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# UNIT 1 INTRODUCTION TO COUNSELING AND CHARACTERISTICS OF A COUNSELOR

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## 1.0 INTRODUCTION

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This unit deals with counsellor, counseling and guidance issues. We start with the definition of Counseling and guidance and differentiate guidance from counseling. Then we take up characteristics of counseling and guidance and differentiate counseling from psychotherapy. Then we deal with the counsellor and the important aspects of a counsellor. Then we take up the characteristics of a counsellor. We elucidate the typical training and educational qualifications to make a person a counsellor and provide information regarding licensing of counselors to practice both in India and other countries. Then we elucidate the other qualifications of counselors, the certification and advancement in the field. Then we deal with the values of the counselors and how they use the same in the profession.

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## 1.1 OBJECTIVES

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After reading this unit, you will be able to:

- Describe the concept of counseling;
- Define counseling psychology;
- Explain the difference between counseling and guidance;
- Explain the role and characteristics of a counselor;

- Describe the personal and academic qualification and training required of a counselor; and
- Analyse the role of values in counseling.

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## 1.2 DEFINITION OF COUNSELING

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Counseling is distinguished from other mental health disciplines by both its history and its emphasis. It focuses on development and the prevention of serious mental health problems through education and short term treatments. It emphasises on growth as well as remediation. It focuses on providing therapeutic treatments to clients who experience a wide variety of symptoms. It is also one of the largest specialty areas within psychology.

Counseling as a profession is relatively new. It grew out of the guidance movement, in opposition to traditional psychotherapy. In order to understand what counseling is, you must first understand these concepts.

Counseling is often performed face to face in confidential sessions between the counselor and client(s). However, counselling can also be undertaken by telephone, in writing and, in these days of the Internet, by email or video conferencing. Counselling can and may take many different formats to bring a person to a better understanding of himself and others. It can therefore be seen that counselling can be of benefit to a person experiencing problems in finding, forming, and maintaining relationships.

It is the ability to listen and respond in a way that will help others solve their own problems and attain their potential. It is the art of helping others arrive at the right answer by their own analysis of the situation and the facts. It has to be done skillfully without an attempt to influence the values and beliefs of the client.

Counseling involves talking with a person in a way that helps the person solve a problem or helps to create conditions that will cause the person to understand and/or improve his behaviour, character, values or life circumstances. It is a process that enables a person to sort out issues and reach decisions affecting their life. Often counselling is sought out at times of change or crisis, however it need not be so as counselling can also help us at any time of our life.

It emphasises on exploration and understanding the problem and stresses the idea of professional relationship and the importance of self determined goals (of course by the client). It should be differentiated from advice giving or directing. It should be noted that counselling is a principled profession.

Biswalo (1996) defines counselling as a process of helping an individual to accept and to use information and advice so that he/she can either solve his/her present problem or cope with it successfully. Counselling depends heavily on information.

According to British Association for Counseling and Psychotherapy (2002), counseling takes place when a counselor sees a client in a private and confidential setting to explore a difficulty a client is having, distress that the client may be experiencing or perhaps the client's dissatisfaction with life or loss of a sense or direction and purpose.

Both the American Counseling Association (ACA) and Division 17 of the American Psychology Association have defined counseling on numerous occasions. These definitions contain a number of common points, some of which are as follows:

- Counseling is a profession.
- Counseling deals with personal, social, vocational empowerment, and educational concerns.
- Counseling is conducted with persons who are considered to function within the normal range.
- Counseling is theory based and takes place in a structured setting.
- Counseling is a process in which clients learn how to make decision and formulate new ways of behaving, feeling and thinking.
- Counseling encompasses various subspecialties.

Now let us see how counseling is different from guidance.

### **1.2.1 Counseling and Guidance**

Let us now see the difference between counseling and guidance. “Guidance is a term used to denote the process of helping an individual to gain self understanding and self direction (self decision making) so that he can adjust maximally to home, schools or community environment.” (Biswalo, 1996).

Guidance is giving leadership, supervision, direction, or professional guidance for future actions. Guidance has more to do with something that you are not sure of or something that you don’t know about and you have some one who is familiar with explaining it to you while counselling has something do do with something that you have trouble with.

Someone who provides guidance offers you suggestions how to explore various alternatives. Counseling may also offer suggestions, but it also tries to teach you methods for reaching your goals and can help you determine what your goals are. In practice there may be no difference between the two, because it depends how people practice each technique and how they interpret their skills

Guidance is pre problem, that is there is no specific problem that is identified in an individual.

Counseling is post problem, meaning a problem has already been identified and therefore the counselor helps to address the problem but not to solve it.

Counseling is not giving opinion, instruction or advice, it is using facilitative listening and questioning to allow the client to choose the best solution for a problem. Counseling is based on a wellness model rather than a medical model. Authors such as Hershenson and Strein (1991); and Palmo, Shosh and Weikel (2001) emphasised that counselors are concerned about the client’s environment with a more global view than other professionals as well as a concern that goes beyond treating dysfunction or pathology and dealing with the clients’ self-awareness, personal growth, and wellness.

Guidance refers to the act or process of guiding. Guidance is a type of counseling, such as that provided for students seeking advice about vocational and educational matters.

### 1.2.2 Characteristics of Guidance

Guidance is a continuous process such that it a regular service, which is required at every stage for every person, not only for the problematic situations and abnormal people. It is a positive program geared to meet the needs of all people. It is needed right from early childhood, adolescence through adulthood and old age.

It is both generalised and a specialised service. It is a generalised service because teachers, lecturers, advisors, deans, parents and elders, all play a part in guidance.

It is a generic term as it includes information giving and research activities. It is a specialised service because specially qualified personnel as counselors, psychiatrists, psychologists join hands to help Individuals to adjust to the environment.

Thus we see that guidance is more information oriented and addresses the developmental issues. On the other hand, counseling is more remedial in nature, aimed at helping the person deal with the problems and conflicts in his life.

### 1.2.3 Counseling and Psychotherapy

Psychotherapy, or personal counselling with a psychotherapist, is an intentional interpersonal relationship used by trained psychotherapists to aid a client or patient in problems of living. Traditionally it focuses on serious problems associated with intrapsychic, internal, and personal issues and conflicts. Characteristically, it emphasises the following issues:

- The past more than the present
- Insight more than change
- The detachment of the therapist
- The therapist’s role as an expert

Psychotherapy usually involves a long term relationship that focuses on reconstructive change. It is provided in both outpatient and inpatient settings whereas counseling deals with minor problems of daily living and is usually provided in outpatient settings.

<p><b>Self Assessment Questions</b></p> <p>1) Define counseling.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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2) Discuss the difference between guidance and counseling.

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3) What is the difference between psychotherapy and counseling?

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4) Discuss the characteristics of guidance.

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### 1.3 HALLMARKS OF A COUNSELLOR

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Effective counseling is a two way street. It takes a cooperative effort by both the person receiving counseling and the counselor and it takes a commitment to make sometimes difficult changes in behaviour or thinking patterns.

The term counselor has numerous meanings. Most often it is used to describe someone who is a therapist, which could mean a licensed clinical social worker, a marriage and family counselor, a psychologist or even a psychiatrist who conducts regular therapy sessions. Counselor is also a term used to describe lawyers, who advocate for others in court or give legal advice, a person working as a representative of a state, a person working at a children’s camp, at a school to give academic advice, or for a church.

An effective counselor can identify negative thinking patterns such as feelings of sadness, depression or anxiety. By encouraging you to build upon personal strengths and suggesting skills that can overcome self inflicted feelings of hopelessness, a counselor can help you develop a more positive attitude.

A good counselor can assist you in making positive changes in your relationships with others, helping you recognise behaviours that may be contributing to a troublesome relationship. Your counselor can teach you effective ways of communicating, clearing the way for honest exchanges with people in your life who may be causing you emotional pain.

Counselor skills would certainly include knowledge of the psychological theories underpinning our understanding of the human experience. Without that understanding, using the techniques proponents of a particular theory offer becomes robotic, and can diminish a client's experience of counseling. Counselor must have an awareness of theories of personality and abnormal personality. Counselor should be aware of multi-cultural issues.

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## **1.4 CHARACTERISTICS OF A COUNSELOR**

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A counselor's personality is a crucial ingredient in determining the effectiveness of counseling. The skills needed for effective counseling are non-negotiable and not open to compromise: all are necessary and when understood and internalised, form the value base for our profession.

Effective counselling requires an understanding of self and a detailed awareness of the impact of oneself on others.

A counselor needs to be equipped with advanced listening skills. They must be able to recognise the various levels of empathy of their responses, (i.e. reflecting an accurate understanding of the feeling being expressed by the client). It is necessary to develop the ability to listen with an open mind, to refrain from judgmental responses and to actively check with the client that the understanding of the feelings being expressed is correct.

Counselling demands a process of negotiation and problem solving. A clear goal needs to be set so that the client is able to take appropriate action in their own life space and also to take responsibility for the consequences of their action.

Self disclosure is a powerful tool that can be used by an effective communicator but when it is used within the constraints of the therapeutic encounter it needs to be done with considerable care.

An understanding of the complexity of communication is a basic foundation within the development of an effective counselling framework. An ability to read, interpret and respond non-verbally is critical. The use of conscious use of paralinguistic signals, postures and gestures to pace a distressed client for a sense of greater emotional self-control are just some examples of skills required.

Counselling will generally use a conversational style. As Eric Berne pointed out there is plenty left if you remove the solemn face and the big words. Counselors need not be afraid of ordinariness.

The effective counsellor requires the skills of assertiveness and the ability to confront a client when it is therapeutically appropriate.

Counsellors must be competent in their communication to be credible and must be able to self-monitor – they must have the ability to concentrate their messages so that they are immediate (i.e. they relate to the here and now) and refer to concrete interpersonal issues.

He or she has an internal source of motivation and drive and seeks growth instead of external approval.

Counselors must recognise the impact of their own personal values, attitudes and self-esteem. The effective counsellor must develop and use the ability to model his or her behaviour for the client; this is one of the most potent media for personal growth and change. This brings us to the all important question of values.

Confidentiality is the key of successful counseling. The ability to uphold a therapist-patient relationship in which you do not talk about your clients outside of your office or in a professional setting with your colleagues is required as a practicing counselor. The American Counseling Association reminds that “clients must be able to trust the counselor and have faith in the therapeutic relationship if growth is to occur . . . the counselor must take care neither to threaten the therapeutic relationship nor to leave obligations unfulfilled.”

The little time you spend with your client each week should allow him to feel he can express his concerns and feelings without reservation. Whether you are in school training towards your degree or you are running a private practice, you should always respect your client’s privacy as if it were your own.

Empathy allows you to see the situation from the other person’s view. It provides a grounding effect on the plan of action, ensuring that it is feasible and achievable from the perspectives of the employer and employee.

Counselors achieve credibility by being honest and consistent in their statements and actions.

Counselors take risks everyday and face rejection by their clients or face clients or situations they may not be prepared to face.

He or she is not racist and does not discriminate against others who are different from himself or herself.

He or she is not ego-centered but chooses to help others out of concern for others and not for glorification of the self.

### **1.4.1 Educational Qualifications of a Counselor**

Education and training requirements for counselors are often very detailed in the Western countries and vary by State and specialty, but a master’s degree usually is required to become a licensed counselor. Prospective counselors should check with State and local governments, prospective employers, and national voluntary certification organisations to determine which requirements apply.

### **1.4.2 Education and Training**

Education requirements vary with the occupational specialty and State licensure and certification requirements. A master’s degree usually is required to be licensed or certified as a counselor. Counselor education programs in colleges and universities often are found in departments of education, psychology, or human services. Fields of study may include college student affairs, elementary or secondary school counseling, education, gerontological counseling, marriage and family therapy, substance abuse or addictions counseling, rehabilitation counseling, agency or community counseling, clinical mental health counseling, career counseling, and related fields. Courses frequently are grouped into core areas, including human growth and development, social and cultural diversity,

relationships, group work, career development, counseling techniques, assessment, research and program evaluation, and professional ethics and identity. In an accredited master's degree program, 48 to 60 semester hours of graduate study, including a period of supervised clinical experience in counseling, typically are required.

Some employers provide training for newly hired counselors. Others may offer time off or tuition assistance to complete a graduate degree. Often, counselors must participate in graduate studies, workshops, and personal studies to maintain their certificates and licenses.

The processes involved in the training of counselors are given below:

- 1) Ability to explain the micro skills.
- 2) Demonstrate the skills involved in commencing the counselling process.
- 3) Evaluation of non verbal responses and minimal responses.
- 4) Demonstrate reflection of content, feeling.
- 5) Demonstrate the appropriateness of both content and feeling in the counselling process.
- 6) Develop different questioning techniques.
- 7) Understand risks involved with some types of questioning.
- 8) Show how to use various micro skills including summarising, confrontation, and reframing.
- 9) Demonstrate self destructive beliefs and show methods of challenging them, including normalising.
- 10) Explain how counselling a client can improve their psychological well-being through making choices, overcoming psychological blocks and facilitating actions.
- 11) Demonstrate effective ways of terminating a counselling session and to explain ways of addressing dependency.

As for the student trainees

- 1) They have to report on an observed counselling session, simulated or real.
- 2) Identify the learning methods available to the trainee counsellor.
- 3) Demonstrate difficulties that might arise when first learning and applying micro skills.
- 4) Identify why trainee counsellors might be unwilling to disclose personal problems during training.
- 5) Identify risks that can arise for trainee counsellors not willing to disclose personal problems.
- 6) Discuss different approaches to modelling, as a form of counselling .
- 7) Evaluate verbal and non verbal communication in an observed interview.



- 8) Identify the counsellor's primary role (in a generic sense).
- 9) Show how to use minimal responses as an important means of listening with intent.
- 10) Explain the importance of different types of non verbal response in the counselling procedure.
- 11) Report on the discussion of a minor problem with an anonymous person which that problem relates to.
- 12) Identify an example of paraphrasing as a minimal response to reflect feelings.
- 13) Discuss the use of paraphrasing in counselling.
- 14) Differentiate catharsis from confused thoughts and feelings.
- 15) Identify an example of reflecting back both content (thought) and feeling in the same phrase.
- 16) Demonstrate/observe varying responses to a variety of closed questions in a simulated counselling situation.
- 17) Demonstrate/observe varying responses to a variety of open questions in a simulated counselling situation.
- 18) Compare student's use of open and closed questions in a counselling situation.
- 19) Student should identify the main risks involved in asking too many questions.
- 20) Learn to explain the importance of avoiding questions beginning with 'why' in counselling.
- 21) Identify in observed communication (written or oral), the application of different micro skills which would be useful in counselling.
- 22) The student should demonstrate examples of when it would be appropriate for the counsellor to use confrontation.
- 23) List the chief elements of good confrontation and discuss appropriate use of confrontation, in case studies.
- 24) The student should show how reframing can be used to change a client's perspective on things.
- 25) The student must develop a method for identifying the existence of self destructive beliefs (SDB's) and identify self destructive beliefs (SDB's) amongst individuals within a group. They should be able to explain the existence of self destructive beliefs in an individual. They should be able to list methods that can be used to challenge SDB's.
- 26) Explain what is meant by normalising, in a case study. Be able to demonstrate precautions that should be observed when using normalising.
- 27) The student should be able to determine optional responses to different dilemmas and evaluate those optional responses to different dilemmas.
- 28) The student should develop the ability to explain how the 'circle of awareness' can be applied to assist a client, in a case study.

- 29) Explain why psychological blockages may arise, and demonstrate how a counsellor might help a client to overcome psychological blockages.
- 30) Describe the steps a counsellor would take a client through to reach a desired goal, in a case study.
- 31) The student should be able to identify inter dependency in observed relationships and explain why good time management is an important part of counseling.
- 32) The student should know the difference between terminating a session and terminating the counseling process and be able to compare the same.
- 33) Demonstrate dangers posed by client counsellor inter-dependency and explain how dependency can be addressed and potentially overcome. Also the student should explain any negative aspects of dependency in a case study.

The students will gain a range of skills and knowledge necessary to apply counselling concepts to a range of situations as given below:

- Family support services
- NGOs
- Government agencies
- Community Health centers
- Outreach services
- Women health centers
- Counselling young people and children.
- Issues in family therapy
- Substance abuse: alcohol and drugs counselling
- The elderly. Death and bereavement counselling
- Counselling at work

Some of skills that the students will learn in the process include Cognitive Behaviour Therapy and Counselling clients with AIDS.

### **1.4.3 Licensure**

Licensure requirements differ greatly by State, occupational specialty, and work setting. Some States require school counselors to hold a State school counseling certification and to have completed at least some graduate coursework; most require the completion of a master's degree. Some States require school counselors to be licensed, which generally entails completing continuing education credits. Some States require public school counselors to have both counseling and teaching certificates and to have had some teaching experience.

Counselors working in certain settings or in a particular specialty may face different licensure requirements. For example, a career counselor working in private practice may need a license, but a counselor working for a college career center may not. In addition, substance abuse and behaviour disorder counselors generally are governed by a different State agency or board than are other

counselors. The criteria for their licensure can vary greatly, and in some cases these counselors may need only a high school diploma and certification. Those interested in entering the field must research State and specialty requirements to determine what qualifications are necessary.

In India, the Rehabilitation Council of India provides these services for licensing persons with the appropriate qualifications to serve as counselors. The Rehabilitation Council of India (RCI) was set up as a registered society in 1986. On September, 1992 the RCI Act was enacted by Parliament and it became a Statutory on 22 June 1993. The Act was amended by Parliament in 2000 to make it more broadbased. The mandate given to RCI is to regulate and monitor services given to persons with disability, to standardise syllabi and to maintain a Central Rehabilitation Register of all qualified professionals and personnel working in the field of Rehabilitation and Special Education. The Act also prescribes punitive action against unqualified persons delivering services to persons with disability.

RCI trains master trainers, rehabilitation professionals and personnel for creating better service delivery facilities for the persons with disability. However, it does not offer any direct benefit, financial or material help to the persons with disability.

One of the main functions of the Council is to standardise the training courses for various categories of Professionals/Personnel for ensuring quality services to the people with disabilities. The Council keeps on modifying/revising the existing syllabus and adopt new training programmes incorporating new developments.

The Council has so far standardised 80 Long Term/ Short Term Training Courses, which include 11 Courses developed during the current year, with the help of respective Expert Committees constituted by the Council.

These RCI sponsored Training Courses are being adopted from time to time by various Universities/Institutions.

The persons registered with RCI shall be entitled to practice as a rehabilitation professionals/ personnel in any part of India and to recover in due course of law in respect of such practice any expenses, charges in respect of medicaments or other appliances or any fees to which he may be entitled. There are certain conditions also attached to these personnel who are working as rehabilitation professionals and these are given below:

No person, other than the rehabilitation professionals/ personnel who possess a recognised rehabilitation qualification and is enrolled on the Central Rehabilitation Register:

- 1) Shall hold office as rehabilitation professional or any such office (by whatever designation called) in Government or in any institution maintained by a local or other authority;
- 2) Shall practice as rehabilitation professional anywhere in India;
- 3) Shall be entitled to sign or authenticate any certificate required by any law to be signed or authenticated by a rehabilitation professional.
- 4) Shall be entitled to give any evidence in any court as an expert under Section 45 of the Indian Evidence Act, 1872 on any matter relating to the handicapped:

RCI is responsible for development and standardisation of training courses in the field of Disability Rehabilitation and Special Education and to update and upgrade the knowledge and skills of professionals working in different areas of disability.

The information regarding Continuing Rehabilitation Education (CRE) topics and programmes being conducted at selected RCI approved training institutions nationwide is given underneath for the Rehabilitation professionals and personnel working in disability areas, so that they can join the nearby centre to upgrade their skills.

The Council supports relevant CRE programmes with the following objectives :

To upgrade the knowledge and skills of in service and practicing Rehabilitation Professionals and Personnel already registered with the RCI u/s 19 of the RCI Act of 1992.

To update Professional knowledge of masters trainers working in the field of Rehabilitation and Special Education

#### **1.4.4 Other Qualifications**

In other countries aside from India, people interested in counseling should have a strong desire to help others and should be able to inspire respect, trust, and confidence. They should be able to work independently or as part of a team. Counselors must follow the code of ethics associated with their respective certifications and licenses. Counselors must possess high physical and emotional energy to handle the array of problems that they address. Dealing daily with these problems can cause stress.

#### **1.4.5 Certification and Advancement**

In advanced countries, some counselors elect to be certified by the National Board for Certified Counselors, which grants a general practice credential of National Certified Counselor. This national certification is voluntary and is distinct from State licensing. However, in some States, those who pass the national exam are exempt from taking a State certification exam. The board also offers specialty certifications in school, clinical mental health, and addiction counseling.

The Commission on Rehabilitation Counselor Certification offers voluntary national certification for rehabilitation counselors. Many State and local governments and other employers require rehabilitation counselors to have this certification. To become certified, rehabilitation counselors usually must graduate from an accredited educational program, complete an internship, and pass a written examination.

Certification requirements vary, however, according to an applicant's educational history. Employment experience, for example, is required for those with a counseling degree in a specialty other than rehabilitation. To maintain their certification, counselors must successfully retake the certification exam or complete 100 credit hours of acceptable continuing education every 5 years.

Other counseling organisations also offer certification in particular counseling specialties. Usually, becoming certified is voluntary, but having certification may

enhance one's job prospects. Prospects for advancement vary by counseling field. School counselors can become directors or supervisors of counseling, guidance, or pupil personnel services; or, usually with further graduate education, they may become counselor educators, counseling psychologists, or school administrators.

Some counselors choose to work for a State's department of education. Some marriage and family therapists, especially those with doctorates in family therapy, become supervisors, teachers, researchers, or advanced clinicians in the discipline. Counselors also may become supervisors or administrators in their agencies. Some counselors move into research, consulting, or college teaching or go into private or group practice. Some may choose to pursue a doctoral degree to improve their chances for advancement.

### **1.4.6 Counsellor and Values**

Each of us comes to the counselling encounter with a complex and hard won set of values. Both client and counsellor will hold certain principles to do with interpersonal conduct. Not only that, but counsellor and client actually have different value systems. It is important to note that anyone's value system is likely to contain inherent contradictions, that is the contradictions which if exposed can result in high levels of anxiety and the need to grow. Inevitably the counselling encounter will be dealing with the client's inability to decide between possible causes of action and this will mean that they will need to explore, and if necessary, modify their own value system.

This in turn means that if the counsellor is to be at all helpful she must be able to enter the world of the client's value system so that she is able to understand potential sources of conflict. It is imperative that the Counselor is able to do this non judgmentally, that is, she needs to be able to entertain her own "disbeliefs" and, to the extent that she is able, to either model or suggest alternatives which will be effective as well as minimally disruptive.

If the counsellor has a sense of missionary zeal, or a desire to impose a set of beliefs other than those inherent in the skills listed above, she is likely to, at best, be ineffective and at worst highly destructive to the well being of her client. In relation to the notion that counselling is simply effective communication it should be noted that highly skilled communicators are often in the business of persuasion, such as for example Adolf Hitler was and so are sales people, politicians, and media representatives.

Effective counselling implies that the inherent values of tolerance, acceptance and respect for the individual often do not ensure effective communication. What we can say is that effective communicators are able to use many of the basic skills of counselling in order to "get their message across", but this has nothing to do with the value or otherwise of the message itself.

Both communication and counselling call upon knowledge, including an understanding of action based techniques, to promote constructive interpersonal dynamics. But this knowledge can be also used quite destructively. For clients, who are usually at their most vulnerable when attending counselling, it is imperative that counselors use their skills in a way that protects the fragile client from further "abuse" through misuse of authority and status. Effective counselors hold ethical values that effective communicators often do not have.

**Self Assessment Questions**

1) What educational qualification you need to become a counselor?  
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2) Why license is mandatory for a counselor?  
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3) Explain why does a counselor need to be aware of his value system?  
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### 1.5 LET US SUM UP

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In this unit you learned about the concept of counseling and characteristics of an effective counsellor. An effective counsellor does require more than effective communication skills. Counselling is definitely a discipline of its own. It is our belief that one can not be an effective counsellor without being an effective communicator. However, effective counselor goes beyond effective communication. Effective counselors have a strong knowledge base, an awareness of their own human vulnerability, a desire to continue searching and awareness that they are often dealing with vulnerable and easily influenced people. They are trained and many training and refresher programmes are organised for them so that they are in touch with the latest trends and their skills and knowledge are updated. Counsellors can be responsible for their clients’ emotional life and death, which is indeed a very heavy burden to shoulder and one which is taken up consciously and willingly. If this is not the case then it is possible the counsellor may be just an effective communicator.

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### 1.6 UNIT END QUESTIONS

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- 1) Differentiate counseling and guidance.
- 2) Explain the concept of counselor in counseling profession.

- 3) Discuss the various characteristics of an effective counselor and compare the same with that of guidance personnel.
- 4) How does the values of a counselor influence the counseling client relationship?
- 5) What are the certification and license requirement for a counselor?
- 6) Give a note on Rehabilitation Council of India and its role in licensing counselors.

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## **1.7 SUGGESTED READINGS**

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