



Introduction to Guidance and Counseling



Prepared by Auma **OKUMU**



African Virtual university
Université Virtuelle Africaine
Universidade Virtual Africana



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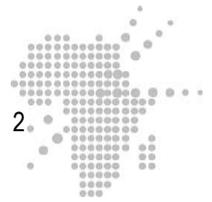
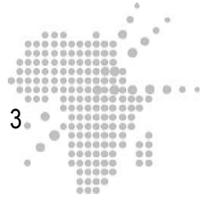


TABLE OF CONTENTS

I.	Introduction to Guidance and Counseling	3
II.	Prerequisite Course or Knowledge	3
III.	Time	5
IV.	Materials	6
V.	Module Rationale	6
VI.	Content	7
6.1	Overview	7
6.2	Outline	9
6.3	Graphic Organizer	9
VII.	General Objective(s)	10
VIII.	Specific Learning Objectives	10
IX.	Pre-Assessment	14
X.	Key Concepts	20
XI.	Compulsory Readings	21
XII.	Multimedia Resources	26
XIII.	Useful Links	29
XIV.	Teaching and Learning Activities	106
XV.	Synthesis of the Module	113
XVI.	Summative Evaluation	114
XVII.	Student's feedback on the module	121
XVIII.	References	123
IX.	Main Author of the Module	124



I. Introduction to Guidance and Counseling

by Auma Okuma

II. Prerequisite Course or Knowledge

Module Two and Module Three

Welcome to Module 4

As a prerequisite to study this module you need to have some background knowledge to human growth and development and the different stages that a child goes through whilst growing up. These stages are infancy, early childhood, adolescence and early adulthood. The knowledge about these areas make it possible for you to see the relevancy and application of Guidance and Counseling to help children overcome life challenges and associated problems that face them both inside and outside the school environment. You also need some background knowledge about the Social, Moral, and Personality development and the general socialization processes that influence young people as they interact with their environment. This interaction between the child and the environment can impact positively or negatively.

You may also need to be conversant with the processes that go in education, issues connected with quality education, the education of the girl-child, factors that make children drop-out of schools, and those connected with high or low performance, emotional issues or development or career aspirations and visions of children. This means that you as their teacher and counselor have a lot to contribute to the wellness of these learners and their future successes. The knowledge and skills of guidance and counseling are useful in helping them.

You may at this opportune moment be thinking how inadequate you are as far as guidance and counseling is concerned. You may imagine that you neither have the knowledge nor the skills to do so; you need not worry because this module has been written to help you out. It is going to equip you with all the knowledge and skills to become a good and effective guidance and counseling teacher in the school.

As you go through this module, it is very clear that you are becoming 'an agent of change'. Guidance and Counseling is 'all about change.' In school, there are young people of different ages, sex, interests and life orientations. They all need



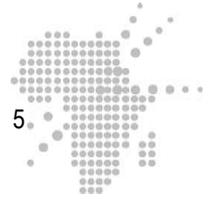
some kind of proper guidance so that they can change without any pressure exerted on them. Since they are young, lack real life experience about life in general, are unaware of themselves, they do not in any way know how to bring about changes nor understand their implications on their lives. Among them are those who may resist change because they are already tuned to particular approach to life, or are accustomed to what life means to them, and therefore would not like to change at all. This is the core of what you are about to begin doing, when you have completed the course. You are going to work with them and endeavor to cause desirable adjustments in them. These changes that are anticipated will be a reflection that you will have imbued them with skills of coping and/or what they can do on their own, to make changes in their lives.

We live in a world full of rapid changes. These changes are coming about because of the technological developments taking place every now and then. Traditional cultures, beliefs, values and social relations in the traditional societies are being eroded very quickly by foreign cultures, through television, internet, magazines, music and other toxic influences. All these rapid changes are living young people confused, uncertain, and alienated. This state of affairs can be very devastating emotionally.

These rapid changes leave us all confused to extent that we do not know what to do, or the next step to take. This is when your knowledge and skills in counseling become very handy to all of us. How all of us, including your students will change will depend on your ability to conduct guidance and counseling, notwithstanding our differences in terms of interest, personality, cultural background and life circumstances.

So you as a teacher-counselor, you have embarked on another journey—a journey to help people, especially the learners to deal with changes that come suddenly and unexpectedly into their lives. Your positive and prompt contributions will in the end make them live independent, happy and effective life. Before you can do that, you need to acquire the knowledge, skills and mental set of a committed guidance and counselor in the school where you will be working.

The Module Four: An Introduction to Guidance and Counseling has been written to make you become a good and effective and a prolific Guidance and Counselor in the school as well in the community.



Professional Codes of Conduct (Some ethical considerations)

Guidance and Counseling is an interactive relationship that takes place between the Counselor and that client (in this case between you the counselor and the student). It becomes important that some issues related to codes of conduct in counseling relationships are highlighted here in the module for your benefit.

The following ethical codes of behavior are necessary for you to know them, because they are going to help you to do conduct counseling professionally. Adherence to these codes of conduct is of paramount importance and a foundation of successful practice:

Confidentiality. You are mandated to maintain all matters arising during any counseling of a client confidential. All advice given should not in anyway be disclosed nor discussed with another person.

Tolerance. It is important that you practice tolerance with your client, and unnecessary duress on the client is totally unacceptable. Request for counseling is voluntary and therefore is improper to force the services on a client.

Objectivity. The need to be objective in counseling relationship is important. You need to be impersonal in your dealing with the client, and be objective with your view, offer options that are clear and understood by the client, merits and demerits spelt out very clearly, so that the client is very clear of the kinds of decisions he/she is going to make. Counselor's views should to be imposed on the client.

III. Time

In this Module Four, there are four units. Each unit has been allotted a number of hours for you need to complete it. A total of 120 hours is needed for you to successfully complete the module.

Unit one: An Introduction to Guidance and Counseling- 30 hours.

Unit two: Types of Guidance and Counseling-30 hours.

Unit three: Introduction to Family Counseling- 30 hours.

Unit four: Guidance and Counseling Practicum- 30 hours.

Total=120 hours.



IV. Materials Required

For you to be comfortable and effective in reading through this module, the following items are important for you to have them. You should endeavor to make full use of them in your study: Internet connection/e-mail connectivity Electronic recorder or a simple recorder Audio- cassettes Flash for downloading relevant materials from the internet A printer Note books or writing pads for taking down points Pens and pencils A study room for private reading Adequate or reliable source of lighting A mobile phone.

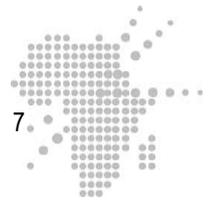
V. Module Rationale

This module has been designed with the fullest understanding of the important role you are going to play in schools and community as a whole. This module has been written to enable you to assist the young people in schools to develop values and life orientations which will guide them to become mature mentally, physically, emotionally, accept, and look at themselves in context of responsibilities, duties and as members of one united family and of a wider community and thereafter live in harmony with all members of society.

In the same vein, the module has been written to enable you to play another very important part in as far as the career aspirations and visions of the learners in schools are concerned. Through the knowledge and skills you are going to acquire from the module, it is expected that you are going to prepare these young people for occupational life, make them strive for higher standards of performance in workplace; and develop great sense of appreciation for work and respect for what work other people may be doing.

The module is further expected to assist you in identifying the talents and potentialities learners have; and thereafter assist them develop these talents and/or potentialities. The same is also true for identifying the strengths and weaknesses that the students may have. For example in overcoming or adjusting to disabilities.

Finally, it is paramount that you play a big part in giving young people sense over the utilization of their leisure time and energy profitably as they grow up while still in schools.



VI. Content

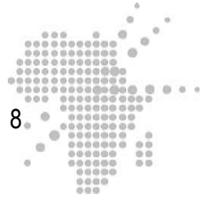
6.1 Module Overview

This Module Four: An Introduction to Guidance and Counseling has been written specifically for you as a teacher who is undergoing training to become an effective and useful person to students, teachers, and school administrators and of course to the larger community around the school.

There are four units in the module. In each unit, statements of General and Specific objectives have been given. These statements of objectives are there to help you remain in focus, and also in making sure that the necessary knowledge, skills and attitudes are acquired by you within the period of the training. There are also activities that have been included as part and parcel of the required things you are expected to do or meet. It is important that you do not only find time, but also ensure that they are done. The references that have been included in the module are things you must make all efforts to read them. Access to computer is a must for you, because most of the readings can only be accessed through the internet.

In the first unit, you will be introduced to the meaning, definition, aims and objectives of Guidance and Counseling. In addition, you will be introduced to issues like the characteristics of an effective guidance and counselor in a school situation. The unit will also introduce you to issues connected with the reasons that normally give rise to learners to demand or look for assistance for guidance and counseling services. The reasons for guidance and counseling in schools are many, and this module will highlight them to you. Some aspects of professional codes of conduct to help you do a good job have been presented in the module. You are expected to read more about these ethical codes of conduct by opening websites of professional counseling associations. Such associations are the American Psychological Association (<http://www.apa.org>), on the ethical principles of psychologists and code of conduct, the American Counseling Association (<http://www.counseling.org>), the American Association of Marriage and Family Counselors (<http://am.aampc.org>). These codes are to help regulate the counseling activities you will be expected to carry out in your school. They are also meant to ensure success in helping these young people make adjustments in their lives, especially future ones.

In Unit two, the main task involves introducing you to the different types of Guidance and Counseling services that are available. The ones that are of interests to you are those types that are found in schools. The details of each will be given



to you. These are the Educational Guidance and Counseling, the Vocational Guidance and Counseling; and the Personal and Social Guidance and Counseling. You will be expected to know how to organize all these counseling activities in your school. Your personal commitment and indulgence are particular called for. This is because your work will involve bringing changes in these young people for the better of them all.

In Unit three, you will be expected to learn more about the meaning, definition, aims and objectives of Family Counseling. Of interest will be the origin, history and the development of Family Counseling, the aims and objectives and practice in society will be introduced to you. Reasons as to why people seek counseling at all are presented in the module. The different approaches in family counseling are also discussed: psychodynamics theory, behaviorist theory, rational-emotive theory and system theory. Issues connected with healthy and dysfunctional families are highlighted for you and therefore you are expected to go beyond the school confines in order to help also families whose children attend your lessons.

The last unit (Unit four) is on Guidance and Counseling Practicum. The purpose of this unit is to provide you with information for organizing practicum activities in your school. In the unit you will be introduced to the policies, requirements and procedures for participation in practicum in the school. You will also be introduced to how to organize such activities in the school.

The exercise is demanding, and therefore your full indulgence is anticipated. You are going to look at it as a vehicle in which your passengers are expected to travel to the world of change. Of extreme importance is your role in organizing this exercise successfully. The skills necessary for this exercise will be introduced to you. In the end, our expectations are that the practicum you're going to take part is going to help you become a professional counselor not only in your school but also to the community around the school.

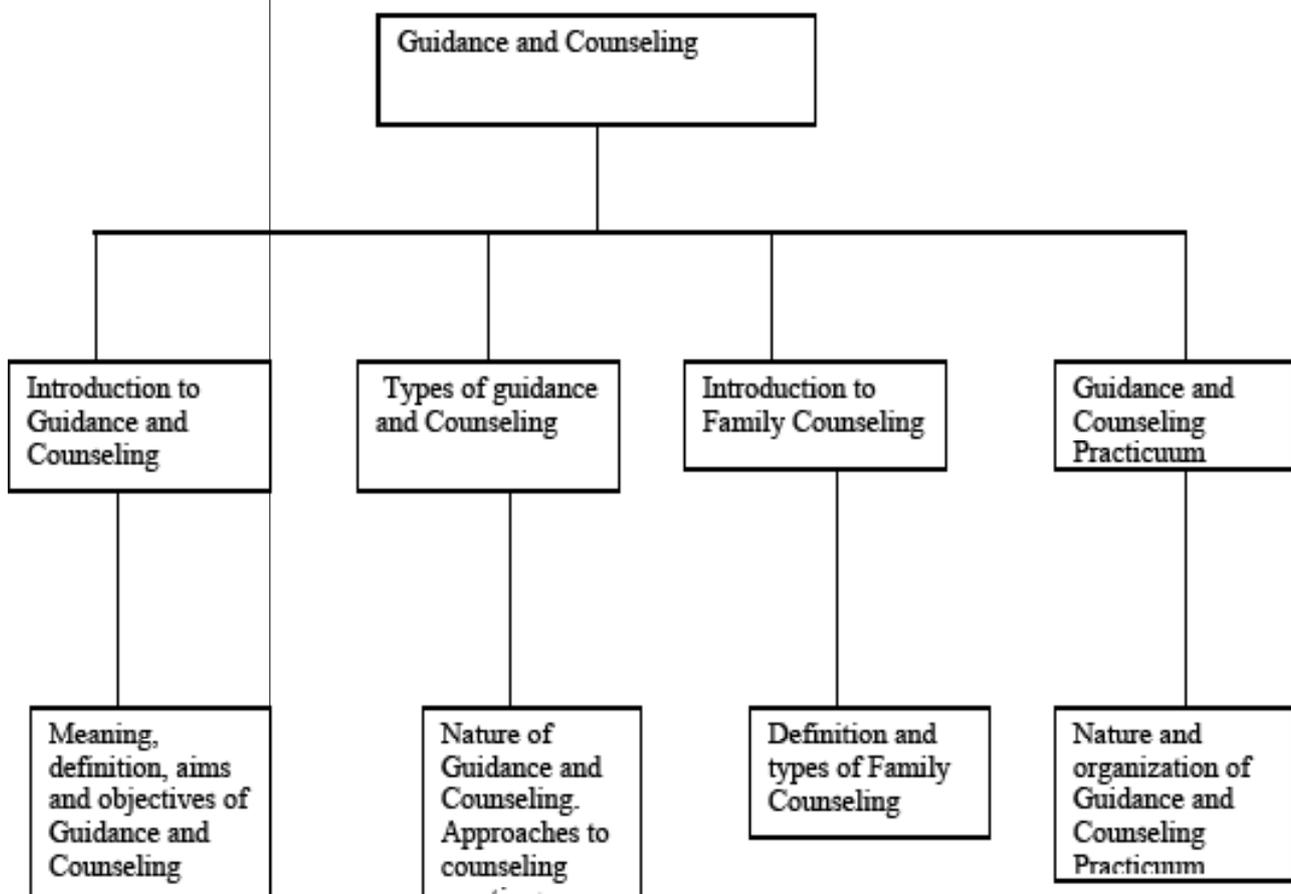
It will be of use for you to make efforts to read through some of the websites given in the reference section, to read more on how to organize, conduct, and assess the practicum in the school.



6.2 Course Outlines

Unit	Course title	Number of hours
One	Introduction to guidance and counseling	30 Hours
Two	Types of guidance and counseling	30 Hours
Three	Introduction to family counseling	30 hours
Four	Guidance and counseling practicum	30 Hours

6.3 Graphic Organizer





VII. General Objectives

- The General Objectives for the Introduction to Guidance and Counseling are:
- To enable teachers improve their school environment by identifying preventive methods and solutions to problems faced by them or groups of students.
- To enable apply the principles of Guidance and Counseling to improve the performances of students in their academic pursuits or endeavors.

VIII. Specific Learning Objectives (Instructional Objectives)

The overall specific objectives (instructional objectives) for the course are the following. (They are slightly different from specific objectives for each unit.): To equip teachers with skills in helping students discover, understand; actualize well-defined moral values, belief and principles to balanced life. To identify some guidance and counseling functions among teachers in schools To be able to develop some conceptual framework for guidance and counseling in schools To enable teachers diagnose students' learning difficulties and offer acceptable solutions.

Specific Learning Objectives (Instructional Objectives) for each unit

Unit one: An Introduction to Guidance and Counseling.

Learning Objectives:

After you have completed unit one of the course, you should be able:

- To define the terms guidance, and counseling
- To differentiate between guidance and counseling
- To identify the aims and objectives of guidance and counseling in schools
- To identify the needs for guidance and counseling
- To identify the characteristics of effective guidance and counselors



Unit two: Types of Guidance and Counseling in schools

Learning Objectives:

After you have completed this course unit, you should be able to:

- Define the nature of guidance and counseling, individual guidance and counseling; and group guidance and counseling.
- Explain personal and social guidance and counseling.
- Outline roles of guidance and counselor in educational, vocational and personal and social guidance and counseling.
- To explain steps in the development of career choice.
- Identify factors affecting career choice.
- To demonstrate skills in setting up guidance and counseling services in schools

Unit three: Introduction to Family Counseling

Learning Objectives:

After you have completed this course unit, you should be able to:

- Define the terms family, family counseling and marriage.
- Describe the types of families.
- Explain the aims and objectives of family counseling.
- Identify problems faced by couples in a family.
- Identify the root problems in families.
- Identify the effects of family problems on members within a family.
- Identify approaches to family counseling.
- Identify factors within society that affect healthy functioning of a family.
- Evaluate the relevance of counseling theories and applications to an African setting
- Evaluate the relevance of group and individual counseling; and couple and marriage counseling.
- Describe the characteristics of a healthy functioning family.
- Describe the characteristics of a dysfunctional family.
- Identify practical steps for intervention in a family expressing dysfunctional tendencies.
- Explain domestic violence and child abuse.
- Describe the effects of wife/husband beating and child abuse and neglect



- Critically analyze the problems faced by widows and orphans caused by HIV/AIDS pandemic.
- Describe how clients of HIV/AIDS overcome the problems.
- Demonstrate practical steps in organizing and setting up counseling sessions for families in need of counseling.
- Determine when to make referrals for further treatment.

Unit four: Guidance and Counseling Practicum

Learning Objectives:

After you have completed this unit, you should be able to:

- Define practicum in the context of guidance and counseling.
- Identify the aims and objectives of practicum.
- State the functions of practicum.
- Equip the teacher with skills to assume professional role for the students in the school.
- Be able to understand, apply, and assess various counseling methods to address educational, vocational; personal, and social concerns of individual students in the school or society.
- Develop specific awareness and knowledge of individual counseling skills and group counseling.
- Develop skills in the use of competences in practicum supervision and arrangements.
- Show respect to community values and educational community and serve needs of the client.
- Facilitate change in the school and the community around the school.
- Facilitate change in self and others in the school and the larger community.
- Facilitate change in students' attitudes and behavior for improved performance in school activities.
- Understand and facilitate students' community pride and involvement.
- Demonstrate competences in subject matters, knowledge and design learning experiences that are coherent and meaningful to the students
- Organize counseling activities for learners who are not succeeding in school.
- Consult widely with parents and/or guardians and teachers on issues affecting the learning of students.



- Demonstrate competences in counseling by organizing and managing professional counseling activities by establishing appropriate objectives, goals, and framework using the best practices supported by research.
- Demonstrate skills in handling students with disabilities.
- Identify students with counseling needs or problems, e.g. drug and substance abuse, physical abuse, sexual abuse, interpersonal conflicts, peer conflicts, academic underachievement or performance
- Develop skills in organizing, staging, and supervising counseling practicum in school.
- Develop leadership skills in counseling supervision, consultation, and collaboration.



IX. Pre-assessment

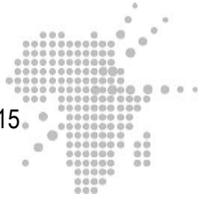
9.1 Rationale

To provide an opportunity for you to reflect on what you already know, some objective question-supply items have been given for you to try.

Your answers to all these question-supply items are indication of your level of knowledge you have in as far as guidance and counseling is concerned, and in particular the subject matter covered in this module.

Instructions: In each of the following multiple choice items, select the best responses from A, B, C, and D, by way of a cycle or a tick.

1. Guidance and Counseling Programs in schools are.....
 - A) Ensure the education and well-being of learners.
 - B) Make learners think and be respectful while in school.
 - C) Grow well and mature into adults.
 - D) Promote boy/child education.
2. A Counseling Psychologist conducts an experiment to compare mental processes that different students use to remember theories of counseling or principles. He/she is investigating:
 - A) Artificial intelligence
 - B) Cognition.
 - C) Mental set
 - D) Semantics
3. Psycho-social care in education is meant to mitigate the effects of:
 - A) Trauma, distress, and common problems experienced by children.
 - B) Trauma, distress, and strengthening resilience
 - C) Trauma, distress and depression
 - D) Trauma, distress and development



4. Significant displaced children develop debilitating emotional reactions and disorders following various traumatic events. These include:
 - A) Stress reactions, phobia, anxiety, depression, and complex grief reactions.
 - B) Complex grief reactions, reactions, phobia and distress
 - C) Complex grief reactions, stress, phobia and depression
 - D) Stress reaction, complex grief reactions, phobia and anxiety.
5. When a counselor goes to market his/her skills to customers, the first group of people who should learn about the service is the:
 - A) Customers who are most likely to use the service
 - B) Customers who are in most need of the service.
 - C) Customers who are working in the same area or program
 - D) Customers who might be ready to sell the product
6. The acronym SWOT in planning counseling strategies stands for....., weakness, opportunities, and threats:
 - A) Situations
 - B) Strength
 - C) Strategies
 - D) Solicitation
7. Arrange the steps in the order of how a student decides to use a counseling product in school:

Becoming aware

Maintaining the use of service

Comprehending the use of the product or service

Preference of the product or service

 - A) 1245
 - B) 1354
 - C) 5153
 - D) 1342
8. How serious an individual thinks a disease would be affecting the life or activities are part of the:
 - A) Maslow's hierarchy of Needs
 - B) Behavior change model
 - C) Health Belief model
 - D) A Behavior Chain



9. Which of the following stages of change including when a student verbalizes there is a problem and wishes to take action?
 - A) Preparation
 - B) Contemplation
 - C) Action
 - D) Maintenance
10. One of the major objectives of School Guidance Counseling should be:
 - A) Encourage behavior change among students.
 - B) Teaching Guidance and counseling programs in schools.
 - C) Encourage behavior change among male and female teachers.
 - D) Utilizing cultural diversities for the benefit of all in the school
11. The Model includes individual learners who or constantly affecting or being affected by the environment:
 - A) Behavior modification
 - B) Social modeling
 - C) Stages of change
 - D) Maslow's hierarchy of Needs
12. Counseling styles used in the past are different form the modern ones. Which of the following represent a modern method of counseling techniques?
 - A) Limited follow-up
 - B) Give the do's and the don'ts
 - C) Fosters choice
 - D) Client is dependent.
13. When developing Guidance and counseling programs in the school, the first persons to learn about it should be:
 - A) Student body
 - B) School administration
 - C) Students who need the program
 - D) Students and parents



14. At one stage of Guidance and Counseling life cycle, the services rendered is beginning to decline in use, and a teacher starts worrying about his/her job security. A good Head teacher would:
 - A) Continue to have the service in place
 - B) Consider diversification and reformulation plans to meet new needs.
 - C) Help other staff find different options or positions
 - D) Re-assess students' needs.
15. A comprehensive school counseling programs includes four components:
 - A) Curriculum; individual student planning; response service; support system
 - B) Curriculum; individual student planning; response service; and delivery system
 - C) Curriculum, individual student planning, delivery system and assessment
 - D) Individual student planning, response service, support system and school counselor
16. School counselors implement programs in collaboration with:
 - A) Teachers, administrators, parents, and students
 - B) Students, community, administrators and parents
 - C) Teachers, administrators, parents and community
 - D) Administrators, community, parents and teachers
17. Which of these best describe dysfunctional family?
 - A) A family in conflict, misbehavior, and abuse
 - B) A family in conflict, misbehavior and disability
 - C) A family in conflict, misbehavior and harmony
 - D) A family in conflict, misbehavior and dysfunction
18. Personality disorder can be expressed as :
 - A) Inflexibility and pervasiveness
 - B) Character disorder
 - C) Fixed fan tansies
 - D) Ego-systolic integrity



19. Psychological dependency is a dependency of the mind and leads to withdrawal symptom such as
- A) Cravings, irritability, insomnia, and moods
 - B) Cravings, irritability, insomnia, and depression
 - C) Cravings, irritability, insomnia and anxiety
 - D) Cravings, irritability, insomnia and stress
20. Children growing up in a dysfunctional family have been known to adopt one or more basic roles. Tick one role that is not descriptive of such a child:
- A) Good child
 - B) Problem child
 - C) Perfectionist child
 - D) Lost child

Answer Keys to Multiple Choice Test

- | | |
|------|-------|
| 1.A | 11. A |
| 2.B | 12. C |
| 3.C | 13. C |
| 4.A | 14. C |
| 5.C | 15. D |
| 6.B | 16. A |
| 7.D | 17. A |
| 8.C | 18. B |
| 9.B | 19. B |
| 10.A | 20.C |

Pedagogical Comments For Learners

This module has been structured in such a way that one activity follows another. It is mandatory that you try to stick to the arrangement as you progress in the study.

The module provides you with a set of tasks, instructions, activities; questions and answers and all are meant to lead you through the module. A set of resources and references have also been included in the module for your consumption



during your study. You are strongly advised to make notes as you go through the different sections of the module and/or activities. For effective learning, you are advised to avoid looking into the given solutions before trying the different tasks given. The resources to help you study effectively are the internet, recommended texts, working with your colleagues and any resource person who may happen to be around your vicinity.

In assessing your performance in the given exercises, if score over seventeen out of twenty, you are doing very well. A score of fourteen and above out of twenty, is a good performance. However, anything below ten out of twenty is not very good. You need to work extra harder to gain more encouraging scores in test items that are given to you.



X. Key Concepts (Glossary)

Affect state of emotion; feeling; or mood that accompanies a thought.

Anxiety a generalized feeling of apprehension of dread without awareness or recognition of specific danger

Aptitude the potential for achievement Attitude a tendency to possess certain feelings towards specified class of stimuli

Boundary limits within which a member in a marriage can traverse

Co-habitation a more or less permanent, but not legally binding, living arrangement shared between two unmarried persons of the opposite sex.

Counseling professional help or assistance given to a person with a problem, usually emotional in nature.

Developmental task problem to be overcome and conflict mastered at various stages of life cycle enabling movement on to the next stage.

Fallacy an error or mistake in the thinking process

Family a group of people who live together, usually consisting of parents and children.

Family life cycle stages of development of a Family and a couple goes through and the task to be mastered at each stage before it moves to another level.

Feedback returned information about the consequence of an event

Marriage a legal relationship between two people living together as sexual partners

Perceive to become aware through the senses, to discern

Pressures consideration of facts or ideas, possible alternatives, probable consequences and personal values

Problem-solve to define, describe a problem, determine the desired outcome, select possible solutions, choose strategies, test trial solutions, evaluate outcomes and revise these steps where necessary.

Therapy treatment that is meant to cure a physical or mental disorder

Thinking mental manipulation of sensory input to formulate thoughts, reasons about or judge.



XI. Compulsory Readings

Reading # 1 Counseling-Wikipedia, the free encyclopedia

Title: Counseling <http://en.wikipedia.org/wiki/counseling>

(Retrieved: 8th Dec 2007)

Abstract: the websites presents to the reader definition of counseling, and the other associated interpersonal relationships in the field of counseling, both in short and long term. Detailed descriptions of what a counselor does or is expected to do are included in the webpage.

Rationale: Worth reading as an eye opener to student for background knowledge on what counseling and what are expected of a counselor are all about.

Reading # 2 Associations of Michigan School Counselor Research Reports on Counseling Programs

Title: Research reports on counseling Services in Schools. http://www.michiganschoolcounseling.org/resources_research2.ht

(Retrieved: 10th Dec 2007)

Abstract: the site gives the reader research findings that have been conducted on different aspects of guidance and counseling services that are offered in elementary schools. Details of counseling on academic performance of children, especially underachievers are highlighted in the document. Cases of improved grades among such children are valid evidence of the usefulness of Guidance and counseling services in school situations. Mention has also been given in suicide prevention in schools because of guidance and counseling in place.

Rationale: The site is good for reading as it clearly shows the positive sides of Guidance and Counseling in school situations.

Reading # 3 Description of Elementary School Guidance Programs

Title: What is the Elementary school Guidance and Counseling Services? <http://www.fcps.k12.va.us/ss/StudentServices/Guidance/elemgdpl.htm>

(Retrieved: 9th Dec 2007)

Abstract: The page makes a detailed description of school guidance programs with the ultimate aims and objectives of focusing on self-understanding, developing positive self-image, showing respect for feeling of other people, understanding



decision-making, and maintaining effective relationships with other people. Successful areas for guidance programs in schools like effective study skills, harmony in schools, effective learning is given.

Rationale: The article gives practical steps in instituting guidance programs in schools and the likely benefits accruing thereafter from it.

Reading # 4: Projects and Programs- Introduction to Guidance and Counseling.

Title: Georgia Comprehensive guidance and counseling Curriculum: A framework for developing and implementing asset building standard.

<http://www.glc.k12.ga.us/pandp/guidance/int-guid.htm>

(Retrieved: 16th Dec 2007)

Abstract: The site gives some reasons and practical guides in organizing guidance and counseling programs in schools. Adjustments in the arrangements are possible so that the teacher in charge is able to organize or execute the plans in his/her school.

Rationale: Good reading to a teacher who is desirous of making up such guidance and counseling programs in the school. The page can be downloaded easily.

Reading # 5 History of Guidance and Counseling- Reading.Com No.2

Title: Guidance and School Counseling: A Brief History of School Guidance and Counseling in the United States of America. <http://education.stateuniversity.com/pages/2023/Guidance-Counseling-School.html>

(Retrieved: 7th Dec 2007)

Abstract: Gives a brief history of how guidance and counseling took roots in the United States of America.

Rationale: Relevant to readers interested in understanding the development of guidance and counseling in his/her country and what lessons can be learnt thereafter.

Reading # 6 Gayle Peterson: Characteristics of Healthy Family System.

<http://www.askdgayle.com/chfs.html>

(Retrieved: 16th Dec 2007).

Abstract: Description of healthy family chief characteristics is presented to the reader.

Rationale: A good article that can make person think how best to have a family that is healthy, happy and functioning.



Reading # 7

Title: Healthy, Productive, Effective, Optimal Family
http://oz.plymouth.edu/~sandy/healthy_family.htm

(Retrieved: 16th Dec 2007).

Abstract: Worth reading for proper understanding of families that are strong and effective.

Rationale: Makes real descriptions of what an effective and strong family looks like in practical terms.

Reading # 8 Guidance and Counseling

Title: Who is a Guidance Counselor?
http://www.k12.nf.ca/harriotcurtis/guidance_and_counseling.htm

Retrieved: 9th Dec 2007).

Abstract: The site presents the reader with detailed discussion of what guidance and counseling is all about. It begins by making a statement that guidance and counseling is part and parcel of educational process, with the sole focus of making a person come to realize himself/herself fully—self-concept, self-image and problem-solving. The aims and objectives of guidance and counseling are given, with the distinction between the two being elaborately given. Types of guidance and counseling found in schools are stated for the benefit of the student.

Rationale: Gives real meaning and practical aspects of guidance and counseling in schools including the aims and objectives of the service to students. The page is useful in helping students focus on how to succeed in their academic endeavors, e. g. self-definition, independence, self-esteem and individual's skills and energy.

Reading # 9: Guidance to Teaching and Learning in Higher Education.

Title: Module 8: The Guidance and Counseling: The Role of teacher in Higher Education. <http://www.harare.unesco.org/heresource/WORD/New-8.doc>

(Retrieved: 11th Dec 2007)

Abstract: The site gives a number of useful points ranging from definitions of guidance, counseling, aims and objectives of counseling, types of counseling to be put in school situations, chief characteristics of effective counselors and



a number of practical activities/exercises which are very useful in setting up guidance and counseling programs in schools.

Rationale: Gives detailed description of what is involved in guidance and counseling programs in a typical school environment.

Reading # 10 Counseling Psychology Practicum Intern Handbook

(This is an html version of the file).

(Retrieved: 14th Dec 2007)

<http://education.bowiestate.edu.wordpress/wp-content/CPSYPracticumInternHandbook.pdf>

Abstract: Gives practical steps in setting up internship activities for students doing field work in the school and how this practicum exercise can be supervised. Forms in which reports can be written are also put together in this site.

Rationale: Good information given and guides the teacher in charge of guidance and counseling activities and how supervision can be conducted.

Reading # 11 School Counseling and Internal Manual (CHDS website: <http://chdsw.edu.Kent.edu>)

(Retrieved: 14th Dec 2007)

(This is html version of the file) <http://chdsw.edu.kent/Downloads/Sc%20Prac%20%20internship%20Manual.pdf> OR [http://72.14.205.104/search?q=cache:SrEKOjZ83Mg\]:chdsw.edu.kent.edu/Downloads?Sc%2520Prac%2520Internship%2520Manual.pdf+How+to+organize+Counseling+practicu+m+program](http://72.14.205.104/search?q=cache:SrEKOjZ83Mg]:chdsw.edu.kent.edu/Downloads?Sc%2520Prac%2520Internship%2520Manual.pdf+How+to+organize+Counseling+practicu+m+program)

Abstract: Makes description of clinical experiences, planning process and requirements in how to organize the exercise of internship. Experienced supervisors are used for conducting the exercise or practicum sessions. Finally document presents to the student an overview of what pertains to Counseling Practicum. Valuable examples of what to include in the form for supervision are there for the student who is desirous of carrying counseling practicum in the school.

Rationale: Practical guidance in organizing and implementing school guidance and counseling programs; and how the supervision can be conducted.



Reading # 12 Family-Wikipedia, free encyclopedia Title: Family <http://en.wikipedia.org/wiki/Family>

(Retrieved: 11th Dec 2007).

Abstract: Defines family, types of family, functions of a family, and gives concepts of family.

Rationale: Good reading to the definition and necessary information about a family.

Reading # 13 Dysfunctional Family-Wikipedia, free encyclopedia Title: Dysfunctional Family. http://en.wikipedia.org/wiki/Dysfunctional_family

Abstract: Gives definition, characteristics of a dysfunctional family, and possible factors or reasons for the rise and development of such a family. Finally possible effects on each member are presented.

Rationale: Good reading since it gives reasons for the development of dysfunctional family. There are also examples effects on children who end up bearing the brunt of dysfunctional families.



XII. Multimedia Resources

To provide you with additional readings, the following resources have been given to assist you in furthering your knowledge and understanding what Guidance and Counseling in schools and families. Some of the documents involve the use of video/DVD players for you to watch what is going on in the document.

Resource: # 1

Youth Engagement Through Schools: Mentoring/Coaching Programs

http://www.safehealthyschools.org/youth/mentoring_program.htm

(Retrieved: 14th Dec 2007)

Description: Gives the reader links on school-based programs on mentoring and/or engaging young people so that they acquire skills, attitudes and the energy to cope with life hurdles effectively. A number of useful films are available for giving more information on youth empowerment programs, especially in school environment.

Rationale: Good for arranging youth empowerment programs in school situation.

Resource # 2

PowerPoint Presentation on Guidance and Counseling Programs

Title: Use of Technology in Classroom Teaching. (retrieved: 10th Dec 2007).

[http://sbac.edu/~guidance/ \(2\) %20Developmental%20Guidance%20Programs.ppt](http://sbac.edu/~guidance/ (2) %20Developmental%20Guidance%20Programs.ppt)

Description: This is a PowerPoint presentation, designs which can be viewed or downloaded and screened for learning purposes about Guidance and Counseling.

Rationale: This is an example of the use of technology in classroom by a teacher.



Resource # 3

Welcome to Eric Facility in Family Counseling

(Retrieved: 14th Dec 2007)

http://www.ericfacility.net/search/bmPKK_QT3QsKEwill7PWK8ayQA-hvisjgKHbo08owYAyAAMWNIQ84DQ/technique%20family%20counseling

OR

<http://www.ericfacility.net>

Description: There are a number of sponsored links which are useful, more so in relation to family counseling and Therapy.

A number of DVD/CD's are available, can be downloaded and screened:

Family Therapy DVD's

Parenting Advice and Tips

Family Therapy Research

School Counseling MA

Web search

Basic Techniques in Marriage and Counseling and Therapy

Counseling Families from System Perspectives highlights counseling techniques with dysfunctional families

Marriage Counseling Techniques/Family Marriage Counseling Articles

Resource # 4

The Family Marriage Counseling Directory.(retrieved:14th Dec 2007)

<http://family-marriage-counseling.com>

Description: Has a number of useful links that can be visited on different approaches or issues on family counseling and marriage.

Rationale: Site is worth visiting for the useful materials contained.



Resource # 5

Family Marriage Counseling Directory. (Retrieved: 7th Dec 2007).

Title: Ten Things You Can Do To Improve Your Relationship

<http://family-marriage-counseling.com/mentalhealth/improve-your-relationship.htm>

Description: Gives a number of points on how to gain happiness in a marriage. Ideas are suitable for couples experiencing instability in their marriage. There are ten points given.

Rationale: Good for focusing on how a marriage can be made free of instability.

Resource # 6

Family Counseling Services. (Retrieved: 12th Dec 2007)

Title: Celebrating 90 Years of Service.

<http://www.familycounseling.org>

Description: Has many useful links which can be downloaded and video watched on a computer, can also be played on a DVD. The site too has video-online facility.

There are many sites to be watched and therefore enough time should be planned both for downloading and opening up. All the different sites show videos on family counseling.

Rationale: Gives a reader room for concentrating on what is being watched, and then application of ideas later.

Resource # 7

Alleducation Schools.(retrieved: 12th Dec 2007).

Title: Become a School Guidance Counselor

<http://www.alleducationschools.com/faqs/guidance-counselor.php>.

Description: Gives an overview on educational and school counselor in elementary schools and secondary schools. Information in the site helps students to evaluate their abilities, interests, talents and personality characteristics in order to develop realistic career and occupational goals.

Rationale: Links and sites for School guidance and Counseling programs are presented, and counselor in training may find the site very informative.



XIII. Useful Links or Resources

The following sites are useful links which you should endeavor to open and read them. They are there to give you additional readings on the subject of Guidance and Counseling in this module.

List of relevant useful links

Resource # 1: School Counseling Program.

(Retrieved: 11th Dec 2007)

Title: School Counselor Preparation Programs.

URL: <http://www.coedu.usf.edu/deptpsysoc/ce/schoolcounseling.htm>

Abstract: gives objectives of school counseling program, and gives knowledge of the competences and skills for the practice of school counseling activities

Resource # 2 : the National Education at the Beginning of 200

(Retrieved: 15th Dec 2007).

Title: Objectives and Strategies in Education in Turkey <http://www.meb.gov.tr/stats/apk2002ing/apage42-63.htm>

Abstract: The sites gives information on objectives, polices and strategies on how to prepare a country to offer quality education in a country. Strategies involve increasing quality of education, enrollment, compulsory education, and making children complete primary cycle.

Rationale: Useful reading on how best a teacher can contribute to quality education in a country, how enrollment can be increased, and children retained to complete primary education cycle.

Resource # 3: Professional Technical School. Facility Educational Specification

Title: Guidance and Counseling Educational Space

(retrieved: 11th Dec 2007).

URL : <http://www.pte.state.id.us/document/pdf/prototype/g&c.pdf>

Abstract: Information on how teachers can set up Guidance and Counseling facilities with available space in the school. Hints on how this can be done in-



cluded in the reading. Programs for small and/or group counseling, individual counseling, and testing, filing record keeping are part of what the teacher can find and read.

Technology to be used includes T.V, VCR, electric screen, overhead/LCD projector. Graphic illustrations are also found to make it easy for the teacher to comprehend what or how to establish Guidance and Counseling in a school.

Rationale: gives practical steps to teachers on how to start a Guidance and Counseling activities in schools.

Resource # 4: Counselor Education

Title: EPSY 590: Family and System Counseling (Retrieved: 10th Dec 2007).

URL :<http://www.siu.edu/departments/coe/epse/counsel/epsy590>.

Abstract: Describes course details for what can be good in designing and implementing family and system counseling. The course outlines are good and relevant for students who are interested in guidance and counseling. References are given for additional reading, some websites are also available. The materials can be easily downloaded and printed.

Rationale: Course objectives are divided into component parts; some for mental therapy, knowledge and skills required for marital, couple and family counseling included in the reading. Suggestions on how to integrate guidance and counseling into the school curriculum are also there.

Resource # 5: SEU Practicum Manual (Retrieved: 14th Dec 2007).

Title: Counseling Practicum Manual: Guidelines for Counseling Practicum Students, practicum Sites Supervision, practicum Agencies and the Program Director. <http://www.stedwards.edu/mac/current/PracticumManual.pdf>

Description: Gives hints in organizing, running, supervising and assessing counseling

Practicum. Objectives of counseling practicum are useful in guiding the running of activities associated with field work.

Rationale: Different formats on how to run, grade, supervise and evaluate counseling practicum informative and useful to beginning counselor in the school. Opportunities for integrating the application are hinted upon.



Resource # 6 : Professional Students Counseling Practicum Manual <http://www.edinboro.edu./cwis/profstudies/CounPracManual.html#Objectives>

Description: Gives information on how to organize manage, supervise and grade practicum activities. Course objectives that have been given are relevant to teacher in trying to put in place Guidance and Counseling service in the school.

Rationale: responsibilities of supervisor elaborately given, hence making it easy for teacher to follow what is to be done in the school guidance and counseling programs.

Resource # 7: Family. (Retrieved: 20th Dec 2007).
<http://www.crinfo.org/recommendation/topic.jsp?id=556>

Description: Contains data resources for family members, students, practitioners and professionals, program designers/developers with information on family conflicts, tools of how to resolve conflicts in families and making the family strong.

Rationale: gives into details potential areas for conflict, which are good for reading. The areas that have been given form the basis for conflicts within families and possible resultant effects. Skills that are useful for resolving such conflicts have been cited in the document.

Resource # 8: Hill's Theory of Family Stress and Buffer Factors: Build the Protective factors and Social Relationships and positive Perception with Multi-family Group (Retrieved: 16th Dec 2007). http://acp.air.org/vc/presentation/2selective/3lmcDon/Hill's_FAMILY_STRESS_THEORY_AND_FAST-htm

Description: discusses family stress as part of crisis facing members of a family, and possible sources of the crisis are described in the document. Sources of stress are particularly interesting to note by upcoming counselors.

Rationale: Possible suggestions for handling family stress are presented.

Reading # 9: School Guidance Counselor (Retrieved: 15th Dec 2007).
<http://www.careerprospects.org/briefs/P-s/Schoolcounselors.html>

Description: The site gives useful information on the kind of activities or work the school counselor does once he/she is in the school.

Rationale: Detailed job descriptions of a counselor given in the document, how time is spent, the requirements for counselor qualifications, skills and knowledge needed and the expectations of the school counselor. The site is a good reading for Module Four.

**Resource # 10:**

Title: South Dakota Comprehensive School Counseling Program Module (2006).
http://www.doe.sd.gov/octe/careerguidance/SD-model_4_24-06_pdf.pdf (Retrieved: 18th Dec 2007).

Description: Curriculum development and delivery strategies are described in the document with reference to the classroom activities, group activities, and individual activities.

Rationale: Gives issues of accountability, planning/assessment procedures completion. Concepts of school guidance and counseling given, and document is good reading for teachers who want to implement guidance and counseling in schools.

Resource# 11: New Hampshire Implementation Manual for Comprehensive School Guidance and Counseling. (Retrieved: 20th Dec 2007).

Title: A Comprehensive Student Development Program.
<http://www.schoolcounselor.org/files/New%20Hampire.pdf>

Description: the site gives detailed information on guidance and counseling in schools, with the aims of making students achieve in their academic endeavors.

Rationale: Students' learning is paramount in any guidance and counseling programs because they are to benefit from schooling.

Resource # 12: Publication 350-092 (1991)

Title: Families First: Keep to Successful Family Functioning.(retrieved: 10th Dec 2007). <http://www.ext.vt.edu/pubs/family/350-092/350-092.pdf>

Description: Gives hints on aspects and family communication and possible outcomes. Types of communication are important for harmony in family relationships.

Rationale: Advices on how families can be kept happy and functioning well.

Resource # 13 Answers.com

Title: Anti-social Behavior (Retrieved: 19th Dec 2007).
<http://www.answers.com/topic/antisocial-behavior-2?cat=health>

Description: Defines anti-social behavior and characteristics of anti-social, possible causes and high-risk factors and treatment.

Rationale: Possible solutions suggested, can be downloaded for independent use.

**Resource # 14: Answers.com****Title: Single Parent Families (retrieved: 13th Dec 2007).****<http://www.answers.com/topics/single-parent-families?cat=health>**

Description: Gives definition of a single family with children and is headed by one parent, either the male or the female in charge. Such a person is a divorced, widowed, or never married, single but has a child or children. A number of useful sites have also been given and are good to read.

Rationale: Gives a number of reasons behind the rise and development of single families. Common problems include low educational level, dropping out of school, early teen pregnancy, and poverty, conflicts with family members, poor health, and poor economic conditions.

Resource # 15: Learning Support, Counseling, Characteristics and Service**Learning. Title: Counseling and Career Guidance. (retrieved: 13th Dec 2007).****http://education.state.mn.us/MDE/Learning_Support/Counseling_Career_Guidance/index.html**

Description: Has a number loaded links useful for setting up guidance and counseling programs in school, in relation to career issues, plans, choices. There are a number of updates on counseling and counseling.

Rationale: Comprehensive school career guidance programs which can be used by the teacher to help learners over choices to make in future.

Building a Strong and Resilient Family**Susanna Smith****<http://edis.ifas.ufl.edu/HE326>****(Retrieved on 16th –Dec-2007)**

Recently there has been a great deal of concern expressed about the breakdown of the American family. Another point of view is that American families are diverse, complex, alive, and changing with our times. All families, including single parents, blended families, working couples, and older families, can survive stress and grow closer. One way to do this is to develop their strengths and learn to meet daily pressures and manage life's changes.

Characteristics of Strong Families

Strong families share common characteristics:

Commitment to each other;

Physical, spiritual, and emotional wellness;



Effective family communication;
Appreciation of all family members;
Meaningful and sufficient time together;
Effective strategies to deal with stress

These family strengths create a sense of togetherness and belonging. At the same time, individual family members develop their own personality, self-esteem, and potential. These strengths help families solve problems and adapt to change. It is more important for families to move toward these strengths than to try to achieve all strengths simultaneously. This process is often called building family strengths.

Commitment

Commitment is the expectation that the family will be together forever, in good times and when problems come up. Committed families feel a sense of trust, belonging, and unity. They solve problems together and look toward the future; this gives the family purpose and direction. Family commitment is characterized by giving time and energy to the family on a daily basis and by developing family interests. Strong families make choices about what activities are important to them. By reducing unnecessary pressures, you can increase time for your family.

Commitment does not mean the family overtakes the individual. Strong families know that family members will grow and develop individual identities. They affirm and appreciate positive qualities, and encourage and support each other.

Family Wellness

Wellness often refers to an individual's physical and psychological health, but this is an important word to families too. Research shows that individual wellness helps a person manage daily pressures, and this has a positive impact on family well-being. Family wellness also means that all family members have a healthy lifestyle that includes proper nutrition, regular exercise, adequate rest, and relaxation. Family wellness goes beyond just physical health. It is a holistic way of living that nurtures and develops the body, mind, and spirit. The spiritual aspect of family wellness means looking outside the self and tuning in to the feelings, needs, and welfare of others. It means going beyond the self and becoming part of something larger in the world, such as nature or a spiritual presence. A family's spiritual strength comes from sharing similar values and finding a guiding force. Families may interpret and express their beliefs in different ways, such as going to religious services, spending time outside, meditating, or volunteering in the community.



Communication

Effective family communication maintains positive, healthy relationships, helps solve problems, and lowers stress. Effective communication means: Listening to words and nonverbal messages Showing understanding by rephrasing and asking questions

Also, positive speaking is being kind and encouraging the other person. Honesty is part of this, but it is never brutal. Positive speaking also involves being specific about what you need or expect from others, and sharing your own feelings, thoughts and experiences. Strong families that communicate well do have conflict. Conflict is an emotionally-charged disagreement or attempt to force another person to change. Strong families deal with conflict quickly and directly by using effective communication and problem solving skills. Keep the following guidelines in mind when dealing with conflict.

Adopt a two-winner model--one where both people will benefit.

Seek solutions in small steps. Focus on one thing at a time. Resolve the small problems before going onto more difficult issues.

Understand that there are stages of conflict and it is normal to feel angry, then fatigued, by the intensity of emotions. Try to quickly get beyond arguing to negotiation. Practice problem-solving skills to negotiate a solution. An agreement is reached when the discussion can be summarized and acknowledged by everyone concerned, and everyone agrees to share the changes.

Appreciation

Showing you care brings family members together. You can show appreciation in three ways.

Accent a person's good qualities. Congratulate family members on their accomplishments. Use positive words to describe each other.

Show you care through words, a hug or touch, or other gesture, such as leaving notes of encouragement or love in a briefcase or on a door.

Accept the appreciation sent by other family members. Although accepting appreciation is difficult for some people, it is important because it establishes trust and good will between people as well as builds self-esteem.



Family Time Together

Strong families spend meaningful time together and they do this often. Family members may cut down on outside activities to reserve time together on a regular basis. Time together gives the family an identity and a sense of unity. Time with supportive people nurtures positive self-identity in individuals and reduces feelings of isolation. Researchers have found that strong families eat, play, work, and share outside activities together. Strong families celebrate traditions that enrich family life and build memories for the future. See the exercise below on commitment and family time.

Exercise in commitment and family time

With your family, make a list of all your activities, as individuals and together. Go over the list and discuss the following:

1. What is important, individually and together?
2. What is least important, what you don't want to be doing, or activities that don't give you much happiness?
3. What activities do family members feel they can scratch off from the list?
4. /Develop some suggestions about how to use this extra time for your family, and plan an activity together

Keep a time use chart. Block off days of the week into one-hour periods. For one week keep track of how you spend your time. At the end of the week note ways you can reduce wasted time or reorganize your priorities to have more time.

Strategies to Deal with Stress

Family stress refers to the tension that arises from pressures or demands that call for a family to change. These periods are marked by uncertainty and anxiety. Research has shown that the following characteristics help families cope with stress: support from friends, relatives, neighbors, and others in the community; a positive outlook or long-range view that things will get better; and a way to work together to overcome difficulties.

To be prepared to deal with stress and crisis, you may want to practice the following strategies.

Keep a perspective on things. You are not alone in feeling stress. Things will get better.

Develop and use humor. Laughter helps reduce tension and keeps things in positive perspective.



Set priorities and simplify things. Prioritize your activities and choose carefully how to spend your time.

Let go of worries, relax, and take one day at a time. Learn relaxation techniques and get physical exercise. Spend time outdoors.

Get outside yourself. Develop friendships, help others, and practice your spiritual beliefs.

Stay flexible. Strong families are resilient and can adjust to many changes. Survival depends on being flexible and adjustable.

In crisis, pull together, seek outside help, draw on spiritual resources, and maintain open communication.

More information about family stress and coping is found in other publications in this series.

Conclusion

How strong is your family? As you read this publication, you may have recognized many of your family's strengths, and areas you would like to develop. Spend some time thinking and talking about the strengths you have as individuals and as a family. Think about how you can better use these skills to improve and build your family's health and well-being.

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A Brief History of School Guidance and Counseling in the United States

The history of school counseling formally started at the turn of the twentieth century, although a case can be made for tracing the foundations of counseling and guidance principles to ancient Greece and Rome with the philosophical teachings of Plato and Aristotle. There is also evidence to argue that some of the techniques and skills of modern-day guidance counselors were practiced by Catholic priests in the Middle Ages, as can be seen by the dedication to the concept of confidentiality within the confessional. Near the end of the sixteenth century, one of the first texts about career options appeared: *The Universal Plaza of All the Professions of the World*, (1626) written by Tomaso Garzoni. Nevertheless, formal guidance programs using specialized textbooks did not start until the turn of the twentieth century.

The factors leading to the development of guidance and counseling in the United States began in the 1890s with the social reform movement. The difficulties of people living in urban slums and the widespread use of child labor outraged many. One of the consequences was the compulsory education movement and shortly thereafter the vocational guidance movement, which, in its early days, was concerned with guiding people into the workforce to become productive members of society. The social and political reformer Frank Parsons is often credited with being the father of the vocational guidance movement. His work with the Civic Service House led to the development of the Boston Vocation Bureau. In 1909 the Boston Vocation Bureau helped outline a system of vocational guidance in the Boston public schools. The work of the bureau influenced the need for and the use of vocational guidance both in the United States and other countries. By 1918 there were documented accounts of the bureau's influence as far away as Uruguay and China. Guidance and counseling in these early years were considered to be mostly vocational in nature, but as the profession advanced other personal concerns became part of the school counselor's agenda.

The United States' entry into World War I brought the need for assessment of large groups of draftees, in large part to select appropriate people for leadership positions. These early psychological assessments performed on large groups of people were quickly identified as being valuable tools to be used in the educational system, thus beginning the standardized testing movement that in the early twenty-first century is still a strong aspect of U.S. public education. At the same time, vocational guidance was spreading throughout the country, so that by 1918 more than 900 high schools had some type of vocational guidance system. In 1913 the National Vocational Guidance Association was formed and helped legitimize and increase the number of guidance counselors. Early vocational guidance counselors were often teachers appointed to assume the extra duties of the position in addition to their regular teaching responsibilities.



The 1920s and 1930s saw an expansion of counseling roles beyond working only with vocational concerns. Social, personal, and educational aspects of a student's life also needed attention. The Great Depression of the 1930s led to the restriction of funds for counseling programs. Not until 1938, after a recommendation from a presidential committee and the passage of the George Dean Act, which provided funds directly for the purposes of vocational guidance counseling, did guidance counselors start to see an increase in support for their work.

After World War II a strong trend away from testing appeared. One of the main persons indirectly responsible for this shift was the American psychologist Carl Rogers. Many in the counseling field adopted his emphasis on «nondirective» (later called «client-centered») counseling. Rogers published *Counseling and Psychotherapy* in 1942 and *Client-Centered Therapy* in 1951. These two works defined a new counseling theory in complete contrast to previous theories in psychology and counseling. This new theory minimized counselor advice-giving and stressed the creation of conditions that left the client more in control of the counseling content.

In 1958 the National Defense Education Act (NDEA) was enacted, providing aid to education in the United States at all levels, public and private. Instituted primarily to stimulate the advancement of education in science, mathematics, and modern foreign languages, NDEA also provided aid in other areas, including technical education, area studies, geography, English as a second language, counseling and guidance, school libraries, and educational media centers. Further support for school counseling was spurred by the Soviet Union's launching of Sputnik and fears that other countries were outperforming the United States in the fields of mathematics and science. Hence, by providing appropriate funding for education, including guidance and counseling, it was thought that more students would find their way into the sciences. Additionally, in the 1950s the American School Counselor Association (ASCA) was formed, furthering the professional identity of the school counselor.

The work of C. Gilbert Wrenn, including his 1962 book *The Counselor in a Changing World*, brought to light the need for more cultural sensitivity on the part of school counselors. The 1960s also brought many more counseling theories to the field, including Frederick Perl's gestalt therapy, William Glaser's reality therapy, Abraham Maslow and Rollo May's existential approach, and John Krumboltz's behavioral counseling approach. It was during this time that legislative support and an amendment to the NDEA provided funds for training and hiring school counselors with an elementary emphasis.



In the 1970s the school counselor was beginning to be defined as part of a larger program, as opposed to being the entire program. There was an emphasis on accountability of services provided by school counselors and the benefits that could be obtained with structured evaluations. This decade also gave rise to the special education movement. The educational and counseling needs of students with disabilities were addressed with the passage of the Education for All Handicapped Children Act in 1975.

The 1980s saw the development of training standards and criteria for school counseling. This was also a time of more intense evaluation of education as a whole, and counseling programs in particular. In order for schools to provide adequate educational opportunities for individuals with disabilities, school counselors were trained to adapt the educational environment to student needs. The duties and roles of many counselors began to change considerably. Counselors started finding themselves as gatekeepers to Individualized Education Programs (IEP) and Student Study Teams (SST) as well as consultants to special education teachers, especially after passage of the Americans with Disabilities Act in 1990.

The development of national educational standards and the school reform movement of the 1990s ignored school counseling as an integral part of a student's educational development. The ASCA compensated partially with the development of national standards for school counseling programs. These standards clearly defined the roles and responsibilities of school counseling programs and showed the necessity of school counseling for the overall educational development of every student.

Major Roles and Functions for School Counselors

The roles of a school counselor are somewhat different at various grade levels.

Elementary School level. In elementary schools, counselors spend their time with children individually, in small groups, or in classrooms—thus having some connection with every student in the school. With the advent of systems thinking, the elementary school counselor now has a working relationship with students' families and with community social agencies.

Although the roles of school counselors vary among settings, common tasks include individual counseling, small-group counseling, large-group or classroom presentations, involvement in school wide behavior plans for promoting positive and extinguishing negative behaviors, and consulting with teachers, parents, and the community. Additional duties might include developing classroom management plans or behavior plans for individual students, such as conducting SST and IEP meetings.



Middle and High School level. Like elementary school counselors, the roles of middle and high school counselors vary depending on the district and the school administrators. Counselors deal with a vast array of student problems—personal, academic, social, and career issues. Typically, these areas get blended together when working with a student on any one topic; hence, it is impossible to separate the duties of a counselor on the basis of a particular problem. Counselors in middle and high school have experience with all these areas and work with others in the school and community to find resources when a need arises. It is common for a school counselor to be the first person a student with a difficulty approaches. The school counselor then assesses the severity of the problem in order to provide appropriate support. School administrators sometimes assign counselors such responsibilities as class scheduling, discipline, and administration. These tasks can be integrated with the goals of school counseling but can also dilute the time available for helping individuals.

Training Requirements

The requirements for the credentialing (in some locations called certification, licensure, or endorsement) of professional school counselors vary from state to state. All states and the District of Columbia require a graduate education (i.e., completion of some graduate-level course work), with forty-five states and the District of Columbia requiring a master's degree in counseling and guidance or a related field. A majority of states also require that graduate work include a certain number of practicum hours, ranging from 200 to 700, in a school setting. Additionally, a majority of states require applicants to have previous teaching experience. Some of these states allow students to gain experience through the graduate program by means of internships.

Half of the states require standardized testing as part of the credentialing process. Many of these tests simply cover basic mathematics, writing, and reading skills, while some states require more specialized tests covering the field of guidance and counseling. Nineteen states require a minimum number of course credit hours specifically related to guidance and counseling. Fourteen states require students to take courses in other subject areas, such as education of children with disabilities, multicultural issues, substance abuse, state and federal laws and constitutions, applied technology, and identification and reporting of child abuse. Thirty-eight states recognize credentials from other states. Another thirty-eight states require applicants to undergo a criminal background check.

Issues Major Trends and Controversies Among the many issues facing the school counseling profession are the following three: what the professional title should be, how counselors should be evaluated, and to what extent counselors should work on prevention instead of remediation.



Professional Title. Some professionals in the field prefer to be called guidance counselor, while an increasing number prefer the term school counselor. The growing trend is for counselors to be seen as professionals in a large system, working fluidly with all aspects within the system. The expected duties are more extensive than those practiced by vocational guidance counselors of the past, hence the feeling of many school counselors that the name of the profession should reflect its expanded roles.

Evaluation. A major trend in education is the demand for accountability and evaluation. School counselors have not been immune to this demand. Since the early 1970s there has been a growing concern with this issue and numerous criteria have been developed to help school counselors evaluate their specific intervention techniques.

Prevention versus Remediation. A growing trend in the field of counseling is the focus on prevention instead of remediation. In the past it was not uncommon for counselors to have interactions with students only after some crisis had occurred. There is now a shift for school counselors to intercede prior to any incidents and to become more proactive in developing and enacting school wide prevention plans. The schools, community, and families are requesting assistance in preventing students from being involved with many difficulties, such as participating in gangs, dropping out of school, becoming a teenage parent, using drugs, and participating in or becoming victims of acts of violence.

Gangs. Students as early as third grade are being taught gang-type activities. Students are more likely to end up in a gang if family members and peers are already involved in gang activity. It is difficult for children to leave a gang once they have been actively involved. Antigang resources are often focused on fourth and fifth graders—an age before most students join a gang. Counselors are in a position to ascertain whether a child is «at risk» of gang-type activity. The counselor can also be influential in working with the family to help the child avoid gang activity.

Drop outs. In many large metropolitan school districts, over 25 percent of students do not complete their high school education. Premature school termination is becoming an increasingly more difficult problem as more careers require education well beyond the high school level. Counselors are in a unique position to assist students with career guidance and help them establish meaningful goals including the completion of a basic education.

Teen pregnancy. Teen pregnancy continues to be a societal concern. Precipitating factors are visible prior to middle school. Counselors are often the liaison with community agencies that work to prevent student pregnancy and assist with students who do become pregnant.



Substance abuse. Drugs, including alcohol and tobacco, continue to be a serious problem for youth. Despite national efforts to eradicate these problems, many students still find their way to these mind altering chemicals. Counselors are trained to understand the effects of different drugs and can assist with interventions or community referrals. The counselor is also essential in developing substance abuse prevention programs in a school.

School violence. School violence can range from bullying to gunfire. Counselors have training to assist teachers and students in cases of violence and to establish violence prevention programs. Counselor leadership in making teasing and bullying unacceptable school behaviors is a powerful way to provide a safer and more inclusive environment for students.

Diversity. Tolerance of diversity is an important goal in a multicultural society. School counselors help all students to be accepting of others regardless of sex, age, race, sexual orientation, culture, disability, or religious beliefs.

Child abuse. Many states have mandatory reporting laws concerning child abuse. Students in all grades are susceptible to abuse by others, and the counselor is often the first person to discover these deplorable acts and then report them to the proper authorities.

Terrorism. Terrorism is becoming an increasingly difficult problem in the world of the early twenty-first century. Children are affected, directly and indirectly, by both massive and small-scale acts of terrorism. Counselors are able to ascertain the extent to which a student or teacher may be adversely affected by terrorist acts. In these cases the counselor can either intervene or direct the person to more intensive interventions.

School Counseling around the World

How are other countries providing counseling? It is clear that school counseling has made significant progress in the United States. Political, social, and cultural factors are deeply embedded in the way a given country addresses the educational needs of its populace. Following are brief examples of how school counseling is practiced in some other countries. In Japan, the goal of high school counseling is to «help every student develop abilities of self-understanding, decision-making, life planning, and action-taking to be able to adjust in the career options he or she decides to pursue» (Watanabe-Muraoka, Senzaki, and Herr, p. 101). In France, secondary school counseling was started in 1922 and by the late 1930s was adopted by the educational system and seen as a necessary part of the institution. School counselors assist students with vocational guidance.



In Thailand, school counseling often incorporates advice-giving by teachers. In Israel, school counselors devote one-third of their time to classroom instruction and the rest to personal and social counseling. Career counseling is somewhat curtailed because students are required to enlist with the armed services after high school. In Hong Kong, school counseling and guidance is becoming more of a service that is incorporated into the whole school with an emphasis on prevention. Turkey has a fifty-year history of counseling development. There is a professional association that publishes a journal and sponsors conferences. Many secondary schools have counseling services and receive support from the Ministry of National Education. All countries benefit from professional dialogue and a continual exchange of information. In Europe the Transnational Network of National Resource Centers for Vocational Guidance was established to share information, include businesses and social agencies, and improve counseling methods and materials. The Internet is being used widely as a mechanism for disseminating information. Spain, Portugal, Denmark, Belgium, Finland, France, Italy, the Slovak Republic, and Norway are among many countries using the web to make career and counseling information available to guidance experts. As school counseling continues to define itself as a profession and to show its usefulness empirically, counseling services in schools are likely to expand worldwide in an effort to improve everyone's life satisfaction.

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Georgia's Comprehensive Guidance and Counseling Curriculum: A Framework for Developing and Implementing Asset Building Standards

Preface

<http://www.glc.k12.go.us/pandp/guidance/int-guid.htm>.

(retrieved: 14th –Dec -2007)

«A Framework for Asset Building Standards in a Guidance and Counseling Curriculum» is the culmination of a work collaboration of guidance counselors, guidance supervisors, and teachers. The framework is a comprehensive developmental guidance model, which has as its philosophy developing student abilities, and internal and external assets. It has been refined through two intensive Summer Institutes for school counselors, and work meetings. Everyone involved was committed to the idea of changing the way things are done to how they should be done in order to do what is best for the students of Georgia.

The Guidance Framework is designed to provide a basic model for a structure for schools and systems to adapt to fit their needs and purposes, as well as to assist counselors in developing standards and competencies to use in maximizing students' assets and abilities.

The Framework is divided into three sections:

The curriculum itself with the appropriate grade level standards and competencies.

Counselor supported QCC standards, which should be used in implementing the grade level competencies.



A sample program evaluation, which should be reviewed on a regular basis as a check to determine what has been accomplished and what needs to be improved. This framework also stresses promotion of student success and high achievement for all students by altering the philosophical thrust of guidance programs. Guidance would be defined as the help all students receive from parents, teachers, counselors, and others to assist them in making appropriate educational and career choices. Counseling would be defined as the help some students receive from credentialed professionals to help them overcome personal and social problems which interfere with learning. Our emphasis is placed on helping all students, rather than selected counseling for some students.

The objective in developing this framework is to provide guidance counselors with competencies to enable students to be prepared to meet the career demands of the new century. The core convictions guiding this objective are: Every student deserves to be surrounded by a culture of high expectations and a rich array of options for the future.

Every student deserves rich educational and career guidance in order to define the choices to the options he or she chooses. Every student deserves rich curriculum, instruction, and services to be able to realize the options developed through the guidance process. An important component of this curriculum is the idea that guidance counselors, in implementing the guidance and counseling program, assume more of a responsibility for student growth and thus become more accountable in that process. The activities that guidance counselors conduct should have a link to defined student competencies.

Guidance and Counseling is a process of helping people by assisting them in making decisions and changing behavior. The purpose of a guidance and counseling program is to impart specific skills and learning opportunities in a proactive and preventive manner which ensures that all students can achieve school success through academic, career, and personal/social development (American School Counselor Association, 1997). As students achieve developmental competencies, their perceptions of themselves and their opportunities should become better defined.

In summary, guidance counselors should be actively involved in school improvement, curriculum, instruction, and assessment. Hopefully, this will result in a re-examination of individual guidance and counseling programs. This Curriculum Guide is intended to be used as a model framework only; it can be adapted to fit the needs of the individual school or system with the purpose of providing a structure.



As the need for accountability increases, guidance counselors should review their programs on a continuous basis. This is the rationale for a guidance curriculum person: the need for improved student achievement for all students.

Introduction

Students are challenged daily to make decisions in an environment fraught with tension and uncertainty. Faced with social, economic, and cultural issues to a degree not experienced by previous generations, students must have proactive choices to nurture the potential they each have to become successful learners. The Guidance and Counseling Program, as an educational program, creates options for students to develop and emphasize strategies which enhance this potential.

Purpose

The primary purpose of the Georgia Comprehensive Guidance and Counseling Program is to assist local systems in developing, implementing, and evaluating comprehensive and developmental guidance programs K-12.

Program Definition

The Guidance and Counseling Program is an integral part of each school's total educational program. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students, and parents. The Guidance and Counseling Program includes: Guidance curriculum (activities that all students, in the same ways, master the skills and knowledge of the educational objectives). Individual planning (activities that enable students in different ways to master skills and knowledge). Responsive services (activities done with some students to help them overcome social and emotional problems). System support (management and support tasks that make the educational system work).

Rationale

Viewing guidance and counseling from a statewide perspective, several challenges emerge that reflect a need to refocus the energy of guidance and counseling efforts:

1. There is a strong misconception about the role of guidance and counseling. Guidance and counseling cannot be seen as the exception rather than the rule. A better job must be done in communicating the added value of guidance and counseling to the entire educational community of parents, business, and community leaders.
2. The ability to work with the whole spectrum of integrated student services. Too often, the Guidance and Counseling Program is viewed as



a reactive, almost punitive function for some students. The development of a program with various components with specific content, goals, and prevention steps is needed to reach the identified needs of all students.

3. Results accountability.

The Guidance and Counseling Program places emphasis on individual development. Because self-development is primarily intangible in nature, many activities within the programs are difficult to measure. Guidance personnel should create and implement a process to demonstrate that the guidance and counseling program does affect growth and development, and results in life-long learning.

4. Asset building.

All individuals possess, within themselves, a level of commitment, motivation, values, and skills. The specialized training and unique skills of counselors should be manifested in a program that is designed and delivered to address and build upon these internal assets in a positive and proactive manner. This will lay the foundation for developing the competencies and self-efficacy youth need to make healthy and productive choices throughout their lives. Local school systems should work to transform these challenges into opportunities for the Guidance and Counseling Program.

The «Framework for Asset Building-Georgia's Comprehensive Guidance and Counseling Program» model focuses on two major areas that contain the following components: Structural Components Mission and Principles Functions of Guidance and Counseling Resources Budget

Programmatic Components Curriculum (Learner Competencies) Individual Planning Responsive Services System Support

Mission Development

It is important that the Guidance and Counseling Program operates as a planned and structured program with specific content. Having a mission that describes what the guidance and counseling program does and how it gets done clarifies the role of the program and guidance personnel. Local systems can develop a mission statement along these lines:

Mission

The Georgia Grade School Guidance and Counseling Program provides a comprehensive, developmental Kindergarten through 12 (K-12) curriculum which is student-focused. It encourages equity and accountability through social development, decision-making skills, academic achievement, and school success for



students. Collaboration with parents, educators, and the community provides students with career and educational opportunities to ensure post-secondary success in a diverse and technological society.

Philosophy

Of all of the educational programs, the Guidance and Counseling Program clearly speaks to the inner growth and development of learners. Principles that govern the operation and delivery of the program should convey the essence of asset building and development, both emotionally and academically, in all learners.

Principles

The Georgia School Guidance and Counseling Program will:

- Promote respect for individuality and diversity.
- Be available to all learners at each educational level.
- Be developmental and career-oriented in meeting all learners' needs to facilitate academic success.
- Be integrated with the total educational/career process.
- Be evaluated for success.
- Utilize technological and community resources effectively.
- Be delivered equitably.

Benefits of a Comprehensive Guidance and Counseling Program

Prepares students to be productive, contributing citizens with a strong work ethic. Provides continuity for smooth and effective levels of transition from kindergarten through post-secondary.

Facilitates a school/home/community network.

Enhances and encourages a model for life-long learning with emphasis on appropriate decision making and communication skills in a diverse and technological society. Encourages students to learn positive human relationships as a means of managing conflicts.

Functions of Guidance and Counseling

Guidance and counseling programs consist of four primary functions:

Program Design and Planning/Leadership

Establishes and promotes a school guidance and counseling program.

Develops a written school-based guidance plan based on learners' needs.



Implements an individual plan of action.

Counseling

Facilitates and implements delivery of counseling services in areas of self-knowledge, educational and occupational exploration, and career planning to facilitate academic achievement.

Adheres to established system policies and procedures in scheduling appointments and obtaining parental permission.

Schedules time to provide opportunities for counseling.

Counsels learners individually by actively listening, identifying and defining issues, discussing alternative solutions, and formulating a plan of action. Leads counseling or support groups for learners experiencing similar issues. Evaluates effectiveness of group counseling and makes revisions as necessary.

Guidance/Collaboration

Coordinates with school staff to provide supportive instructional guidance activities that relate to students: self-knowledge, educational and occupational exploration, and career planning to facilitate academic achievement.

Collaborates with school staff in planning and scheduling guidance activities.

Conducts classroom guidance activities related to identified goals and objectives.

Gathers and evaluates data to determine effectiveness of classroom guidance and student comprehension, making revisions where necessary.

Provides direct/indirect assistance to learners preparing for test taking.

Provides information to students, parents, and teachers on student test scores.

Provides information to students and parents on career planning.

Assists students in their transitions to the next educational/career level.

Leads skill-building groups in student self-knowledge.

<http://www.askdgayle.com/chfs.html>

Characteristics of Healthy Family Systems

By Gayle Peterson, Ph.D.

“A healthy family is neither necessarily average, nor merely lacking in negative characteristics. Rather it has described positive features”¹



We have all become familiar with the concept of “dysfunctional” as it applies to communication and relationships. We may have even concluded that we come from dysfunctional family backgrounds ourselves. The term itself may be overused and perhaps misused but it gets the point across. Thanks to the media and John Bradshaw’s popularity, we understand that we need not recapitulate the past. Indeed past pain in relationships can be circumvented to some degree by learning to change that which does not promote health and happiness. So far, so good, but what exactly needs change and what does not? We don’t want to throw the baby out with the bathwater, excuse the old adage. What particular points of strength did our families teach us? What are the hallmarks of families that seem to flourish in an atmosphere of warmth and ease, even under stressful life events? Too often we study what goes wrong, but this does not always give us a picture of how things go “right”!

I must admit, I have an avid interest in studying successes of all kinds. I like stories that relate ways people made things work, regardless of the subject. Once I even thought of opening a “placebo” clinic to study the very real and positive effects of this phenomenon. No, really! I wanted to know what physical manifestations occur in our bodies when a person administering a medication truly believed in its power to promote healing. I wanted to study the effect of this “relationship membrane” on body chemistry. Not as a “suggestion” but as a fact. By indulging in this avenue of thought I came to experience the paradox of defining things from a predisposed, but invisible assumption: i.e. that “placebo” was “not real”, and therefore “suggestion” was not real either. Sometimes our attempt to study health is limited by our unconscious or conscious biases.

Paying attention to positive elements in human relationship results in more than the sum of its parts. By studying the characteristics of what contributes to health and well being in family systems, you may find yourself thinking differently about your own family experience. Expectations that reside in past negative experience can cause you to miss opportunities for positive interaction with family members. Wondering what will bring joy or soothing, instead of reliving irritations which presuppose past negative attitudes can constructively alter relationships.

The characteristics listed below are one research team’s² attempts to describe what goes on in families that contributes to healthy relationships. It is not all inclusive, nor does it express one way to be as a family. These are simply observations from a variety of family cultures that have been identified as having positive impact on growth and adaptation. Each family is its own unique culture. But all families, no matter where they are, do basically the same thing. Families exist to nurture the growth and development of their members. Each family is like a garden. The characteristics below are some of the nutrients you may wish to consider in tilling the soil. Consider the questions below with reference to your childhood



experience of family and your own current family situation.

Characteristics of healthy family relationships

Orientation:

Family atmosphere is influenced by a belief in helping each other, acknowledging human needs for reassurance and support, and viewing mistakes as human. Family members know that human needs are satisfied through relationship, and when children grow and leave home their independence is continually dependent on other community systems. While these members strive for competence, they know they do not solely control outcome. They believe they can make a difference through their own efforts and influence their success in the world, but know also that success is a result of variables beyond their complete control. When members make mistakes, from a child dropping a spoon on the floor to damaging the family car, members believe there may be numerous factors involved, and refrain from jumping to blaming or criticizing statements precipitously.

When errors in judgment are made especially by children or adolescents, members seek to help produce change through warmth in relating versus over controlling. This does not mean that clear and defined consequences are not invoked. It does mean, however that motives or reasons for “mistakes” are evaluated from a variety of different angles, rather than assuming the person to be “bad” or “stupid”, etc. Members believe in the inherent “goodness” of one another, and do not assume “bad” intent of other members. Instead, a learning orientation to life with emotional availability to members helps ease distress. For example: an 18 month old throwing a spoon on the floor could be seen as trying to disrupt or take control, which would assign the child more negative motive, than if the parent were to also consider tiredness and natural developmental challenges of this age, which would be seen as normal and inevitable testing of limits.

Ask yourself: What were the basic attitudes, beliefs or philosophy that influenced you in your childhood family? Did people believe in the basic “goodness” of one another? Were limits set neutrally, without emotional rejection? Or was emotional rejection and judgment part or all of the response to mistakes or misbehavior? Was this a family in which people strived for perfection but accepted the inevitability of mistakes? Was the need for reassurance accepted? Was humor present? Could members show fear and uncertainty with expectation for reassurance and understanding? Describe your present family’s orientation, reflecting on these basic questions related to family relationships and the overall atmosphere of warmth and caring?

Remember that if your family atmosphere is not where you want it to be, you can



change it! You are not stuck in the past. Though it is natural to recreate a family atmosphere similar to the one you grew up in, once you are able to objectively identify elements you would like to change, your observations lead you to different outcomes. And change takes time. Each incident or event you turn around builds on itself to create the future. Patience and compassion are your best allies to evaluate your present family orientation.

Boundaries:

Clear boundaries between family members means that the responsibilities of adults are clear and separate from the responsibilities of the growing child(ren). There are no “parentified” children in the family, and people talk freely for themselves, expressing differences of feelings and opinions without fear of punishment or retaliation. However democratic discussions are, parents retain appropriate decision-making relative to the age of the child. Naturally, as the child grows, the task of the family is to prepare the growing child or adolescent for making her or his own decisions in life. This is a gradual process.

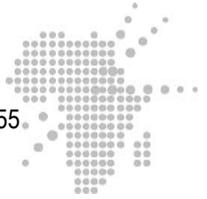
Boundaries also refers to the permeability of the nuclear family structure to the larger extended family and outside community. A cohesive sense of family must be balanced with acceptance of outside persons and resources to be flexible and resilient. Children need to be able to trust in other adults and seek resources outside the family as they mature.

Ask yourself: Were the roles of parents and children clear in your childhood family? Did you learn to take responsibility as a child, gradually and make your own decisions? Was there too little guidance, or too much? Did you enjoy an identity with your family, yet connect with outside members of the community and extended family for greater resources? Advice? information? How do you see your present family with respect to clarity of roles, expectation and responsibility?

Power and Intimacy:

People are able to relate intimately when they feel they have equal power. This is because when we get frightened, two options are open to us: to relate through loving and caring to get our needs met, or to control others or a situation. We may choose the power of love or the power of control.

As children grow, they approach more equal control in the family, but certainly their feelings and thoughts should have some potential power in influencing decisions. Therefore, their attempts to relate carry some sense of power in their destiny. For couples, equal power in decision making is essential or intimacy suffers. Classic examples of this can be seen in the housewives of the 1950's in this



country, when men assumed deference in decision making because they brought home the paycheck. Because Dad made the money, oftentimes Mom's feelings, her needs, her schedule, were ignored unless it fit into Dad's needs and work schedule. Mom's emotional caretaking of family members was unpaid work and therefore of secondary importance. She became a second class citizen in many families and everyone suffered because of the loss of intimacy inherent in such an arrangement.

This does not mean that one or the other partner cannot specialize in homemaking and the other in working outside the home for money. But it does mean that attention to equal consideration which leads to joint decisions promotes intimacy because those decisions were made in consideration of others.

Ask yourself: How were decisions made in my childhood family? Were people's feelings considered? Did any one person's feelings or needs dominate over others? If so, why? Was any attempt made towards fairness in considering members' needs when they conflicted? Were children's feelings heard and taken into account by parents in their decision making in the family? What are the answers to the above questions for your present family? Do all members have the same opinion as yourself? Do any members feel that their feelings do not matter when it comes to important decisions? Does your partner feel considered and respected with regard to feelings in conflict situations?

Honesty and freedom of expression:

Members of a family are free to express themselves autonomously, including different opinions or viewpoints if the family interactions support individuality. Discussions can be lively and even heated if it is basically acceptable for family members to have differences. Love and caring is not withdrawn if people think differently about something. If ambivalence and uncertainty are accepted, as well as differences, families tend to enjoy an open atmosphere of honesty in relationship.

Ask yourself: Did you experience pressure to lie or hide your true feelings or opinions in your childhood family? Were members open to differences in the family, or extremely threatened by feelings or ideas that conflicted with their own? In your present family is honesty of feelings and opinions prevalent? Is individuality and expression of a range of feelings and opinions acceptable?

Warmth, joy and humor: When there is joy and humor in relationships, people seek out the comfort of these interactions. Family members' enjoyment and trust in one another is an important energizing resource! There is the feeling that there is always someone to talk to who cares, and who you can laugh and have fun with



at various times as well.

Humor plays a very important role in family bonding. One aspect of mental health is the ability to laugh at ourselves good naturedly. This is not the same as laughing at, or making fun of someone at their expense. Instead, it is a shared experience of humor that lightens up the potential to take ourselves too seriously, and not be able to see the forest for the trees. Humor often allows us to regain an overview or larger perspective that has been temporarily lost in the stress of everyday living. Many medical researchers have even linked it to physical health and recovery. Do you use humor to emotionally recover from alienated or polarized positions that you may find yourself immersed in with your partner or other family members? You may try it sometime, to see how it can help free you from a need to “be right” or other naturally human ruts we find ourselves in with our partners!

Ask yourself: Can you remember good times, fun times and times of mirth and laughter that bonded you as a family in childhood? How often or how rare were these occurrences? Did you feel there was always someone you could talk to who cared about your welfare? In your present family, how much do you laugh together? Have fun together? Seek out comfort and caring from one another?

Organization and negotiating skill:

A necessary aspect of family life is coordinating tasks, negotiating differences and being able to reach closure effectively. Negotiating skills include the ability to listen and make choices in what family members feel is a fair process. In healthy families, this process does not get overly bogged down, although there is room for discussion, and parents alternate the role of coordinator between them. Parents can take charge without being overly controlling. There tends to be a spirit of camaraderie and trust built up over the years so organization is relatively easy. This of course goes along with the other characteristics of healthy families, which includes clear boundaries and roles in the family.

There is much to be done in running a family household, and everyone benefits when things that need to get done can be taken care of without undue stress and chaos. When family chores run smoothly, negotiating doesn't need to be repeated every weekend!

Ask yourself: Were family tasks done with ease or with difficulty in your childhood? Was there a reasonable amount of order in the household, or did weekends get bogged down in repeated attempts to organize basic family tasks? Could you count on things being done regularly and did you have regular family chores yourself or were things more haphazardly maintained? If organizational structure was maintained was it flexible enough for updating from time to time as



needs of family members changed or was it overly controlled and rigid, allowing for little or no adjustment over time? In your present family is there reasonable order which is sustained over long periods of time with appropriate flexibility or are there repeated arguments over basic chores and lack of clarity regarding how they will get done?

Whatever your answers, you can begin to observe whether you have transferred any ineffective patterns of organization onto your own family from childhood, and decide what kind of organization you want to have in your current home life.

Value system:

Part of the health and vibrancy of any family is also dealing with weaknesses, fears and stresses in the system itself. Nobody is perfect and no system is perfect. But in healthy families, truth is accepted as not absolute. Different perspectives on reality are acceptable and people are basically good. These are two underlying beliefs.

In addition to a basic positive view of humanity and of life in general, healthy families also deal with the inevitable losses that occur in the family life cycle. To do so, families employ varying philosophies, religious or otherwise about the nature of life and what its all about. Healthy families include some larger concept of life that encompasses the fact that we all die.

Therefore we must inevitably be able to find some meaning in something that is a larger whole. The individual must be able to find significance in the contribution to something greater than the self. The capacity for symbolism must therefore be a part of the family's emotional wealth, since we cannot answer the basic question of "why" that our children ask us with anything but intuition, faith or philosophical speculations.

Whether in society, family, grandchildren, god, politics, or social change, an individual must be able to find meaning that in some way transcends the ultimate loss of individual life. Along the way, there are usually a number of naturally occurring deaths in the family that help prepare us, as we are faced with carrying that family member in some other form than the physical.

Ask yourself: What philosophy or values did your childhood family hold regarding life? Were people perceived as basically "good" or not? Was there acceptance of different views of reality? What did your parents tell you about the nature of life, the meaning of family? How did your family handle the subject or experience of death? What kind of values do you want to pass on to your children? How do you discuss the meaning of life? How do you handle the subject of death?



Judith Viorst, in her book *Necessary Losses*, elegantly describes the process of “growing up” as a series of continual losses necessary for growth throughout the life cycle. Leaving childhood is necessary for becoming an adult. Letting go of our children as they leave home is necessary for their development as adults and for our growth as parents. We all move on in life. Our connectedness remains but our relationships and how we depend on one another change.

The ultimate loss however, our own death, brings us face to face with the profoundness of it all. Our last letting go is both inevitable and unknown. Songwriter Chris Williamson on her album, *Live Dream*, refers to her first awareness as a child, of her own death. She says to her audience:

“What d’ya mean born to die, I said, beating my fists on my father’s chest. Some joke!”

Perhaps it is the finitude of death that allows us to deeply appreciate life.

As we travel through the life cycle we continue to grow and learn. The older we get, the less we find we know. Helping each other through this process of living the best way we can is what family is all about. It is my hope that the characteristics described in this article will help you as parents on your journey.

Footnotes:

1. Epstein, Bishop, Ryan, Miller and Keitner, *The McMaster Model View of Healthy Family Functioning*, p,139 in *Normal Family Processes*, edited by Froma Walsh, 2nd edition, The Guilford Press, N.Y., 1993.
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Healthy/Productive/Effective/Optimal Families

Leo R. Sandy Good families aren't born; they are made (Stinnett & DeFrain, 1985)

Factors in Family Strength (Otto, 1962)

1. Nurture
2. Support
3. Parental discipline
4. Encouragement and growth of all family members
5. Spiritual well being of all members
6. Good communication
7. Problem solving skills
8. Meaningful participation of family members in activities outside the home.

Characteristics of Productive Family (Gilmore. 1976)

1. Well-developed capacity for empathy and expression of affection
2. Free, open ,easy and spontaneous communication
3. Participation in leisure time activities
4. Parents devoted to each other , not competitive
5. Have varied and broad interests-community, cultural, educational, etc.
6. Do not get over-involved in outside activities
7. Parents are well acquainted with their children's friends
8. Parents organize and supervise allowances
9. Parents do not require their children to earn their own spending money
10. Parents help their children acquire skills before they begin school
11. Parents encourage and foster an interest in esthetic and athletics
12. Parents readily help with homework
13. Parents consult frequently with their Children's teachers and counselors
14. Parents encourage thinking about possible vacations even in elementary school

**Family Strengths Research Project (Stinnett, 1979)**

1. Appreciation for each other
2. Quality time
3. Communication
4. Commitment to family members
5. Religious orientation
6. Ability to deal with crises in an effective manner (coping/problem-solving skills)

Characteristics of Healthy Families (Lewis, 1979)

1. Strong marriage (shared power, intimacy & cooperation)
2. Democratic parental power
3. Family closeness (I versus we balance)
4. Communication (spontaneity & openness)
5. Effective problem-solving skills (negotiation & consensus)
6. Open sharing of feelings (warmth, humor & mutual concern)
7. Dealing with loss through appropriate grieving
8. Values and beliefs of basic goodness in humanity despite imperfection
9. Promotion of intimacy and autonomy
10. Values differences among family members (temperament, etc.)

Optimal Families (Beavers, 1982).

1. Open systems view of the world (at one with the environment and people).
2. Clear boundaries (distinct roles with assertiveness).
3. Contextual clarity (clear communication).
4. Equal power (parent are leaders not dictators).
5. Encouragement of autonomy.
6. Joy and comfort in relating (humor, warmth& optimistic tone).
7. Skilled negotiation
8. Significant transcendent values (project hope and deal with loss).



Traits of Healthy Families (Curran, 1983)

1. Communicate and listen
2. Affirm and support one another
3. Teach respect for others
4. Develop a sense of trust
5. Have a sense of play and humor
6. Exhibit a sense of shared responsibility
7. Teach a sense of right and wrong
8. Have a strong sense of family in which rituals and traditions abound
9. Have a balance of interaction among the members
10. Have a shared religious core (spirituality, not necessarily denominational)
11. respect the privacy of one another
12. Value service to others
13. Foster family table time and conversation
14. Share leisure time
15. Admit and seek help with problems (ego strength)

Characteristics of Effective Families (Clark, 1987).

1. A feeling of control over their lives.
2. A frequent communication of high expectations to children
3. A family dream of success in the future
4. Hard work as viewed as a key to success
5. An active, not sedentary lifestyle
6. A total of 25-35 hours per week of home-centered learning
7. The family viewed as a mutual support system and problem-solving unit
8. Clearly understood household rules, consistently enforced
9. Frequent contact with teachers
10. Emphasis on spiritual growth (inner peace and love through service to others)



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Module

The Guidance and Counselling Role of the Teacher in Higher Education

Introduction and general objectives

As discussed in Module 1, learners in the higher education system come in with a wide variety of backgrounds. There is diversity in their entry socio-economic and academic profiles. This diversity translates into a differential in their behavior patterns. Yet our desire is to ensure that all are found worthy in learning and character to justify the degree or diploma given after the course of study.

Seckle (1999) has stressed the need for specialized support in guidance and counseling in higher education, noting that each tertiary education lecturer/teacher should be familiar with the basic principles by which problems can be identified and appropriate interventions suggested to learners. The need for support for the tertiary teacher is becoming increasingly important. As we discussed in Module 1, learners in the higher education system come from a diversity of learning backgrounds. This means that there is diversity in their entry socio-economic and academic profiles, which translates into a differential in their behavior patterns. Attention was paid to the subject of guidance and counseling in light of this diversity of quality higher education. There is the need to identify specialists who are trained to offer guidance and counseling services. The higher education teacher who is not trained should not be expected to offer such specialised services. The variety of mix in preferences, interests and cognitive competencies in the school system require that learners are assisted in focusing and addressing their own particular interests if they are to receive quality higher education. This is done through guidance and counseling. The goal of guidance and counseling is to make it possible for an individual to see and explore his or her unlimited endowed options (Odeck, 1999). Educationally, *guidance should involve those experiences which assist each learner to understand and accept oneself so as to live effectively in society.*

Beyond what can be referred to as “first aid” guidance and counseling that teachers could undertake as indicated in this module, more complicated cases should be referred to trained professionals.

Down through the ages, a scheme of guidance and counseling has been found to be essential for all categories of learners. At the higher education level, this need becomes accentuated as we have the greatest mix of interests, preferences and cognitive competencies in the school system. Attention is turned in this module to the subject of guidance and counseling as a way for improving the quality of higher education.



General objectives

At the end of this module, you should be able to: identify some counseling and guidance functions of the teacher in higher education develop a conceptual framework for guidance and counseling in higher education; and carry out exercises on guidance and counseling on individual and groups of learners in higher education.

Note: It must be noted that there are individuals who are specifically trained to offer Guidance and Counseling services. The higher education teacher who is not so trained is NOT expected to offer such specialised services. The intention in this module is to give a general hint (drastically watered down) on what such specialists do. More importantly, the thrust of the Module is on informing higher education teachers about non-specialised guidance and counseling services they could offer their learners in order to promote meaningful learning.

Conceptual framework

Specific objectives

At the end of this Unit, you should be able to explain the concepts of guidance and counseling;

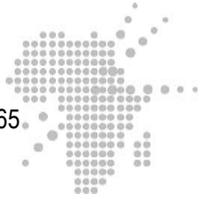
identify the need for guidance and counseling in higher education distinguish between academic, social, personal and career guidance assess guidance and counseling within the context of higher education; demonstrate awareness of the ethics of guidance and counseling; and state the limitations of the higher education teacher in offering guidance and counselling services.

What is Guidance and Counseling?

Guidance and counseling are two sides of the same coin. The goal in both cases is to give an opportunity for an individual to see a variety of available options and thereafter, assist the person in making a wise choice. Guidance is the process that is put in place at a time a choice is to be made. Counseling on the other hand

- i) helps with considering all sides of a potential choice even before the choice is made;
- ii) takes place when a choice has been made and there is a need to modify, reinforce or abandon such a choice.

Consider a new student in a university who is to register for courses in a programme. The course list has two categories -compulsory and elective courses. The compulsory courses are mandatory. The elective courses offer some choice. Your effort at assisting the learner to select suitable elective courses provides an



example of guidance service. Assume after registration and some way into the programme, the learner has problems with some courses. Perhaps the learner is unable to cope with the rigor of work or is having some problems with a course lecturer. Offering informed advice on how to cope with emerging problems is counseling. (Though counseling is far more than advice since, among other things, it requires input from the counselee)

Definitions

Guidance is a broad term that is applied to a school's programme of activities and services that are aimed at assisting students to make and carry out adequate plans and to achieve satisfactory adjustment in life. Guidance can be defined as a process, developmental in nature, by which an individual is assisted to understand, accept and utilise his/her abilities, aptitudes and interests and attitudinal patterns in relation to his/her aspirations. Guidance as an educational construct involves those experiences, which assist each learner to understand him/herself, accept him/herself and live effectively in his/her society. This is in addition to the learner having learning experiences about the world of work and people therein.

Guidance can also be looked at as a programme of services to people based upon the need of each individual, an understanding of his/her immediate environment, the influence of environmental factors on the individual and the unique features of each school. Guidance is designed to help each person adjust to his/her environment, develop the ability to set realistic goals for him/herself, and improve his/her total educational programme. As a process, guidance is not a simple event but it involves a series of actions or steps progressively moving towards a goal. As a service, we can isolate three major services, that of educational, vocational, and personal and social guidance.

1. Educational Guidance

Educational guidance is so far as it can be distinguished from any other form of guidance, is concerned with the provision of assistance to pupils in their choices in and adjustment to the schools' curriculum and school life in general. Educational guidance is therefore essential in counseling service. Guiding young people to pursue the right type of education in which, for example the right balance is met for accommodating the human resource needs of a nation.

2. Vocational Guidance

Vocational guidance is a process of helping individuals to choose an occupation, prepare for, enter into and progress in it. Vocational happiness requires that a person's interests, aptitudes and personality be suitable for his/her work. It plays its part by providing individuals with a comprehension of the world of work and essential human needs, thus familiarizing individuals with such terms as 'dignity of labor' and 'work value'.



3. Personal and Social Guidance

Personal and social guidance is the process of helping an individual on how to behave with consideration to other people. Primarily, personal and social guidance helps the individual to understand oneself, how to get along with others, manners and etiquette, leisure time activities, social skills, family and family relationships and understanding masculine and feminine roles.

Counselling is usually viewed as one part of guidance services; it is subsumed by the general term, guidance, in that it is one service within guidance rather than a synonym. It is difficult to think of one definition of counseling. This is because definitions of counseling depend on the theoretical orientation of the person defining it. Let us examine some of these definitions.

Counselling is learning-oriented process which usually occurs in an interactive relationship with the aim of helping the person learn more:

about the self;

about others

about situations and events related to given issues and conditions

and also to learn to put such understanding to being an effective member of the society.

Counselling is a process in which the helper expresses care and concern towards the person with a problem to facilitate that person's personal growth and positive change through self-understanding. Counselling denotes a relationship between a concerned person and a person with a need. This relationship is usually person-to-person, although sometimes it may involve more than two people. It is designed to help people understand and clarify their views of their life-space, and to learn to reach their self-determined goals through meaningful, well-informed, choices and through resolution of problems of an emotional or interpersonal nature. It can be seen from these definitions that counselling may have different meanings.



Activity 1

List any four activities you have carried out in your department within the last one year that are (a) guidance and (b) counselling in nature.

From your list, indicate the elements which distinguish each activity as either guidance or counselling.

In fact, counselling is provided under a variety of different labels. For example, there are instances where counselling is offered in the context of a relationship which is primarily focused on other, non-counselling concerns. For example, a student may see a teacher as a person with whom it is safe to share worries and anxieties. In such a situation it seems appropriate to see what is happening as being a teacher using counselling skills rather than engaging in an actual counselling relationship. The teacher is counselling but not being a counselor.

Guidance programmes and the counselling service within them, usually deal with situational and environmental conditions. Counselling is often seen as assistance given individuals to attain a clear sense of identity. Counselling, as well as the total guidance programme, stressed rational planning, problem-solving, and support in the face of situational pressures. The counselling relationship is usually characterized by much less intensity of emotional expression than that found in the therapeutic relationship. Counselling services are usually located in schools, universities, community service agencies, and pastoral organizations, while psychotherapeutic services are usually found in clinics, hospitals, and private practice. The recipients of counselling are 'normal' individuals rather than those who exhibit abnormal or extreme modes of adjustment. Psychotherapy exists for individuals with psychological disorders. Counselling helps the essentially normal individual remove frustrations and obstacles that interfere with development, while psychotherapy attempts to deal with disabling or disintegrating conflicts.

Counselling focuses upon helping the individual to cope with development tasks such as self-definition, independence, and the like. Attention is given to clarifying the individual's assets, skills, strengths, and personal resources in terms of role development. Counselling approaches, are based more upon emphasizing present conscious material (material available within the individual's awareness) while psychotherapeutic approaches tend to emphasize historic and symbolic materials, relying heavily upon reactivation and consideration of unconscious processes.



Still More Views

1. An appraisal service which is designed to collect, analyse, and use a variety of objective and subjective personal, psychological, and social data about each student in order to better understand them as well as assisting them to understand themselves.
2. An informational service which is designed to provide students with a greater knowledge of educational, vocational, and personal-social opportunities so that they may make better informed choices and decisions in an increasingly complex society.
3. A counselling service which is designed to facilitate self-understanding and self-development through dyadic or small-group relationships. The major focus of such relationship tends to be upon personal development and decision making that is based on self-understanding and knowledge of the environment.
4. A planning, placement, and follow-up service, which is designed to enhance the development of students by helping them select and utilize opportunities within the school and in the outside labor market.

The aims of counselling are broad. They may, in certain cases, depend on the situation and environment, and also on the training. The basic aims of counselling include the following:

To help students understand the self in terms of their personal ability, interest, motivation and potentials.

To help students gain insight into the origins and development of emotional difficulties, leading to an increased capacity to take rational control over their feelings and actions.

To alter maladaptive behaviours.

To assist students in moving towards the direction of fulfilling their potentials or in achieving an integration of previously conflicting parts of themselves.

To provide students with skills, awareness and knowledge this will enable them to confront social inadequacies.

To help students gain some insight into the world of work, the realities therein and the relationships to their education and specialisation.

To help students develop decision making skills.



Activity 2

Go through the statement of views on the meanings of guidance and of counselling. Review these views with a colleague in the department. Agree on a meaning for each of the two terms (guidance; counselling). What are the commonalities in your meanings (or definitions) and those listed above?

Need for Guidance and Counselling

In Module 1, we found that higher education learners come in with a motley assortment of characteristics. In that module, we also identified what their exit profiles should be. Between entry and exit, we have some intervention, which include curricular, co-curricular and extra-curricular activities. Guidance and counselling come into play in this intervention to enable us achieve our goal of producing good quality graduates. The table below summarizes some of the major reasons why we need guidance and counselling in higher institutions.

Table 2.1 Need and Focus of Guidance and Counselling in Higher Education

Need	Focus of Guidance and Counselling
To improve the internal efficiency of the system	Academic guidance for; - less able students thus reducing repetition, dropout and wastage - average students to sustain stability, and improve; - Able students to enhance progress from one level (class) to the other.
to reduce/eliminate anti-activities on campus	- Advice on social and academic clubs to join -counselling and social dialogue on matters that can generate friction and students' unrest Counselling on emotional problems
To enhance career and job prospects of learners	- job and career advising - Relationship between course of study and world of work.



Reading

Guidance and counselling in higher education

Aloyce Odeck

The major service areas of guidance and counselling are:

Educational guidance and counselling which assists students in their curriculum and school life choices.

Vocational guidance which assists the individual to choose and prepare for an occupation that is compatible with his interests and aptitudes.

Personal and social guidance which assists the individual to behave appropriately in relation to other members of the society.

Counselling could be conceived as an interactive relationship between two or more persons that can take a variety of forms. It may address non-educational issues or even non-counselling concerns. Counselling should be seen as a service provided to normal individuals

to assist them remove or cope with frustrations and obstacles that interfere with their development.

Guidance and Counselling in Teaching

In institutions of higher learning, guidance and counselling should address learners' difficulties. These difficulties encompass the whole spectrum of student life in institutions of higher learning. A number of them may have negative impact on the teaching/learning process. Counselling should probe what students' difficulties are and then approach them systematically. For example, in diagnosing learning difficulties the lecturer should focus on the following aspects:

Difficulties that arise during instruction: these may be related to the content, the lecturer or the way of presentation.

Difficulties after instruction: these may be related to social activities of the student or they may be related to the facilities themselves.

In such cases where should the information come from? The sources of relevant information about learners can be found or gleaned through the following:

Individual observation

This requires that individual lecturers are keen in noting any strange things that happen to the students or with the students. The observation should arise out of a genuine desire to help and get involved with the students.



Student statements

Students invariably make statements and comments which are indicative of the struggles that they may face. The lecturers should be prepared to note these comments and statements which are indicative of or are symptoms of other things that may appear later.

Student records and follow up

These usually yield information that would facilitate a lecturer to assist a student whose problem may have been ignored or brushed aside for a long time.

Major Service Areas

The major service areas of guidance and counselling include:

Educational guidance and counseling

This aspect of counselling should concern itself with assisting the students in their curriculum and school life choices. Students need assistance in subject choice and planning for the courses that they take at these institutions of higher learning. All lecturers could be involved in this without any need for specialised training in counselling.

Vocational guidance and counselling

This aspect of counselling addresses the learners' problems as regards to vocational choices. Again here the lecturers are best placed to give relevant advice to learners since they know their academic strengths and weaknesses in areas that may pertain to specific vocations, occupations or jobs. The fact that the lecturers know the interests and aptitudes of most of their students makes them the best persons to assist their students in areas that are related to their vocations.

Personal and social guidance and counseling

This aspect of counselling refers to the very personal problems that students meet. These problems may range from financial needs to interpersonal relationships. Although the lecturers may help to reduce these pressures, there is need for more specialised assistance from professionally trained hands. The fact that the lecturers may have an upper hand in interaction with the students only goes to show how crucial it is that they should get involved. As role models to the majority of students it is important the lectures are made aware of their crucial role in social guidance.



Activity 3

Comment on Odeck's view that: *“again here the lecturers are best placed to give relevant advice to learners since they know their academic strengths and weaknesses in areas that may pertain to specific vocations, occupations or jobs. The fact that the lecturers know the interests and aptitudes of most of their students makes them the best persons to assist their students in areas that are related to their vocations”*.

How are you as a teacher in a higher institution fitted to play these roles?

Aspects of Counselling

1. Educational Counselling

First coined by Truman Kelley in 1914 (Makinde, 1988), educational counselling is a process of rendering services to pupils who need assistance in making decisions about certain important aspect of their education such as choice of courses and studies, decision on interest and ability, choices of college and high school. Educational counselling increases pupil's knowledge of educational opportunities.

2. Personal/Social Counselling

Personal counselling deals with emotional distress and behavioral difficulties that arise when an individual struggles to cope with developmental stages and tasks. Any facet of development can be turned into a personal adjustment problem, and it is inevitable that everyone will at some time encounter exceptional difficulty with an ordinary challenge of life. For example;

- Anxiety over a career decision
- Lingering anger over an interpersonal conflict
- Insecurity about getting older
- Depressive feelings when bored with work
- Excessive guilt about a serious mistake
- A lack of assertion and confidence
- Grief over the loss of a loved one

Disillusionment and loneliness after parents divorce. Failure in examinations
Inability to make friends Conflict with lecturers

3. Vocational Counselling

Vocational counselling is defined as individual contacts with counsees in whom the counselor's main purpose is to facilitate the counselee's career development process. This definition and category would encompass counselling situations such as:



- Helping students become aware of the many occupations available for exploration.
 - Interpreting an occupational interest inventory to a student
 - Assisting a teenager in deciding what to do after school.
 - Helping a student apply for a course in a university or technical.
- Role playing a job interview with a counselee in preparation for the real job interview.

Characteristics of Counselors The following are some of the characteristics of a higher education teacher as a counselor;

- Abiding interest and faith in students capabilities
- Understanding of students' aspirations
- Sympathetic attitude
- Friendliness
- Sense of humor
- Patience
- Objectivity
- Sincerity
- Tact
- Fairness
- Tolerance



Activity 4

Prepare a checklist using the characteristics listed

above (and others you may think of) for assessing the guidance and counselling traits of a higher education teacher. Use the checklist to carry out a self assessment. Administer the checklist on other staff in your institution. How will you rate yourself and your colleagues who responded to the checklist? How can your ratings be improved?

Tips for the Higher Education Teacher when Counselling Students

Assist the student to make adjustment to life in the university, polytechnic, technikon, or college of education.

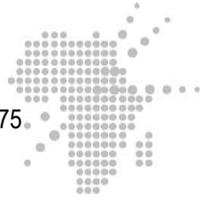
Encourage the student to participate in appropriate college/university activities with a view toward increasing his or her effectiveness in personal and social activities. Show concern for and assist in the planning of the student's educational, career, personal, and social development.

Aid the student in self-evaluation, self-understanding, and self-direction, enabling him or her to make decisions consistent with immediate and long-range goals to higher education opportunity granted him or her.

Assist the student in developing healthy and positive attitudes and values. Help the student to acquire a better understanding of the world of work through the acquisition of skills and attitudes and/or participation in work-related programs. Encourage the student to plan and utilize leisure time activities well. Assists the student in understanding his strengths, weakness, interest, values, potentialities and limitations.

Activity 5

1. State two differences between guidance activities and counselling activities that you carry out as a teacher in a higher institution.
2. List any four things that your students refer to you for guidance and any four that they refer to you for counselling.
3. Why do you think students do not like coming to their lecturers for counseling?
4. How would you get your students to develop sufficient confidence in you to enable them confide in you and come to you for counselling?



Guidance and Counselling at Three Points in Higher Education

Table 5.1 shows guidance and counselling activities that are commonly provided at point of entry, during and at the point of exit into higher education.

Table 5.1 Guidance and Counselling Activities at Three Points in Higher Education

	Guidance Functions/Activities	Counselling Functions/Activities
Guidance & Counselling at Point of Entry	Orientation, Registration Choice of electives Familiarization with important sites and locations on campus (library, dining, health centre etc.) students unionism	Self understanding Individual counselling Understanding others including lecturers and significant others in the institution Group counselling in the three areas of academic, personal-social, career.
Guidance & Counseling during the Course / Programme	Advanced Effective study habits Intensive library use and search Course changes Strategies of keeping steady academically, socially etc. Test taking behaviors; examination behavior etc	Relationships between courses/ programmes subject selection and future plans Academic counselling in various forms Stabilizing inter-personal relationships etc. The ethics of examinations
Guidance & Counselling on Exit	Seeking a job Writing applications and gathering information about openings Interview attending skills Exit Orientation Steps and stages in getting clearance, etc	Life as a young graduate The realities of the world of work Frustrations of seeking for employment Coping with the labor market; Alternatives to paid employments etc.

The internal efficiency of the higher institution is the success rate in the use of available human and material resources for the pursuit of organizational goals. Some of the prominent indicators of internal efficiency are the success rates in the transition of students from one level to another, repetition rate, dropout rate and graduate output. For example, a college where 90% of its first year students move successfully to the second year can be said to be more internally efficient than one with 85% transition rate.



There are several factors which can positively influence internal efficiency. One of these is guidance and counselling. If repetition and dropout are indicators, guidance and counselling, therefore, have booster roles to play. Through proper guidance and counselling, students who would have otherwise dropped out are retained and have success stories to tell.

Guidance and counselling are needed to reduce and possibly eliminate anti-social activities on our campuses. There is a rising tide of campus unrest, gangsters, closures and lockouts. If the tempo of dialogue and counselling is increased, there is little doubt that the tempo of crises in our campuses will drop.

It is not only the fresh entrants and the seniors that need and could benefit from guidance and counselling; those students who are about to graduate need job and career guidance. How do I know where the vacancies are? How do I apply? What should I look for in job positions? These are some of the questions this category of learners asks. The questions are best answered through a carefully planned guidance and counselling scheme.

Activity 6

There are general circumstances as well as circumstances that are specific to your institution that demands the use of guidance and counselling services. Prepare a table such as that of Table 2.1 that is specific for your institution. In the table, list the needs of your institution and indicate the corresponding focus of the guidance and counselling service.

2. Study Table 5.1 and map out various things you would do in each segment of the students' stay with you.

Academic, Social and Career Guidance and Counselling

There are different types of guidance and counselling services that can be offered to learners in higher institutions. The focus of our attention should be to determine what kind of non-specialized guidance and counseling service higher education teachers can offer in order to promote meaningful learning. Some programmes that could be instituted include, mentoring, tutor systems, pre-university/college and specialised programmes for teaching assistants. These needs could be accommodated by academic/institutional development centers where they exist. Other suggestions include the setting up of 'help desks' to deal with such issues as drug or excessive alcohol related disorders and sexual abuse. It is also necessary to explore the provision of job placement and career advice services. Establishing clinics on campus for social, health and legal aid need to be considered as essential student



services. It is suggested that awareness could be enhanced by celebrating certain days for particular events, e.g. such as HIV/AIDS awareness days. Financial aid centers are also appropriate to cater for students who are increasingly required to pay their own way. Let us now shift attention on academic, social and career guidance and counselling.

Academic guidance and counselling is mainly on the curriculum-related needs of the learner. For example courses to enroll, how to carry out assignments and projects, how to prepare for examinations, effective study habits, and how to remedy weaknesses in particular courses are some of these needs. These form the core of the business the learner routinely engages in academic institution. The finer focus of this module will, therefore, be on this category of guidance and counselling service.

Since the learner is constantly interacting with peers and significant others in the university or college, some form of guidance and counselling is necessary to enable the learner make the best of such social interactions. Guidance on social clubs to join, advise on use of free time, counselling on the use of drugs such as cigarettes and alcohol and guidance on burning issues that could precipitate crisis in the school are some of the social guidance and counselling issues. To the extent that they determine the internal and external images of the institution, to that same extent could one say that social guidance and counselling is important in higher education. A university or college with poor record of students' unrest and drug abuse is probably one with a poor scheme in social guidance and counselling.

The third category is career counselling. It is not only at the pre-university level that career guidance is necessary. It is estimated that not less than 10% of university or college students would want to undertake courses other than that to which they were admitted. The Physics student prefers to be in Engineering. The Biochemistry student prefers to be in the Medical School. The History undergraduate would feel happier in the Law Faculty. On graduation, many of these students feel disillusioned since they lay the recognition that there are equally exciting career options in Physics, Biochemistry and History. The goal of career guidance and counselling at the higher education level is to address the needs of the students.



Activity 7

Case 1

Tunde has just enrolled in a university. He found his first few days to be exciting. He also found that life in the university was quite different from that of the secondary school. He concluded his course registration and participated actively in the orientation for freshmen. Unfortunately, Tunde is yet to secure accommodation in the hall of residence. Also the little pocket money he got from his poor parents had gone into settling unexpected expenses. Three days later, he was approached by two students who asked him to join a club that has been banned by the University management but which was still operating underground. Only two weeks into his studentship in the university and Tunde is confused and in a great deal of emotional stress.

Assume Tunde is a student in your Department. After his first lecture in your course, he walks up to you and ask for an appointment in the office which you share with another colleague, he narrates his ordeal.

1. After listening to Tunde's story, which of the following will you do and why?
 - (a). Refer him to the Head of Department/Dean
 - (b). Ask him to see the University Guidance Counselor
 - (c). Refer him to appropriate sections of the university where his problems can be solved.
 - (d). Offer him advice on all the problems.
 - (e). Tell him you are not a trained Guidance Counselor and he should seek help elsewhere.
2. Which aspect of Tunde's problems have to do with
 - (a). academic counselling; and
 - (b). Social counselling?

Case 2

Ngozi is a final year female undergraduate. She is easily one of the most brilliant in class. Within the last two semesters, her attention had been diverted by her boyfriend to social rather than academic activities. She justifies this shift by claiming that she has to get married to her boyfriend immediately after graduation to avoid his being 'snatched' by other girls. By her engaging in social activities, she cuts classes and galls to do most of her assignments. Her Grade



Point Average (GPA) fell drastically. The sudden drop in GPA was noticed at a meeting of Senate. As Head of Department, you were asked to investigate and counsel Ngozi accordingly.

Describe in detail your plan for tackling this Senate assignment.

Ethics of Guidance and Counselling

Some ethical codes of behavior should guide the manner in which we offer guidance and counselling services. These apply to both the counselor (person offering counselling service) and the counselee (person being counseled). Adherence to such ethical behavior is important if successful practice is to be assured. Confidentiality is one of such ethical behaviors. The identity of the counselee, problems discussed and advice given should be within strict confidential limits. It is out of place during a lecture or public discussion to narrate what student 'A' told you about a problem he/she had and what you gave as advice. Apart from the public embarrassment to the student, such student and many others will hesitate to come again to you for guidance and counselling. Tolerance is another behavior that should be maintained by the person offering guidance and counselling service. You must be sufficiently tolerant to hear out the counselee. As much data as you can get must be sufficiently tolerant to hear out the counselee. By being tolerant, you get full information and hence vantage positioned to offer good advice and counsel.

The request for guidance and counseling service should be voluntary. It is improper for the counselor to force the service on the counselee. On the part of the counselor, it is the prerogative of the counselee to elect to take up the service. This is in a way similar to selling insurance. You are not forced to take the insurance. If you are convinced then you go ahead to buy the insurance.

Objectivity is another ethical issue. We must remain completely impersonal in proffering advice. The counselee should have the benefit of objective views on the matter at hand. Final decision making lies with the counselee. The counselor provides possible options, stating their merits and demerits. On the basis of the prevailing circumstances, the counselee is then assisted to make a decision. The counselor's view should not be forced on the counselee.

The Practice of Individual Counselling

Counselling involves two people in interaction. The interaction is highly confidential and since counsees discuss themselves in an intimate fashion, it is highly private and unobserved by others. The mode of interaction is usually limited to the verbal realm, the counselor and counselee talks with one another. Counsees talk about themselves, their thoughts, feelings, and action. They describe events



in their life and the way they respond to these events. The counselor listens and responds in some fashion to what the counselee says to provoke further responses. The two think, talk and share their ideas and feelings.

The interaction is relatively prolonged since alteration of behavior takes time. In contrast to a brief conversation with a friend in which distortions or unconscious desires are usually maintained and usually only temporary relief is gained, counselling has as its goal the change of behavior. It is assumed that through the counselling interaction the counselee will in time revise his distortions and alter his behavior.

Three stages of the helping model

1. The Present Scenario

- i. Help clients tell their stories. In telling the story, clients reveal and discuss their problem situation and missed opportunities. Some clients are vocal while others may be almost mute. Some will be reluctant to reveal everything that is bothering them, while others will do it very easily. The story needs to be told whether all at once the beginning of the helping process or in bits and pieces. For this to come out, counsellors need to develop an effective relationship with clients as helpers. They need assess rather than judge their clients. They need to assess such things as the nature and severity of the problem situation, limits at further problems that are not being discussed, the impact of clients environment on their problems, the personal and interpersonal resources clients have access to.
- ii. Help clients become aware of and overcome their blind spots and develop new perspective on themselves and their problem situation; Many people fail to cope with problems in living or fail to exploit opportunities because they do not see them from new perspectives. They lock themselves in self-defeating patterns of thinking and behaving. Using imagination and brainstorming in the service of problem management and opportunity development is one of the ways counselors can empower clients. Challenging blind spots is not the same as telling them that what they are doing is wrong. It is helping them to see themselves, others, and the world around them in a more creative way.
- iii. Help client search for leverage: The clients should be helped to identify and work on problems, issues, concerns or opportunities that will make a difference. Leverage includes three related activities. First, the cost of



the problem has to be screened in terms of effort and time to be spent on it. Secondly, if clients, in telling stories reveal a number of problems at the same time or if the problem situation discussed is complex, then criteria are needed to determine which concern to be dealt with first. Lastly, the problem, issue concern, needs to be clarified in terms of specific experiences, behaviors and affects (feelings, emotions).

2. The preferred scenario

- i. Help clients develop a range of possibilities for a future: If a client's state of affairs is problematic and unacceptable, then he/she needs to be helped to imagine, conceptualize, or picture a new state of affairs, that is alternative more acceptable possibilities. Ask right future oriented questions like;
«What would this problem look like if I was managing it better?» «What changes in my present life styles would make sense?» «What would it look like if it looks better?»
Clients should be helped to find right and realistic models. Another ways could be reviewing better times or getting them involved in new experiences. A writing approach and use of fantasy and guided imaginary has also proved beneficial for most clients.
- ii. Help clients translate preferred scenario possibilities into viable AGENDA: The variety of preferred scenario possibilities developed constitute possible goals or desired outcomes of the helping process. The client is helped to choose the possibilities that make the most sense and turn them into agenda; a set of goals that need to be accomplished.
- iii. Help clients identify the kinds of incentives that will enable them commit themselves to the agendas they fashion: ideally the agendas a client chooses are on their face, appealing. If not, then incentives for commitment need to be discovered. The goals that are set in the agenda need to be owned and appealing to the client. It is better if they are chosen from among options. The focus should be on those that will reduce the client's crisis or pain. Challenging goals should not be avoided. The counselor can help clients see ways of managing current dis-incentives that stand in the way of goal attainment. Contracts can also help clients commit themselves to choices and the client needs to be helped to identify action strategies for accomplishing their goals.



3. Strategies (Getting There)

- i. Help clients brainstorm a range of strategies for implementing their agenda. Clients are helped to ask themselves questions like «How can I get where I want to go?» Strategies tend to be more effective when chosen from among a number of possibilities. A strategy is a set of action designed to achieve a goal. If the preferred scenario is complex, then it needs to be divided into a number of interrelated outcomes or accomplishments. Each of these sub-goals will then have its own strategies. This divide and conquer process can lead to accomplishment that seemed impossible. One reason people fail to achieve goals is that they do not explore the different ways in which the goal can be accomplished. Brainstorming plays a role by suspending judgment, producing as many ideas as possible, using one idea as a take off for others, getting rid of constraints to thinking, and producing even more ideas by clarifying items on the list.
- ii. Help clients choose a set of strategies that best fit their environment and resources. «Best» here means the single strategy or combination of strategies that best fit the client's needs, preferences, and resources, and that is least likely to be blocked by factors in the clients environment. They should be clear and specific, tied to the desired goal, realistic, effective, owned by the client, and in keeping with his or her values.
- iii. Help clients formulate a plan that is, step-by-step procedure for accomplishing each goal of the preferred scenario. A plan then takes strategies for accomplishing goals, divides them into workable bits, puts the bits in order, and assigns a timetable for the accomplishment of each bit. Formulating plans helps clients search for more useful ways of accomplishing goals, that is, even better strategies. Plans provide an opportunity to evaluate the realism and adequacy of goals. They tell clients something their strategies. Clients are also helped to uncover unanticipated snags or obstacles to the accomplishment of goals.



Activity 8

1. List four ethical behaviors of a counselor
2. Give descriptions of four unethical behaviors of a counselor, giving examples in each case
3. Not all lecturers in the university or college or polytechnic can offer quality guidance and counselling'. Discuss.
4. Why do some lecturers use the confidential discussions they earlier had with some students as examples in the open class? How do you rate such a behavior?

Limits of the Teacher in Offering Guidance and Counselling

Most higher education teachers are not trained guidance counselors. This lack of formal training places limits on the extent to which the untrained can go in offering guidance and counselling services. One hates to believe also that only the supposedly trained and qualified guidance counselor can attend to the guidance and counselling needs of the learner. There are some services that the untrained can offer on account of personal experience. In all circumstances, the important thing to note is that we should not be «Mr. Know All». We should carry on only to the limit of our knowledge and experience. We should, thereafter, identify other resource persons in and outside the school community that can fill the gaps.

The typical higher education teacher is tooled to offer mainly academic counselling. Most are able to guide learners in their discipline of specialisation and counsel when students have learning difficulties in these areas. If this is your limit, stay within it and do not stray into unfamiliar territory of social guidance. Perhaps the school counselling office will fill the gap.



Techniques and guidance and Counselling

Specific objectives

After completing this Unit, you will be able to;

develop or adapt instruments for data gathering for guidance and counselling; use the instruments developed/adapted for data collection process data collected; conduct group and individual interviews and observations; and keep anecdotal records of learners.

Instrumentation in Guidance and Counselling

We need as much information as possible from learners in order to make a success of guidance and counselling, It is when most, and perhaps all the information is in that we can take a global look at the problem and offer meaningful guidance. The tool for gathering information is known as the instrument. Such tools include tests, questionnaires, inventories, interview guides and observational schemes. Just as the thermometer is an instrument in the hands of the scientist, so also is the questionnaire the instrument in the hands of a guidance counselors. For data collected to be useful, the instrument should be valid and reliable. In this section, you will learn to develop instruments for data collection and adapt existing instruments for your case. First, let us see the different types of instruments.

Types of Instruments

Several typologies exist for classifying instruments. For example, instruments can be grouped on the basis of (a) what they measure, e.g. cognitive (achievement tests); affective (attitudinal inventories and questionnaires); psychomotor (practical skill tests); and (b) how they measure e.g. power and speed tests. For the purpose of this Module, we shall adopt the scheme presented in Table 8.1.

**Table 8.1 Instruments for the Guidance Counselor**

PURPOSE	TYPE AND USE
Cognitive Measure	Psychometric Tests; e.g. for measuring intelligence Quotient (I.Q), cognitive style/preference; self concept, reasoning skills and problem solving. Achievement Tests: for measuring achievement in cognitive domain such as subject matter test.
Affective Measures	Questionnaires Inventories Opinionnaires For measuring attitudes, perceptions and affective behaviors.
Psychomotor Measures	Observational Schemes Practical skills inventory For measuring different aspects of practical abilities

Instrument Development and Validation

Figure 8.1 gives the stages in the development of any of the instrument listed in table 8.1

DOMAIN SPECIFICATION

PREPARATION OF BLUEPRINT

ITEM WRITING

FIRST LEVEL VALIDATON AND REVISION

PILOT TESTING

FINALISATION

Domain Specification

This is where the construct, attitude or skill to be measured is identified and specified in both general and specific terms.

Preparation of Test Instrument

This is an important stage of preparing the plan or blueprint for writing items for the instrument. The plan showing coverage of the instrument in terms of objectives and domain content are put on a grid. This is to ensure that the domain in focus is covered in breath and in depth.

**Item Writing**

This is the process of composing the first draft of the instrument by writing its component items. The structure of the instrument starts developing from this stage. It is perhaps the most intellectually demanding step in the process of instrument development. The process ends when the distribution of items in the test blueprint is completely covered.

First Level Validation and Revision; after the first draft of the instrument is composed, it is subjected to validation for face and content validity. Comments from the validation items are used to revise the structure and items on the instrument.

Pilot Testing

The revised draft is pilot tested on a sample of the population for which the instrument is meant. Further refinement of the instrument is made on the basis of pilot test data.

Finalization

Data from the pilot testing exercise are used to further refine the instrument. At this time, the reliability values are determined.

Adapting Instruments

Sometimes, it is not worth the effort developing and validating a new instrument if standardized forms exist. It could be like re-inventing the wheel. Most times however, it may not be able to use the standardized instrument in the pure form without adapting it to our situation.

Adaptation could be with minimum modification. The modification could also be major. The direction of modification is usually in the areas of •

- Degree of fit with the test blueprint
- Cultural bias
- Length.

After modification, the instrument should be subjected to validation and reliability examination as if it was a new instrument.

Develop and validate the following instruments which could facilitate your providing objective guidance and counselling service to your students (refer to Module 5 for further assistance).



Activity 9

1. A questionnaire to collect background data on your students that are relevant to their academic, social and career guidance needs.
2. A questionnaire to measure their attitude towards the course you teach.
3. A 50 item achievement test in your course which will reveal the learning difficulties of your student.

Adapt a standardized psychometric inventory e.g. for measuring self-concept for use in your class. Provide an opportunity for your students to talk about themselves: their “now” and their “tomorrow”. Note what they avoid saying, what they emphasize and relate these to your prior knowledge of each student. Do you gain a better understanding? Are you confused the more?

Data Collection and Processing

Instruments can be administered individually or to a group of learners. After administration, the responses should be scored and the data recorded in a manner that is amenable to processing. Data processing can simply involve manual calculation (using the hand-held calculator) of percentages and means and drawing of graphs to show the distribution of scores. It can also be through the use of a personal computer for more elaborate analysis.

Processed data should be stored in such a way as to facilitate retrieval when needed for offering guidance and/or counselling to individuals or groups of learners.

Activity 10

1. Administer the questionnaire you developed in 6.4 for measuring the attitude of your students towards your course. Score the items in the questionnaire. Remember to reverse scoring for negative terms. Take the total for each section of the questionnaire and for the whole instrument. Calculate the mean for the group. Record the scores for each student in the different sections and also the total scores. What counselling decisions need to be taken on the basis of the graph?
2. Call selected students on individual basis and get to know them better based on item 5 of exercise 6.3. e.g. “You said in class that you were xyz, but efg is what I knew of you. Can you explain further? Or can you help me reconcile the two views about you?”



Group and Individual Interview

The interview is a good technique for getting in-depth information that could otherwise not be obtained from most instruments. In a relaxed atmosphere, the interviewee (the person being interviewed) could furnish the interviewer (the person conducting the interview) with a large volume of information. In order not to be drowned by the avalanche of information, we need to systematically plan for, execute, and follow-up interviews that we conduct during guidance and counselling exercises.

Planning The following steps need to be taken in planning and interview:

- | | |
|---------------|---|
| Step 1 | Stage Setting
Identification of characteristics of the interviewee |
| Step 2 | Arranging the sitting, audio/Video recording
Developing an interview guide |
| Step 3 | Pilot testing the instrument |
| Step 4 | Finalization of the interview guide |

Executing: In executing the interview plan, the interviewer needs to -

- present the questions audibly and ensure that the interviewee fully understands the demand of the question.
- Avoid forcing the pace of response
- Complete the question and answer session for a question before moving on to the next.
- Take notes as the responses are given.

Follow - Up

- Develop the interview transcript
- Ask follow-up questions if there are areas that need clarification from the interviewee.

For group interviews, target respondents should be identified. Agreements should be reached by the group on a subject before being recorded by the interviewer.

Group and Individual Observations

Observations are designed to provide perspectives to data gathering that are not captured by test administration and interviews. These perspectives include non-verbal behaviors and interaction patterns. A sad look; a look of excitement, gait



when walking, shy tendencies in class, and aggressive tendencies are some of the characteristics of the learner to be counseled that a questionnaire may not reveal in full. By observing the learner, we are able to record in graphical and direct form, such physically observable behaviors.

The development of an observation instrument is the first step to be taken. We should follow the sequence shown in steps 1 to 4 on the previous page. After developing the instrument, we could use it in gathering data by observing the group as a unit or for observing individual students with specific problems.

There are two main types of observation. The observer, in this case the teacher, participates in the activities given to learners. This enables the teacher pit himself or herself in the place of the learner (empathy). In non-participant observation the observer looks from a distance and records unobtrusively. This is the more common mode of observation in guidance and counselling.

Anecdotal Record

This is record of snapshots of significant events in the life of the learner. The events can be recorded either by the teacher or by the learner. Whichever way, the teacher keeps the record for the purpose of having insights into the behavior patterns of the learner. This record is important as the teacher prepares to attend to the counselling needs of the learner.

Student Advising

This is an organized scheme for offering guidance to students. The focus is usually on academic guidance although it could be stretched to include social guidance if social activities in the life of the learner impacts negatively on learning.

In many institutions, the scheme is department based. Each lecturer in the Department is assigned a group of students. The students are expected to meet periodically with the Advisor, as a group or individually. Where such schemes exist, they have been known to be effective in helping students overcome their learning difficulties.

Records to be kept by the Teacher/Counselor



Records of Achievement

A good record of achievement test can serve as an effective instrument with which we can measure an individual's performance with (a) those of others in his group and (b) his past achievement. With this one can diagnose his weakness and strength. School progress of each student can also be measured, need for remedial measures determined and the progress of the entire students improved. For instance, a Mathematics test if well constructed could provide information as to whether or not; students' weakness is in the fundamental operation.

Personality Information Records

Personal qualities and interests are equally important as factors which affect one's success in occupation, life, social life, and in school. The only way to measure personality is by observing how the individual behaves in different situations. Such observations can be made in the classroom, at playground, during social gathering, etc. when the individual is quite himself or herself.

Personality records should contain the following views about the students;

- (a). Concern for others -antisocial, indifferent, dependable, sometimes socially concerned or deeply concerned.
- (b). Responsibility -unreliable, somewhat dependable, usually dependable, conscientious, assumes much responsibility.
- (c). Emotional stability -hyper-emotional, excitable, usually well balanced, exceptionally stable.

Health Records

Though the university teacher cannot have this, it is necessary that the school counselor has a record about student's health. This should be made up-to-date indicating the type of disease from which the individual must have suffered, the duration of illness and the time of the year, if possible. Medical statements about student's ears, eyes, teeth, posture, nervous symptoms, or speech defects should also be included. A cumulative up-to-date health record will help the school counselor refer particular students at different times to specialists for treatment. This also helps to decide the type of job to which a student can be assigned. A research fellow on school discipline has suggested that the offence should not determine the punishment but instead type of punishment recommended should depend on the physical strength of the individual offender. It therefore follows that a detailed, up-to-date health record will help remind the counsellor and the school authority of the importance of individual differences in dealing with the children.



Family Records

The home is one of the major factors which affect the education of students. An unstable home causes the student emotional imbalance. The family record should include name and address of parents, their nationality and occupation, and the socio-economic status.

If family records are kept and maintained up-to-date by the counselor, clues can be found in an attempt to spot out student's difficulties with the aim of helping to alleviate his or her suffering. A good knowledge of the family records of the student will help to foster the triangular relationship, which should exist between the teachers, the parents and the student.

Cumulative Records

The counselor should examine the cumulative records of each student to;

- (a). Help the counselor get acquainted with a new student more quickly at the beginning of the semester or session.
- (b). Help students who are not working up to class level to cope with their problems. The under-achievers and those students who need remedial courses are this identified and helped.
- (c). Identify gifted students and other students of unusual ability and help them by finding appropriate and challenging work for them.
- (d). Find out students who attend classes irregularly and encourage them towards regular attendance.
- (e). Study the personality traits of students who misbehave and suggest ways for their learning other adaptive behaviors.
- (f). Help the counselor to study students for whom special aids, such as scholarship are being considered.
- (g). Gain background knowledge about students before assisting them in the choice of course for study.
- (h). Gather some information about a student before conferring with his parents.
- (i). Discover students of exceptional talents in such special fields as arts, music, athletics or creative writing.



Activity 11

Which records of the students in your class do you have?
How do you obtain them?

Of what use are the records to you?

Which ones would you have loved to have but which you do not have? Why would you wish you had them?

Think of your student's days, did any of your lecturers ever give you any advice, suggestion, threat etc. If "yes", What was it upon? Why did he have to do so? What was your reaction?

Find out if any of your students would have loved to discuss his life, programme, career, or future plans with you but was afraid or reluctant to do so. How many students? Why were they afraid or reluctant? What do you intend to do after this discovery?

After a class test, do you discuss students' performance with them?



General Practices in Guidance and Counselling

In this Unit, you will

- (a). review general practices in academic, social and career guidance and counselling; and
- (b). carry out exercises that are aimed at improving such practices.

General Practices in Academic, Social and Career Guidance and Counselling

In higher institutions, there are various schemes of guiding students and counselling them on their academic, social and career needs. Practice varies from one institution to another. At one end, we have institutions with well-developed central Guidance and Counselling Office, and as well as Faculty/Department levels offering such service. Trained counselors with access to data on each student and a host of other resources are found in such institutions. At the other end are institutions without any of such facilities. Many of the higher institutions in Africa are in between. In some, a central office exists without Faculty/Departmental branches. In others, there is no central facility. The Department/Faculty organizes guidance services for the students.

The practice that is most common is to have a University/Technikon/College Guidance and Counselling Unit. Such Unit takes responsibility for academic, social and career guidance of the students. At the time of registration, packages are handed out which provide the learner with basic information on the operations of the institution. This is expected to serve as a road map for the activities of the learner. The office has one or more trained Guidance Counselor. There are consulting hours during which students with problems have sessions with the counselor.

There is also the Orientation Committee. In all higher institutions, arrangements are made for the immersion of the new entrant, usually from the secondary school, into the higher education sub-culture. This is done during what is popularly known as the Fresh student Orientation week. The typical programme for the Week includes lectures, symposia, guided tours and social events. Students get to learn about life on campus, rules of the institution, rights of the student, teaching and learning styles and procedures as well as assessment and grading systems.

Another common practice is informal counseling of freshmen by seniors. This is important in the breaking-in process. There are several elements in the hidden curriculum of the institution that need to be known by the fresher. The seniors are in the best position to transmit the contents of such curriculum. This is done through information interactions, chats and guidance in the hall of residence



and lecture rooms. How you can succeed in X; understanding the behavior of Lecturer Y; and the attitude of the Management of the institution to certain students' behaviors are some examples of the information the seniors pass on to fresh students.

- Give a critical review of existing guidance and counselling practices in your institution stating the strengths and weaknesses.

Activity 12

If you are asked to recommend areas for movement, what areas will you list and what improvements will you suggest? State the pattern of Orientation Programme in your institution. What changes would you want to see effected? In your own view, how effective are the yearly orientation programmes for fresh intakes in your institution? What problems and difficulties do you think the organizers have? How could these be overcome? What percentage of new students participated in the Orientation programme during the last exercise?

How would you organize an Orientation for students who are transferring into your institution?

Specific Objectives

At the end of this Unit, you should be able to;

- (a) diagnose students' learning difficulties; and (b). offer guidance to students with learning difficulties.

Diagnosing Learning Difficulties

Many learners including the supposedly brilliant have difficulty with understanding some concepts. Cell biology may be easy while physiology may be difficult for Student A. for student B, the reverse may be true, while Student C may find both aspects of biology difficult. Learning difficulty is expressed in poor performance in the concept and in a demonstration of negative attitude towards the subject or a particular topic in the course.

When students find difficulty with learning some concepts, frustration results. Further learning may also be impeded. It is useful, therefore, to detect students' learning difficulties and through a systematic regimen of guidance, assist the learner to jump the barrier posed by the difficult concepts. How do you as a teacher know that a learner has difficulty with learning? What techniques do you employ to detect students' learning difficulties? These questions will be addressed next.



Diagnosis during Instruction Use of questions: As the lesson progresses, well-structured and modulated questions that are thrown to students in a random manner would reveal those with learning difficulties. Even if the learner does not signify intention to answer the question, the teacher should still direct the question to the learner. Those with 'wobbly' answers give away their deficiency in understanding the concept being taught.

Apart from oral questions, written tests should be given. Questions should be set in a way that would expose learning difficulties of students. Questionnaires could also be administered to provide an insight into students' attitude towards the concept.

Use of Concept Maps: Ask your students to prepare concept maps from the lesson you just completed. The maps will give a detailed clue of misconceptions and aspects of the concepts that students have difficulty with.

Observation of Class Behaviors: a frown on the faces when the lesson is progressing could give indication that there is some problem with getting the gist of the lesson. Their manner of response and their show of anxiety are other pointers to how easy or difficult they are finding the lesson. Available facilities permitting, audio and video recording of lessons are useful ways of capturing classroom climate and in detecting learning difficulty.

Diagnosis after Instruction

Item Analysis of Performance: In scoring the test given to students, score and record item by item. Analyze performance on each item. Summarize your findings. Such a summary will give a good view of understanding of students on the concept to which each item is directed. If a questionnaire was administered, it will provide a feel of the attitude of students towards the concept. This information is important since negative attitudes impede learning.

Group and Individual Interview of Students: Interview the students in a group and then a random sample of individual students. Use the procedure in 6.2.4 to conduct the interview. The thrust of the interview is to find out where students find difficulty with learning the concept. Students should also give suggestions as to how the difficulties encountered can be removed.



Analysis of Audio/Video Recordings:

Analyze the audio/or video recording of your lesson . From the transcript, make notes of your actions (and inaction) that contributes to the difficulty that students had with learning the concept presented during that lesson.

Activity 13

1. Describe three ways by which you can detect students' learning difficulties in: a course taught by you a course taught by another lecturer
2. After assessing a test you gave to students, you discovered that none of them had a pass mark.

What will be your most immediate reaction? What would you do to find out what was responsible for such a poor performance?

Summary and Conclusion

In this module, we discussed and carried out exercises aimed at enhancing the skills of the higher education teacher in guidance and counselling. These activities are expected to:

Assist the student to make adjustment to life in the university, polytechnic, technikon, or college of education.

Encourage the student to participate in appropriate college/university activities with a view toward increasing his or her effectiveness in personal and social activities. Show concern for and assist in the planning of the student's educational, career, personal, and social development.

Aid the student in self-evaluation, self-understanding, and self-direction, enabling him or her to make decisions consistent with immediate and long-range goals to higher education opportunity granted him or her.

Assist the student in developing healthy and positive attitudes and values
Help the student to acquire a better understanding of the world of work through the acquisition of skills and attitudes and/or participation in work-related programmes.
Encourage the student to plan and utilize leisure time activities well.
Assists the student in understanding his strengths, weakness, interest, values, potentialities and limitations.

As we wrap up the discussion, we should note the limitation of the teacher. Specialised cases should be referred to the specialist- the trained guidance counselor.



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Relationship or Family Counseling

All families have conflict. It's the nature of people living in close proximity. But when normal conflicts turn into daily shouting matches, family members begin hurting each other emotionally (and sometimes physically) and a feeling of anger permeates the household, it's time to do something about it. Blended families in which one or both parents bring to the marriage children from previous relationships present their own unique dynamics. Let's face it.

It isn't always the Brady Bunch. But there is help.

Sometimes the conflict is caused by the inappropriate or unacceptable behavior of one or more members of the family. But it affects everyone. While we work with those individuals to try to help them with the cause of their actions, we also work with the entire family so they can provide support for that person and for each other, and to learn how to reduce the conflict.

Families can be thought of as a system of interacting parts. We learn how to think, feel and behave from the families in which we grew up. When these beliefs are not challenged and/or changed, we pass on that legacy to our children and their families.

Relationship or family counseling may be particularly useful for:

Problems developing in one or more family members which affect all (i.e.: children's problems, anger, depression in one partner etc.) Family or relationship change such as divorce, or children leaving home Cultural and ethnic conflict



within relationships Sexual or cultural differences between the family and the larger community Finding the satisfaction you seek in relationships

Individual Counseling

Everyone experiences problems in the course of growth and development. Some problems pass with time; some can be resolved with personal creative problem solving; some can be resolved by consulting with family, friends, or other resources. Sometimes problems persist in spite of all attempts to resolve them; sometimes they are just too numerous, too acute, and too big to manage without additional support. At these times counseling services can provide assistance in rebuilding problem solving resources and options.

Individual counseling might be particularly useful for:

life changes, such as relationship loss aloneness and loneliness ethnic and cultural background differences sexual identity differences anger issues, ongoing stressors such as depression; substance abuse; eating or other disorders

Mediation Services

Marriages, business partnerships and corporations do break up. Skilled psychologists/mediators have saved parties millions of dollars in damages, legal costs and court costs by diverting the process away from the traditional court barrister's adversarial methods and building instead a goal-oriented spirit and discussion framework for cooperative issue structuring, management and resolution. With adept mediation, key issues can be resolved and finality reached early in the process at a nominal cost. Please do call us for a free consultation to discuss the viability of this adjunct to your legal processes.

<http://en.wikipedia.org/wiki/Family>

Retrieved on 28th –Dec -2007

Family Family denotes a domestic group of people, or a number of domestic groups linked through descent (demonstrated or stipulated) from a common ancestor, marriage or adoption.

A family may be defined specifically as a group of people affiliated by consanguinity, affinity, and co-residence. Although the concept of consanguinity originally referred to relations by blood, many anthropologists argue that the notion of «blood» must be understood metaphorically; some argue that there are many non-Western societies where family is understood through other concepts rather



than «blood» According to many sociologists and anthropologists, the primary function of the family is to reproduce society, either biologically, socially, or both.[citation needed] Thus, one's experience of one's family shifts over time. From the perspective of children, the family is a family of orientation: the family serves to locate children socially, and plays a major role in their enculturation and socialization. From the point of view of the parent(s), the family is a family of procreation the goal of which is to produce and acculturates and socialize children.[2] However, producing children is not the only function of the family. In societies with a sexual division of labor, marriage, and the resulting relationship between a husband and wife, is necessary for the formation of an economically productive household. In modern societies marriage entails particular rights and privilege that encourage the formation of new families even when there is no intention of having children.[citation needed]

The structure of families traditionally hinges on relations between parents and children, between spouses, or both. Consequently, there are three major types of family: matrifocal, consanguineal and conjugal. (Note: these are ideal families. In all societies there are acceptable deviations from the ideal or statistical norm, owing either to incidental circumstances, such as the death of a member of the family, infertility or personal preferences).[citation needed]

A matrifocal family consists of a mother and her children. Generally, these children are her biological offspring, although adoption of children is a practice in nearly every society. This kind of family is common where women have the resources to rear their children by themselves, or where men are more mobile than women.

A consanguineal family consists of a mother and her children, and other people — usually the family of the mother. This kind of family is common where mothers do not have the resources to rear their children on their own, and especially where property is inherited. When important property is owned by men, consanguineal families commonly consist of a husband and wife, their children and other members of the husband's family.

A conjugal family consists of one or more mothers and their children, and/or one or more spouses (usually husbands). This kind of family is common where men desire to assert control over children, or where there is a sexual division of labor requiring the participation of both men and women, and where families are relatively mobile.

Economic functions of the family Anthropologists have often supposed that the family in a traditional society forms the primary economic unit. This economic role has gradually diminished in modern times, and in societies like the United States it has become much smaller — except in certain sectors such as agriculture and in a few upper class families. In China the family as an economic unit



still plays a strong role in the countryside. However, the relations between the economic role of the family, its socio-economic mode of production and cultural values remain highly complex.

Extended middle-class Midwestern U.S. family of Danish/German extraction

Political functions of the family On the other hand family structures or its internal relationships may affect both state and religious institutions. J.F. del Giorgio in *The Oldest Europeans* points that the high status of women among the descendants of the post-glacial Paleolithic European population was coherent with the fierce love of freedom of pre-Indo-European tribes. He believes that the extraordinary respect for women in those families made that children raised in such atmosphere tended to distrust strong, authoritarian leaders. According to del Giorgio, European democracies have their roots in those ancient ancestors.

Kinship terminology Main article: Kinship terminology Anthropologist Lewis Henry Morgan (1818–1881) performed the first survey of kinship terminologies in use around the world. Though much of his work is now considered dated, he argued that kinship terminologies reflect different sets of distinctions. For example, most kinship terminologies distinguish between sexes (the difference between a brother and a sister) and between generations (the difference between a child and a parent). Moreover, he argued, kinship terminologies distinguish between relatives by blood and marriage (although recently some anthropologists have argued that many societies define kinship in terms other than «blood»).

Morgan made a distinction between kinship systems that use classificatory terminology and those that use descriptive terminology. Morgan's distinction is widely misunderstood, even by contemporary anthropologists. Classificatory systems are generally and erroneously understood to be those that «class together» with a single term relatives whom actually do not have the same type of relationship to ego. (What defines «same type of relationship» under such definitions seems to be genealogical relationship. This is more than a bit problematic given that any genealogical description, no matter how standardized, employs words originating in a folk understanding of kinship.) What Morgan's terminology actually differentiates are those (classificatory) kinship systems that do not distinguish lineal and collateral relationships and those (descriptive) kinship systems which do. Morgan, a lawyer, came to make this distinction in an effort to understand Seneca inheritance practices- a Seneca man's effects were inherited by his sisters' children rather than by his own children.



Morgan identified six basic patterns of kinship terminologies:

Hawaiian: only distinguishes relatives based upon sex and generation.

Sudanese: no two relatives share the same term.

Eskimo: in addition to distinguishing relatives based upon sex and generation, also distinguishes between lineal relatives and collateral relatives.

Iroquois: in addition to sex and generation, also distinguishes between siblings of opposite sexes in the parental generation.

Crow: a matrilineal system with some features of an Iroquois system, but with a «skewing» feature in which generation is «frozen» for some relatives.

Omaha: like a Crow system but patrilineal

Western kinship

The relationships and names of various family members in the English language. Most Western societies employ Eskimo kinship terminology. This kinship terminology commonly occurs in societies based on conjugal (or nuclear) families, where nuclear families have a degree of relatively mobility.

Members of the nuclear family (or immediate family) use descriptive kinship terms:

Mother: a female parent Father: a male parent Son: a male child of the parent(s)
 Daughter: a female child of the parent(s) Brother: a male child of the same parent(s)
 Sister: a female child of the same parent(s) Such systems generally assume that the mother's husband has also served as the biological father. In some families, a woman may have children with more than one Man or a Man may have children with more than one woman. The system refers to a child who shares only one parent with another child as a «half-brother» or «half-sister». For children who do not share biological or adoptive parents in common, English-speakers use the term «step-brother» or «step-sister» to refer to their new relationship with each other when one of their biological parents marries one of the other child's biological parents.

Any person (other than the biological parent of a child) who marries the parent of that child becomes the «step-parent» of the child, either the «stepmother» or «stepfather». The same terms generally apply to children adopted into a family as to children born into the family.

Typically, societies with conjugal families also favor neolocal residence; thus upon marriage a person separates from the nuclear family of their childhood (family of orientation) and forms a new nuclear family (family of procreation). This practice means that members of one's own nuclear family once functioned as members of another nuclear family, or may one day become members of another nuclear family.



Members of the nuclear families of members of one's own (former) nuclear family may class as lineal or as collateral. Kin who regard them as lineal refer to them in terms that build on the terms used within the nuclear family:

Grandparent Grandfather: a parent's father Grandmother: a parent's mother
Grandson: a child's son Granddaughter: a child's daughter For collateral relatives, more classificatory terms come into play, terms that do not build on the terms used within the nuclear family:

Uncle: father's brother, mother's brother, father's sister's husband, mother's sister's husband
Aunt: father's sister, mother's sister, father's brother's wife, mother's brother's wife
Nephew: sister's son, brother's son, wife's brother's son, wife's sister's son, husband's brother's son, husband's sister's son
Niece: sister's daughter, brother's daughter, wife's brother's daughter, wife's sister's daughter, husband's brother's daughter, husband's sister's daughter
When additional generations intervene (in other words, when one's collateral relatives belong to the same generation as one's grandparents or grandchildren), the prefix «grand» modifies these terms. (Although in casual usage in the USA a «grand aunt» is often referred to as a «great aunt», for instance.) And as with grandparents and grandchildren, as more generations intervene the prefix becomes «great grand», adding an additional «great» for each additional generation.

Most collateral relatives have never had membership of the nuclear family of the members of one's own nuclear family.

Cousin: the most classificatory term; the children of aunts or uncles. One can further distinguish cousins by degrees of collaterality and by generation. Two persons of the same generation who share a grandparent count as «first cousins» (one degree of collaterality); if they share a great-grandparent they count as «second cousins» (two degrees of collaterality) and so on. If two persons share an ancestor, one as a grandchild and the other as a great-grandchild of that individual, then the two descendants class as «first cousins once removed» (removed by one generation); if the shared ancestor figures as the grandparent of one individual and the great-great-grandparent of the other, the individuals class as «first cousins twice removed» (removed by two generations), and so on. Similarly, if the shared ancestor figures as the great-grandparent of one person and the great-great-grandparent of the other, the individuals class as «second cousins once removed». Hence the phrase «third cousin once removed upwards». Distant cousins of an older generation (in other words, one's parents' first cousins), though technically first cousins once removed, often get classified with «aunts» and «uncles».

Similarly, a person may refer to close friends of one's parents as «aunt» or «uncle», or may refer to close friends as «brother» or «sister», using the practice of fictive kinship.



English-speakers mark relationships by marriage (except for wife/husband) with the tag «-in•law». The mother and father of one's spouse become one's mother-in-law and father-in-law; the female spouse of one's child becomes one's daughter-in-law and the male spouse of one's child becomes one's son-in-law. The term «Sister-in-law» refers to three essentially different relationships, either the wife of one's brother, or the sister of one's spouse, or the wife of one's spouse's sibling. «Brother-in-law» expresses a similar ambiguity. No special terms exist for the rest of one's spouse's family.

The terms «half-brother» and «half-sister» indicate siblings who one share only one biological or adoptive parent

Family in the West Family arrangements in the United States have become more diverse with no particular household arrangement representing half of the United States population.[4]The different types of families occur in a wide variety of settings, and their specific functions and meanings depend largely on their relationship to other social institutions. Sociologists have a special interest in the function and status of these forms in stratified (especially capitalist) societies.

Non-scholars, especially in the United States and Europe, use the term «nuclear family» to refer to conjugal families. Sociologists distinguish between conjugal families (relatively independent of the kindreds of the parents and of other families in general) and nuclear families (which maintain relatively close ties with their kindreds).

Non-scholars, especially in the United States and Europe, also use the term «extended family». This term has two distinct meanings. First, it serves as a synonym of «consanguinal family». Second, in societies dominated by the conjugal family, it refers to kindred (an egocentric network of relatives that extends beyond the domestic group) who do not belong to the conjugal family.

These types refer to ideal or normative structures found in particular societies. Any society will exhibit some variation in the actual composition and conception of families. Much sociological, historical and anthropological research dedicates itself to the understanding of this variation, and of changes in the family form over time. Thus, some speak of the bourgeois family, a family structure arising out of 16th-century and 17th-century European households, in which the family centers on a marriage between a Man and woman, with strictly-defined gender-roles. The Man typically has responsibility for income and support, the woman for home and family matters.

Philosophers and psychiatrists like Deleuze, Guattari, Laing, Reich, explained that the patriarchal-family conceived in the West tradition (husband-wife-children) serves the purpose of perpetuating a propertarian and authoritarian society. The



child grows according to the oedipal model typical of capitalist societies and he becomes in turn owner of submissive children and protector of the woman.

According to the analysis of Michel Foucault, in the west:

The [conjugal] family organization, precisely to the extent that it was insular and heteromorphous with respect to the other power mechanisms, was used to support the great «maneuvers» employed for the Malthusian control of the birthrate, for the populationist incitements, for the medicalization of sex and the psychiatrization of its nongenital forms.

—Michel Foucault, *The History of Sexuality* vol I, chap. IV, sect. Method, rule 3, p.99 According to the work of scholars Max Weber, Alan Macfarlane, Steven Ozment, Jack Goody and Peter Laslett, the huge transformation that led to modern marriage in Western democracies was «fueled by the religio-cultural value system provided by elements of Judaism, early Christianity, Roman Catholic canon law and the Protestant Reformation».

In contemporary Europe and the United States, people in academic, political and civil sectors have called attention to single-father-headed households, and families headed by same-sex couples, [citation needed] although academics point out that these forms exist in other societies. Also the term blended family or stepfamily describes families with mixed parents: one or both parents remarried, bringing children of the former family into the new family.

Contemporary Views of the Family in the West Contemporary society generally views family as a haven from the world, supplying absolute fulfillment. The family is considered to encourage «intimacy, love and trust where individuals may escape the competition of dehumanizing forces in modern society» and providing love and protection from the rough and tumble industrialized world, and as a place where warmth, tenderness and understanding can be expected from a loving mother, and protection from the world can be expected from the father. However, the idea of protection is declining as civil society faces less internal conflict combined with increased civil rights and protection from the state. To many, the ideal of personal or family fulfillment has replaced protection as the major role of the family. The family now supplies what is “vitaly needed but missing from other social arrangements”. Social conservatives often express concern over a purported decay of the family and see this as a sign of the crumbling of contemporary society. They feel that the family structures of the past were superior to those today and believe that families were more stable and happier at a time when they did not have to contend with problems such as illegitimate children and divorce.

Others dispute this theory, claiming “there is no golden age of the family gleaming at us in the far back historical past



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XIV. Teaching and learning activities

The learning activities that have been given in this section are meant to enable you review what you have so far learnt from the module. As you go through them, make efforts to look up information from the different readings that have been cited in the reading lists.

In each of the activities given in the different course titles, specific reading lists have been included for you to read and have a preview of what is expected from you as you do the home work.

Learning Activity one

Content: Introduction to Guidance and Counseling

Specific Learning Objectives

Define guidance and counseling Differentiate between guidance and counseling Identify the aims and objectives of guidance and counseling State the ethical principles in guidance and counseling Identify the characteristics of an effective guidance counselor

Task one

There are many activities that you do as a teacher in the school. The same is also true for other teachers and students. Some of these activities may have same meanings as well as their implications on what you do as a teacher.

Now

List down any ten activities that you have carried out in your school within the year Sort them out according to either that that falls under: guidance or counseling From the list you have just drawn, write down the elements that make you think why these activities fall either under guidance or counseling. From the distinction you have made, how many of these activities have any thing to do with:

Educational guidance and counseling Vocational guidance and counseling Personal/social guidance and counseling



Reading list

Counseling-Wikipedia free encyclopaedia <http://en.wikipedia.org/wiki/counseling>

Research report on counseling services in schools http://www.michigan-schoolcounseling.org/resources_research2.htm

Who is a Guidance and Counselor?

http://www.k12.nf.ca/harriotcurtis/guidance_and_counseling.htm

What are the elementary school guidance and counseling services? <http://www.fcps.k12.va.us/ss/StudentServices/Guidance/elemgdpl.html>

Task Two

Distribute paper to twelve and thirty male and female students in your school and ask them to write down what a) they think are the meanings of guidance and counseling, b) aims and objectives of guidance and counseling in your school. Now you collect the papers and: Make a summary of your findings (between 150-200 words) on the commonalities of the meanings or definitions of guidance and counseling as far as teachers and students are concerned. Write a report of between 250 and 450 words to the Head teacher and the Director of Studies what you think should really be the aims and objectives of Guidance and Counseling in your school, while taking into consideration the situation and the environmental conditions prevailing in the school.

Task three

Discuss how useful the following are in the field of guidance and counseling: Professional competence and boundary of competence. Integrity Professional and Scientific Knowledge Respect for People, Rights and Dignity Confidentiality Social Responsibility Concern for Others' welfare



Learning Activity two

Content: Types of Guidance and Counseling in Schools

Specific Learning Objectives

Define the nature of guidance and counseling Explain the concepts of group and individual counseling Describe educational, vocational and personal/social counseling outline the roles of guidance counselor in educational process.

Personal/social counseling deals with emotional distress and behavioral difficulties that arise among learners as they struggle with developmental tasks of various kinds at any facet of development, this can turn out to be personal adjustment problem

Reading list for this activity

A comprehensive student development program <http://www.schoolcounselor.org/files/New%20Hampire.pdf>

School guidance counselor <http://www.careerprospects.org/briefs/P-s/School-counselors.html>

Learning Support, Counseling, Characteristics and Learning Counseling and career guidance http://education.state.mn.us/MDEL/Learning_Support/Counseling_Career_Guidance/index.html

A history of Guidance and Counseling in the U.S http://education.stateuniversity.com/pages/2003/Guidance_Counseling-School.html

Task one

Conduct a random survey in your class by asking both male and female students what they think constitute personal/social problems and are in need of counseling Again ask the students who have participated in the survey to list those that have direct ramifications on their studies. **(Sort out the outcomes according to sexes).**

Write a report of between 450 and 600 words to the Head teacher, who should organize a staff meeting to have the report discussed immediately. From the records of the meeting, write a comprehensive report on what should be aims and objectives, and/or components of guidance and counseling programs you intend to institute in the school.



Task two

Define group guidance and group counseling

How does group guidance differs from group counseling

Task three

Conduct a study and find out from the student body what they think are the observable attributes of an effective Guidance and Counselor in the school.

(Analyze your data according to sexes).

Using the results you have just collected, rate yourself whether you have any of those attributes.

From the outcomes of the study, write in details how you intend to put into use the:

Positive attributes you already have

Put in place mechanisms to acquire or build in those attributes you lack

Submit your report to the Head teacher and ask him/her to study and organize a workshop for other teachers to participate and join you in promoting guidance and counseling programs in the school, emphasizing the need for other teachers to acquire the positive attributes that have been identified by teachers and the students.

Learning Activity three

Content: Introduction to Family Counseling

Specific Objectives

Define the terms family, family counseling, and marriage

Describe the types of family

Explain the aims and objectives of family counseling

Identify factors that give rise to strong, healthy and vibrant family.

Define dysfunctional family,

Identify the root problems in dysfunctional family.

Demonstrate ability in choice in counseling framework in counseling a family in trouble.



Reading list

Family

<http://en.wikipedia.org/wiki/Family>

Building a strong and resilient family

<http://edis.ifs.ufl.edu./HE326>

Relationships or family counseling

<http://www.mobrien.com/counseling.html>

Characteristics of Healthy Family System

<http://www.askgayle.com/chfs.html>

Anti-social Behavior

<http://www.answers.com/topic/antisocial-behaviour-2?cat=health>

Family

<http://www.crinfo.org/recommendation/topic.jsp?id=556>

Healthy/Productive/Effective/Optimal Families http://oz.plymouth.edu/-/sandy/healthy_family.html

Task one

Divorce always has ripple effects that touch not just the family members involved but the entire society. Each divorce is the death of a small civilization. ‘When one family divorces, that divorce affects relatives, friends, neighbors, employers, teachers, clergy and scores of strangers’

Using the information you have just read:

Discuss possible factors that you think are necessary in building a strong, healthy and vibrant family, free of problems (you may conduct a preliminary investigation by asking teachers who are married in the school and a few elders who are also married from the neighborhood to help you in providing some additional information). Give the report you have written to some teachers who are open minded to read the document. Request them to write down what they think about your simple study. Present this to staff meeting; of course making sure that the Head teacher gives his/her blessing to your document.



Task two

All husbands and wives bring unfinished business to their marriage, which invariably will have an impact on their relationship. The more serious their issues, the more likely they will affect their marriage and, from a systems perspective, affect the family.

Using the information you have just read:

Distribute pieces of paper teachers and students asking them to list down possible causes of instability that arise in families, those that frequently lead to separation or divorce, and those that lead to battering of spouses. On another day, ask both the teachers, the head teacher the deputy head teacher, the Bursar five kitchen and compound staff and fifteen boys and girls to write down what they think are possible effects of family instability on the children, the wife and the head of the family. With the information at your disposal, write a report of between 400 and 800 words, and present it in a staff seminar, spelling out clearly the aims and objectives of the presentation. Imagine that the outcome of your presentation was so successful to the extent that a need arose for the establishment of family counseling service in the school, how would you use the information at your disposal to set up such a service in the school (Remember to point out the practical steps you are going to take starting with Needs Assessment to last step).

Learning Activity four

Content: School Guidance Counseling Practicum

Specific Learning Objectives

Define practicum in context of guidance and counseling State the functions of practicum in school guidance and counseling Equip teachers with pre-professional skills and/or competence in guidance and counseling Demonstrate skills in organizing and supervising practicum in school situation Employ skills in helping students to improve in their performance

Reading list

Professional Students Counseling Practicum Manual

<http://www.edinboro.edu/cwis/profstudies/CounPracManual.html#Objectives>



Task one

The practicum experience in School Guidance and Counseling is very important and it is a collaborative effort between the school and participating centers or sites that have been identified suitable for the exercise. The process and the entire arrangement of the program it's continuously evaluated to incorporate new changes or development that may come up. The school consistently models the professional knowledge, skills and disposition necessary for becoming a professional school counselor, and to facilitate the learning process of reciprocal feedback among students, so that they may become models of professional counselors. Through collaborating and sharing students gain insight into individual differences and concept of universality. Excellence in learning is stressed as students learn techniques, strategies and intervention of counseling and are provided with different types of practice of these skills in the field. Students learn also to use technology in the different areas of counseling. This engages the students in self-reflection, and self-assessment through critical thinking, problem-solving, decision-making and responsibility taking in every process of learning.

Imagine you are in charge of Guidance and Counseling in your school. The head teacher requires you to organize practicum for them in the neighboring schools, because you have successfully given all the teachers theoretical orientation in Guidance and counseling.

Define very clearly what you mean by practicum in the context of your assignment.

Identify the aims and objectives of this assignment that you have just been given.

Identify at least five objectives for the task you about to embark on.

Identify responsibilities of the practicum student, those of the site supervisors, and those of the head teacher in the exercise.

Design a typical anecdotal form for supervision for the:

The student who is to be supervised

The site supervisor

The head teacher

What are the common features that are to be always maintained in all the different forms you have designed? What lessons have you learnt from these three forms you have designed?

Write a report of between 150-250 words about organizing guidance and counseling practicum in a school like the one you are currently teaching in, and submit it to the Director of Studies, stating the recommendations for the way forward.



XV. Synthesis of the Module

The Module Four: Introduction to Guidance and Counseling is divided into four separate units, each spelling out clearly what is expected of the student. Each unit has stated objectives which are for the students to achieve after completing the course. The focus of this module is to help you attach real meaning, definition, concepts and theoretical explanations in the field of guidance and counseling, especially when applied to school situations. Every effort has been made to make the course as practical and interesting in as far as helping students benefit from schooling.

A number of activities have been included for your practice, which we hope will further consolidate your understanding of what guidance and counseling is about. The activities that are in the module should be done because they will help you in determining whether progress is being made by you. You are therefore encouraged to complete all of them within the time that have been stipulated. Through deliberate effort on your part in doing these activities, you will be conducting self-evaluation, monitoring and supporting your efforts in promoting your own professional and academic development as a promising teacher. In the end, new knowledge will have been acquired by you in the field of guidance and counseling, and be in a position to help students succeed in their endeavors.

Reading lists have been included for you to conduct further readings on your own. Most of these readings can only be accessed through the internet. You are strongly advised to be very conversant with the use of the internet.



XVI. Summative Evaluation Exercises

The exercises presented here are for wrapping up what you have been able to learn in Module Four: Introduction to Guidance and Counseling. You are expected to try doing each one of them and kindly put enough effort and time in doing them. As expected, you are going to make extra readings from the lists that have been included for you.

Unit 1.0 Introduction to Guidance and Counseling

Distinguish between guidance and counseling

Critically examine what should be the goals of 1) guidance, 2) counseling in a secondary school.

Examine the roles of a teacher in Guidance and counseling in the school.

What are some of the possible obstacles likely to be met in running guidance and counseling in the school you are currently teaching.

Unit 2.0 Types of Guidance and Counseling in Schools

In your view what should be the attributes an effective guidance and counseling teacher should have?

Listening effectively during counseling relationship is very important to both the counselor and the client. Why do you think so? Discuss the obstacles that normally abstract effective listening during counseling process.

Write briefly on the following:

A counselor as a person

A person as a professional counselor

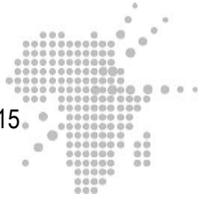
Unit 3.0 Introduction to Family Counseling

What are some of the problems that married couples and families face in your society?

Identify some of the pressures that lead couples to seek counseling/therapy.

Can you identify causes that make couples seek for divorce in your community?

(This is field work). Find out the marriage counselor that are there in your community. Who are they? Do they have any formal training in family counseling? What are the common problems that are presented to these counselors?



Unit 4.0 School Guidance and Counseling Practicum

Define Practicum

Outline the main factors that a counselor has to consider in setting up guidance and counseling practicum in the school.

Discuss some of the practical problems likely to be met in setting up this practicum in the school.

Answer Key to Summative Evaluation Exercises

Introduction to Guidance and Counseling

Guidance is an act of guiding, showing, directing, and a person to find his/her way out or to someplace/somewhere.

Rational way or approach in helping people reach problem-solving situation, directing, rational approach to helping people reach a goal or place.

Goals in Guidance:

Assist one to adjust especially through learning new things

Taking steps to help a person find a place

Establishing effective relationship especially in higher institutions of higher learning to benefit from educational experiences, potentials, and personal needs

Helping a person grow in age and experience in learning how to manage his/her life activities

Teach a person to make rational decisions and assume responsibility for the consequences

Promoting growth in a person to attain self-direction and solve problems

Help a person know, effect necessary changes in his/her life

Help a person become conscious enough to know where he/she is, where he/she is going or doing.

Counseling is advice to another person with the purpose of making such a person effective in life again.

Making efforts to relieve a person of personal distress or emotional (affective), in thinking (cognitive) discomfort or behavioral dysfunction.

**Goals in Counseling:**

- Helping a client manage his/her problems more effectively and make full use of the unused potentials/energies
- Make interventions based on working therapeutic relationships
- Empower the student to become more effective self-helper in future
- Foster effective psychological organization.
- Develop a working model in the student's psychological organization
- Promotion of self-understanding in the healing process, avoiding self-imposed problems, is in position to analyze his/her problem more critically and rationally and move away from destructive behaviors.
- Enable a student get away from putting himself/herself in dangerous environment
- Promotion of self-understanding and move away from many problems.
- Building objective news of viewing the world around.
- Acquiring new skills in conflict resolution and management and build positive relationships
- Promotion of personal development of students.

Roles of a teacher in guidance and counseling in a school:

- Organizes the venue for interactions
- Understands the client
- Assist the client
- Assist the development of the client in terms of positive attributes, abilities, interests and opportunities and self-fulfillment
- Provides information for consumption and comfort of the client
- Contributes towards recovery of the client
- Gets in touch with parents/guardians or relatives of the client for positive outcomes
- Arranges records/files for the client
- Contributes towards confidentiality
- Counsels and guides the client
- Makes referrals where and when necessary
- Makes appointments with clients



Characteristics of an effective counselor in school

Awareness of his/her needs and those of the client's
Is opened to new ideas, methods, approaches to counseling
Empathy Genuineness Acceptance
Self-awareness of limitations
Open-mindedness
Mindfulness Psychological adjustment
Relationship building
Sense of humor
Competence

Obstacles to effective listening

Noise from outside
Pre-conceived views about the client
Anticipating what the client is about to say or going to say
Thinking aloud about what the client wants to say
Personal issues that may obstruct listening
Strong emotional reactions to client's statements
Environmental conditions may be hostile to effective listening, e.g. hot temperature, poor lighting, poor aeration, pains, fatigue, disgust, personal problems.

Why listening is important in counseling

Understanding of client's views important
Sources of motivation on both sides in relationships
Encouragement promoted
Confidence building avenues
Makes client delve deep into the problem at hand
Acceptance promoted on the side of the client
Building cordial relationships done in counseling interactions
Expressions made clear about the problem.



A counselor as a person

A person with personal problems
Faces life challenges Amendable to anxieties, mood swings, frustrations et.
Capable of developing a s person
Has potentials to grow
Strives hard towards perfectionism
Difficult person in difficult environment

As a professional counselor

Honest with clients
Developing counseling skills and techniques
Capable of further growth and professionalism
Has a pitfall in counseling profession
Limited by conditions prevailing
Capable of burnout
Gives professional advice
Works in collaboration with other psycho-social workers

Problems likely to faced in running Guidance and Counseling in schools

Storage facility
Inadequate knowledge and awareness about guidance and counseling
Inadequate funding by school administration
Lack of office space for counseling to take place
Insufficient support from the staff
Low level awareness among student body
Timetabling may be a problem because efforts are always on teaching of academic disciplines
Poor perception of immediate benefits of guidance and counseling by students, teachers and support staff
Fear on the part of those in need of the service to come forward and open up
Poor record keeping in the school generally
Follow-ups likely to problematic on the part of the counselor



Problems faced by married couples or people

Poverty
Individual differences
Religious based differences
Personal interest over family interests
Ambiguous roles within the family
Poor and weak relationships
Forced marriages
Mutual distrust
Suspicion within the family
Level of education contrastin
Pressures from relatives and in-laws
Sources of incomes for maintaining the house
Addition or misuse of drugs and beverages and medicines
Mood swings due to inability to face up problems in the house
Mental break-downs
Pressures that lead people to seek counseling in a family
Inadequacy on the sides of married couples
Frustrations of varying magnitudes
Problems that are heavy in terms of solution
New ventures
Inability to make decision
Despair Loss of loved ones
Diseases and other afflictions
Loneliness
Incompatibility
Poverty or low income
Selfishness

Sources of problems leading to divorce

Cheating on partner
Dishonesty and insincerity
Incompatibility
Peer pressures



Age differences
Frustrations
Loss of passions for the other partner
Unworkable marriage
Unwanted or unexpected pregnancy
Revenge tendency
Negative pressures from relatives
Differences in cultural background
Religious differences
Infertility
Inadequate sexual satisfaction
Poverty
Addiction to drugs and/or alcoholism
Child abuse
Lack of solid family protection

(Points for field work will depend on what prevails on the ground.)

Defining practicum is the period in which counselor-trainees go to do practice in counseling in the field under supervision of qualified/professional counselors.

Problems likely to be met in trying to set up counseling practicum in school:

Knowledge and skills lacking for arranging the field work

Sites may be difficult to locate

Inadequate supervisors

Unwillingness on the part of the site administrators to accept counselor-trainees

Insufficient training materials

Movement of supervisors difficult to go and see the trainees

Storage facilities difficult to find in schools

Rooms for conducting practicum may be hard to find

Relevance of the exercise not immediately visualized by host schools and community around the school



XVII. Student's feedback on the module

Thank you very much for the effort you have so far put in going through this module. We hope you have not only enjoyed reading but also benefited from the contents. We look forward to you putting into practice all that you have learnt from the module. To wrap up the exercise, there are some questions that we would like you to respond. Kindly tick the best option that reflects how you feel about the different aspects of the module.

1. I find the module:
 - A) Very interesting to read
 - B) Interesting to read
 - C) Somehow interesting to read
 - D) Not interesting at all.
2. I find the contents of the module:
 - A) Very adequate
 - B) Adequate
 - C) Somehow adequate
 - D) Inadequate
3. I find the hours allotted for the module:
 - A) Just right
 - B) Right
 - C) Rather inadequate
 - D) Inadequate
4. The contents in the module have greatly contributed to my clear understanding of what Guidance and Counseling is all about:
 - A) Yes
 - B) No
5. The different learning activities that are in the module are interesting and worth trying them out:
 - A) Yes
 - B) No



6. Having gone through the module, my outlook as a teacher toward my students has greatly changed for the better:

- A) Yes
- B) Somehow
- C) not at all

7. The author of this module did put in a lot of effort to produce a good material for my reading:

- A) Yes
- B) somehow
- C) not at all

8. I find difficulties in locating the references that have been included in the module:

- A) Yes
- B) not at all

9. The module links up very well with the other modules that have been issued to me:

- A) Yes
- B) No

10. After going through the module, I find myself relating very well with my fellow staff members:

- A) Yes
- B) Somehow
- C) No change

11. In the space provided suggest some areas that you think need improvement:

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XVIII. References

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IX. About the Author

The author of this work is called Santo S. Auma-Okumu. He is currently a Senior Lecturer in the Department of Psychology, Kyambogo University, Uganda. His interests are in developmental Psychology, Research in Education, Beginning Teachers Professional growth and development, and Guidance and Counseling. He has published a number of articles in local and international journals. Currently he is the Head of Department and is working on his PhD, at the Institute of Education, University of South Africa.

Contact Address

Department of Psychology
Kyambogo University
P.O.Box 1 Kyambogo Uganda
Email address: wilobo_tek@yahoo.com
Mobile: +256772453681