



UNIVERSITY OF NAIROBI

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

FACULTY OF ARTS

In Collaboration with

CENTRE FOR OPEN AND DISTANCE LEARNING

**Fundamentals of Counselling: Counselling Outcome,
Issues, Trends and Professional Ethics**

Author: Dr. Geoffrey Wango

Department of Psychology

Lecture Series: Fundamentals of Counselling: Counselling Outcome, Issues, Trends and Professional Ethics

Published by the University of Nairobi, P.O. Box 30197, Nairobi, Kenya
Printed by the College of Education and External Studies, University of Nairobi, 2013.

© University of Nairobi, 2013, all rights reserved. No part of this Module may be reproduced in any form or by any means without permission in writing from the publisher.

Module Introduction

Welcome to Psychology **Fundamentals of Counselling: Counselling Outcome, Issues, Trends and Professional Ethics Module**. This module will require that you prepare yourself as you go out to practice as a counselling psychologist with real clients. As you may be aware, counselling is a special kind of relationship and a helping process. Counselling is thus different from friendly conversation and use of counselling skills. This is because the use of counselling skills does not necessarily make one a counsellor; instead, the use of counselling skills enhances communication and other interpersonal skills. Counselling skills will be used by people of all professions including teachers, nurses and doctors, lawyers, managers and receptionists. The counsellor in the counselling relationship creates an enabling environment to enable the client explore their situation and circumstances. In the end, the client is able to make appropriate and useful decisions, and subsequently make further adjustment in their life. The outcome of counselling is therefore important to the client. For the counsellor, it is also a hallmark of competence.

Clients seeking therapy will present various issues that affect them. The issues are diverse just as clients have varied background. No counselling session is exactly the same! Therefore, the counsellor must be well trained to offer assistance. The emphasis of counselling as a process requires that the procedure be conducted in a professional way. For that reason, the counsellor must assist the client establish definite goals to evaluate the process and the outcome. This Module is designed to provide realistic information by discussing the various issues in counselling psychology with reference to the outcome of therapy, examine the present and future trends in counselling and augment professional ethical considerations. It also discusses the various ways in which to conduct counselling and the psychological implications of various developments in our contemporary world.

The knowledge and skills you will derive from this Module will enable you to understand and appreciate counselling psychology as a profession that bestows value to human life. Such an understanding should eventually help you to offer invaluable professional support and services to all clients in need.

Module Aims

This module brings to life the status quo of counselling psychology practice particularly in Kenya today appreciating the milestones so far achieved, highlighting loopholes and challenges in practice and at the same time suggesting a workable chart forward that will inculcate professionalism. It presents both enlightening and enriching insights into the practice of counselling psychology and is written to assist all those who engage in counselling psychological services including students, trainers, researchers and supervisors to investigate professional practice in an interpretative way. The module will specifically attempt to meet the outlined objectives.



Objectives

By the end of the lectures, you should be able to:

- Define and explain the various terms and concepts that are used in counselling;
- Explain the counselling process;
- Adopt use of professional principles in counselling;
- Assist a client in therapy; and,
- Interpret professional standards to the practice of counselling psychology by adhering to a code of ethics in professional practice.

Counsellors must be ethically aware and reflective in practice. This requires adherence to a set of rules. A code of ethics to provide guidelines in:

- (a) Counselling practice;
- (b) Counselling research; and,
- (c) The use of counselling skills and the management of these services by an individual and within an organisation/s.

The following lessons emphasize on ethical awareness and reflective practice in counselling. Counselling professional practice must be conducted with high standards of ethical values. In that case, practitioners must translate their services into quality counselling psychological

services. Counselling practice require the practitioner to resolve various issues in professional practice with special reference to legal and professional standards.

Study Skills and Module Orientation

This module is divided into eight lectures. Each lecture has several topics contained therein. You will find several activities in every lecture. The in-text questions are meant to stimulate your thinking and may not require written responses unless you so wish. So, wherever you come across in-text questions, you are expected to pause and take a bit of time to reflect on them, or on the related personal experiences before proceeding on with your studies.

It is important that you will have read other Modules that will have provided the basis for an understanding of counselling psychology, for example, History and Systems of Psychology, Human Growth and Development, Skills and Techniques in Counselling, Personality, Theories of Counselling, Cross Cultural Counselling (Multicultural Counselling), Psychology of the Family and Therapeutic Approaches. You are encouraged to identify and be in touch with at least two colleagues who are taking the same course for consultation and discussions. It is highly recommended too that you provide counselling services to a variety of clients. In this way, you will get real life experiences and fast hand information that will enrich your study and enable you to apply the ideas developed in the module.

The following journals and others are good sources for your literature review:

- ✓ *British Journal of Guidance and Counselling*
- ✓ *Counselling and Psychotherapy Journal*
- ✓ *Counselling Psychology Quarterly*
- ✓ *European Journal of Psychotherapy and Counselling*
- ✓ *International Journal for the Advancement of Counselling*
- ✓ *International Journal of Applied Psychology*
- ✓ *Journal of Consulting and Clinical Psychology*
- ✓ *Journal of Counselling & Development*
- ✓ *Journal of Counselling Psychology*
- ✓ *Journal of Family Psychology*

- ✓ *Journal of Family Therapy*
- ✓ *Journal of Marital and Family Therapy*
- ✓ *Journal of Marriage and Family*
- ✓ *Journal of Multicultural Counselling and Development*
- ✓ *Kenyan Journal of Guidance, Counselling and Psychology*
- ✓ *Psychotherapy*
- ✓ *The Counselling Psychologist*
- ✓ *Therapy Today*

Enjoy your reading.

TABLE OF CONTENTS

Module Introduction	ii
Module Aims	iii
Objectives	iii
Study Skills and Module Orientation	iv
Table of Contents	vi
List of Tables	xi
List of Figures	xi
Lecture One Effectiveness of Counselling	
1.1. Introduction	1
1.2. Definition of Counselling	3
1.3. Therapeutic Intervention: Why Counselling and Benefits of Therapy	5
1.3.1. Red Flags: Indications of Need for Help	5
1.3.2. Benefits of Counselling	6
1.4. Therapy and Therapeutic in Counselling	8
1.5. Mandated Therapy	9
Lecture Summary	11
References	11
Lecture Two The Client, Counsellor and the Counselling Process	
2.1. The Client	13
2.1.1. Name of Client	14
2.1.2. Significance of Family History	14
2.1.3. Informed Consent	15
2.2. Understanding the Client	15
2.3. The Counsellor	17
2.3.1. Characteristics of a Good Counsellor	17
2.3.2. Client - Counsellor Relationship	18
2.4. Potential Misunderstandings: Clarifying the Counsellor's Role	20

Lecture Summary	23
References	23

Lecture Three The Process and Outcome of Counselling

3.1. The Counselling Process	24
3.2. The Counselling Contract	29
3.3. Language of Therapy	31
3.4. Counselling Room	32
3.5. Client - Counsellor: Therapeutic Alliance	33
3.5.1. Role of Client	33
3.5.2. Role of Counsellor	34
3.6. Transference and Counter-Transference	35
3.7. Counselling Children	36
3.7.1. Goals of Counselling Children	36
3.7.2. The Counsellor Working with Children	37
3.7.3. Transference and Counter – Transference in Children	38
3.8. Termination of Therapy	39
3.9. Evaluating the Counselling Process and Outcome	40
Lecture Summary	41
References	42

Lecture Four Professional Ethics in Counselling

4.1. Ethical Principles in Counselling	43
4.1.1. Fidelity	44
4.1.2. Autonomy	44
4.1.3. Beneficence	44
4.1.4. Non-Maleficence	45
4.1.5. Justice	45
4.1.6. Self-Respect	46
4.2. Ethical Issues in Counselling Practice	46
4.2.1. Confidentiality	46

4.2.2. Taking Notes	47
4.2.3. Counselling Records	47
4.2.4. Dual or Multiple Relationships	47
4.2.5. Code of Conduct for Counsellors	47
4.2.6. Power Relations	47
4.3. Confidentiality in Counselling	48
4.3.1. Waiver Exception	50
4.3.2. Legal Framework Exception	51
4.3.3. Clear and Imminent Danger Exception	51
4.3.4. Consultation Exception	52
4.4. Maintaining Client’s Well-Being	53
Lecture Summary	54
References	55

Lecture Five Professionalism in Counselling Psychology

5.1. Counsellor Training, Qualification and Accreditation	56
5.2. Code of Ethics: Guidance, Ethical Regulations and Behavioural Conduct	58
5.2.1. Ethical Code for Counsellors	59
5.2.2. Guidelines on Adhering to Code regulations	59
5.3. Counselling Liability Issues	60
5.4. Malpractice or Professional Negligence	61
5.5. Handling Complaints	64
5.5.1. Professional Misconduct	64
5.5.2. Professional Malpractice	65
5.5.3. Bringing the Profession into Disrepute	66
5.5.4. Criminal Convictions, Findings in Civil Proceedings and Hearings	66
5.5.5. Duty to Report Child Abuse or Neglect	66
5.5.6. Defamation and Invasion of Privacy	67
5.6. Resolving Ethical Issues	67
5.7. Counselling Psychology and the Law	70
Lecture Summary	71

References	72
------------------	----

Lecture Six Counselling in Social Institution

6.1. Role of Counselling in Public Health and Wellbeing	73
6.2. Role and Setting for Counsellors	74
6.3. Different Types of Counselling	75
6.4. Different Types of Counsellors	77
6.5. The Counsellor’s Roles in Social Development	79
6.6. Life Skills and Life Skills Education	80
6.7. Counsellor Consumer Programmes	83
6.8. Caring for the Care Giver	85
Lecture Summary	86
References	87

Lecture Seven Subtleties of Modern Counselling

7.1. Psychotherapeutic Approaches	88
7.2. Most at Risk Populations	90
7.2.1. Counselling Persons with Disability	91
7.2.2. Men who have sex with Men	92
7.3. Workplace Counselling	93
7.4. Helping through Networks	94
7.5. Managers, Supervisors and Administrators in Counselling	96
7.6. Counselling by Non-Counsellors	100
7.7. Counselling Professional Development	101
7.8. Assessment and Diagnosis, Monitoring and Evaluation	102
Lecture Summary	103
References	104

Lecture Eight Counselling Support and Referral Services

8.1. The Art of Modern Therapy: Counselling Conceptual Framework	106
8.2. Referring a Client	108

8.3.	Supportive institutions	110
8.4.	Challenges and Future Directions	111
	Lecture Summary	113
	References	114
Appendix 1	Counselling Conceptual Framework	116
Appendix 1I	General Counselling Procedure	119
Appendix 1II	Counselling Intake Form	120
Appendix IV	Counselling Contract	121
Appendix V	Counselling Report on Client	124
Appendix VI	Counselling Monitoring and Evaluation	127

LIST OF TABLES

Table 2.1.	Approaches to Counselling by Organisation and Counsellor	21
Table 3.1.	Summary of Counselling Skills	28
Table 3.2.	Language and Counselling: Use and Choice of Phases	31
Table 6.1.	Categories of Life Skills	81
Table 6.2.	Behaviour and Behavioural Change	82
Table 7.1.	Different Psychotherapeutic Orientations	89

LIST OF FIGURES

Figure 2.1.	Interaction between Client and Environment	16
Figure 2.2.	Counselling Orientation: Mediating Factors between client and Counsellor	19
Figure 3.1.	Steps in the Counselling Process	25
Figure 3.2.	Counselling and the Counselling Process	27
Figure 4.1.	Power Hierarchy in Counselling.....	48
Figure 6.1.	Different Levels of Counselling and Skills	80
Figure 6.2.	Relationship between Consumers, Counsellors and Institutions	83
Figure 8.1.	Counselling Process Conceptual Framework	107
