

**PT. SUNDARLAL SHARMA OPEN UNIVERSITY,  
CHHATTISGARH  
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**A  
PROJECT  
ON  
GUIDANCE AND COUNSELLING SKILLS**

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## **TOPIC: GUIDANCE AND COUNSELLING SKILLS**

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### **Introduction**

Student counselling is a process in which the counsellor attempts to understand and helps to clarify those feelings in a student that may, and can impede growth, maturation, and overall well-being. Counselling in the school deals with sensitive issues in the lives of a pupil or student, families and members of teaching and support staff. Issues include: academic performance, career, love relationships, depression (mood, suicidal attempts), alcohol and drug abuse, sexual activity, parent-child relationships, illness (HIV and AIDS, cancer), emotional disturbance, trauma and self injurious behaviours

### **Phases of needs for guidance and counselling in student's life:**

- These include: academic demands to perform well, peer pressure, finances, attempts to identify one-self including self-esteem and maintaining personal relationship with peers, teachers, parents and other siblings.
- Difficulties especially in the school tender years can have profound effects on child experience and may affect academic performance, emotional development, ability to progress, decision to remain in school, personal relations and other effects such as taking tobacco, alcohol and other drugs.

### **Counselling and Use of Counselling Skills**

- There is a distinction between formal counselling and use of counselling skills
- Counselling is a process in which a practitioner with knowledge and skills is involved in a formal relationship of assisting a client who is in situational difficulty.

- Counselling skills are a collection of techniques and strategies that are used to enhance communication in the counselling process and relationship, and these skills can greatly be extended in other contexts.

Core conditions	<ul style="list-style-type: none"> <li>- Empathy</li> <li>- Genuineness</li> <li>- Unconditional positive regard</li> </ul>
Attending skills	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Silence</li> <li>- Observation</li> </ul>
Facilitating or responding skills	<ul style="list-style-type: none"> <li>- Minimal prompts</li> <li>- Paraphrasing</li> <li>- Reflection of feeling</li> <li>- Questioning</li> </ul>
Challenging and confrontation skills	<ul style="list-style-type: none"> <li>- Summarising</li> <li>- Focusing</li> <li>- Clarification</li> <li>- Concreteness</li> <li>- Confrontation</li> <li>- Self disclosure</li> <li>- Disengagement / termination</li> </ul>



- Students are likely to share their concerns including fears, frustrations, disappointments, anxieties and worries with a person they can easily identify with including the teacher and of course the school principal.

- The counsellor may need to find out why a student is performing poorly or is accused of misconduct only to find that they are providing emotional support.
- Similarly, the extension of using counselling skills among the population increases the number of people in the population receiving necessary help in times of need (Kirkwood, 2000; McLeod, 2003).
- This includes para-professionals such as in health, social workers and other professionals.
- It should be noted that the study carried out by Kirkwood (2000) was in a community where counselling had been recently introduced and hence the school context and Kenya are significant.
- Use of counselling skills includes professionalism and use of counselling ethics including confidentiality
- This is why training in counselling is a major component for professional competence and enhanced performance.
- *Individual counselling.* Counsellor works privately with individual student usually on one or more aspects such as problem solving, decision making, career aspirations and discovering personal meaning related to learning and development.
- *Group guidance.* Counsellor works with larger groups of students or classes on academic, career or life skills promotion.
- *Group counselling.* Counsellor works with a small group of students on personal or academic issues.
- *Consultation.* Counsellor assists peer counsellors, teachers, support staff, parents, chaplain and other adults become more effective at working with students.

- *Coordination.* Counsellor manages services such as parent or community meetings. The meetings indirectly address the counselling needs of diverse students.
- Counselling is a profession guided by a Code of ethics
- Counselling is confidential and must safeguard all information obtained in the counselling relationship.
- The counsellors must walk the tightrope between being a counsellor or a school informer and the implications are obvious; students will trust a counsellor but will certainly stay away from the school informer.
- It is the assurance of confidentiality that generates the trust necessary for communication between the student and the counsellor.
- The codes of ethics for counsellors recognize FOUR clear exceptions to strict confidentiality:
  - Student freely waives the right of confidentiality;
  - Disclosure of confidences is required by statute or court order;
  - Student condition indicates clear and imminent danger to self or others; and,
  - It is necessary for the counsellor to consult with other professionals about the student's case.
- In the absence of these exceptions, counsellors are legally justified and ethically required to withhold information in confidences even from inquiring parents, principal or other teachers.
- It is therefore important that the counsellor in the school while working closely with the principal are well acquainted with the general guidelines and make their own decision based on set procedures and adhere to professional ethics.

## CONCLUSION

Various policy documents have recommended a coherent guidance and counselling programme

- The delivery of quality education in whole institutional approach to all pupils must involves all stakeholders, including the management, principals, regular teachers, and the counsellor.
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