

## **STUDENT COUNSELING**

### Rough Outline

- Scope of counseling
- The beginning point
- The journey
- The end point

### 1. Student Counseling: What is it?

- Helping
- Counseling vs. Advising
- Rescuing
- Paraprofessional counselor
- Eclectic counseling vs. specific theories
- Degree of suggestion or directions:
  - Counseling vs. Advising

### 2. The beginning: 'Counselor, Know Thyself'

- Why we do it
- How we do it
- What we do
- Knowing yourself
  - Do I dare?
  - What do I do if they follow up?
  - I've stopped asking people how they are – because they tell me
  - Once they tell me, I have to solve it
  - Why you do it
    - External vs. internal rewards
  - How you do it
    - Being yourself

- Advising, counseling, stopping: where do you draw the line?
- What we suggest?

3. The beginning: The meeting the pact

- First impressions are important
- Expectations must be clarified
  - Who does the work?
  - Confidentiality
  - Ending

4. The Journey: Some things might be useful

- 2 ears and 1 mouth (listen more talk less)
  - Listening
    - The art of listening
      - L → Lead, don't follow – anticipate what's going to be said
      - I → Ideas, find them
      - S → Signals, watch for them
      - T → Tuned in (focus) and do not wander
      - E → Empathized activeness, not passive involvement
      - N → Notes, take them – organize
    - Techniques for good listening
      - Maintain good eye contact
      - Signals that you are listening by nodding
      - Avoids raising irrelevant issues
      - Restates the speaker's remarks from time to time
      - Asks relevant questions to encourage the speaker
      - Uses positive facial expression & body language
      - Avoids interrupting when the speaker pauses for thought
  - Observing
  - Encouraging

- Clarifying
- Give everyone a fair chance
- Aim: get the full story

## 5. The Journey

- Attending behaviour: “LOVE HER”
  - Orienting oneself physically & psychologically
  - Encourages the other person to talk
  - Lets the client know you are listening
  - Conveys empathy
  - LOVE HER:
    - **L**ean forward
    - **O**pen posture
    - **V**erbal following
    - **E**ye contact
    - **H**ead nods
    - sp**E**eh
    - **R**elaxed
- Tools for understanding
  - Questioning
    - Open-ended questions: that clients cannot easily answer with “yes” or “no” or one or two-words responses
      - Purposes
        - To begin an interview
        - To encourage elaboration
        - To elicit specific examples
        - To motivate communication
    - Close ended questions
      - Purposes
        - To obtain specific information

- To identify parameters of a problem or issue
  - To narrow the topic of discussion
  - To interrupt an over talkative client
- Reflecting
  - A verbal response to client emotion
  - Help client to
    - Feel understood
    - Express more feelings
    - Manage feelings
    - Discriminate between feelings
  - Steps
    - Listen closely and observe behaviour
      - Watch non-verbal
    - Identify feeling category
    - Identify intensity
    - Match the feeling ad intensity of word
    - Feedback to client
    - Add content using e.g. “you fell \_\_\_, because \_\_\_”
    - Check for accuracy by asking e.g. “am I right?”
- Paraphrasing
  - Rephrasing the content of the client’s message
    - *“I know it doesn’t help my depression to sit around or stay in bed all day”*
    - Rephrase the sentences - *“it sounds like you know you should avoid staying in bed or sitting around all day to help your depression”*
    - Purposes
      - To convey that you are understanding your clients
      - To help the client by simplifying, focusing and crystallizing what they said

- Can encourage the client to elaborate
- Provide a check on the accuracy of your perceptions
- When to use
  - When you have a hypothesis about what's going on with the client
  - When the client is in a decision-making conflict
  - When the client has presented a lot of material and you feel confused
- Steps to paraphrasing
  - Recall the message and restate it to yourself covertly
    - E.g. *"how I can tell my husband I want a divorce? He'll think I'm crazy. I guess I'm just afraid to tell him."*
  - Identify the content part of the message
    - E.g. *"wants divorce, but hasn't told husband because he will think she's crazy"*
  - Select an appropriate beginning
    - E.g. *"it sounds like....., you think....., I hear you saying...."*
  - Translate the key content into your own words
    - E.g. *"it sounds like you haven't found a way to tell your husband you want to end the relationship because of his possible reaction."*
  - Confirm the accuracy of your paraphrase
    - *"Is that right?"*
- Summarizing
  - A collection of two or more paraphrases that condenses the client's messages or the session
    - Cover more material
    - Covers longer period of client's session

- Purposes
  - To tie together multiple elements of client messages
  - To identify a common theme or pattern
  - To interrupt excessive rambling
  - To start, pace or end a session
  - To review progress
  - To serve as a transition when changing topics
- Steps in summary

***At the beginning of session*** - *“I can’t understand why my parents can’t live together. I’m not blaming anybody but I just feel confusing to me” (said in low, soft voice with lowered, moist eyes)*

***Near the middle of same session*** – *“I wish they could keep it together, I guess I feel that they can’t because they fight about me so much. May be I’m the reason they don’t want to love together anymore.”*

- Recall key content and affect messages
  - Key content wants parents to stay together
  - Key affect: feels sad, upset, responsible
- Identify patterns or themes
  - She is the one responsible for her parents break up
- Use an appropriate sentence stem and verbalize the summarization response
  - E.g. *“I sense...”* or *“you are feeling...”*
- Summarise
  - *“Earlier today you indicated you didn’t feel like blaming anyone for what’s happening to your parents. Now I’m*

*sensing that you are feeling that you are responsible for this break up”*

- Assess the effectiveness of your summarization

## 6. The end: What helping means

- Who solve their problems?
- When do we intervene?
- Influencing strategies for change
  - Interpretation/refine
    - Provides client with alternatives frame of references
      - To view life situations
      - To generate new stories
  - Logical consequences
    - Enables client to look at possible results of alternative action
  - Self-assurance
    - Requires you to briefly share own life stories, thoughts, experiences.
    - Builds sense of equality
    - Encourages client trust and openness
  - Feedback
    - Provides accurate data on how the client is seen by others and/or by you
  - information/advice/opinion/instruction/suggestion
    - presents new information and ideas to the client
      - e.g. career information, results of test scores, referrals
  - Directive
    - Leads the client to follow strategies and actions you suggest
    - Helps client in taking concrete action on issues and problems

7. What do they usually come with?

- Phase 1
- Phase 2
- Phase 3
- General

***“I have spread my dreams under your feet;  
Tread gently, for you tread on my dream”***