



GUIDANCE AND COUNSELLING

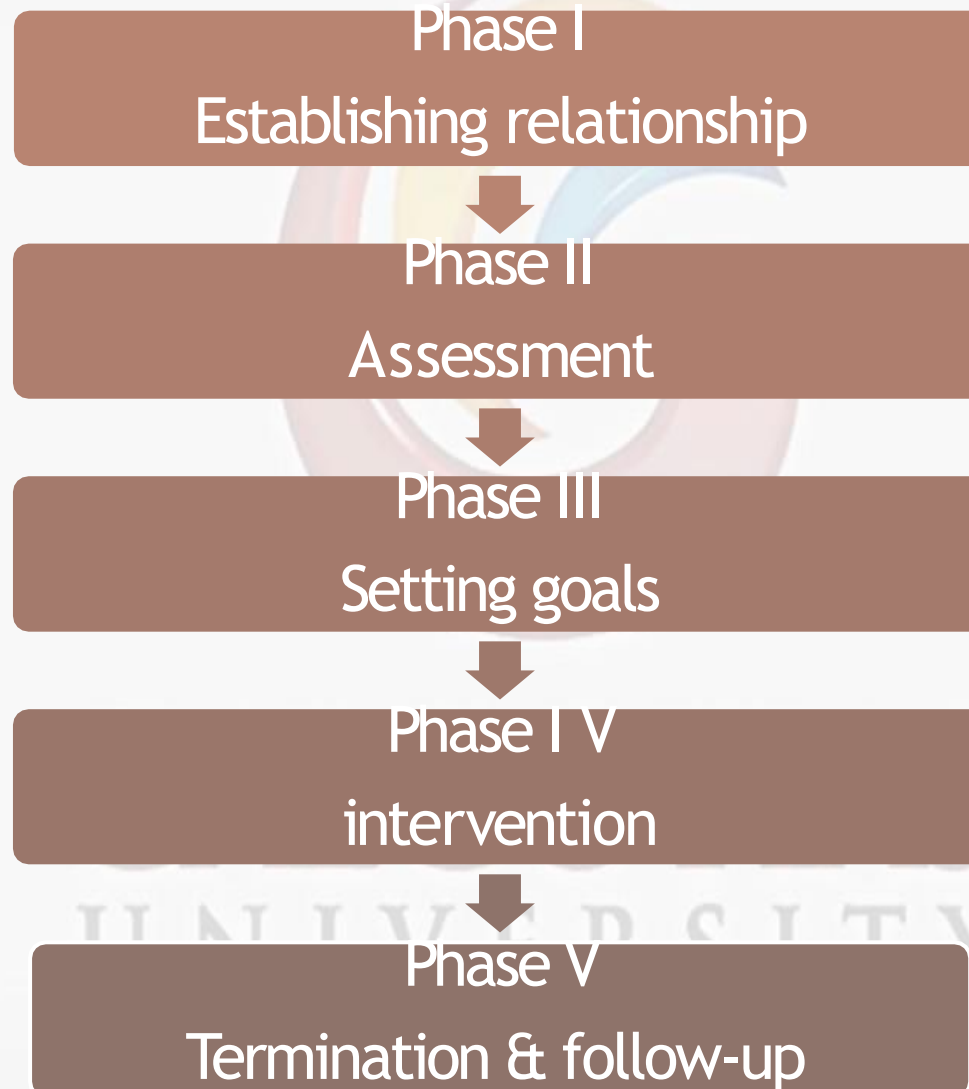
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LECTURE 04

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COUNSELLING PROCESS



Phase I: Establishing relationship

- It is an ice breaking session during which the counsellor & counselee **introduce each other** & establish a primary rapport.
- **Good rapport building** provides the respect, trust & sense of psychological comfort to the counsellor-counselee relationship for progression to the counselling process.
- Strategy to establish an effective relationship:
Introduce yourself
- Being the phase with **adequate social skills**
- Always address the individual by his or her name

- **Ensure physical comfort** of the counselee & self.
- **Do not interrupt** the individual when he/she is talking.
- Listen attentively.
- **Observe nonverbal communication.**

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Phase II: assessment

- The second phase of counselling is basically a **data collection** phase.
- The type of information collected from counselee like general **data, physical data, psychological data, social/environmental data, achievement data, educational & vocational data.**
- After the collection of information, **diagnosis** related to the counselee's behavior is made.
- Various **tools & techniques used** for data collection like intelligence tests, achievement tests, aptitude tests, interest tests, personality tests, questionnaires, interview, observation, autobiography, anecdotal records, rating scale, cumulative record & case studies.

Phase III: Setting goals

- During this third phase of the counselling process, **goals are set co-operative** by both the counsellor & the counselee.
- While setting goals, **the counselee's strengths, weakness, constraints & available resources must be kept under consideration.**
- **The goal could be immediate & ultimate** which directs the counsellor & the counselee to further progress in the counselling process.
- Effective & reliable goal setting requires following skills in counselors:
Multifaceted knowledge related to the problem of counselee

- ✓ Ability to think critically & inference-drawing skills.
- ✓ Judgment, planning & management skills
- ✓ Skills to segregate & differentiate the provided information
- ✓ Help the counselee set feasible, reliable & achievable goals

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Phase IV: Intervention

- This stage of counselling is an **operational phase** where the counselee is suggested the best possible options for the management of the present problem.
- The intervention will depend on the **approach used by the counsellor**, the problem & the individual.
- The choice of intervention is a process of adaptation & the counsellor should be prepared to change the intervention when the selected intervention does not work.

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Phase V: Termination and follow-up

- This is the **final stage** of the counselling process, where counselling comes to an end.
- Termination must **be planned** well ahead so that the **counselee may feel comfortable** at the departure & gradually able to handle the problem independently.
- Some **follow-up sessions may be required** to help the counselee further to handle the problem independently.

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MANAGING DISCIPLINARY PROBLEMS

- Common disciplinary problems seen in Indian students are
- ✓ Absenteeism,
- ✓ Nonsubmission or late submission of assignments,
- ✓ Disturbing classroom atmosphere,
- ✓ Threatening strike,
- ✓ Damaging or spoiling institutional property,
- ✓ Picking quarrels over small matters,
- ✓ Using mobiles phones in the classroom & so on.

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Strategies for management of disciplinary problems...

- Appropriate training of faculty & teachers
- Adequate practice of cocurricular & extracurricular activities

- Appropriate selection & use of disciplinary standards
- Use reward & punishment

- Promoting better teacher-student relationship
- Cultivation of ethical, moral & spiritual values

- A close teacher-parent-student contact
- Effective use of guidance & counselling programmes

MANAGEMENT OF CRISIS AND REFERRAL

- A sudden, generally unanticipated event can profoundly & negatively affect a significant segment of the institution population & often involves serious injury or death.
- Crisis events like an incidence of suicide, school bus crashes, natural disasters or multiple injuries, deaths can quickly escalate all over the educational institution.
- Crisis must be managed promptly & skillfully to minimize chaos, rumors & impact of the crisis on the victims & other students.

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