

CHAPTER ONE

I. Definition of Guidance ,Counseling and Psychotherapy

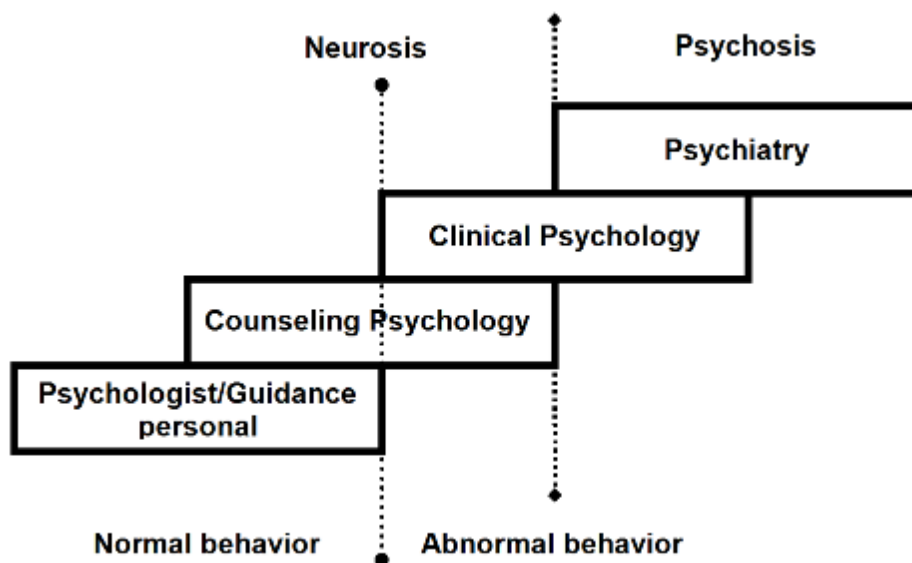
Counselling is a distinct profession that has evolved in a variety of ways in the 20th century. Counselling is based on the faith that each human being has within themselves the full capacity to make and implement appropriate decisions concerning their own life. By that faith, the counsellor's only role is to help the client to make such decisions, not to tell the client what to do, and certainly never to try to run their life for them. Counselling is essentially a process of interpersonal interaction and communication. Counselling is broadly defined to encompass any and all professional techniques and activities that are undertaken to resolve human problems. This goal is usually accomplished by principally verbal techniques in the context of a client counsellor relationship. Counselling is thus a form of helpful interpersonal communication. For counselling to be effective, the counsellor and client must, thus, be able to appropriately and accurately send and receive both verbal and nonverbal messages.

The core technique, the art, the spiritual practice of counselling is: the process of active listening, rapport building, non-judgmental attitude, showing empathy etc... etc.

Counselling, Psychotherapy & Psychiatry

Counselling psychology became popular after World War II served relatively healthy clients who experience difficulties related to interpersonal relationships, adjustment difficulties, life crises and stresses. On the other hand, psychotherapy dealt with severely disturbed individuals. Today this distinction between psychotherapy and counselling is quite vague and often used interchangeably. Psychotherapists and counsellors often treat the same kinds of problems with the same set of techniques. However, a slim difference that can still be made between counselling and psychotherapy would be: counselling is less intensive and more focused toward listening, direction setting, and issues that don't require in-depth analysis where as psychotherapy is more on dealing with emotional problems, neurosis, and more of therapy focused.

A psychiatrist is a medical doctor (MD) trained in psychiatry, which is that branch of medicine that diagnoses and treats mental disorders. Although some psychiatrists are trained in psychotherapy, many aren't and consequently don't practice therapy. In fact, many psychiatrists treat patients strictly with medications for mental illnesses, as well as treating substance abuse and other behavioural problems.



A. MEANING OF GUIDANCE

The meaning of Guidance as all of us know is help or assistance. It will be more clear to all of you, if we discuss how different scholars have defined in varied ways. “Guidance seeks to help each individual become familiar with a wide range of information about himself, his abilities, this previous development in the various areas of living and his plans or ambitions for the future.” Chisholm “Guidance is an assistance given to the individual in making intelligence choices & adjustments.” A. J. Jones ‘Guidance is a means of helping individuals to understand and use wisely the educational, Vocational and personal opportunities they have or can develop and as a form of systematic assistance whereby students are aided in achieving satisfactory adjustment to school & to life.’”

Dunsmoor & Miller If we will analyze the above definitions we observe the following characteristics of guidance. These are:-

- Guidance is a process
- Guidance is a continuous process
- It is concerned with problem & choice.
- It is an assistance to the individuals in the process of development.
- It is both a generalised & specialized service

- It is a service meant for all.

The meaning of guidance will be more clear to you, if we analyze about what guidance is not. TM Guidance is not compulsion TM It is not making decision for others TM It is not advice TM It is not pampering the student TM It is not direction TM It is not adjustment TM It is not problem solving

Guidance is a help of an individual to make his own selection & solution out of varied type of opportunities & problems. It helps one to adjust with different environments according to his own abilities & capacities.

1.1 NATURE OF GUIDANCE

Guidance covers the whole process of education which starts from the birth of the child. As the individual need help thought their lives, it is not wrong to say that guidance is needs from cradle to grave. If we consider the literal meaning, to guide means to indicate, to penitent, to show the way. It means more than so assist. If an individual slips on the road, we assist him/her to get up but the do not guide him unless we help to go in a certain direction. The term guidance is related to an types of education – formal, non-formal, vocational etc. The aim is to help the individual to adjust to the environment.

1.2.FUNCTIONS OF GUIDANCE

The meaning of guidance make it easy to know it's functions. For example the term “teacher” means who teaches, so the function of teacher is to teach. Similarly, from the different meaning of the term guidance we can know the functions of guidance.

Some of the important functions of guidance are:

Adjustive function TM Oriental function TM Developmental function

Adjective functions:- The adjective function of guidance means if helps the students in making appropriate adjustment to the current situation, may be in the educational institution, occupational world, in the home or the community.

Oriental functions:- In order to adjust in different situation either by selecting his choices or solving his problems. One must have details information about the same. This is possible by proper guidance. Guidance orients one about the problem of career planning, educational programming and direction towards long-term personal aims and values.

Development functions:- The oriental function of guidance not only helps one to get rid of problems but helps

to check it. It contributes to the self development and self-realization. It is also an instrument of social and national development.

1.3. NEED OF GUIDANCE

We have been emphasizing that at every stage of developments, there is a need for guidance. But the question arises why guidance is necessary? Is development impossible without guidance? To whom guidance should be given? Where guidance should be given? In which areas guidance should be given? In which stages of life guidance should be given? Who should give guidance to whom? Like this a number of questions come to one's mind. When we will analyse all these questions & get the answer to it we feel the need of guidance in our personal & social life.

1.4. PRINCIPLES OF GUIDANCE

Before knowing the principles of guidance we should know the meaning of principle. Principle is originated from Latin word Principium which means "Source" it means a fundamental truth or proposition serving as the foundation for belief or action. It also means a rule or belief governing one's personal behavior in different situation. It has its meaning differently when you say Archimedes principle. It means a scientific theory or natural law. You sometimes tell that this is my principle. Here it refers to your behaviors and attitudes which is morally correct. Sometimes we use the word principle for some rules or characteristics.

principles we should follow in dissemination guidance.

- The dignity of the individual is supreme
- Each individual is different from every other individual.
- The primary concern of guidance is the individual in his own social settings.
- The attitude and personal perceptions of the individuals are the bases on which he acts.
- The individual generally acts to enhance his perceived self.
- The individual has the innate ability to learn and can be helped to make choices that will lead to self-direction consistent with social improvement.
- Each individual may at times need the information and personalized assistance best given by competent professional personnel.

1.5. TYPES OF GUIDANCE

In one's life every individual is beset with problems and it has become very difficult to achieve satisfactory results without assistance. There would be hardly any individual who does not need assistance. Some need it regularly, constantly while others need it only at some point time/ intervals. In technical term assistance is called Guidance.

In order to solve various types of problems we need different types of guidance services. 'Paterson' has suggested five types of Guidance.

1. Educational Guidance.
2. Vocational Guidance.
3. Personal Guidance.

1.5.1. Educational Guidance Meaning and Definition of Educational Guidance

The most important to various types of guidance is EDUCATION GUIDANCE. Educational Guidance is directly concerned with the pupil. In the students' life, this guidance is very important. The chief aim of educational guidance is to develop the ability of co-ordinating with the school environment in the pupils to create necessary awareness and sensitivity, so that they may select themselves proper learning objectives, devices and situations.

Students often encounter difficulties in understanding what is taught in the classroom, laboratories and workshops. Expected change in behavior is not fully achieved. Failures in examinations and tests, poor standards or assignments, unsatisfactory involvement in the academic work by students are some of the often noticed problems. The problems need to be solved to the maximum extent by assisting them.

According to Jones, "Educational Guidance is concerned with assistance to be provided to the pupils which is expected for their adjustments in the schools, selection of curricula and school like." It is also defined as a conscious growth of individual. This has to do with knowing his interest, selection of his subjects, form of his study habits and making his progress in those subjects and activities and passing the examination.

Objectives of Educational Guidance

The following are some of the objectives of educational guidance:

- To monitor the academic progress of the students.
- To acquaint the students with the prescribed curriculum.

- To identify the academically gifted, backward, creative and other category of special learners.
- To assist students in getting information about further education.
- To diagnose the learning difficulties of students and help them overcome the same.

Need of Educational Guidance Diversified Courses:

The need of educational guidance is felt only where there are various types of courses to choose or where the schools are multilateral ones. It is not needed where only one curriculum is being taught to all the students, for their path is already determined. A child has to be guided to selecting right educational courses.

Failure: Educational guidance is also needed when the students fail in a particular course. If the failed students or dropouts are not guided they may become delinquent. Such students need to be treated with sympathy. Second chance must be given. Parents, teachers and educational experts give all guidance to keep well motivated and help them to come back in the mainstream.

Unsatisfactory Progress and Undesirable Behavior:

Educational guidance is all the more needed when the students do not show satisfactory progress or develop undesirable modes of behavior in a particular course. It is essential to guide them and show them the right path.

Individual Differences: There are large numbers of children in the school, in a class. Each child is different from the other in abilities and interests. Educational Guidance helps them to select a right course according to his abilities.

Adjustments of Students in School or College Environment:

Humphrey and Traxler define how a student is mal-adjusted when not properly oriented towards the school and college. Many lives are lost if on first or a subsequent change to a different school; the child is not treated well. Some children are brought up in an atmosphere of love and overprotection. It is here that educational guidance comes in.

For Gifted and Academically Backward Children:

Guidance in school is also to be given to gifted children as well as academically backward children so that they can cope up with the studies according to their abilities.

To check dropouts and prevent failures:

Guidance in schools is also to be given to check dropouts and prevent failures.

Educational Guidance at Different Levels

Elementary Stage:

At this stage the child is a mere beginner. No specialized service is required. The only consideration as far as educational guidance is concerned is that all efforts be made to help develop positive and healthy outlook towards life. Also Educational guidance at elementary stage is to prepare child for secondary stage.

Secondary Stage:

At this stage the child in dire need of proper educational guidance. It should be as specialized service at this stage. All schools must provide this service, as educational guidance mostly at this stage is given by illiterate parents, neighbors and unrealistic ambitions of the child. Educational guidance is all the more required at this stage because the child can think and is aware of the surrounding.

The important functions of educational guidance at this stage are:

- To help students to select right curriculum.
- To keep them motivated, so that they may progress in their studies.
- Educational guidance is intended to aid the individual choosing a proper educational programme and making progress in it. This involves:
 - i) Knowledge of the abilities and interests of the individual.
 - ii) Knowledge of a wide range of educational opportunities and
 - iii) Programmes of counseling to help the individual to choose wisely on the basis of the above two kinds of knowledge.
 - iv) Counseling regarding
 - a) The appraisal of the students with reference to his capacities.
 - b) The exploration of his vocational potentialities and interests.
 - c) The obtaining of information about all kinds of educational resources in the school and the community.
 - d) The selection of training center that provides educational opportunities in keeping with the student's capacities and interests.
 - e) The detection leading to the correction of conditions that are interfering with the student's capacities and interests.
 - v) We can know about the capacities & limitations of the students through
 - a) Various types of psychological tests
 - b) Observations in various settings.

1.5.2. Vocational Guidance

Vocational guidance is the assistance given to students in choosing and preparing for a suitable vocation. It is concerned primarily with helping individuals make decision and choices involved in planning future and a career decision and choices necessary in effecting satisfactory vocational adjustment. $\frac{3}{4}$ What shall I do in life? $\frac{3}{4}$ What an I best fitted for? $\frac{3}{4}$ How shall I find out my abilities and capacities? $\frac{3}{4}$ Who can guide me in selection of a career? Vocational guidance would assist an individual in solving these problems. Vocational guidance is sometimes described as the process of “fitting round pegs in round holes and square page in square holes.”

According to ‘Crow and Crow’ “Vocational Guidance usually is interpreted as the assistance given to the learners to choose, prepare for and progress in an occupation.”

According to ‘Myers’, “Vocational Guidance is the process of assisting the individual to do for himself certain definite things pertaining to his vocation”.

Aim and Objectives of Vocational Guidance the following are the aims of vocational guidance:

1. Assisting the students to acquire such knowledge of the characteristics and functions, duties, responsibilities and rewards of occupations that are within the range of this choice.
2. Assisting a pupil to discover his own abilities and skills and to fit them into general requirements of the occupation under consideration.
3. Assisting the pupil to evaluate his own capabilities and interests with regard to their worth to him and to society.
4. Helping the individual develop an attitude towards work that will dignify whatever type of occupation he may wish to enter.
5. give exploration opportunity in different areas of school learning and vocational exploration that will enable the learner to get the feel of several types of activities.
6. Assisting the individual to think critically about types of occupations and to lean a technique for analyzing information about vocations.
7. Assisting the mentally handicapped, the physically handicapped of the economically handicapped to make the adjustment that will be best for them in their struggle for a fuller life and for personal and social welfare.
8. Instilling in the pupil a confidence in the teachers and other guidance personal that will encourage him when he confers with them on personal and vocational problems.

9. Assisting the pupil to secure the necessary information about the facilities offered by various educational institutions engaging in vocational training.

10. Providing information for the learner about admission requirements, the length of training, and the cost of attending any institution of higher learning to which he may wish to go after graduation for high school in order to continue his vocational preparation.

11. Giving assistance during school years so that the individual will be able to adjust on the job work conditions and to other workers.

12. Assisting each pupil to appreciate his rightful place in a group of workers and to become a functional member of the team.

13. Altering the pupil to the long-range training needed to become proficient in most lines of endeavor.

14. Cautioning each learner concerning fads and pseudo scientific shortcuts to vocational competency.

15. Helping the learner realize that success is purchased at the price of effort, and that satisfaction on the job derives from doing his work competently.

Need of Vocational Guidance

According to 'Mayers', vocational guidance is needed for the following reasons: Wrong Profession And Economic & Psychic Loss: If an individual stays in a wrong profession for a long time, then he suffers economically, & psychologically. i.e., there is a financial loss to himself as well to the organization. The individual is not happy. He is frustrated. His family life is affected. Economic advantages: Vocational guidance provides many economical advantages to the employers. Their problems are fewer because the workers enjoy job satisfaction.

Health Point of View: It is needed from the point of view of health of the workers. If the profession is such where health of worker breaks down, production suffers and morale of workers goes down. Personal and Social Values: There are large numbers of personal and social values of vocational guidance. Learning a side financial consideration, the workers happiness, his personal development, his value as a social unit and his contributions to human welfare are all involved, Right vocational guidance helps us achieve that. Maximum Utilization of Human Potentialities: We are truly benefited if the human potentialities are utilized of the maximum with the help of vocational guidance.

Vocational Guidance at Different Stages

A. Elementary Stage: Not much can be done at elementary stage strictly in term of guidance.

However, the teacher as guidance worker can do the following:-

- i) Create love and respect-positive attitude-for normal work.
- ii) Train the use of hands of the child.
- iii) Create the habit of neat and systematic work.
- iv) Create and achieve hand-eye coordination.
- v) Encourage neatness in work.
- vi) Encourage development of good relationships amongst themselves.

B. Secondary School Stage: Definite guidance invocations can be given at this stage, eg:

i) The child should be helped to know himself. Entire vocational guidance depends upon it.

ii) The child should be helped to make right choice

iii) Familiarity about the world of work can be given

iv) The child can be placed during high school in a suitable job

v) Whether the child will go to college or remain in a job can be also decided.

C. At College Level: Some of the specific functions of college guidance programmes may be stated as under.

i) Assisting students to relate their studies to the vocations that would be open to them at the end of their college career.

ii) Assisting them to make a detailed study of the careers, which they would like to pursue.

iii) Assisting them to acquaint themselves with different avenues of work.

iv) Assisting them to acquaint themselves with avenues of higher studies.

v) Assisting them to know about the various programmes of financial assistance scholarships, fellowships for improving their prospects.

B. THE EMERGENCE OF COUNSELLING

Before the 1900s, most counselling was in the form of advice or information. In the United States, counselling developed out of a humanitarian concern to improve the lives of those affected by the Industrial Revolution in the 1850s to around the early 1900. The social welfare reform movement, women's right to vote, the spread of public education, and various changes in the population makeup (such as the large entrance of immigrants) also influenced the growth of counselling as a profession.

I. Pioneers of Counselling

Counselling gradually grew in the early 1900s; and three individuals credited as pioneers in counselling emerged and they are: Frank Parsons, Jesse B. Davis and Clifford Beers. These three personalities identified themselves as teachers and social reformers. They focused on helping children and young adults learn about themselves, about others, and the world of work. Their work was built on the idea of moral instruction, on being good and doing right, as well as dealing with intrapersonal and interpersonal relations. These were turbulent times and they saw that American society needed help and took steps to do something.

(a) Frank Parsons (1854-1908)

Frank Parsons is often considered as “The Father of Guidance”. He was trained in multiple disciplines, being a lawyer, an engineer, a college teacher, and a social worker before becoming a social reformer and working with youth. He was characterised as a broad scholar, a persuasive writer and a tireless activist. He is best known for founding the Boston Vocational Bureau in 1908, a major step in the institutionalisation of vocational guidance. At the Bureau, he worked with young people who were making decisions about their career. In his book, *Choosing a Vocation*, which was published in 1909 (one year after his death), he developed a framework to help individuals decide on a career.

According to Parsons, an ideal career choice should be based on matching personal traits such as abilities and personality, with job characteristics such as wages, requirements, prospects and so forth, through true reasoning. This is more likely to ensure vocational success. His framework later became the popular “Trait-Factor Theory” in career guidance (which is still used today). Parsons created procedures to help his clients learn

more about themselves and the world of work. He designed an extensive questionnaire that asked about clients experiences, preferences and moral values. The idea of having vocational counsellors was implemented in many primary and secondary schools in the Boston area and it gradually spread to other major cities in the United States. By 1910, 35 cities had followed Boston's lead. According to Samuel Gladding, President of the American Counselling Association, besides his theory:

(b) Jesse B. Davis

Jesse B. Davis was the first person to set up a systematic guidance programme in public schools. Being the superintendent of Grand Rapids Michigan school system, Davis suggested teachers of English composition include topics on career guidance in their lessons once a week, with the purpose of building character to lessen student problems. Davis believed that proper guidance would help cure the ills of American society due to rapid urbanisation and industrialisation. What he and other progressive educators advocated was not counselling as known today, but more of the beginning of counselling called **school guidance**, which refers to a preventive educational means of teaching students how to deal effectively with life. Counselling was conceived as a tool or technique to assist in the guidance programme. Between 1914 and 1918, school guidance programmes were initiated in several large cities around the United States. Davis highlighted prevention and preparation for life and services were provided to both males and females and people from all backgrounds (Remember, this is America in the 1900s where equal rights was still a nascent idea). From this initiative by Davis, guidance programmes grew in American schools which later evolved into comprehensive school counselling programmes that addressed three basic areas, namely: academic development, career development, and personal/social development.

(c) Clifford Beers

Clifford Beers, a former Yale student suffered from severe depression and paranoia several times during his life. After a failed attempt at suicide, he was committed to an institute for the insane, and remained in such asylums for three years. He found conditions in mental institutions deplorable and exposed them in his book, A Mind That Found Itself in 1908. The book became an instant best seller. Beers used the book as a platform to advocate for better mental health facilities and reform in the treatment of the

mentally ill by making friends with and soliciting funds from influential people of his day, such as the Fords and the Rockefellers. Beerss work had an especially powerful influence on the field of psychiatry and clinical psychology. Beerss work engineered the mental health movement in the United States, as well as advocacy groups that exist today including the National Mental Health Association and the National Alliance for the Mentally ill. His work was also a forerunner of mental health counselling.

II. Events that Influenced the Development of Counselling (1900-1930s)

Besides the three pioneers in counselling, the first decade of the 1900s also saw certain events that had a significant impact on the development of counselling; namely, the founding of the **National Vocational Guidance Association in 1913**, the Congressional passage of the **Smith-Hughes Act in 1917** and **World War I**.

(a) National Vocational Guidance Association

The National Vocational Guidance Association (NVGA) was founded in 1913 and began publishing the National Vocational Guidance Bulletin which was later renamed the National Vocational Guidance Magazine in 1924 and the Vocational Guidance Journal in 1952. In 1984 it was renamed the Journal of Counselling and Development. Note how the emphasis shifted from vocational guidance towards counselling. This was due to the growing complexities of modern living in urbanised environments which prompted the realisation that the role of counsellors should go beyond just providing vocational guidance.

(b) The Smith-Hughes Act of 1917

The second event was the passing of the Smith-Hughes Act by Congress in 1917. This act provided funding for public schools to support vocational education. This signifies the importance attached to counselling in American schools.

(c) World War I

The third important event contributing to the development of counselling was World War I. During the war, counselling was used in testing and placement for great numbers of military personnel. In this process, the Army commissioned the development of numerous psychological instruments including the Army Alpha and Army Beta intelligence tests. Various screening devices were employed and

psychological testing became a popular movement and early foundation on which counselling was based.

Education, Certification and Instruments

The 1920s was a period of consolidation for the counselling profession. Education courses were initiated in Harvard University in 1911, emphasising vocational guidance. The dominant influences were the progressive theories of education and the federal governments use of guidance services with war veterans. Counsellors in Boston and New York were given certification. Another significant event was the development of the first standards for the preparation and evaluation of occupational materials. These were supplemented with the publication of new psychological instruments such as the **Edward Strong's Strong Vocational Interest Inventory (SVII) in 1927, which became a foundation for the use of assessment in counselling.**

Two years later, the first marriage and counselling centre was established in New York City by Abraham and Hannah Stone. This was soon followed by the setting up of such centres across the country. This marked the beginning of marriage and family counselling as a specialisation of counselling. While the guidance movement gained acceptance by American society, the movement's narrow emphasis on vocational interests began to be challenged. Counsellors were broadening their focus to include issues relating to marriage and family.

First Theory of Counselling

The 1930s was the era of the Great Depression. This raised the need for helping strategies and counselling methods related to employment. The first theory of counselling was formulated by E. G. Williamson and his colleagues at the University of Minnesota. Williamson modified Parsons' theory and used it to work with students and the unemployed. His emphasis on a direct counselor centred approach became known as the Minnesota point of view and sometimes referred to as **the trait-factor counselling.** His pragmatic approach emphasised the counsellor's teaching, mentoring and influencing skills. Williamson proposed that all individuals have traits such as aptitudes, interests, personalities and achievements that could be integrated in a variety of ways to form factors (a group of individual characteristics). Counselling

was based on scientific, problem-solving, empirical method that was individually tailored to each client to help him or help stop non-productive thinking or behaviour, thus becoming an effective decision maker. Williamson believed that the job of the counsellor was to ascertain a lacking in the client, and then prescribe a procedure to rectify the problem. Williamson continued to write about his theory until the 1970s.

Another significant development in the 1930s was the broadening of counselling beyond occupational concerns. Back in the 1920s, Edward Thorndike and other psychologists began to challenge the vocational orientation of the guidance movement. John Brewer continued the emphasis on extending counselling to other specialties when he published a book in 1932 titled Education as Guidance. Brewer proposed that every teacher should be a counsellor and guidance should focus on preparing students to live outside the school environment. This emphasis made counsellors see vocational decisions as part of their responsibilities.

The American government also became more involved in guidance and counselling. Congress passed the George-Dean Act in 1938 that created the Vocational Education Division of the U.S. Office of Education. State supervisors of guidance positions in state departments of education were elected throughout the country. Therefore, school guidance became a national phenomenon. The government also established the U.S. Employment Service in the 1930s, which published the first edition of the Dictionary of Occupational Titles (DOT) in 1939. The DOT became a major source of career information for guidance specialists working with students and the unemployed which described known occupations in the United States and coded them according to job titles.

2.2.1. Counselling in the 1940s

Three major events in the 1940s radically shaped the practice of counselling. The first event was the practice of counselling by Carl Rogers who published his book Counselling and Psychotherapy in 1942.

(a) Carl Rogers Rogers challenged Williamson's counsellor-centred approach as well as the theory of Sigmund Freud who proposed the psychoanalysis approach. Rogers believed in non-directive approach to counselling, emphasising the responsibility of the client for growth and choice (we will explore this theory in

Topic 3: Counselling Theories). He believed that if clients were accepted and listened to, they would begin to know themselves better and become genuinely in harmony. He pictured the role of the counsellor as being non-judgemental and accepting. The counsellor should act as a mirror, reflecting the verbal and emotional concerns of clients. Before Carl Rogers, the counselling emphasis was on vocational guidance, psychometric testing, and orientation procedures. Rogers introduced a new emphasis on techniques and methods of counselling itself, research, and refinement of counselling techniques, selection and training of future counsellors, and goals and objectives of counselling. Guidance suddenly disappeared from counselling and was replaced by full concentration on counselling.

- (b) World War II The second event was World War II during which the U.S. government needed counsellors and psychologists to help select and train specialists for military and industry. Many women started to work outside the home as men went to war. Traditional occupational sex roles began to change and greater emphasis was put on personal and gender freedom.
- (c) Involvement of the American Government The third impetus for the development of counselling was the American government's involvement in counselling after the war. The government further promoted counselling when it passed the George-Barden Act in 1946, which provided vocational education funds through the U.S. Office of Education for counsellor training. The Veterans Administration (VA) also granted stipends and paid internships for students engaged in graduate study. The VA rewrote specifications for vocational counsellors and coined the term „counselling psychologist“. The funds greatly influenced teaching professionals in graduate education to define their curriculum offerings more precisely. Counselling psychology as a profession began to move further away from its historical alliance with vocational guidance

2.2.2. Counselling in the 1950s

The 1950s saw dramatic changes to counselling. The Council of Guidance and Personnel Associations (CGPA) which operated from 1934 to 1951 was renamed The American Personnel and Guidance Association (APGA) in 1952. The Association

was formed with the purpose of formally organising groups interested in guidance, counselling, and personnel matters. About 6000 associations registered with the APGA, which early in its history was an interest group rather than a professional organisation since it did not originate or enforce standards for membership.

Another development was the establishment of the Division of Counselling Psychology (Division 17) within the American Psychological Association (APA) in 1952. This division dropped the term guidance from its formal name. The idea emerged from APA members who wanted to work with a more „normal% population than the one seen by clinical psychologists. Super (1955) argued that counselling psychology was more concerned with normal human growth and development. Despite Super's work, counselling psychology had a difficult time establishing a clear identity within the APA, yet its existence had a major impact on the growth and development of counselling as a profession.

The 1950s saw the passing of the National Defence Education Act (1958) which aimed to identify and develop scientifically and academically talented students. It also saw the establishment of counselling and guidance institutes to train counsellors. In 1952, the field of school counselling attained the status of a profession with the formation of the American School Counsellor Association. The 50s also witnessed the introduction of new theories on guidance and counselling. Before 1950, four major theories influenced the work of counsellors:

- (a) Psychoanalysis and insight theory,
- (b) Trait-factor or directive theories,
- (c) Humanistic and client-centred theories, and
- (d) Behavioural theories.

Counsellors often debated whether to use directive (proposed by E. G. Williamson) or non-directive approach (proposed by Carl Rogers) in counselling. However, almost all counsellors agreed that certain assumptions of psychoanalysis were acceptable. Gradually, the debate shifted as new theories emerged. For example, applied behavioural theory, rational-emotive therapy, transactional analysis and research in career development and developmental psychology, contributed tremendously to the expansion of counselling in terms of its resources of theories and approaches.

2.2.3. Counselling in the 1960s

In his book *Revolution in Counselling*, published in 1962, John Krumboltz emphasised behavioural counselling which emerged as a strong counselling theory. He also promoted learning as the agent of change. These were turbulent times during which the civil rights movement, women's rights movement and protests against the Vietnam War were most active (see Figure 1.2). These issues led to a shift in the focus of counselling from a developmental approach towards addressing social crisis issues. More community mental health centres were established all over the United States. Counselling began to spread to involve alcohol abuse counselling, addiction counselling, and family counselling. Also, during this decade, group counselling began to gain popularity as a way of resolving personal issues.

In 1961, American Personnel and Guidance Association published its first code of ethics. The role definitions and training standards for school counsellors were further clarified. Also, a definition of counselling psychology agreed upon by the American Psychology Association followed by the publication of *The Counselling Psychologist Journal* with Gilbert Wrenn as its first editor in 1964. In 1966, ERIC Clearinghouse on Counselling and Personnel Services (CAPS) at the University of Michigan was founded. It was responsible for building a database of research in counselling. It has become one of the largest and most used resources on counselling activities and trends in the United States and throughout the world.

2.2.4. Counselling in the 1970s and 1980s The 1970s saw the field of counselling extending its specialties outside the educational settings. As more counsellors graduated from colleges and universities, competition grew. Specialised training began to be offered in counsellor education programmes. New concepts of counselling were introduced. In 1977, Lewis and Lewis coined the term community counsellor to describe a counsellor who could function in various roles regardless of where he or she works. In 1976, the American Mental Health Counselling Association was formed and became one of the largest divisions within the American Personnel and Guidance Association. The Association started its own method of licensing counselling graduates which led towards standardised training and certification and the formation of the Council for

Accreditation of Counselling and Related Educational Programs (CACREP) in 1981. This council standardised counsellor education programmes for masters and doctoral programmes in the areas of school, community, mental health, family and marriage counselling.

In 1983, the National Board of Certified Counsellors (NBCC) was established in order to certify counsellors at a national level. It developed a standardised test and determined eight areas for counsellors to be proficient in: human growth and development, social and cultural foundations, helping relationships, groups, lifestyle and career development, appraisal, research and evaluation, and professional orientation. Besides passing the test, candidates had to meet experiential and character reference qualifications. There was a growing awareness among APGA leaders regarding the inappropriate usage of the term personnel and guidance as the counselling profession had developed beyond its original focus. Thus, in 1983, the APGA changed its name to the American Association for Counselling and Development (AACD).

2.2.5. Counselling in the 1990s and Onwards

In 1992 the AACD changed its name to the American Counselling Association (ACA). During that year, counselling was put on par with other mental health specialties such as psychology, social work, and psychiatry. The field of counselling addressed topics such as spiritual issues, multicultural counselling and family influences more openly. The 1990s saw an increase in the number of programmes in counsellor education and counselling psychology at both doctoral and master levels, as well as an increase in the number of professional publications on counselling.

The 21st century saw a new emphasis on counsellors dealing with crises, trauma, and tragedies as a result of heightened violence in schools, abuse, natural disasters and terrorist attacks. The focus of counselling shifted to the effects and treatment of stress. Another emphasis is the promotion of wellness in physical, intellectual, social, psychological, emotional and environmental life of the individuals. Counselling has even extended its services over the Internet as evidenced with the availability of on-

line counselling websites. Counsellors in the United States today identify more with the American Counseling Association as their professional organisation.

The aims of counselling

Underpinning the diversity of theoretical models and social purposes discussed above are a variety of ideas about the aims of counselling and therapy. Some of the different aims that are espoused either explicitly or implicitly by counsellors are listed:

- Insight: The acquisition of an understanding of the origins and development of emotional difficulties, leading to an increased capacity to take rational control over feelings and actions (Freud: 'where id was, shall ego be').
- Relating with others: Becoming better able to form and maintain meaningful and satisfying relationships with other people: for example, within the family or workplace.
- Self-awareness: Becoming more aware of thoughts and feelings that had been blocked off or denied, or developing a more accurate sense of how self is perceived by others.
- Self-acceptance: The development of a positive attitude towards self, marked by an ability to acknowledge areas of experience that had been the subject of self-criticism and rejection.
- Self-actualization or individuation: Moving in the direction of fulfilling potential or achieving an integration of previously conflicting parts of self.
- Enlightenment: Assisting the client to arrive at a higher state of spiritual awakening.
- Problem-solving: Finding a solution to a specific problem that the client had not been able to resolve alone. Acquiring a general competence in problem-solving.
- Psychological education: Enabling the client to acquire ideas and techniques with which to understand and control behaviour.
- Acquisition of social skills: Learning and mastering social and interpersonal skills such as maintenance of eye contact, turn-taking in conversations, assertiveness or anger control.
- Cognitive change: The modification or replacement of irrational beliefs or maladaptive thought patterns associated with self-destructive behaviour.
- Behaviour change: The modification or replacement of maladaptive or selfdestructive patterns of behaviour.
- Systemic change: Introducing change into the way in that social systems (e.g. families) operate.
- Empowerment: Working on skills, awareness and knowledge that will enable the client to take control of his or her own life.

- Restitution: Helping the client to make amends for previous destructive behaviour.
- Generativity and social action: Inspiring in the person a desire and capacity to care for others and pass on knowledge (generativity) and to contribute to the collective good through political engagement and community work.

C. Types of counseling

Counselling or guidance can be individual or group. Individual counselling is one to one with a professional whereas group approach would be one or more professional helping two or more clients.

It is an interpersonal relationship between therapist and counselee by which the former employs psychological methods based on systematic knowledge of human personality and behaviour in attempting to improve the mental health of the latter. Besides Individual and group counselling, guidance counsellors involve in guidance services, placement and follow up, referrals, consultation and research are the other services offered by counsellors.

- A therapy group consists of six to twelve members who meet to share their feelings and concerns.
- One or two group therapists facilitate these discussions, but the success of the group depends largely upon the participation of the members
- Members give feedback to each other by expressing their own feelings about what someone says or does.
- This interaction gives group members an opportunity to try out new ways of behaving and to learn more about the ways they interact with others.
- When people come into a group and interact freely with other group members, they usually recreate those difficulties that brought them to therapy in the first place.
- Under the skilled direction of a group therapist, the group is able to give support, offer alternatives, or gently confront the person.
- Through this process, the difficulty becomes resolved, alternative behaviors are learned, and the person develops new ways of relating to people.
- Also, during group therapy, people begin to see that they are not alone.
- Many people feel they are unique because of their problems, and it can be helpful to hear that other people struggle with similar difficulties.

- In the climate of trust provided by the group, people feel free to care about and help each other

Some of the many benefits of group therapy:

- Group therapy provides an opportunity to observe and reflect on your own and others' interpersonal skills.
- Group therapy provides an opportunity to benefit both through active participation and through observation.
- Group therapy offers an opportunity to give and get immediate feedback about concerns, issues and problems affecting one's life.
- Group therapy members benefit by working through personal issues in a supportive, confidential atmosphere and by helping others to work through theirs.
- An increased sense of support and connectedness
- A decrease in self-criticism and negativity
- Renewed hope in one's own abilities.
- Increased resourcefulness in finding solutions
- Greater ease in identifying feelings and self-disclosure
- A deepened trust for oneself and one's instincts
- More confidence in trying out possible solutions