calm and focused.

#### **Stress management strategy #5: Adapt to the stressor**

How you think can have a profound effect on your stress levels. Each time you think a negative thought about yourself, your body reacts as if it were in the throes of a tension-filled situation. Regain your sense of control by changing your expectations and attitude to stressful situations.

- **Reframe problems.** Try to view stressful situations from a more positive perspective. Rather than fuming about a traffic jam, look at it as an opportunity to pause and regroup, listen to your favorite radio station, or enjoy some alone time.
- **Look at the big picture.** Take perspective of the stressful situation. Ask yourself how important it will be in the long run. Will it matter in a month? A year? Is it really worth getting upset over? If the answer is no, focus your time and energy elsewhere.
- **Adjust your standards.** Perfectionism is a major source of avoidable stress. Stop setting yourself up for failure by demanding perfection. Set reasonable standards for yourself and others, and learn to be okay with "good enough."

#### **Stress management strategy #6: Accept the things you can't change**

Many sources of stress are unavoidable. You can't prevent or change stressors, such as the death of a loved one, a serious illness, or a national recession. In such cases, the best way to cope with

stress is to accept things as they are. Acceptance may be difficult, but in the long run, it's easier than railing against a situation you can't change.

- **Don't try to control the uncontrollable.** Many things in life are beyond our control—particularly the behavior of other people. Rather than stressing out over them, focus on the things you can control such as the way you choose to react to problems.
- **Look for the upside.** When facing major challenges, try to look at them as opportunities for personal growth. If your own poor choices contributed to a stressful situation, reflect on them and learn from your mistakes.
- **Learn to forgive.** Accept the fact that we live in an imperfect world and that people make mistakes. Let go of anger and resentments. Free yourself from negative energy by forgiving and moving on.

### **Stress management strategy #7: Make time for fun and relaxation**

Beyond a take-charge approach and a positive attitude, you can reduce stress in your life by nurturing yourself. If you regularly make time for fun and relaxation, you'll be in a better place to handle life's stressors.

#### **Develop a "stress relief toolbox"**

Come up with a list of healthy ways to relax and recharge. Try to implement one or more of these ideas each day, even if you're feeling good.

- Go for a walk
- Spend time in nature
- Call a good friend
- Play a competitive game of tennis or racquetball
- Write in your journal
- Take a long bath
- Savor a warm cup of coffee or tea
- Play with a pet
- Work in your garden
- Get a massage
- Curl up with a good book
- Listen to music
- Watch a comedy

- Light scented candles

Don't get so caught up in the hustle and bustle of life that you forget to take care of your own needs. Nurturing yourself is a necessity, not a luxury.

- **Set aside relaxation time.** Include rest and relaxation in your daily schedule. Don't allow other obligations to encroach. This is your time to take a break from all responsibilities and recharge your batteries.
- **Do something you enjoy every day.** Make time for leisure activities that bring you joy, whether it be stargazing, playing the piano, or working on your bike.
- **Keep your sense of humor.** This includes the ability to laugh at yourself. The act of laughing helps your body fight stress in a number of ways.

### **Stress management strategy #8: Adopt a healthy lifestyle**

In addition to regular exercise, there are other healthy lifestyle choices that can increase your resistance to stress.

- **Eat a healthy diet.** Well-nourished bodies are better prepared to cope with stress, so be mindful of what you eat. Start your day right with breakfast, and keep your energy up and your mind clear with balanced, nutritious meals throughout the day.
- **Reduce caffeine and sugar.** The temporary "highs" caffeine and sugar provide often end in with a crash in mood and energy. By reducing the amount of coffee, soft drinks, chocolate, and sugar snacks in your diet, you'll feel more relaxed and you'll sleep better.
- **Avoid alcohol, cigarettes, and drugs.** Self-medicating with alcohol or drugs may provide an easy escape from stress, but the relief is only temporary. Don't avoid or mask the issue at hand; deal with problems head on and with a clear mind.
- **Get enough sleep.** Adequate sleep fuels your mind, as well as your body. Feeling tired will increase your stress because it may cause you to think irrationally.



## **Stress management self-help checklist**

Use this checklist to track your progress using these strategies to manage stress. Compare how you feel on days when you make lots of ticks on the checklist to those when you make few or none

### **There are 3 common types of stress:**

Mini-stress - the annoying hassles of day to day life: - Heavy traffic - Cells phones with no power

Moderate-stress - the more significant day-to-day hassles that comes from deadlines and time pressures constraints - Project deadline at work - Holidays

Severe-stress - those events that are traumatic long term or permanent - Divorce or separation - Loss of job

Although there is no definitive answer to any of specific stressor you may experience, it's your coping skills that support your ability to manage stress.

### **Here are 7 coping skills to stress proof your life.**

1. Know how to relax - find a quiet place, get comfy make sure your body is well supported. Breathe slowly and deeply.
2. Eat right and exercise often - avoid caffeine and refined sugar, eat dairy products which may improve your mood. Make exercise a part of your daily life-even if it's only taking the stairs instead of the elevator or parking at the far end of the lot.
3. Learn it is OK to say 'no'. Often, many of us feel we have to say 'yes' to everyone, every time

we're asked for help. You can't be all things to all people. You must first meet your own needs before you can truly give others what they need.

4. Take a mini-vacation from stress. If you can find fifteen minutes a day, or one hour a week if daily isn't possible, make a date with yourself. Schedule a walk around the block, lunch in the park, a sunrise or sunset alone, a bubble bath without interruptions.

5. Make time for yourself, your number one priority; once your own needs are met you will find you have more time for others. And you may find more pleasure in helping others when you don't feel that you must always put others needs before your own.

6. Go outside and enjoy Mother Nature. A little sunshine and activity can have amazing ramifications on your stress level and will enhance your entire outlook towards life. Your improved attitude will have a positive effect on everyone. Not only will you be less stressed, you will be healthier, happier, and more energetic; ready to face whatever obstacles come your way.

7. Have a good sense of humor. Be a resource to yourself. Try something new, learn to play again. Laugh. Laughter releases endorphins, chemicals in the brain that restore calm.

Stress management and how you cope with stress is part of your daily life. It's how you react to stress that makes all the difference in maintaining your health and well-being. Just like causes of stress differ from person to person, what relieves stress is not the same for everyone. You'll never completely get rid of stress, but you can learn to manage stress with coping techniques that work for you. I hope that I've given you some great ideas on how you can deal with stress.

### **What is Emotional Intelligence (EQ)?**

For most people, emotional intelligence (EQ) is more important than one's intelligence (IQ) in attaining success in their lives and careers. As individuals our success and the success of the profession today depend on our ability to read other people's signals and react appropriately to them.

Therefore, each one of us must develop the mature emotional intelligence skills required to better understand, empathize and negotiate with other people — particularly as the economy has become more global. Otherwise, success will elude us in our lives and careers.

“Your EQ is the level of your ability to understand other people, what motivates them and how to work cooperatively with them,” says Howard Gardner, the influential Harvard theorist. Five major categories of emotional intelligence skills are recognized by researchers in this area.

### **Understanding the Five Categories of Emotional Intelligence (EQ)**

**1. Self-awareness.** The ability to recognize an emotion as it “happens” is the key to your EQ. Developing self-awareness requires tuning in to your true feelings. If you evaluate your emotions, you can manage them. The major elements of self-awareness are:

- Emotional awareness. Your ability to recognize your own emotions and their effects.
- Self-confidence. Sureness about your self-worth and capabilities.

**2. Self-regulation.** You often have little control over when you experience emotions. You can, however, have some say in how long an emotion will last by using a number of techniques to alleviate negative emotions such as anger, anxiety or depression. A few of these techniques include recasting a situation in a more positive light, taking a long walk and meditation or prayer. Self-regulation involves

- Self-control. Managing disruptive impulses.
- Trustworthiness. Maintaining standards of honesty and integrity.
- Conscientiousness. Taking responsibility for your own performance.
- Adaptability. Handling change with flexibility.
- Innovation. Being open to new ideas.

**3. Motivation.** To motivate yourself for any achievement requires clear goals and a positive attitude. Although you may have a predisposition to either a positive or a negative attitude, you can with effort and practice learn to think more positively. If you catch negative thoughts as they

occur, you can reframe them in more positive terms — which will help you achieve your goals.

Motivation is made up of:

- Achievement drive. Your constant striving to improve or to meet a standard of excellence.
- Commitment. Aligning with the goals of the group or organization.
- Initiative. Ready you to act on opportunities.
- Optimism. Pursuing goals persistently despite obstacles and setbacks.

**4. Empathy.** The ability to recognize how people feel is important to success in your life and career. The more skillful you are at discerning the feelings behind others' signals the better you can control the signals you send them. An empathetic person excels at:

- Service orientation. Anticipating, recognizing and meeting clients' needs.
- Developing others. Sensing what others need to progress and bolstering their abilities.
- Leveraging diversity. Cultivating opportunities through diverse people.
- Political awareness. Reading a group's emotional currents and power relationships.
- Understanding others. Discerning the feelings behind the needs and wants of others.

**5. Social skills.** The development of good interpersonal skills is tantamount to success in your life and career. In today's always-connected world, everyone has immediate access to technical knowledge. Thus, "people skills" are even more important now because you must possess a high EQ to better understand, empathize and negotiate with others in a global economy. Among the most useful skills are:

- Influence. Wielding effective persuasion tactics.
- Communication. Sending clear messages.
- Leadership. Inspiring and guiding groups and people.
- Change catalyst. Initiating or managing change.
- Conflict management. Understanding, negotiating and resolving disagreements.
- Building bonds. Nurturing instrumental relationships.
- Collaboration and cooperation. Working with others toward shared goals.

- Team capabilities. Creating group synergy in pursuing collective goals.

What factors are at play when people of high IQ fail and those of modest IQ succeed?

How well you do in your life and career is determined by both. IQ alone is not enough; EQ also matters. In fact, psychologists generally agree that among the ingredients for success, IQ counts for roughly 10% (at best 25%); the rest depends on everything else — including EQ.

A study of Harvard graduates in business, law, medicine and teaching showed a negative or zero correlation between an IQ indicator (entrance exam scores) and subsequent career success. Three examples illustrate the importance of emotional competencies.

## **School and Career Counselors Do**

School counselors help students develop social skills and succeed in school. Career counselors assist people with the process of making career decisions, by helping them choose a career or educational program.

### **1. Work Environment**

School counselors work in public and private schools. Career counselors work in colleges, government agencies and career centers, and private practices. Both types of counselors generally work full time.

### **2. How to Become a School or Career Counselor**

Most school counselors must be credentialed and have a master's degree in school counseling or a related field. Many employers prefer that career counselors have a master's degree. Career counselors who work in private practices may also need a license.

### **3. Pay**

The median annual wage for school and career counselors was \$53,610 in May 2012.

### **4. Job Outlook**

Employment of school and career counselors is projected to grow 12 percent from 2012 to 2022, about as fast as the average for all occupations. Increasing school enrollments should lead to employment growth of school and career counselors. However, hiring may be limited, due to slow growth—or decline—in school funding from state and local governments.

### **5. Similar Occupations**

Compare the job duties, education, job growth, and pay of school and career counselors with similar occupations

### **Counseling Environment**

You should experience a safe and confidential environment at all times, where you are able to talk about whatever you want, at the pace that is comfortable for you, and for as long as you want too (of course within your session's set time).

Most people find that they are able to start making some helpful progress within the first 6 to 10 sessions.

### **Counselor's Behavior**

#### **Your counselor should:**

- Never judge you, put you down, second-guess you or act in any manner that is disrespectful to you.

- Be trained to listen exceptionally well, and give you open and honest feedback that is relevant to your issues of concern, and in a manner that is consistent with your beliefs, life experiences and current circumstances.
- Be able to provide you with accurate and up-to-date information about the issues of your interest (if your counselor does not have available information, s/he should be able to find it for you promptly).
- Limit her/his opinions. Your counselor should be able to clearly state for your benefit when s/he is giving you her/his opinion versus times when s/he is providing you with facts.
- Focuses on help you clarify things for yourself, offer you information, and help you carry out your goals.
- Inform you from the first session that in situations where for whatever reason your safety, the safety of a child, or the safety of others may be at risk of physical harm or dead, your counselor has the legal responsibility to intervene without your permission.
- Typically spend the first few sessions getting to know you, and gathering pertinent information about you and your situation. While your counselor is gathering information, you should never feel like being interrogated.

After a few sessions, be able to start working with you on your action plan on how to achieve your goals. The action plan should be tailored to your specific needs.

**Counseling process is divided in three broad phases:**

Phase 1 focuses on starting the counseling relationship and defining goals.

Phase 2 focuses on developing and implementing the action plan on how to work towards the counseling goals.

Phase 3 focuses on concluding the counseling service, and completing the client satisfaction survey.

**Ethical Principles in Counseling**

(Commission on Rehabilitation Counselor Certification)

- Beneficence
- Autonomy
- Non-Maleficence
- Fidelity
- Justice
- Veracity

### **Beneficence “To do good to others”**

Acting in a manner that promotes the welfare of the client

#### **Beneficence Factors and Risks**

- Will your action assist the person in achieving his/her employment goals?
- Has the person assessed the benefits vs the harm, costs, or burdens that may occur?
- Taken to the extreme, beneficence becomes paternalism – not partnership and collaboration.

### **Autonomy “To honor the right to make individual decisions”**

Acting in a manner that respects a person’s freedom to control his or her own life.

#### **Autonomy Factors and Risks**

- Competency to make specific decisions
- Autonomous choice may be limited by restrictions of agency policy and/or state law
- Autonomy, taken to its extreme, may compromise other ethical principles.

### **Non-Maleficence “To do no harm to others”**

Acting in a manner that does not cause harm or prevents harm to clients

#### **Non-Maleficence Factors and Risks**



- Levels of risk can be idiosyncratic
- Your action has to be based on the scope of your expertise and knowledge
- The need to protect society – or the person - can compromise other ethical principles like  
Autonomy (confidentiality)

### **Fidelity “To be loyal and honest”**

Keeping promises or commitments, both stated and implied.

#### **Fidelity Factors and Risks**

- You must understand your organization’s and the profession’s standards, principles, policies, and procedures.
- It can be tough to:
  - Live up to a plan you inherit
  - Be loyal to a policy you don’t agree with
  - Stay current with developments in the field when you already have full hands

### **Justice “To be fair and give equally to others”**

Treating people fairly, especially in allocation of resources

People must be treated individually and fairly

Professionals must advocate for the fair treatment of people with disabilities

Your method of allocating scarce resources may be perceived as unfair – no matter what it is

#### **Allocating Scarce Resources**

- Equal shares – everyone gets the same
- Needs – each according to his/her needs
- Effort – people who put forth more get more resources
- Contribution
  - Payback (before or after services)
  - Free market

- Cost effectiveness

### **Veracity “To be honest”**

Not engaging in an act or omission of a dishonest, deceitful or fraudulent nature

Veracity of Electronic

Information

Assisting clients in determining the validity and reliability of information found on the Internet and/or other technology applications.

### **Values in Counseling and Integration of Individual Theories**

Counseling is a profession that tailors the approach to the needs of the client, presenting issues and the personality of the individual. A counselor’s approach is also unique based on belief systems and personal values. Counseling is an activity where personal values are an important part of the development of the individual and the community at large. Counselors are in a unique position to be able to affect the society in which we live, guiding clients in decisions that often have a dramatic life changing impact. This paper is an expression of my current thinking regarding a theoretical perspective of individual counseling. My approach is founded on understanding of irrational beliefs and the implication of this on thinking, feelings and behavior. Combining the rational therapy process with a focus on emotions creates a personalized approach to therapy. This focus complements the three components of personality, thinking, feelings, and behavior by providing depth to the reason behind our thoughts. Individual’s feelings are the first indicator that something is not right in the individual “system”. Individuals may also not be aware of faulty reasoning at core levels that gave rise to the current breakdown that brought them to the counselor. Belief systems lead to thinking, feeling, and actions. These responses may be a symptom or a trigger that leads to inappropriate behaviors often used as coping mechanisms.

### **Values and Feelings in Counseling**

In this perspective on individual counseling is the behavior link between feelings and thinking. Feelings of sadness, apprehension, and anxiety create the desire for a response that exhibits in behavior, either socially or privately. Behavior is motivated to produce a change in the operating system. If the responsive behavior based is on faulty emotions and irrational beliefs it can manifests with negative and possibly harmful results. In some instances, this negative behavior may be a symptom that triggers awareness of the need for change. With children, inattentiveness may be the only indicator that a child is struggling with an issue. What may be viewed as the problem, whether sadness or poor grades, may actually be symptoms of a larger issue. The counselor needs to be prepared to suggest or explore patterns as a part of the larger picture. It is important the counselor remain alert to emotions and behaviors that present themselves from the individual as potential insight into thought patterns and interpretations of events. The symptom is generally a “door” to the other issues in counseling and not the focus, the causes are. There is great importance, therefore, on the role of values in counseling.

An understanding of the emotions and behaviors that no longer function for the individual provide the counselor a basis for assessing the underlying belief systems, schemas, and assumptions. With this technique, emotional health can be restored through changing maladaptive thinking, removing negative biases and distortions in thoughts, and moving the individual towards greater balance in their personality and functioning. These three approaches: understanding belief systems, irrational thoughts, and behavioral responses provide significance to the change process. Through self-awareness and insight gathered through understanding thinking, about how the “puzzle fits” provides insight and goals for change in the feeling and behavior.

### *Counseling Relationship*

There are specific personal characteristics necessary in the counselor to establish a healthy and therapeutic helping relationship with the client. Clients who enter counseling have issues that may be unknown to them; or they may have awareness of a problem, but cannot see it with a clear perspective. Every issue can be boiled down to: 1) You know what you want, but not how to get it, or 2) You do not know what you want. Providing empathetic understanding

through the initial stages of the developing relationship and during difficult periods of change provides the client with a feeling of compassionate understanding during a process where there may be little support elsewhere. Counselors must remain genuine and congruent consistently providing genuine and open feedback to the client without becoming sympathetic for the sole reason of giving comfort or feeling with the client. Pain and discomfort are not necessarily negative and are a potential source of insight ready for discovery.

Providing clients with respect for their pain and suffering, and offering positive regard in areas of worth and potential, are important components for the counselor to affirm an individual's optimistic sense of self and provide hope for the future. Counselors help to clarify and reduce ambiguity by providing an unbiased and balanced view. Addressing the needs of the client in the "here and now" and possessing sensitivity to immediate needs, provides acknowledgment to the client's current situation. For example, it is important for the counselor to take an active role in understanding the common cultural perspectives of a wife in Islamic culture and how counseling may be modified to produce change. These characteristics form the individual uniqueness in the counselor and are a significant component to the counseling relationship.

### *Theory Building Ingredients*

This paper covers eight aspects of individual counseling. Structure and basic understandings of the theory that differentiate it from the foundation are compared with the applied therapeutic approaches. Motivation and the involvement in goal setting is detailed along with development of personality over the lifespan. Individual differences are reviewed to illustrate the unique attributes addressed in the counseling process. This perspective outlines individual health and dysfunction. Finally, techniques specific to the integrated theories in this perspective are provided to enhance understanding.

### **Structure**

The foundation of this integrative perspective of individual counseling begins with observing and dialoging of problem feelings. What has brought the client to counseling now?

The “now” is the focus at this stage in counseling. An individual may not have insight into what the issues are that need to be addressed, but may have an awareness of what does not feel right in their environment and daily living. Emotions are viewed as the result of thoughts and belief systems held by the individual. Feelings of resentment and anger may be present with behavior that is both conditioned and learned in response to these feelings. The counselor needs to acknowledge and affirm these feelings as genuine. This is one aspect of positive regard and respect for the experiences that shaped the client. As dialogue continues and rapport is built, the counselor works to uncover the thought processes that maintain the disruptive behavior and feelings. Thoughts based on faulty learning result in an irrational belief structure for the individual’s development. Ultimately, the counselor’s role in this perspective is to address these faults in programming that maintain the dysfunctional system.

Man is designed as a uniquely rational and goal oriented individual (Ellis, 1996). Man also develops, learns and conditions from observing the environment and his interpretations (Bandura, 1997). Individual emotions are therefore highly complex and personalized and formulating a biased component to thinking which results from the unique life experiences and belief system generated from events. When an individual enters into counseling, something in their current system is not working. Something is causing distress motivating the client to attend. Through an understanding of an individual’s feelings, behaviors, and thoughts, the counselor is challenged to uncover in the client the specific beliefs that are determining the individual’s emotions and actions. This structure combines the three theories of development and expression, which form the foundation of this integrative perspective to individual counseling.

## **Motivation**

Common among the theories in this integrative approach is the view that individuals are motivated in their emotions, behaviors, and thoughts to achieve a result (Dryden, 1990). When looking at an individual’s goals, factors to consider include asking the individual what they are trying to achieve and how they are expecting to achieve this. This elicits goals and processes that are incongruent with the desired reward, pleasure, or avoidance of pain. Discussing this

develops the partnership with the client towards resolving the issues (Ellis, 1996). Integrating the structured approach discussed in the previous section, the counselor begins with an analysis of the feelings the individual has about their goal. What is motivating the feelings of the individual to attempt to produce these desired benefits? As Ellis discovered (Ellis & Dryden, 1997) man “seeks” continuously throughout life to fulfill his short term needs when focus needs to be redirected to a long term outlook. This long-term focus is the key to success. This is where counselors “lose” most clients without focus on the benefits of long-term goals. Trying to find enjoyment in self, social groups, sexual expression, work and leisure activities, and the counselor requires an understanding of distorted beliefs to work towards changing maladaptive thinking that may be motivating the individual.

As Beck (1991) outlined, dysfunction can be caused by a combination of biological, environmental, and social factors. Individuals are motivated to adapt to these factors to reduce perceived distress. Behavior motivated to alter negative or painful experiences (repression of assault) provides an opportunity to assist the individual in working through the feelings (e.g. anger, shame), the behavior (e.g. repression), and the thinking (e.g. I am a bad person). This assists in redeveloping emotions, actions, and thoughts that are healthy and positively motivated. In the example of an individual whose thinking is pragmatic (e.g. I am a bad person), regarding a physical attack, the counseling process may involve changing the maladaptive thinking to ‘this was not my fault’. This possibly includes moving behavior from passive to active through a group setting for assault victims, and moving through feelings of anger to forgiveness and personal growth.

Counseling that assists individuals to clarify the perceived reward based on realistic expectations and cognitive understanding is the desired result of integration in the area of motivation.

### *Compare / Contrast to Other Approaches*

This integrative perspective is comparative to other theories of personality and counseling in terms of goals of therapy and some basic concepts. Gestalt therapy has as its goal

individual awareness leading to growth, responsibility, and maturity. A difference in these theories is the focus for the individual. Gestalt therapy uses the concept of contact boundaries and relations to objects, similar to the object relations theory as the emphasis for resolving and establishing health.

Comparing cognitive, REBT, and behavior therapy, which are focused on present belief systems to psychoanalytic theory, based on unconscious drives, we see the significant difference in perspective of problem resolution. Freud's psychoanalytic theory works to change personality and character structure through the reconstruction and reinterpretation of childhood experiences. In cognitive therapy, the counselor works with the client to understand belief systems and challenge these with knowledge and goals rooted in the present. Whereas psychoanalytic therapy typically requires more than two years to produce desired results; cognitive (thoughts), rational emotive behavior therapy (beliefs and emotions), and behavioral therapy have the ability to produce change in as short as six to eight sessions.

Another comparison is the assessment techniques utilized in therapy. Adlerian therapy looks at lifestyle, birth order, family dynamics, and early recollections in establishing personality and health. The integrative perspective outlined in this paper looks at consequences to behavior, goals, and thoughts observed through interviews with the client. Where the Adlerian theory looks at nurturing issues and lifestyle choices, the cognitive, rational emotive behavior therapy, and behavioral integration looks at current behavior, emotions, and thoughts as understood by the client. It also looks to prioritize these to actively work with the client on redirecting these aspects to align with their goals.

Various theories are available to integrate and add value to approaches applied by counselors. Congruence in the theories integrated creates a counseling environment where both therapist and client have a process that works together towards the determined goals. Integration of theories versus a commitment to only one theory of counseling allows a specific, unique application to the client's needs and level of ability.

## Conclusion

Eclectic therapeutic integration provides a unique opportunity for the counselor to create a distinctive healing relationship specific to the individual in need. With a cognitive foundation looking at thoughts, I have integrated the theories of rational emotive behavior therapy with the focus on beliefs and emotions and the behavioral model to provide a comprehensive perspective to individual counseling. In each of these theories, there are common factors that must be included in an eclectic approach. The relationship between client and therapist is important for progress and paramount is the client's perception of the relationship. Counseling provides an opportunity for clients to express themselves emotionally, experience catharsis, and discuss problems. Clients learn new behaviors and have an opportunity to practice these behaviors. Additionally, counselors explain clients problems and how to resolve issues. Individuals in this perspective have an opportunity to change behaviors, emotions, and thoughts through the healing relationship and hope for resolution to their problems