



# ADOLESCENT MENTAL HEALTH

# BASIC COUNSELLING PRINCIPLES AND SKILLS

A MANUAL FOR TRAINERS MODULE 1





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## INTRODUCTION

Childhood and adolescent mental health can be described as the capacity to reach developmental and emotional milestones, learn social skills and cope with problems. The World Health Organization (2005), defines adolescents with good mental health as “having the capacity to achieve and maintain optimal psychological and social functioning and well-being. They have a sense of identity and self-worth, sound family and peer relationships, an ability to be productive and to learn, and a capacity to tackle developmental challenges and use cultural resources to maximize growth”. Mental health problems affect 10%-20% of children and adolescents worldwide, but these are neglected, especially in low and middle income countries like India.

Many of the mental health problems have its onset during childhood and adolescence. It is estimated that at least 20% of young people aged 15-24 are likely to experience some form of mental disorder such as depression, mood disturbances, eating disorders, aggressive behavior, substance abuse, and suicidal tendencies. Young people with mental health disorders may experience stigma and isolation, and this may lead them to feel distress and marginalization. Different factors affecting mental health among young people include conflicts with families, peer groups, schools/colleges, and communities, poverty, social customs, gender expectations, vulnerability to abuse, and lack of opportunities for safe, respected, and well-paid employment.

Mental health problems have a huge impact on the well-being of young people. Positive mental health is crucial for personal growth, educational achievements, social relationships, work and economic participation, family stability, and community development. This requires urgent attention to availability and access to quality care services on the one hand, and environments that can encourage and support care seeking behavior on the other.

We hope that this training manual will contribute to building the capacity of adolescent mental health service providers. It has been designed by SIAAP with inputs from counsellors working with young people in Tamil Nadu, the Directorate of Social Defence, Government of Tamil Nadu, and the UNICEF office for Tamil Nadu and Kerala.

The emphasis of the training is to strengthen the capabilities of service providers for personal and professional growth through a combination of information and experience based learning. The strength of SIAAP's training approach is to build a relationship between trainers and participants through modeling unconditional positive regard, authenticity, critical review, and appreciative feedback. Following principles of adult learning, the training process is interactive and builds on reflection and sharing by participants. Thus, the manual is a work-in-progress and must be adapted by individuals who use it.

Disclaimer: Due care has been taken to acknowledge all references, any lapses are unintended and will be duly redressed. We invite your feedback to help us improve the validity of the material across different settings. Please address your comments to Coordinator, Adolescent mental health at [admin.siaap@siaapindia.org](mailto:admin.siaap@siaapindia.org).

# TRAINING SCHEDULE

## DAY ONE

	Welcome & Introductions
9:30-10:30	Introduction of Participants & Orientation about training Pre training knowledge assessment
10.30-11.00	Introduction to Training Hopes, Fears, Group Contract, Check in & Check out
11.00-11:15	TEA
11:15-01:00	Peer evaluation structure Group Roles & Introduction to Monitoring & Evaluation (MET)
01:00-02:00	LUNCH
02:00-03:30	Self- Awareness Discovering & Building Capacity of Internal Self: Needs, Skills, Feelings, Personal Interests & Values
03:30-03:45	TEA
03:45- 4.45	Self-Awareness Experiential training for improved awareness: To shift from Thinking to Feeling responses
04:45-5:15	Summary of Proceedings

## DAY TWO

9:30-10:15	MET Presentation Recap of proceedings of previous day
10.15-11.00	Interpersonal Communication Skills Methods & modes of Communication Basic components of Communication
11.00-11:15	TEA
11:15-01:00	Counselling Principles Respect, Authenticity, Confidentiality, Client-Centered Positive Regard, Active Listening, Empathy
01:00-02:00	LUNCH
2.00-2.45	Counselling Environment, Comfort, Privacy, Safety
2.45-4.00	Counselling Process Relationship building, Problem definition, Prioritization, Goal Setting, Intervention, Termination
4.00-4.15	TEA
4.15-5.00	Role of a Counsellor Empathy, Acceptance, Empowerment, Client Well Being
5.00-5.30	Summary of Proceedings

## DAY THREE

9:30-10:15	MET Presentation Recap of proceedings of previous day
10.15-11.00	Qualities of a Counselor Respect, Genuineness, Primary level empathy, Immediacy
11.00-11:15	TEA
11:15-01:00	Communication in Counselling Interactive communication strategies
01:00-02:00	LUNCH
2.00-2.45	Counselling skills - Empathy Reflection, Paraphrase, Unconditional Positive Regard, Non-verbal & verbal cues
2.45-4.00	Role play
4.00-4.15	TEA
4.15-5.00	Counselling Skills - Listening Attending, Active listening, Effective questioning, Observation
5.00-5.30	Summary of Proceedings

## DAY FOUR

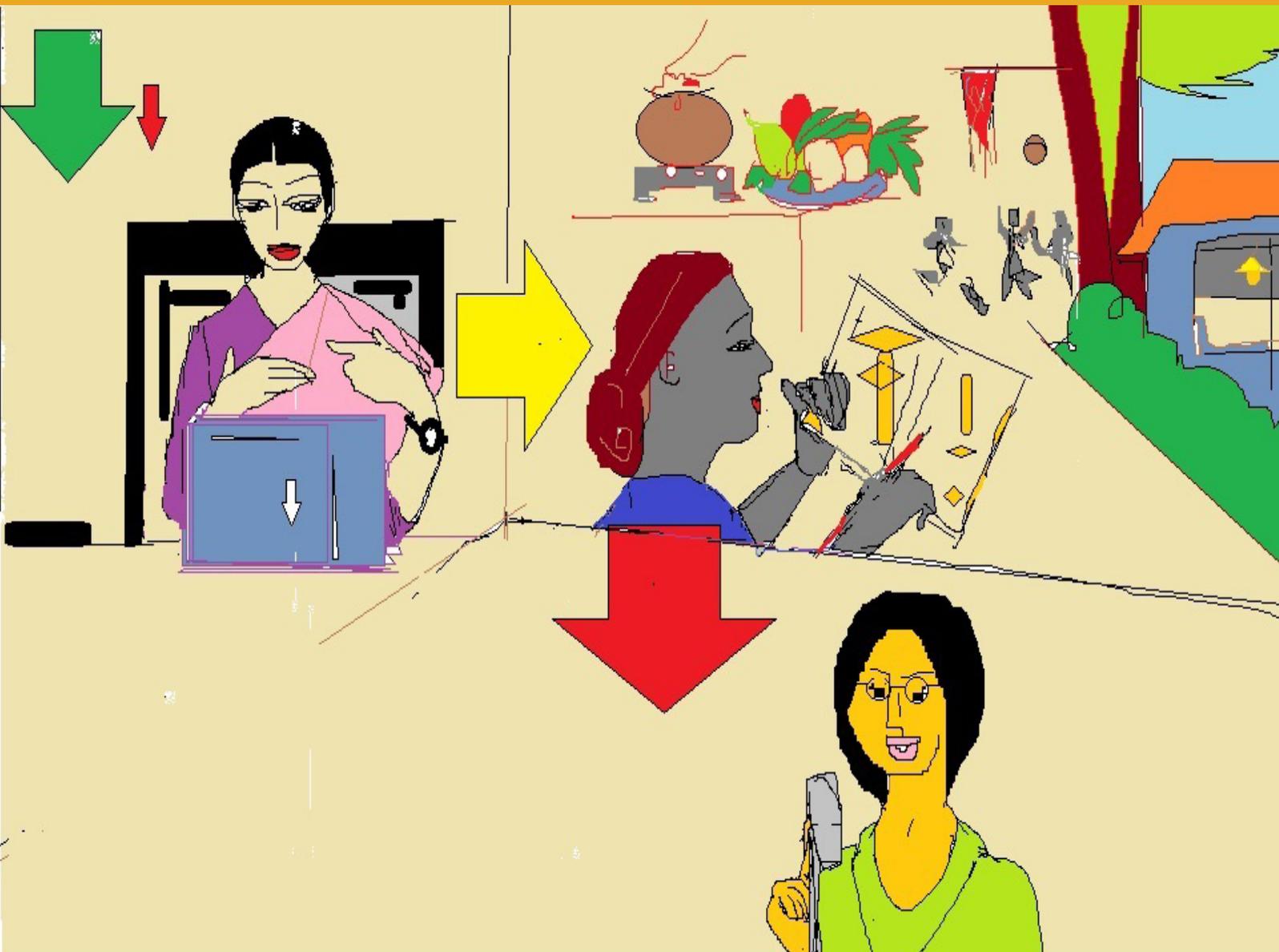
9:30-10:15	MET Presentation Recap of proceedings of previous day
10.15-11.00	Counselling Skills - Gathering Information Questionnaire - open-ended & Close-ended, Probing questions, Non-leading, Observation - Non-verbal & verbal reactions
11.00-11:15	TEA
11:15-01:00	Counselling Skills - Confidentiality Trust & Rapport, Standard Operating Procedures (SOP)  Role play
01:00-02:00	LUNCH
2.00-2.45	Child Counselling Drawing, Story-Telling, Drama, Play
2.45-4.00	Role play
4.00-4.15	TEA
4.15-5.00	Challenges faced in Work Settings Experience sharing & Case discussion
5.00-5.30	Summary of Proceedings  BREAK
6:30-8:30	Cultural program

## DAY FIVE

09:30 – 10:15	MET Presentation Recap of proceedings of previous day
10:15 – 11:00	Violence: Types of Violence
11:00 – 11:15	TEA
11:15 – 12:00	Violence: Working definitions
12:00 – 01:00	Trauma & its Manifestation - Short film Elicit impact on Adolescent Mental Health
01:00 – 02:00	LUNCH
02:00 – 02:45	Concluding Session Post training knowledge assessment Evaluation of new learning
02:45 – 03:30	Valediction
03:30 – 03:45	TEA
03:45 – 05:30	Summary of Proceedings



# Preparation for Training





## INTRODUCTION OF PARTICIPANTS

Introducing the participants is an important aspect of the training programme, since it sets a conducive environment for the entire training module.

The primary objective is to get participants to feel comfortable with the training environment, their fellow trainees, and the trainers. Usually, this is the session when all three elements come together.

The introductory session must, therefore include specific elements of familiarization, bringing people together on the same page, and exchanging at least some personal information that can encourage the process of trust building. It sets the tone for the group processes that follow.

Thus, trainers have to encourage participants to share their personal identities, experiences of their physical and emotional journeys to the training programme, as well as their primary motivation to work with the issue of adolescent mental health. They must also introduce participants to the specific features of the environment including accommodation, timings, food, facilities, and the contact person/s for any queries or help they may need in these additionally.

Trainers may use straightforward methods of introduction, or introduce games involving a shared activity to encourage a comfortable environment. This can be followed by a brief explanation about the context of the training, the partners involved in the programme.

The introductory session is typically followed by asking participants to share their expectations as well as to design a group contract related to interpersonal and group relationships, as well as housekeeping rules that all participants including trainers will need to abide by.

## INTRODUCTION OF PARTICIPANTS

Duration	-	40 minutes
No. Facilitators	-	One
Objectives	-	Introduction to listening skills.
Expected outcome	-	Trainees get familiar with each other.
	-	Express innate skills and talents.
	-	Experience that listening establishes contact.
Methodology	-	Exercise
Materials	-	2 sets of 10 identical pictures

### Session Instructions

Distribute the small bits of paper with pictures among the trainees. Ask the trainees to identify the pictures identical to theirs and pair up with that person. Tell the trainees to share their journey to this training for five minutes each. After ten minutes ask all the trainees to introduce their partner to the large group in an innovative manner using speech, song, poem, or any art form.

Now, introduce the trainers and co-facilitators, the training module, and the contents, and the process. Inform the trainees that the training will be participatory in nature and it will promote experiential learning. Elicit the responses from the trainees with the respect to the introduction to the module and the training process if any. Make appropriate arrangements for specific needs regarding content. Provide information to the trainees regarding housekeeping rules that are to be followed at the training venue.

## INTRODUCTION TO THE TRAINING OF TRAINERS (TOT) PROGRAMME

Many participants in a Training for Trainers (ToT) programme in India have attended several trainings both for counselling as well as for ToT. Most participants at this level have some experience in the subject area as practitioners. It is important for trainers to acknowledge this experience, and to encourage participants to briefly share some information regarding the training programmes that they have attended prior to this training.

Typically, groups go through a five stage process that can be classified as forming, storming, norming, performing, and adjourning, initially described by Bruce Tuckman in 1965. Tuckman believed that groups who move through these stages become highly cohesive, and committed to work together to achieve common goals.

In the forming stage, the group begins to shed the purely individual identities that participants bring with them. The group members are just beginning to know each other and usually do not yet have a clear idea of what is expected of them. It is for this reason that trainers must ensure that the introductory exercises include identification of shared experiences, so that the group identity can be built upon them.

Trainers must encourage participants to share their expectations for this training, and identify a set of outcomes that participants seek. This will help them in reviewing their own training schedules and ensure that these are met, at least in part during the course of training.

Trainers must clearly communicate the training objectives that have been planned, and provide a brief explanation of the methodologies that will be used, the time line of the trainings, and the outcomes that are envisaged. Wherever relevant, they must incorporate relevant expectations of participants and present a clarify list at the end of the session that can be agreed upon by all participants.

The sequencing of the sessions, the use of appropriate language, and materials must be explained.

## Training of Trainers on Adolescent Mental Health Support

### Introduction

1

### Rationale

- Adolescents face innumerable mental health issues – family, schools, community levels, etc
- Their behaviors are strongly influenced by their stressed mental status
- As a result, Many develop
  - Addiction to alcohol, drugs, etc
  - Poor decision making
  - Succumb to suicidal ideation

2

### Current status

- Lack of mental health support
- Lack of understanding by family and school
- Lack of guidance
- They become social outcast
- They become helpless with no clarity about future

3

### Objectives

- To build a cadre of skilled counsellors
- To build the capacity of counsellors as counselling trainers
- To provide mental health support to adolescents through the trained counsellors
- To provide ongoing support to new and existing counsellors through trained counselling trainers

4

### Process

- Basic counselling skills
- Advanced training on counselling skills
- ToT on counselling training
- Supportive supervision through field visits

5

## PRE TRAINING KNOWLEDGE ASSESSMENT

The evaluation phase consists of baseline and end line assessments of the training outcomes to help trainers assess the usefulness of the training programme.

The most common tool used in training evaluation is the pre and post-training questionnaires. It is important that the questionnaires are designed keeping the desired outcomes in mind. The most important criterion for framing the questionnaire is that the results can be summed up easily.

Evaluation questions may include multiple choice formats, yes/no/don't know formats and/or, open ended questions. However, trainers must be careful, and to see to that the open-ended questions are kept to a minimum, and are to be designed with the objective of building upon the other responses.

These questionnaires may also be supplemented with feedback from participants either at the end of the day or at the end of the programme. Trainers may encourage participants to form small groups to discuss their responses to the training and to list out responses as presentations or on charts that can be tacked to the walls of the training space.

## INTRODUCTION TO TRAINING

### Hopes, Fears, and Group Contract

This session helps build a work-group's shared perspective of its tasks and potential problems by helping participants to express their hopes and fears. This is an important method to build a common understanding of goals and barriers of the group.

Sharing hopes and fears is particularly important at the beginning of the training. It is at these early stages that the members are likely to have the greatest differences of opinion about what they are supposed to do. Reaching a thoroughly shared perspective is necessary for effective group work and communication among its members. It is also useful to identify where hopes held by some members may be unattainable or even inappropriate to your overall goal. If these unrealistic or inappropriate hopes are identified early in the process, they are less likely to become sources of frustration and resentment that can interfere with your group's effectiveness.

It is also reassuring to some members to learn that others in the group share their fears. Simple, non-threatening exercises can allow the members to learn about each other and begin useful interaction smoothly. The process of eliciting individual member's hopes and fears, and giving them credence, also emphasizes the value of each person's contributions and can promote more enthusiastic participation in subsequent activities.

Establishing a group contract is essential before commencing any training program. The objective of the group contract is to enable trainers and participants to arrive at a common set of dos and don'ts that will support successful completion of the training. This requires respecting all the participants and trainers, supporting mutual learning, creating environment of safety and trust, promoting a sense of equality, and building an enabling relationship.

Trainers must explain the purpose of the group contract and invite participants to share suggestions on how these principles can be met throughout the training period. Some common elements that have been identified include, cooperation, punctuality, confidentiality within the group, respecting different views, not interrupting while one is talking, mobile phones in silent mode / switch off.

## Group Contract

1

## Objectives

- To enable trainers and participants to agree together upon a set of do's and don'ts.
- To therefore ensure successful completion of the training.

2

## Group Contract ensures

- Respect for people involved
- Support in mutual learning
- Creation of an environment of safety and trust
- Promotion of a sense of equality, and build an enabling environment

3

## Trainers' role

Trainers must explain the purpose of the group contract and invite participants to share suggestions on how these principles are to met during the training period.

4

## Common elements

- Cooperation
- Punctuality
- Confidentiality within the group
- Respecting views of others
- Not interrupting while one is talking
- Ensuring that mobile phones are in silent mode / switched off.

5

## CHECK-IN AND CHECK-OUT

Checking in and checking out are vital aspects of daily training sessions. They mark the start and end of a training day- like bookends, they tell you where the training structure starts/resumes and where it ends each day.

The objective of checking in is to help participants to be completely present as the day begins, and to ensure successful transition from other physical, emotional, or mental states that they may be in. For example, if one person has slept badly, it is likely that they have residual tiredness, anxiety, or confusion, and may not be able to focus on the training. By encouraging the participant to openly describe her/his transition from the previous day's closing session to the following day. To support the expressions of any strong emotions, the trainer facilitates acknowledgement, tolerance and support of the group towards the concerned individual. This, in turn, motivates the concerned individual to be aware of the need to focus and /or ask specific support as the need may be.

The objective of the checking out process is the reverse. Participants are assisted in identifying key thoughts, experiences, and emotions they have encountered during the day's proceedings before they leave the training space. This helps participants feel a sense of completeness about the day as well as helps trainers to identify areas where the individuals or the group need further support.

## MANAGEMENT EVALUATION TEAM (MET)

Introduce the concept of Management Evaluation Team (MET) by explaining that the training program is a participatory one. Ask the group to select a team of three people Monitor, Reporter and Evaluator. This team will help to coordinate the training.

### Monitor

The team leader and the overall coordinator of the programme. They schedule the Starting time, Tea break, Lunch time and the Concluding time. They discuss with the Trainees and Trainers requirement for any extension or change in timings during the training and informs the concerned people. They ensure that the arrangements for food, accommodation, trips, training hall are done effectively. They also monitor the work of the Reporter and the Evaluator. This person has an overall control over the programme and its proceedings. The trainers execute their functions and roles with their consultation.

### Reporter

The Reporter records the day's proceedings, prepares a summary of it and presents it on the following day for the benefit of the Trainees and the Trainers.

### Evaluator

The Evaluator gets the feedback from all the participants on their individual experience of the day. They prepare a few questions and discusses with 75% of the Trainees and gets their feedback on the effectiveness of the training. The evaluator also requests the participants to share positive and negative aspects of the training. The Evaluator presents the report on the following day (preferably in the morning slot).

### Functions

MET starts the day by assembling all the Trainees and Trainers. The Monitor starts the day's training with a 'thought for the day', a song or a prayer. This is followed by a short presentation of the previous day's proceedings where the Reporter and the Evaluator present their reports. After a concluding note the monitor invites three new participants to take up the MET positions and the outgoing team hands over the responsibilities to the next team.

The MET which takes responsibility on the last day is expected to conduct a valedictory function. If the Trainers feel that the MET should continue for another day, then the team's duration can be extended for half a day or a day with their consent.

## MANAGEMENT EVALUATION TEAM (MET)

Duration	-	30 minutes
No. of facilitators	-	One
Objectives	-	To enable active participation of the trainees in the training process.
Expected outcome	-	Trainees play an active role in the organizing, conducting and evaluation of the training.
Methodology	-	lecture and discussion
Materials	-	None
Tools	-	MET concept paper

### Session Instructions

Explain to the participants that this training is a participatory in nature. Introduce the concept of MET (Management Evaluation Team) by saying, this training programme is a participatory one and we want you to participate in coordinating it. So we are entrusting the responsibility of the training to a team of three people The Monitor, the Reporter and the Evaluator. This team will conduct of the training programme and coordinate it. Explain the functions of the team and the individual responsibilities of each team member.

Ask whether they have any question about the Team and the functions of the individuals in the team. Invite Volunteers to come forward and take up these positions and when the team is formed provide them guidance to start the day and announce that the MET will take over the day's proceedings.

Explain that the duration of each MET is 24 hours. If necessary this can be extended for half a day with consent of participants.

### Note

When the volunteers come forward place some special seats for them and make them sit there.

When you guide them, inform them the name of the Trainer who will conduct the first session

## Management Evaluation Team

### MET

1

## Introduction to the concept

- MET (Management Evaluation Team)
- Training programme is participatory
- The responsibility of the training is entrusted upon the team . Monitor, the Reporter and the Evaluator are to function as the team leads.
- This team will take care of the training programme and coordinate it.

2

## Role of the Monitor

- Schedule Starting time, Tea break, Lunch time and Concluding time.
- Discuss, decide and share the extension or change in timings.
- Ensure effective arrangements for the day.
- Monitor the work of Reporter and Evaluator. This person has an overall control over the programme and its proceedings.
- The trainers execute their functions and roles with their consultation.

3

## Role of the Reporter

The Reporter records the day's proceedings, prepares a summary of it and presents it on the following day for the benefit of the Trainees and the Trainers.

4

## Role of the Evaluator

- Evaluator gets the feedback from all the participants on their individual experience of the day.
- They prepares few questions and discuss with 75% of the Trainees and get their feedback on the effectiveness of the training.
- Evaluator also requests the participants to share positive and negative aspects of the training.
- Evaluator presents the report on the following day (preferably in the morning slot).

5

## Functions of the MET

- The Monitor starts the day's training with a 'thought for the day', a song or a prayer followed by a short presentation of previous day's proceedings
- Reporter and the Evaluator present their reports
- Monitor invites three new participants to take up the MET positions and the outgoing team hands over the responsibilities to next team.
- The MET which takes responsibility on the last day is expected to conduct a valedictory function.

6

## SELF AWARENESS

### Awareness

In simple terms, awareness refers to **Passive Alertness**. As described by the author Daniel Goleman, it is the 'ability to monitor our emotions and thoughts from moment to moment'. It is key to understanding ourselves better, being at peace with who we are and proactively managing our thoughts, emotions, and behaviours. Awareness is the ability to monitor our inner world, our thoughts and emotions as they arise. For the resolution of a problem, there must be this awareness, this passive alertness that reveals its total process. Isn't it possible to be aware of one's own responses when one is getting into the bus, when one is with one's family, when one is talking to one's boss in the office, or to one's servant at home?

To be aware (link is external) is about finding some space in the mind, less judgement, a greater sense of perspective, in which we see this fundamental truth for ourselves in a very direct and personal way.

Just to be aware of all this - to be aware of the trees and the birds, of the clouds and the children, of one's own habits, responses and traditions is to observe it without judging or comparing. If one can be so aware, constantly watching, listening, one will find that their mind becomes intensely active; everything has a meaning, significance.

### Internal Awareness

If one honestly looks within (introspects) one can observe or notice one's relationship with people, to ideas and to things. One observes one's reactions to what people say and how one's mind is always evaluating judging, comparing or condemning.

To see what one's reactions are, to be more and more alert to every movement of one's own thought, to observe that one's mind is conditioned by the influence of one's parents, teachers, race and culture - all this is part of awareness.

The deeper the mind penetrates its own thought processes, the more clearly it understands that all forms of thinking are conditioned; therefore the mind is spontaneously very still and alert. This state of silent alertness is also part of awareness; and if one goes into it deeper, one will find that there is no division between the person who is aware and the object of his awareness.

It is good to be aware of colour and form, of what people say and of one's response to it; to be considerate, to have good taste, good manners; not to be rough, not to hurt people either physically or psychologically.

## External Awareness

To see a beautiful thing and linger with it. One sees a lovely tree with its leaves sparkling after the rain; one sees the sunlight shining on the water; one sees the villagers walking to town carrying heavy burdens and hear their laughter. One hears the bark of a dog or a calf calling to its mother; or the sudden sound of an aeroplane. All this is part of awareness, the awareness of what is around one self. Is it not?

## SELF AWARENESS

Duration	-	90 minutes
No. of Facilitators	-	One
Objectives	-	To introduce the topic of self awareness.
	-	To enable the trainees to be aware of what is happening to them at Physical, mental and emotional levels.
Expected Outcome	-	The trainees will be able to feel and talk about what is happening to them physically, mentally, and emotionally; and also explain the factors that influence them internally and externally.
Methodology	-	Exercise, discussion and lecture
Materials	-	None
Tool	-	None
Handout	-	Handout on self awareness

### Session Instructions

Give Instructions to the trainees to stay eyes closed:

- Ask them to breathe deeply and softly
- Ask them to focus on their breathing.
- Now instruct them to feel their breath flowing all over their body
- Ask them to feel what is happening in their body - whether there is any stiffness, aches or pain in any part of their body. Be aware of it.
- Ask them to slowly breathe in to their minds and ask them to be aware of their thoughts and the things which are currently going on in their mind.
- Now ask them to slowly breathe into their heart and be in touch with their feelings.

- Ask them to focus on their breathing and as they breathe out ask them to breath out all the heaviness and uncomfortable feelings from their heart. Ask them to breath out all the tensions and disturbing thoughts from their minds. Now ask them to breathe into the parts where they have pain, discomfort or stiffness and breath out the pain, stiffness and discomfort.
- Ask them to focus on their breathing and ask them to take their time and slowly open their eyes.
- Ask the trainees to talk about what they felt physically, mentally, and emotionally. Ask them how it felt for to reach these levels.
- Instruct the trainees to walk around the training venue for 5 minutes in silence and come back.
- Now ask the trainees to share what did they see, feel, hear, smell and did anything touch their emotions. Discuss with the trainees. Explain about the process they went through and how they became aware of what was happening internally and externally.

### **To sum up**

- Emphasise the key points - It is very important for a counsellor become aware of what is happening in them internally and externally when they are with a client. This will help them to work effectively with the clients.

## Self Awareness

1

### Self Awareness

To enable the trainees be aware of what is happening to them at physical, mental and emotional levels

2

### Types

- “**Internal**” Self Awareness
- “**External**” Self Awareness

3

### Internal

- We should able to feel and talk about what is happening physically, mentally, and emotionally, the factors that influence us internally
- This will help us to work with the client effectively

4

### External

- External factors also influence us
- We need to be mindful of what we see, how it makes us feel, and how we react to it
- This creates awareness about what is happening inside us due to things outside of us

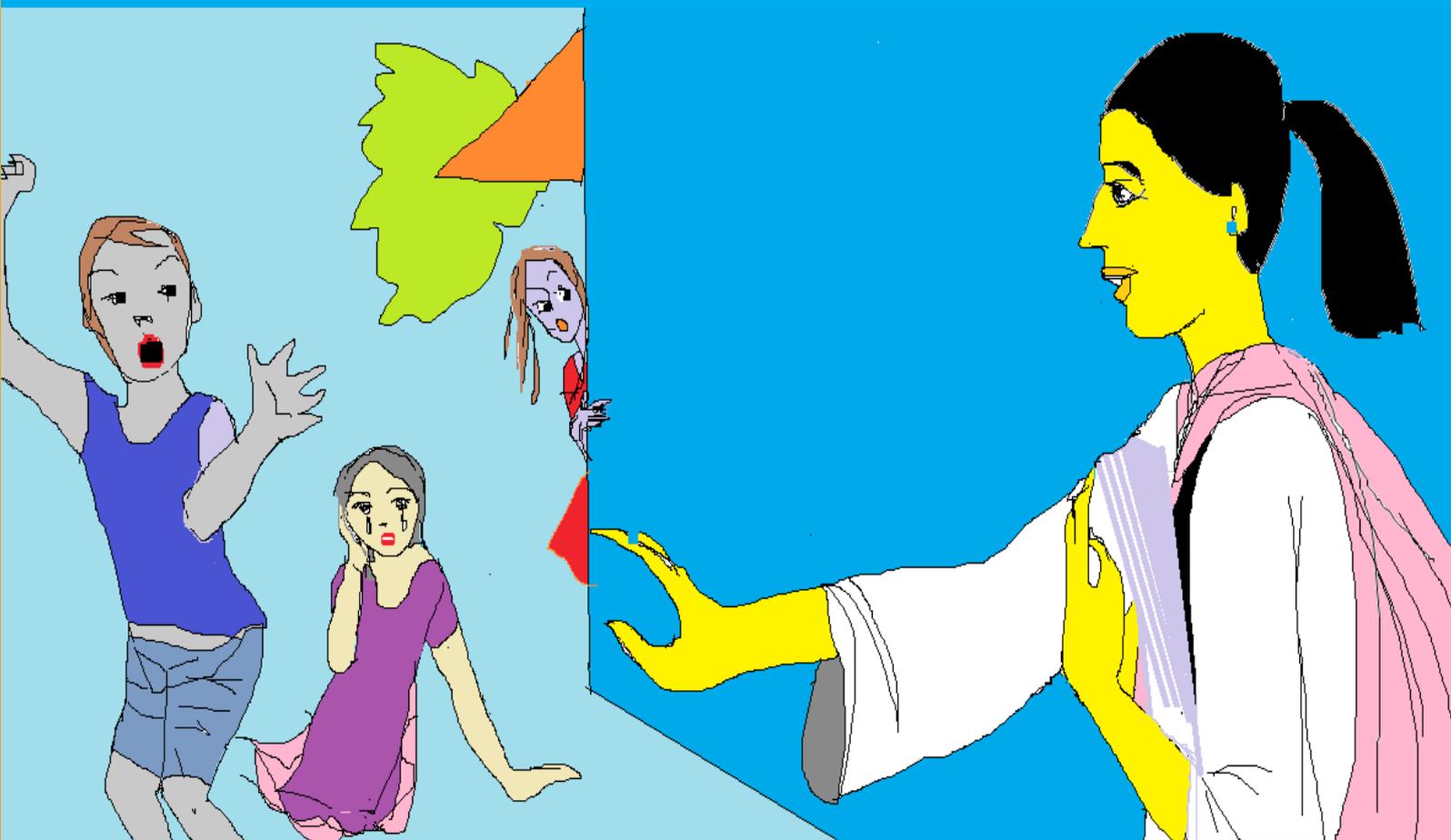
5

### Conclusion

- It is an essential quality of a counsellor
- The counsellor should practice mindfulness and be self aware
- This awareness enriches the counselling process

6

# Communication & Counselling Principles





## INTERPERSONAL COMMUNICATION SKILLS

### Communication

Communication is a vital aspect of our lives. We communicate verbally (through words, sounds etc.) and/or non-verbally (through signs, gestures and even body movements). Communication is an art in itself. It has been an effective tool, to bridge people in different ways.

Communication has certain vital elements such as the communicator (person/people who sends the communication) the receiver (person / people who receive the communication), and the medium through which the communication is sent/received. (For example verbal, non-verbal, signs, pictorial, script, gestures or body movements and postures).

There are many methods to assist through which communication takes place. Audio-visual medium, Inter personal methods (one to one, or one to group (big/small)), print media or mass media each of these broad classifications have various tools with them like books, magazines, pictures, radio, mimes, audio cassettes, television, phones, Satellite Networks, etc.

In the process of communication it is not adequate if the sender / communicator sends the communication and it reaches the receiver. It has to come back from the receiver to the communicator in the form of an answer, response, reaction, or feedback. Because communication is a dynamic, two-way process. Process of communication involves certain aspects like communicating, listening (which refers to active listening where a person listens to the content, feelings, and emotions) focusing, analysing, understanding, and responding.

Communication is influenced by three major factors. They are Physical, Emotional and Intellectual. Physical factors refer to the environment place, and the conditions which influence the communication - (example: A place crowded, noisy with several distractions or a closed quite location which is conducive for concentration and listening).

Emotional factors refer to the emotional conditions of the sender as well as the receiver which either makes the communication effective and appropriate, or makes it lose its purpose.

Intellectual factors refer to the intellectual capacity of the sender and the receiver, which makes the process complete and appropriate. For example, discussing a highly intellectual concept in Astrophysics through a powerpoint presentation with a rural mass will not be effective because their sending and receiving intellectual capacities are at different levels, which makes the process incomplete.

These aspects clarify that the communication processes have to be at appropriate intellectual levels, in a conducive environment through appropriate media, and when the sender and the receiver are at a clear and balanced emotional status, so that the process of communication becomes complete (two ways) and it becomes dynamic in nature.

## GENERAL COMMUNICATION

### Definition

The word communication has been derived from the Latin word “Communis”, which means common. Communication, therefore, refers to the sharing of ideas, facts, opinions, information and understanding. It is the transfer or transmission of some information and understanding from one person to another. (Kazmier, Leonard J., 1977)

Communication is defined as “the process of passing information and understanding from one person to another. It is essentially a bridge of meaning between people. By using this bridge of meaning, a person can safely cross the river of misunderstanding that separates all people. (Davis, Keith, 1977)

There are at least three elements involved in communication, the sender at one point, the receiver at the other, and in between is the message or information that is to be passed on from one end to the other.

In its simplest form, this model can be schematized as follows:

Sender —————> Message —————> Receiver.

The information is passed from the sender to the receiver, and the knowledge of its effects is passed from the receiver to the sender in the form of a feedback.

### Features of effective communication

- Simple, easy language without ambiguity
- Face-to - face communication
- feedback
- Listening
- Peaceful atmosphere to exchange views

## The seven “C”s of Communication

- credibility
- context
- content
- clarity
- channel
- continuity
- consistency

## COMMUNICATION AND TRIGGERS

It has been said, “You cannot not communicate”. Every word that is spoken and every movement that is made gives a message to someone. Interpersonal Communication is a transaction between the sender and the receiver. In the transactional model of communication, both persons are participating. They mutually perceive each other. Simultaneously listen and engage in the process of creating meaning in a relationship.

Communication, when it is impeded and does not reach the receiver is often somewhat ineffective, and the impediments are known as barriers. These barriers can be triggers, adversely affecting the communication process. Some of the triggers are as follow:

1. Ruminations (These refer to repetitive, intrusive, unproductive thinking, usually negative, and often about a situation that occurred in the past and cannot be changed.)
2. Personal emotions
3. Biases
4. Pre occupations with someone or something
5. Anxiety
6. Language problem
7. Fears:
  - \* fear of being misinterpreted
  - \* fear of exposing oneself to criticism
  - \* fear of reprisal
8. Self-rated inferiority
9. Assumptions activated through critical incidents
10. Poor self-image
11. The day to day frustrations one experiences.

### Ways of handling the triggers

1. Identifying and analysing the triggers - seeing the triggers through to their conclusion.

2. Finding out more, and trying to understand the probable causes of a person's disturbing triggers.
3. Understanding triggers as they occur while communicating through focussed close attention, helps in understanding its implications. This understanding might lead to the disappearance of the trigger.

**Example:** Even though ruminations are considered as triggers while communicating, a young woman believed that ruminating helped her solve problems. She had experienced many unsuccessful relationships with men and believed that if she ruminated about these failures, they would be less likely to occur again. To test this hypothesis, the young woman could be asked to rate, after each bout of rumination, how helpful it was in-solving her problems and preventing a recurrence. She should be asked to give focused close attention whenever the ruminations occurred. This experiment convinced her that ruminating about past failures was not helpful. As she practiced this often, the disturbance of ruminations as triggers got very much reduced.

## INTERPERSONAL COMMUNICATION SKILLS

Duration	-	40 minutes
No. of facilitators	-	One
Objectives	-	To create a basic understanding of communication and its cycle among the trainees.
Expected outcome	-	The trainees will be aware of the communication cycle.
Methodology	-	Brainstorm and discuss
Tools	-	Hand-out on communication
Hand-out	-	Communication

### Session Instructions

Introduce the topic on communication and ask the trainees to say about what they understand by the word 'communication', what are the various methods, what are the mediums of communication, what are the basic components of communication?

Facilitate and note down the points shared by the participants. Then explain from the points listed, about how interpersonal communication becomes an effective strategy in communication when compared to other forms of communication, which are mostly one way.

### To sum up

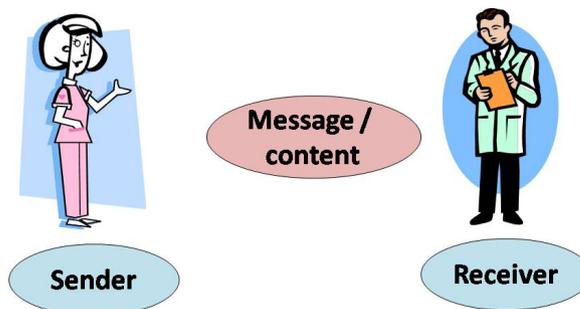
Present the communication cycle. Explain about the flow of the communication cycle based on the diagram. Explain how listening an important role plays in the cycle.

### Communication Process

- It is a dynamic process (Subject to change vis-à-vis the circumstances)
- Needs a speaker / communicator and receiver(s).
- Communication is more effective when it is Inter personal (between persons).
- It is a two way process

1

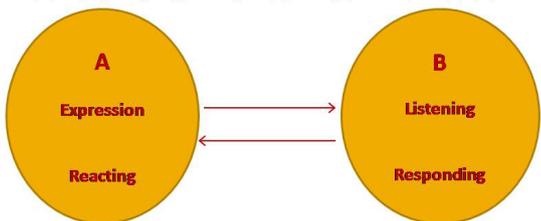
### Basic requisites of communication



2

### Communication

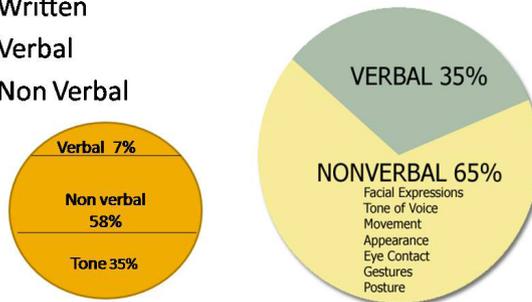
When two persons communicate, there are four elements involved in communication



3

### Types of Communication

- Written
- Verbal
- Non Verbal



4

### Space Range

Intimate	Personal	Social	Public
15 cm-46 cm	47 cm-1.2 m	1.3 m – 3 m	3 m – 6 m



5

### Basic requisites of communication

- Thinking
- Feeling
- Speaking
- Listening
- Seeing (Looking, Observing)
- Acting (Expressing, Responding, Reacting)

6

## COUNSELLING PRINCIPLES

### Respect

The counsellor's ability to communicate with the client, the belief that the client possesses the innate strength and capacity to succeed in life, and that the client has the right to frame their own alternatives and make their own decisions.

### Authenticity

The counsellor requires to have the ability to be genuine, real, honest, and not have superiority complex with regard to the client. In other words, the counsellor should be themselves, and their words and behaviour should match the inner feelings and not present a false self.

### Non-possessive warmth

The counsellor's ability to express concern in interest of the client is vital. The counsellor should communicate a deep concern for the well being of the client.

### Non-judgmental

The counsellor should avoid making assumptions or judgments about the client from their appearance or profession or the purpose of seeking help. This means letting the client be the final judge of their own feelings and experiences. The counsellor should not be biased towards the client.

### Accurate understanding of the client

Accurate understanding of the client ensures an exact, or accurate evaluation of the reason for the behaviour of the client. This enables the counsellor in understanding the client's perspective.

### Recognizing the client's potential

It is important for the counsellor to identify and recognise the strengths and abilities of the client.

## Confidentiality

The counsellor must not reveal any information gathered from the client without the client's permission. It is important to maintain confidentiality and trust in a counselling relationship. In addition, the counsellor should be able to communicate clearly to the client that confidentiality/ secrecy will be maintained. At all times, counsellor has to respect the confidentiality of what is disclosed.

## Congruence

This means the counsellor is **genuine** and real. This condition is important as it allows the client to build a trusting relationship with the counsellor. The counsellor's **congruence** also has another use. It can help defeat negative attitudes or **conditions of worth** that others may have placed on the client. For example, perhaps someone has said to them that they are ugly, fat or stupid, the counsellor's warm and genuine approach allows the client to feel valued, which in turn builds self-esteem and trust in their own judgement.

## Unconditional Positive Regard (UPR)

For a client, it can be a relief to talk about their problems without someone saying, 'Why did you do this?' or 'Do think that was a good idea?' UPR allows the client to open up and speak about their difficulties without the fear of being criticised or judged. All counsellors – even those who don't practise person-centred therapy use the 'core conditions' as a base for their practice.

## COUNSELLING PRINCIPLES

Duration	-	60 minutes
No. of facilitators	-	One
Objectives	-	To introduce the concept and principles of counselling.
Expected Outcome	-	Trainees will be able to explain the aspects of counselling session and appreciate the importance of the core principles in counselling.
Methodology	-	Lecture and discussion
Materials	-	Powerpoint on concept and principles of counselling
Tools	-	Powerpoint on concept and principles of Counselling, video clippings
Handouts	-	Powerpoint on concept and principles of Counselling

### Session Instructions

Discuss the concept of counselling, and elicit the trainees understanding on the basic aspects of counselling and present the slide on the concept of counselling and highlight the aspects such as confidential dialogue, ventilation, exploration, clarification and facilitation of enabling a decision making process.

Present the following slides on the basic principles of counselling. Explain each point in detail with suitable examples.

Highlight the three Core aspects of counselling, and counselling principles (Empathy, Warmth, and Unconditional positive regard (UPR). Explain Principles of congruence, confidentiality, non-judgmental attitude, and honesty. Usage of case studies, stories, or movie clips are recommended, so as to ensure an effective learning process, and assimilation of key concepts

## Counselling Principles

1

## Counselling

Counselling is a process, where a Counsellor supports a client to enable her/him to explore, clarify, understand and make appropriate decision to handle or address her/him issue

2

## Principles

- Client Centered (ventilation focus on client)
- Empathy (Physical, mental and emotional)
- Respect (individual, views and feelings)
- Being Nonjudgmental
- Maintain Confidentiality

3

## Principles

- Maintain Boundaries (Physical, Emotional and Professional)
- Congruence
- Non Threatening
- Unconditional Positive Regard
- Genuineness

4

## Dos & Don'ts

### Dos:

- Be pleasant and welcome client
- Allow client to talk
- Listen attentively
- Empathize
- Assist client in decision making
- Explain the options available to client

5

## Dos & Don'ts

### Don'ts :

- Advice
- Preach
- Judge
- Interrupt
- Give false assurance
- Pretend to know
- Help in kind or cash

6

## COUNSELLING ENVIRONMENT

Since a thorough understanding of the wider context in which counselling takes place is required it is important that you establish a good environment for counselling whether in the health facility or in a home. For many in the community, health facilities are strange environment, there is a lot you can do to improve the counselling environment. Even when visiting the home, you can create a better counselling environment by going to a separate room or asking friends and relatives to wait outside.

When we talk about the counselling environment, it is not just the physical environment we are referring to. It also includes how you greet people, how you talk to them, and other aspects of non-verbal communication-such as eye contact and body language. How you treat people is an important part of setting up a good counselling environment, and you are demonstrating your use of empathy and respect.

Preparing a good counselling environment lays the necessary foundation for forming an alliance and building trust.

### The Counselling Environment Should Be

- Welcoming (e.g. greet clients appropriately, show them where to sit)
- Comfortable (e.g. have comfortable seats, try to sit at the same level)
- A place with few distractions (e.g. no telephone, or interruptions from other staff or family members)
- Somewhere private where confidentiality can be maintained (e.g. an empty room)
- Non-threatening (e.g. a place where people can feel relaxed and comfortable).

When you visit people in their homes it is difficult to organize the counselling environment to meet all your needs. However, you can make sure you sit somewhere comfortable and quiet away from other family members. You can try to minimize distractions by switching off radios or televisions.

### Confidentiality and Privacy

Welcoming and greeting people is the first step towards establishing a good counselling environment. But, part of creating a safe and welcoming counselling environment includes the need for both auditory (hearing) and visual (seeing) confidentiality in order to promote trust. A lack of trust may decrease an individual's participation in the counselling process or may even threaten or scare them. Creating an environment of trust and confidentiality is especially important for women who are distressed, women with special needs such as those with disabilities, women who have been abused, or adolescents.

## COUNSELLING ENVIRONMENT

Duration	-	60 minutes
No. facilitators	-	One
Objectives	-	To emphasize the need and importance of creating counselling environment.
Expected outcome	-	Trainees more conscious about the need for a conducive counselling environment.
Methodology	-	Task group exercise, discussion and lecture
Materials	-	News print sheets, markers, Black board, Chalk pieces.
Tool	-	None
Handout	-	None

### Session Instructions

Introduce the topic on counselling environment and get trainees to respond to - what does it mean to them. Divide the trainees into three groups. Ask the groups to identify the basic components of a Counselling environment. Also ask the groups to discuss whether a counselling environment should be necessarily built or it can be created with the locally available resources (men and Materials) within the institutional setting.

### To sum up

Conclude the session with key points from the group discussions. Add some points namely adequate privacy, ventilation and space, freedom from noise and interruptions.

## Counselling Environment

1

### Environment

- A good environment for counselling.
- Create privacy, ask friends and relatives to wait outside
- Ensure no interruptions from outside during session.

2

### Physical Setting

- Privacy – Visual & Sound
- Comfortable seating, drinking water, tissues
- Adequate lighting
- Adequate ventilation
- Empty walls or covered with neutral or pleasant images

3

### Stage Setting

**S:** Face the client *squarely*; that is, adopt a posture that indicates involvement

**O:** Adopt an *open* posture. Sit with both feet on the ground to begin with and with your hands folded, one over the other

**L:** As you face your client, *lean* toward him or her. Be aware of their space needs.

4

### Stage Setting

**E:** Maintain *eye* contact. Looking away or down suggests that you are bored or ashamed of what the client is saying. Looking at the person suggests that you are interested and concerned.

**R:** As you incorporate these skills into your attending listening skills, *relax*

5

### Conclusion

- Appropriate environment is critical for effective counselling.
- It can be created with locally available resources.

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## COUNSELLING PROCESS

The counselling process is a planned, structured dialogue between a counsellor and a client. It is a cooperative process in which, a trained professional helps a person identify sources of difficulties or concerns redundant that they are experiencing. Together they develop ways to deal with, and overcome these challenges, thereby imparting new skills, and an increased understanding of themselves and others. For example students in a university may be anxious about university academics or may lack clarity on educational and career goals or aspirations/ have difficulty living with a room-mate of another race or religion/ have concerns with self-esteem, feelings with being stressed out difficulties in romantic relationships and so forth.

### Stages in Counselling

- Relationship building
- Problem assessment
- Goal setting
- Intervention
- Evaluation, Termination or Referral

### First Stage

Initial Disclosure - Relationship Building: The first step involves building a relationship and focuses on engaging clients in order to explore issue that directly affect them. The first interview is important because the client will react to the verbal and nonverbal messages and form opinions about the counsellor, as well as the counselling situation. Is the counsellor able to empathise with the client? Does the client view the counsellor as genuine?

### Second stage

In-depth Exploration - Problem Assessment: While the counsellor and the client are in the process of establishing a relationship, a second process takes place, i.e. problem assessment. This step involves the collection and classification of information regarding the client's life situation, and along with that, reasons for seeking counselling

### Third stage

Commitment to action - Goal Setting: Setting goals ensures the success of counselling. It involves making a commitment to a set of conditions in a course of action or an outcome.

### Fourth stage

Intervention: There are different points of view concerning what a good counsellor should do with clients, depending on the theoretical positions that the counsellor subscribes to. For example, the person-centred approach suggests that the counsellor gets involved, rather than intervening by placing emphasis on the relationship. The behavioural approach attempts to initiate activities that help clients alter their behaviour.

### Fifth stage

Evaluation, Termination, or Referral: Initially it is difficult for the counsellor to think of terminating the counselling process, as they are more concerned with beginning the counselling process. However, all counselling aims towards successful termination. Termination of the counselling process will have to be conducted with sensitivity, and the client knowing that it will have to end. Note that each of these steps continues even though the counsellor and the client moves to the next step. For example, after a built relationship, the counsellor moves to Step 2 which involves assessing the problem encountered by the client. In the meantime, the counsellor continues to strengthen the relationship that has been built. In other words, Step 1 or relationship building does not stop but is ongoing until Step 5 which involves termination or perhaps the client is referred to for further action.

## COUNSELLING PROCESS

Duration	-	90 minutes
No. of facilitators	-	One
Objectives	-	To build clarity among the trainees on the approach and role of a counsellor.
Expected Outcome	-	Increased clarity among the trainees on the counselling process and the role of a counsellor in the counselling process.
Methodology	-	Exercise, discussion, lecture
Materials	-	None
Tool	-	None
Handout	-	None

### Session Instructions

Ask for four volunteers and pair them up. Now ask them to decide on a leader and a follower. Give instructions to the leaders to make a noise and move around in the room taking along the follower without touching them and the followers to follow the leader keeping their eyes closed and just listening to the sound. Ask other trainees to observe the process and to share observations.

Now ask for another four volunteers and pair them and decide on a leader and follower. Now ask the leader to do some action and follower to reflect that action as if it is a reflection in a mirror. Now ask the trainees to share their observations, the link that connected both of them.

Ask again for four volunteers and pair them, this time to stand in front of each other. Elect a leader and follower. Instruct the pairs to place the palm of their hands together and ask them to stay with eyes closed. Now instruct the leader to move their hand in a way they want and the follower should follow the leader's hands without losing the contact. Tell them to swap roles when the trainer says "change". Now ask the group to observe and say what was happening.

After the exercises are over, ask the group the following questions

- You saw a leader and a follower in all these exercises, now in a counselling session who is the leader and who is the follower.
- What connected the leader and the follower in the three exercises?
- Was it easy to reflect all the actions of the leader?
- What were the major drawbacks of not being able to reflect the actions accurately?

### **To sum up**

In a counselling session usually the client is the leader and counsellor follows the client wherever they take them. It is appropriate for the client to be the leader because it is their problem, issue, or condition of the client.

The factor which connected the persons in all the three exercises were

- a) sound - listening ability
- b) physical movements – observation skills and reflecting
- c) feeling – being in touch or in tune with the other and responding.

These are the key processes, which take place in a counselling session.

## Counselling Process

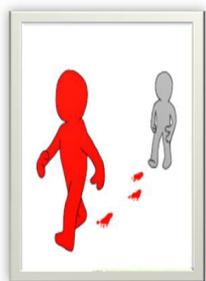
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## Counselling Process

- Purpose: To build clarity among the trainees on the approach and role of a counsellor in the counselling process.
- The counselling process is a planned, structured dialogue between a counsellor and a client
- It is a cooperative process in which a trained professional helps a person called the client the identify source of difficulties or concern that he/she experiencing

2

## Continued...



- Client is the leader and Counsellor is the follower
- Since the problem or condition affects the client
- If the client is not able to continue the process, the counsellor should be supportive of the client

3

## Basic skills

- Active listening skills
- Observation skills and ability to reflect verbal and non-verbal communication
- Feeling – being in tune with the client's emotions and responding appropriately
- These are the key processes, which take place in a counselling session.

4

## List of skills

- Identifying and understanding emotions and feelings
- Exploring
- Paraphrasing
- Asking the questions
- Interpreting
- Summarizing

5

## About reflection

In case the counsellor is unable to reflect all the client's feelings in an exact manner, the counsellor must confirm the reiteration with the client

6

## ROLE OF A COUNSELLOR

A Counsellor operates within a specific framework. Hence, one of the most important aspects of counselling that the counsellor must understand is their role: what they are; what they are not; what they can do; what they cannot do. Understanding and working within a clear role definition provides an important safety net for counsellors, clients and the agency or hospital where they work.

The counsellor role has four main aspects.

### I. Resource

The counsellor provides accurate information, presented in a form and manner that is understandable to the client.

In order to be able to provide such information, two things are important. First, the counsellor must study in-depth, the information they are presenting. They must know far more than they will give to the client. They must examine an issue from all sides, must have accurate statistics available, and must especially understand those issues which are liable to create problems for a client. They must also understand the hospital and medical procedures, and alternatives, both the ideal and the real.

Secondly, the counsellor must be able to take the basic information and distill the relevant points from it that they want to convey to the client. These must then be worked into a basic speech, story, or pattern that gives the information to the client in a way that will make an impact and be remembered.

Stories, comparisons, illustrations, even songs and drama are possible ways to convey the information for the clients to remember and follow instructions. This should also help prepare the clients to make important decisions regarding their health and the health of those affected by their illness. So, a quality counsellor becomes a bit of a story-teller to convey information. While this presentation will, over time, become somewhat rehearsed, it should also be flexible, as different clients need different information and different emphasis.

One of the hardest aspects of this resource role is to keep the exchange of information alive, informative and involving of the client. It should NEVER become dry and automatic, or this will render further counselling ineffective by losing the client's interest.

## II. Support

The second aspect of the counsellor role is that of a supporter. Appropriate support is a fundamental skill in the process of counselling. Being an effective support requires considerable skill and lots of practice. Developing support skills is a primary function of the counsellor training.

A common mistake is to assume that support means the same thing as agreement. This could not be further from the truth. A good counsellor learns to offer support even when they do not agree with the client's beliefs and opinions. A good way to think of support is to think of yourself as a counsellor holding up a verbal mirror to the client, so that they can experience themselves from another perspective. Remembering always that a good mirror does not distort what it shows, but mirrors it back exactly to the client, who is then responsible for whatever he or she sees in the mirror.

### **Before offering support, the counsellor is first a good observer/listener**

Remembering the basic principal that each human being inhabits their own created and unique world, the counsellor first forms some ideas of the client's world through observing and listening.

Excellent observational skills are essential. No gesture, movement, feature ought to go unnoticed. What the client wears, how they hold themselves, how they move, how emotions flicker and express in their physical form, what the client notices, and what they are blind to all must be carefully observed.

### **Developing observational Skills is a constant process. Some good exercises to develop this skill include**

- After a client leaves your office, call up their picture in your mind and recall exactly what they were wearing, how long their hair, what their features were like. Notice where your observational skills were not good.
- Once a day for a week, in a different place each time, close your eyes and write down as detailed a description as possible of where you are. Every day, do something that goals you into improving your observational skills.

### **Equally essential, are good listening skills. Listening skills have two aspects**

1. Hearing exactly what is said, and not what the counsellor wants to hear, or thinks they should hear.
2. Remembering accurately what was said.

Listening skills (continued): Listening skills do not come naturally; they must be learned. For most people, hearing is very selective: that which is considered unimportant is forgotten almost immediately. And if the listener disagrees, or wants to respond, they generally stop listening and begin, in their mind, formulating their own answer.

Listening requires sharp, focused attention, detachment, great energy, and constant awareness. Listening takes time.

Once heard, statements must be remembered or summarized accurately. These are two more vital skills exactly what the client says is very important. The words they use, their hesitations, the changes in the tempo, pitch and intensity are all vital clues to the client's world. For the counsellor, no matter how experienced, it is a constant battle to keep the counsellor's own mind from storing interpreted statements instead of accurate ones.

Summarizing means to take the client's statements and extract the essential elements from them, rather than retaining the entire statement. Summarizing calls for some amount of

interpretation from the counsellor, and a decision as to what was the core meaning. Summarizing is impossible unless listens accurately.

### **Some exercises for developing listening skills**

Several times a day, and in different situations, practice repeating to yourself accurately what someone has just said to you. Try to catch your mind interpreting and losing the accuracy. Watch the TV news with someone else. Listen to the first item and repeat it back accurately to the other person. Summarize the second.

You can NEVER get enough practice listening or observing.

As part of their support role, a counsellor needs to develop the skills of a witness. Perhaps the notion of a witness is a new one. A good witness is present and aware. As events unfold the witness listens and observes, but does NOT participate, and is NOT caught up in the emotional tides.

A witness does not try to change the situation.

A witness does not take responsibility for the situation.

A witness gives honest feedback.

To be a good witness is one of the greatest gifts you can give a client:

The witness affirms the client's worth as a human being and the reality and importance of their particular struggle. The client knows that (at least) one other person in the world really understands. The witness affirms the client's ability to understand their situation, make decisions, and decide on change because the client does not have to be responsible for the emotions and reactions of the witness; they can focus fully on themselves and their process. A witness who is present, observed and listened to what the client has said, can give excellent, detached and objective feedback.

This differs greatly from advice from friends or family, who are usually involved not detached, have strong opinions as to what should be done, and are effected by any outcome and decisions.

### Creative Confrontation

This is another skill of the SUPPORT Role. **All Action and behaviour has consequences.** Often clients do not want to look at consequences, or they are focused on a narrow range of consequences. Or a client may be refusing to acknowledge important aspects of a situation that will affect their future choices and their relationships to others. Creative confrontation brings these issues to the client's attention.

Confrontation is a difficult skill for most counsellors to learn. It principally involves creative presentation, honesty, and timing. With time and experience a counsellor develops their own techniques for exposing or bringing up uncomfortable or controversial issues.

Confrontation must be handled in a culturally appropriate manner; western-style direct and assertive confrontation is not the best method in India. Yet, at the same time, the Indian cultural trait of avoiding all conflict is not appropriate, either. **Awareness, choice and change do not happen without conflict and confrontation.**

Many people fear confrontation situations because of the power issues involved, i.e., the person confronting appears to hold the power to make the other do something. The person confronted feels a helpless victim, without choice.

### To Confront Clients Effectively

1. The counsellor must first expose their own fears of confrontation or being confronted and examine them thoroughly.
  - Whose confrontation is the counsellor most afraid of? Why?
  - What does the counsellor fear most from a confrontation?
  - What is the worst thing the mind thinks can happen in confrontation?
2. The counsellor must be honest about the power issues involved.

3. The counsellor must examine their own investment in the confrontation.
  - If the counsellor has to “work themselves up to confront,” or is afraid the client will be angry, then the counsellor has an inappropriate investment in the process.
4. The counsellor must be honest with themselves about the ethical issues involved and their own personal and professional beliefs.
  - The counsellor may have strong personal beliefs around issues, and these must be recognized and brought to supervision. STD/HIV counselling encounters a whole series of deep moral issues around sexuality, human rights and relationships, exclusion, power, etc.
5. The client has a right to make their way through own emotional process, as long as they do not harm themselves, the counsellor, the environment, or others.
  - A client may well feel angry or frightened when confronted. The counsellor must trust the process and their own skills as a counsellor and human being to guide and allow that process.
6. The counsellor must set clear and appropriate boundaries that encourage the client to move through the confrontation process as a learning experience.
7. It is the client’s right to decide; it is the counsellor’s job to bring the important issues to the client’s awareness and open a dialogue about them.

At its best, confrontation is a dynamic and alive communication process which deepens the relationship between counsellor and client. The client learns that they can expose their weaknesses, fears, meanness and pettiness to another human being and not drive that person away.

The counsellor is stating through their action that they care enough about that person to risk their anger and the relationship itself to help the client.

The client learns they can dare to take a stand, and dare to change.

### III. Facilitator

In this aspect of role the counsellor becomes the agent or catalyst for change.

Not every client wants to change, or to examine the possibilities of change. For some clients this aspect of role will be a minor one; for others, it will be the most important aspect of the counsellor role. The Facilitator's role is not performed successfully unless there is a strong relationship with the client.

To work consistently and in depth as a Facilitator, requires training to an MA or PhD level in counselling or psychotherapy and years of training, experience and supervision. The human psyche needs to be understood; personality theories and theories of psychotherapy has to be thoroughly studied, debated and applied. Work at this level is different in structure and process than counselling.

Having said that, some amount of facilitation is appropriate within a counselling process, and even more so if undertaken with a thorough understanding that the counsellor has limitations of knowledge and training, and must not go beyond counselling boundaries.

For example, a client may tell you in your support role of severe sexual abuse as a young woman. To listen, observe, and support is appropriate; to explore the effects on her personality is beyond the ability of a counsellor. Poor facilitation at this juncture can result in suicide attempts, "falling in love" with the counsellor, manipulation of the counsellor and many other dynamics which the counsellor is not trained to handle.

Many counsellors are very tempted to enter this fascinating territory without training or supervision. It is all too often a disastrous experience for both client and counsellor.

The counsellor must learn to set firm limits, based on training and the counsellor's own comfort, in how far to go as a Facilitator.

As an appropriate counsellor/Facilitator, the counsellor guides:

- An initial assessment of a problem area or behaviour, what are the consequences for the client of that behaviour.
- Elicits from the client options for change, and barriers to that change.
- Supports the client in the development of a plan of action.
- Monitors and supports the change process.

Example:

A child comes in desperately depressed over his behaviour of killing his father in a rage. He talks of suicide.

- The counsellor listens, observes, supports, and makes an initial assessment.
- The counsellor elicits options and difficulties from the client.
- The counsellor aids the client in drawing up an agreement not to kill themselves, and who they will use for support.
- The counsellor monitors and supports the change process.

It is beyond the scope of SIAAP counsellor training to explore with the client the personality issues, or family history, or other dynamics; it is beyond the scope of SIAAP training to use guided imagery or other methods to work with suicidal tendencies. What may work with one person may have unexpected side effects, or the opposite effect on different personality types. It is very difficult in such high pressure situations not to get in beyond one's professional capacities, especially as a new counsellor. Yet the damage done by ignorant attempts at therapy are enormous, and can even be fatal for the client. The counsellor might raise expectations they cannot fulfill.

If a counsellor wants to work in more depth, or with different methods, it is essential that they seek out further professional training in those areas or refer to therapist specialized in handling suicide

#### IV. Liaison

This aspect of the counsellor's role involves supporting the client by linking them with other agencies, institutions, staff and programmes. It also involves the skills of community organization and systemic advocacy.

**The Liaison aspect has four components:**

- Providing the client with information regarding the details of plan based on the judgment given by the magistrate that might be of use or support to the client, and gathering information for the client. **For example**, it may be appropriate for the counsellor to ask the concerned official about the judgment for child and further plan
- Preparing the client for interactions with the concerned officials, family, and other service providers through discussion, role-playing, confrontation, etc. **For example**, a client may wish to discuss their condition with the magistrate or police official; however, they are afraid to do so. Instead of talking to them on behalf of the client, the counsellor discusses what the client wishes to know, what questions to ask, how to approach them

Whenever possible, it is the client's responsibility to take action; the counsellor, at the most, paves the way a little.

- **Advocacy for the client:** When the client is disempowered, it is the responsibility of the counsellor to act as their champion, when the client's welfare is at stake and they are unable to champion their own cause. For example, one of the officials is gossiping about clients' details, and contributing to an uncomfortable environment. The counsellor, in the name of advocacy, needs to address this situation, either through confrontation, or through escalation to appropriate authority. Advocacy may involve community organization, an important aspect of field work.
- **Professional representative:** A professional counsellor always represents the profession at the institution. Others will see you as a counsellor/professional and this must be remembered at all times. This means your actions must be in line with professional standards. For example, Part of being a professional involves keeping accurate, and appropriate records; preparing and delivering reports on time; being on time and putting in full hours with clients and with institution hospital. This attention to detail is one of the marks of a counsellor.

Therefore these four aspects are the basic elements of a counsellor's role. The importance of each of these aspects vary from case to case. For some clients, a resource is all they need and want; others desire little information, but a lot of Support; others use the counselling situation as a catalyst and here Facilitation is crucial. For other clients the liaison function is their primary need, as advocate or referral to other services.

## ROLE OF A COUNSELLOR

This page outlines the key concepts contained in this handout. It is to be used as a review, and as part of your case study, to analyze the various aspects of the counselling role you employed in several cases, and why you used them.

### Counsellor Role

#### I. RESOURCE

Becoming thoroughly knowledgeable

Presenting information to client

#### II. SUPPORT

Observation skills

Listening Skills

Hearing

Remembering

Sumarizing

Mirroring

Witnessing

Creative Confrontation

#### III. FACILITATOR

Boundaries/Limits

Change agent

Choice of action

#### IV. LIAISON

With staff, agencies, organizations

Preparing client

Advocacy

Community Organization

Professional Representative

## ROLE OF A COUNSELLOR

Duration	-	90 minutes
No. of Facilitators	-	One
Objectives	-	To introduce and explain the basic role of a counsellor.
Expected Outcome	-	Increased understanding among the trainees on the role of a counsellor especially in the correctional setting and at Mahila courts.  Trainees will be able to explain the four major roles of a counsellor.
Methodology	-	Roleplay, discussion, lecture
Materials	-	Two chairs set up in the middle of the room
Tools	-	Handout Role of a counsellor
Handout	-	Role of a counsellor

### Session Instructions

Ask the trainees their understanding about the role of a counsellor in any Setting. Elicit responses.

- Ask for two volunteers, one for a counsellor and the other for the client.
- Now ask the counsellor to introduce themselves to the client in a way he could understand. Swap the counsellors and the clients whenever it is needed.
- Explain to the trainees the role of a counsellor through the handout.

### To sum up

There is no specific pattern of explaining the role of a counsellor. However it can be done in a very short and simple language based on the client's level of understanding. The explanation should highlight that the counsellor is there to listen to them, Whatever they say would be kept confidential and assure support by being available for the client whenever they need the counsellor's help.

## Role of a counsellor

1

## Role of a counsellor

- Supporter
- Resource person
- Facilitator
- Liaisoning person

2

## Supporter

- Appropriate support is a fundamental skill in the process of counselling.
- To be an effective support requires considerable skill and much practice.
- Developing support skills is a primary function of counsellor training.
- The counsellor should be use all skills

3

## Resource

The second aspect of the counsellor role is that of a resource. The counsellor provides **accurate** information, presented in a form and manner that is understandable to the client.

4

## Facilitator

- Performs an initial assessment of a problem area or behaviour, what are the consequences for the client of that behaviour.
- Elicits from the client options for change, and barriers to that change.
- Supports the client in the development of a plan of action.
- Monitors and supports the change process.

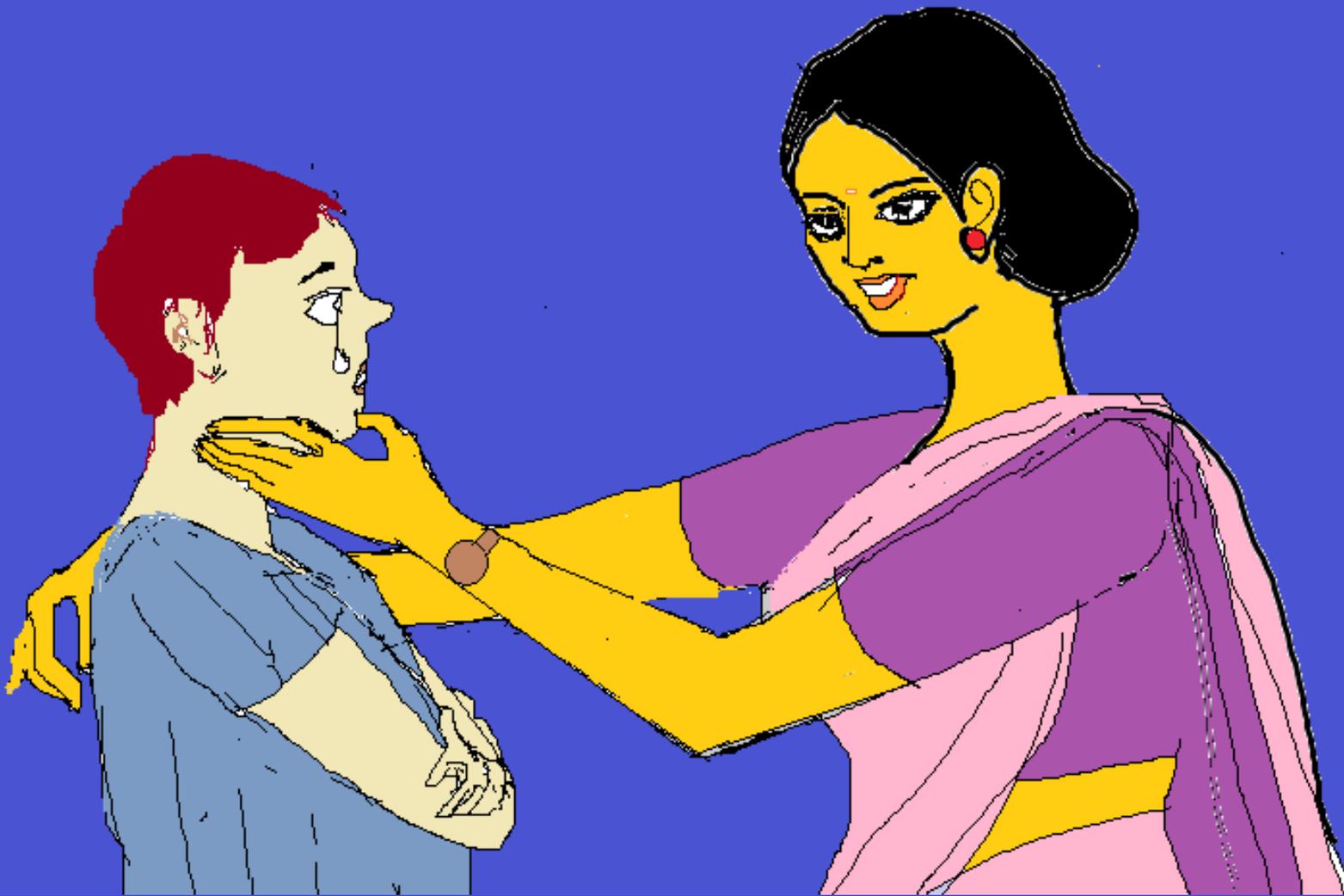
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## Liaison

- This aspect of the counsellor's role involves supporting the client in their interface with other agencies
  - institutions
  - Staff and
  - programmes
- It also involves the skills of community organization and systemic advocacy.

6

# Counselling Skills





## QUALITIES OF A COUNSELLOR

- **Be genuine:** A genuine counsellor is one who is simply without a mask or false self. A genuine relationship between a counsellor and the client is the basis of successful counselling. Genuine interest is also reflected in your body language.
- **Listen:** Listening involves attending to the client's verbal and non-verbal messages. As a counsellor, the way you respond effectively depends on how you listen. In turn, the way you listen plays a major part in encouraging or discouraging a client to or from talking. Only when the counsellor has listened can they empathize with the client
- **Show unconditional positive regard:** Warmth, respect, friendliness, and concern are the components of effective counselling. Showing personal warmth is a basic requirement in any relationship.
- **Believe the client:** A counsellor should be able to communicate to clients that they believe them. As a client, it is very comforting to realize that someone understands how they feel.
- **Be culturally sensitive:** Respect the client's cultural and belief systems. Be sensitive to the cultural background and traditions. Culture informs people on how they do things and when they do them. Accept differences, explore beliefs and ask questions to increase understanding and provide the best assistance possible.
- **Make the client aware of the various alternatives available to them:** Work with them to explore the advantages, disadvantages and consequences of each option/choice available. Do not, however, take responsibility for the client's problems as this can create dependency and helplessness.
- **Recognize your own limitations:** Refer clients to another expert, if needed. Honesty is very important—if you do not know something, tell your client. Counsellors need to have self-awareness of their own issues and the ability to prevent them from influencing the counselling relationship.
- **Be patient:** Proceed at the client's pace—do not rush them. Ensure that adequate time is provided for the counselling process. Some issues might be too sensitive, or the client might not have made up their mind whether to trust you or not.
- **Do not block uninhibited expression of feelings:** Blocking free expression of feelings, e.g. crying, anger, etc. can be due to pressure of work—the counsellor has other clients waiting—or the counsellor may be uncomfortable with the emotions expressed. If, as a counsellor, you are under pressure, it is important to remember that the most important person at any given time is the client right in front of you. You need to work with them first before moving on to the next client. If you are uncomfortable with the emotions expressed, it could be that you have unresolved issues yourself.

- **Be non-judgemental:** Avoid falling into the trap of taking sides and deciding who is right and who is wrong. You are there to listen and not to judge. You need to express unconditional acceptance.
- **Be in control:** Stay focused and do not wander away your thoughts all over the place or be distracted. This usually happens if you are following content—enjoying interesting bits of the story and not following the process.
- **Show empathy:** This is the ability to see the problem as the client sees it, yet at the same time standing back and objectively observing what is happening to the client and the counselling relationship. To empathise is to feel with the client and not feel for the client.
- **Be knowledgeable:** It is essential to have accurate and up-to-date knowledge. Counsellors should be well informed about the field they work in, including the services and resources available to their client group within their setting and community.

## Dos

- Be pleasant and welcome client
- Allow the client to talk
- Listen attentively
- Empathize
- Assist client in making decisions
- Make options available to clients

## Don'ts

- Advice
- Preach
- Interrupt
- Give false assurance
- Pretend to know
- Help in kind or cash
- Pushing or threatening the client

- Offer opinion to clients
- Judge the client or their lifestyle
- Tell client that you 'know' how they feel
- Force your own beliefs on clients
- Side-step the client's presenting problem
- Minimize the client's problem
- Take responsibility for the client's problem and decisions
- Become immersed in the client's situation
- Use words such as 'should' and 'must'
- Block strong emotions

## QUALITIES OF A COUNSELLOR

Duration	-	90 minutes
No. of Facilitators	-	One
Objectives	-	To create an understanding among the trainees on the qualities of a good counsellor.
	-	To facilitate an understanding among the trainees that all good qualities also have a negative sides.
Expected outcome	-	The trainees would be familiar with the positive and negative sides of the good qualities.
Methodology	-	Task group, debate, and lecture
Materials	-	News print sheets, Marker pens
Tool	-	Handout on qualities of a good counsellor
Handout	-	Qualities of a good counsellor

### Session Instructions

Divide the participants into three groups. Ask them to list good qualities that help in building a good relationship. Now in the list circle three qualities, which the trainees feel are very important to build relationships. See to that these three qualities do not get repeated in the priority list of other groups.

Ask each group to explain to the larger groups why these qualities are very important in building relationship and the group members to respond to their points and counter their views.

### To sum up

Point out that all good qualities have a negative side and it purely depends on how one uses them to build relationships. Example: Over caring can lead to dependency. Introduce the handout on the qualities of a good counsellor and highlight the keypoints.

## Qualities of a Counsellor

1

## Qualities

- **Genuineness:** During counselling, try and be authentic. Try not to wear a mask.
- **Listening:** Listening involves attending to the client's verbal and non-verbal messages.
- **Unconditional positive regard:** Show warmth, respect, & friendliness.

2

## Qualities

- **Believing the client:** A counsellor should communicate to clients that they believe them.
- **Cultural sensitivity:** Respect and be sensitive to the client's cultural and belief systems.

3

## Qualities

- **Make client aware of alternatives:** Work with clients to consider advantages, disadvantages and consequences of each alternative.
- **Recognize your own limitations:** Refer clients to another expert, if needed.
- **Patience:** Move at the client's pace, do not rush them.

4

## Qualities

- **Allow free expression of feelings:** Blocking free expression of feelings, e.g. crying, anger, etc. can affect counselling quality.
- **Non-judgmental:** Falling into the trap of deciding right and wrong is harmful to the client.

5

## Qualities

- **Being in control:** Stay focused and do not allow yourself to be distracted.
- **Empathetic:** See the problem as the client sees it. Feel with the client and not for the client.
- **Knowledgeable:** Have accurate and up-to-date knowledge about the issue presented by the client.

6

## COMMUNICATION IN COUNSELLING

It has been said, “You cannot not communicate”. Every word that is spoken and every movement that is made gives a message to someone. Interpersonal Communication is a transaction between the sender and the receiver. In the transactional model of communication, both persons are participating simultaneously. They mutually perceive each other, simultaneously listen to each other, and mutually engage in the process of creating meaning in the relationship.

Communication, when it is impeded and does not reach the receiver is often somewhat ineffective, and the impediments are known as barriers. These barriers can be triggers adversely affecting the communication process. Some of the triggers are as follows:

1. Ruminations (these refer to repetitive, intrusive, unproductive thinking, usually negative, and often about a situation that occurred in the past and cannot be changed)
2. Personal emotions
3. Biases
4. Pre occupations with someone or something
5. Anxiety
6. Language problem
7. Fears:
  - fear of being misinterpreted
  - fear of exposing oneself to criticism
  - fear of reprisal
8. Self-rated inferiority
9. Assumptions activated through critical incidents
10. Poor self image
11. The day to day frustrations one experiences

## Ways of handling the triggers

1. Identifying and analyzing the triggers - seeing the triggers right through to its conclusion.
2. Finding out more and trying to understand the possible causes of a person's disturbing triggers.
3. In some situations, when trigger occurs while communicating, then it should be given focused close attention, where in its full implications could be understood. This understanding might lead to the disappearance of the trigger.

**Example:** Even though ruminations are considered as triggers while communicating, a young woman believed that ruminating helped her solve problems. She had experienced many unsuccessful relationships with men and believed that if she ruminated about these failures, they would be less likely to occur again. To test this hypothesis, the young woman was asked to rate, after each bout of rumination, how helpful it was in solving her problems and preventing a recurrence. She was asked to give focused attention whenever the ruminations occurred. This experiment convinced her that ruminating about past failures was not helpful. As she practiced this often, the disturbance of ruminations as triggers got very much reduced.

## COMMUNICATION IN COUNSELLING

Duration	-	90 minutes
No. of facilitators	-	One
Objectives	-	To provide an opportunity for the trainees to understand and practice advanced communication skills.
Expected outcomes	-	Trainees would have understood the importance of observing non-verbal cues.
	-	Trainees would have experienced how being empathic helps in establishing contact.
Methodology	-	Triad exercise, discussion
Materials	-	None
Tool	-	None
Handout	-	Communication in counselling Powerpoint

### Session Instructions

Ask for two volunteers. Ask them to talk about a subject matter that interests both the rest of the group to observe. Now ask the trainees to share their observation about what happened in the process of communication.



Explain using a diagram how the content is transferred from the speaker to the listener, and based on the understanding of the content, the feedback sent back to the speaker in order to make the process complete. This would be the appropriate style of communication in a counselling session. People communicate more using non-verbal cues than using speech, so it is essential to observe these cues.

Ask for a Volunteer, and introduce the volunteer to the group. The group should observe what the volunteer does.

- Ask the volunteer to express a range of expressions like being thoughtful, frustrated, sad, exhausted, angry, and depressed.
- Now ask the trainees to identify those emotions and what actions, movements, or facial expressions are being communicated through the aforementioned actions.
- Discuss whether expression of emotions would or wouldn't be so obvious in a counselling session
- Explain that non-verbal cues just come and go in a flash. They are very subtle, and it is important for a counsellor to be very observant to notice them as they appear.
- Discuss what will happen if a counsellor miss to identify these emotions, or respond to the client that are able to see these emotions in the client.

### **To sum up**

Conclude by pointing out that only if you are in touch with the client's emotions, you will be able to reflect and show the client that you are in contact with him/her. If you are able to understand what the client is going through, you are empathizing with the client. If a counsellor is not able to empathize, they would lose contact with the client, and not be able to build relationship to proceed further with the counselling with this particular client.

## Communication in Counselling

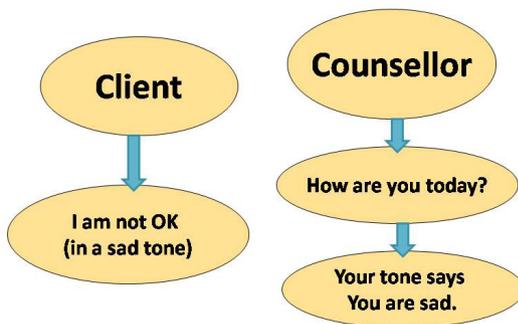
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### Basic requirements

- Thinking
- Feeling
- Speaking
- Listening (Content, context, emotions)
- Seeing (Looking, Observing)
- Acting (Expressing, Responding, Reacting)

2

## Communication in Counselling



3

## Communication in Counselling

- Most often, client does not use words
- Carefully observe their body language, gestures and facial reactions
- Need to empathize

4

### Communication skills

- Listening
- Observation
- Interpretation
- Reflecting
- Paraphrasing
- Summarizing

5

## COUNSELLING SKILLS - EMPATHY

Empathy involves a counsellor feeling or sharing the emotional state of the client. It is different from sympathy, where one 'feels-for' someone. Empathy is 'feeling-with' someone. As a therapeutic technique, empathy facilitates effective communication, and promotes a stronger relationship between client and counsellor.

Counsellors interested in creating meaningful relationships with clients, must learn advanced communication techniques to convey empathy to their clients.

### The three steps for showing empathy

Step 1: Create a safe and nurturing environment for the client. This is both literal and figurative. The area should be uncluttered and private. The counsellor should have a calming presence.

Step 2: Use encouraging behaviors to prompt the counselling client to share more information about his/her life circumstance. You can use non-verbal cues such as open body posture, and verbal cues such as "um," "I see," and "tell me more."

Step 3: Listen to the client's words carefully and observe non-verbal cues. Every single ounce of attention needs to be focused on the client. Try to see where the client is coming from, and what he/she is experiencing.

Once the counsellor has created a safe and nurturing environment, and the client has opened up about what is going on in their life, the counsellor can accurately reflect the client's feelings. Identify the key emotions of the client and restate the emotions back to the client to clarify and focus attention on the client's feelings.

The basic formula for displaying empathy is:

You feel(name the emotion expressed by the client) because(name the thoughts, experiences, and behaviors the client has mentioned). One may want to include a disclaimer beforehand such as "let me see if I have this right" or "please tell me if this is accurate."

Through the use of the advanced communication skill of empathy, counsellors may continue to follow their calling of helping others, and creating meaningful relationships with clients.

## COUNSELLING SKILLS - EMPATHY

Duration	-	40 minutes
No. Facilitators	-	One
Objectives	-	To provide an opportunity for the trainees to understand Empathy, “what it means to be in someone shoes”.
Expected outcome	-	The participants will get an hands on experience on seeing and Understanding from the Child/girls’/women’s position.
Methodology	-	Exercise, lecture, discussion and storytelling
Materials	-	Chart Paper and marker pens
Tool	-	None
Handout	-	None

### Session Instructions

Draw Alphabet ‘E’ in a curved manner, and place amidst the participants. Ask what they see from their current position. Elicit the responses and discuss, why they see alphabet ‘E’, ‘M’, ‘W’ or number ‘3’. Ask if they would like to see what the person sitting opposite to them is seeing. If they desire it then, ask them what should they do? Switch their positions, and ask them to see from the changed position. Now, explain how essential it is to change our position to see what others see. Empathy is seeing the clients’ life as they are seeing it, and experiencing what they are experiencing from their position. But doing so without forgetting the fact it is the client’s life and experience; not the counsellor’s.

### To sum up

Summarize the session by saying that it is very essential to show empathy and make empathetic responses to the clients. This will make the clients feel that the counsellor has understood what they are going through. Emphasise the fact that empathy always follows with a positive gesture or action that is very essential for the client’s wellbeing and to develop trust in the counsellor.

## Counselling Skills - Empathy

1

### Empathy

- True empathy requires that you step outside your own emotions to view things entirely from the perspective of the other person.
- Empathy is the recognition and understanding of the clients' thoughts and emotions.
- It is the ability to enter the clients' world and see things from their perspective.

2

### Empathy

- Counsellor has to 'de-centre' or step outside their own perspective to empathize with client.
- To have an empathic response is **not** recalling counsellor's own experiences.

3

### Effects of Empathy

- The client experiences being heard and understood.
- It leads the client to a greater capacity to explore and accept previously denied aspects of themselves.
- It facilitates the client in self-expression without inhibition.
- The counsellor gets more opportunities to understand the client.

4

### Conclusion

- It is very essential to show empathy and make empathetic responses to the clients.
- It would make the clients feel that the counsellor has understood what they are going through.
- Emphasise upon the fact that empathy always follows with a positive gesture or action that is very essential to the child, client (women/ girls).

5

# COUNSELLING SKILLS - LISTENING

## Active listening

Active listening means actively being with the client. The counsellor indicates through words, expressions, and postures/gestures that very careful attention is being given to what is being said. The counsellor clarifies uncertainties by interrupting and asking questions, and helps the client resume the narrative. By utilizing good attending behaviour to enhance the client's self-respect and to establish a safe atmosphere, the counsellor facilitates free expression of the client's mind.

### 1. Focusing on "Attending"

Various levels of attending

- Micro skills level
- Body language level
- Human presence level

### 2. Active listening

Complete listening involves four elements

a. Observing and reading the client's non-verbal behaviour

- Posture
- Facial expressions
- Movement
- Tone of voice

b. Listening to, and understanding, the client's verbal messages

c. Listening to the context

d. Listening for incongruence - observing distortions, dissonance and gaps in the narrative

### 3. Obstacles and distractions to active listening

- Inadequate listening
- Evaluative listening
- Filtered listening
- Labels as filters
- Fact-centered rather than person-centered listening
- Rehearsing a reply
- Sympathetic listening
- Interrupting
- Listening to oneself

## COUNSELLING SKILLS - LISTENING

Duration	-	90 minutes
No. of Facilitators	-	One
Objectives	-	To enable the trainees to experience how it is to be in a client's position.
	-	To provide a chance for the trainees to experience the impact of ventilation.
Expected outcome	-	The trainees will understand how listening serves as an important skill in facilitating an effective ventilation process.
Methodology	-	Triad exercise, discussions
Materials	-	None
Tool	-	Check list for observers if the session is structured
Handout	-	Communication, Triggers

### Session Instructions

Divide the participants into groups of three and instruct them to take roles as Speaker, Listener, and Observer in turns. Tell them that they have to think about a problem or incident that happened in their life that has been overcome, which was intense when they went through it. This has to be something which they can share with others and not very private, or something which does not affect another person's life. It should be purely personal.

Give a special instruction to the observers to observe what happens when this sharing takes place. If necessary provide a checklist or leave it unstructured. Give 10 minutes for each person to share. After 40 minutes, reassemble them in a large group, and ask the participants to share how they felt when they shared, listened, and observed.

### To sum up

Take the discussion through, and facilitate the feedback session on what feelings were expressed. Discuss what helps effective sharing; what disturbances, distractions, or deviations happen when a person is listening, and what were the significant observations the observers have made. Discuss what they indicate. Emphasize the point, that active listening is very essential, but there may be some barriers, which make it difficult to listen. One such barrier is called "trigger". Explain a trigger with some examples. Refer the handout on Communication and Triggers.

## Counselling Skills Listening

1

### Type of listening

- Selective listening
- Passive listening
- Active listening

2

### Active Listening

Listening to

- Content
- Context
- Emotions

3

### Barriers to listening

- No interest in listening
- Tired and preoccupied
- Focused on answering
- Expecting facts alone
- External disturbance
- Trigger

4

### How to Handle Triggers

- Be aware
- Accept that you are prone to triggers
- Try to consciously maintain your focus
- Try and bring back your focus to the session and listen

5

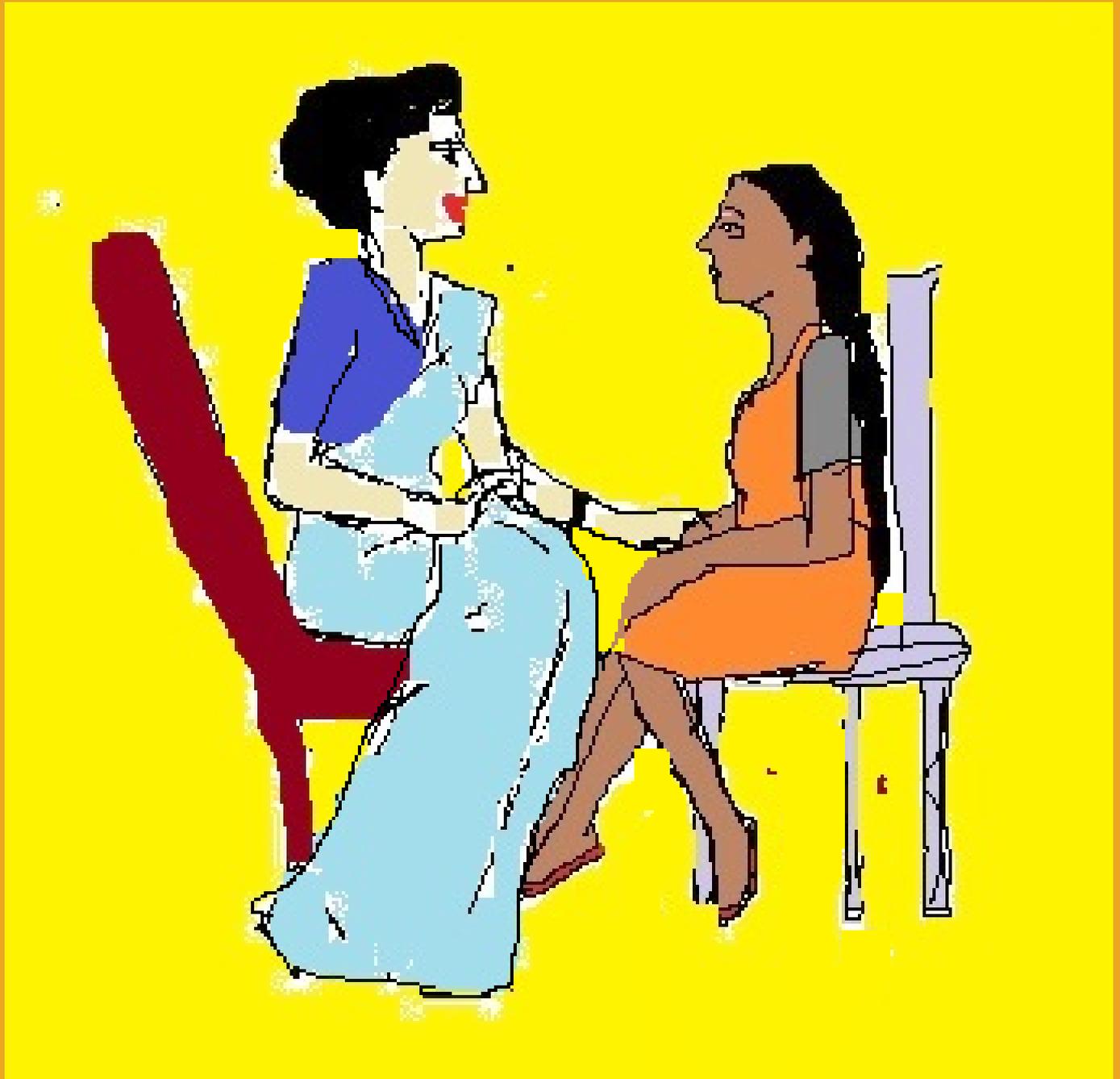
### Conclusion

- Listening is the ability to accurately receive and interpret messages in the communication process.
- Active listening is the key to all effective communication.
- Without the ability to listen effectively, messages are easily misunderstood and the sender of the message can easily become frustrated or irritated.

6



# Child Counselling & Confidentiality

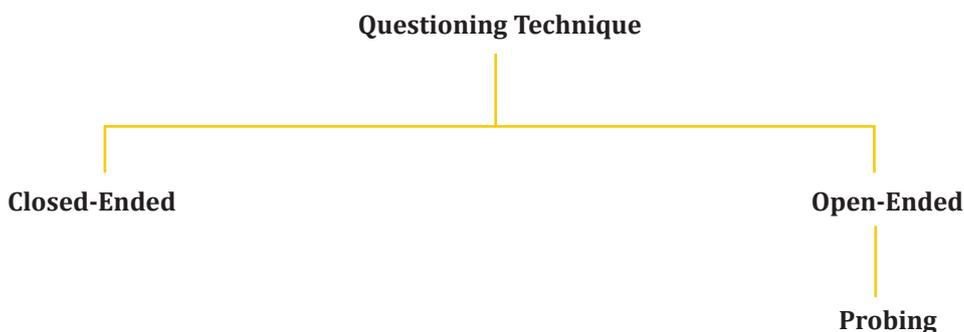




## COUNSELLING SKILLS - GATHERING INFORMATION

### Questioning

Questioning is a skill wherein the counsellor asks the client more details or points about an issue to be discussed.



### Closed-ended questions

Closed-ended questions are those which request specific information. They elicit minimal client response, and are characterized by short answers, usually of yes/no type. Closed-ended questions are effective in getting specific answers quickly. For example, asking a client who has come especially for marital counselling, “Are you satisfied with your sex life?” This question may give yes or no type of answers and may not be useful in eliciting more information.

However, close-ended questions are ‘counsellor centred’ and are not useful in building a rapport. So, if closed-ended questions are used in succession and in large number, the client may feel ‘interrogated’.

### Open-ended questions

Open-ended questions outline the topic areas generally, without dictating specific responses. These questions cannot be answered with a ‘yes’, ‘no’ or ‘maybe’. Open-ended questions are ‘client-centred’ and encourage the client to continue communication of thoughts and feelings. For example, asking a client who has come for marital counselling, “How is your marital life?” This question is effective in eliciting more information about marital life, including sex life.

Open-ended questions cannot, however, be effective without the client’s cooperation. If used beyond an optimal level, it can result in rambling conversations, and a lack of focus.

## Probing

Probing is a counsellor's use of question or statement to direct the client's attention inward, to explore his situation in depth. A probing question, sometimes called an 'open-ended question', requires more than a one-word (yes/no) answer from the client.

### Purpose of probing

- It can help focus the client's attention on a feeling or content area.
- It may help the counsellor to understand better what the client is describing, by giving them more information about their situation. Consequently it may encourage the client to elaborate, clarify or illustrate what he has been saying.
- It sometimes enhances the client's awareness and understanding of his situation or feelings.
- It directs the client's attention to areas the counsellor thinks need attention.

### The basic components of probing are

- To identify areas that the client has raised which need further exploration.
- To phrase open-ended questions beginning with words such as what, where, when or how.

### Precautions to be taken

While employing the technique of questioning, the counsellor should be cautious to avoid certain questions which raise doubts, create any uncertainty, and are difficult to answer. These are:

- **Rhetorical questions** - questions that include the answer. Rhetorical questions can effectively silence the client by communicating that they had better agree with you
- **Why questions** - questions that begin with 'why' and call on the client to immediately defend themselves
- **Either/or questions** - those which offer (allow) two choices based on an assumption
- **Double questions** - those questions which limit the client to two choices
- **Bombarding (overloading)** - the counsellor asks so many questions so quickly that the client doesn't have the opportunity to sort out thoughts and is not given a chance to express themselves

### When to use questions

The Counsellor may use questions when they don't understand, can't hear or want to make sure that they are understood. Questions are also useful to clarify, explore a thought or gather more information. A conversation can be redirected or a silence ended with a question.

### When not to use questions

A counsellor should not use questions to establish authority. Moreover, when the counsellor does not intend to listen, a question should not be asked.

### Additional 'brief' facilitative techniques

**Incomplete sentences:** This is a skill wherein the beginning of sentence is used, to encourage the client to continue after a pause (e.g. "And you feel ...")

**Restatement:** This is literally repeating the last word or few words the client has said, to encourage continuance (e.g. "Feeling pretty angry . . .")

**Focusing or refocusing:** Pointing out or giving careful attention to the main theme or feeling that the client had been sharing before a distraction. (e.g. "You were telling me about your first NA experience").

**Silence:** Silence can be very powerful. It can be a time when things really have a chance to 'sink in', or for feelings to be really felt. When combined with 'attending' cues, it can serve to encourage someone to continue sharing. It can allow the client to experience the power of his own words.

## COUNSELLING SKILLS - GATHERING INFORMATION

Duration	-	90 minutes
No. of facilitators	-	One facilitator and two volunteers
Objectives	-	To provide an opportunity for the trainees to understand and use open ended and close ended questions.
Expected outcomes	-	Increase comfort and knowledge among trainees in using open ended and close ended questions for gathering information.
	-	Introduce the importance of gathering information from the client.
Methodology	-	Lecture, discussion, role-play
Materials	-	None
To sum up	-	Summarize the key learning from the role plays.
Tool	-	Situation sheets
Handout	-	Handout on use of open ended and closed ended questions in gathering information

### Session Instructions

Discuss with the group about why one should gather information from a client and what can be done with the help of the information. List key areas such as understanding the clients' situation and feelings, understanding their vulnerability, understanding the clients' past history, life style, environment, family structure and so on.

Give a short lecture on open ended and closed ended questions along with 'when', 'where', and 'how' they can be used. Give examples of open-ended and closed-ended questions.

Alternatively, when a child is quiet and does not want to talk/share, the counsellor may use drawing and colouring, puzzle games that might reflect their thoughts, feelings and attitudes. Using these, the counsellor may then use the open ended and closed ended questions to gather more information.

Present two case situations and ask the trainees to gather information doing role plays:

- A counsellor is gathering information from a 13 year old child who is in the correctional home for two weeks and quite withdrawn
- A counsellor is gathering information from a seven year old child who has been in the correctional home for one month and whose parents have not come to visit him.

## Counselling Skills Gathering Information

1

### The need for Information

- Understanding the client’s situation, feelings, vulnerabilities, client’s history, lifestyle, environment, and family structure.
- Collecting the details for records, when necessary.

2

### Type of questions



- Open ended question
- Closed ended question
- Probing question

3

### Don'ts



- Using “Why”
- Asking many questions at one time
- Asking more personal / unwanted, forced questions

4

### Dos



- Listening attentively
- Using more open-ended questions
- Waiting for responses
- Identifying feelings and reflecting
- Observing the body language
- Empathizing with the situation

5

### Techniques



6

## COUNSELLING SKILLS - CONFIDENTIALITY

Confidentiality is an important aspect of almost all work with people, and the counselling profession in particular has recognized the significance of this in efforts to secure high standards in working with clients.

Confidentiality is both a contextual, and a counselling skills process issue. Its preservation depends upon the rules and/or codes of practice at the organization work in. Of course, it also depends on the way in which the counsellor handles the work with the client when they are together.

A client may be located within a setting, which is against the preservation of confidentiality, even though this is highly desirable and indeed striven for. The common business within hospital, school or residence often means that information about one person is widely spread around. This being so, it is difficult to confine the more confidential aspects to just those immediately concerned.

Helpers are often faced with situations where they judge if confidentiality has to be breached to ensure the safety of their clients and others. Absolute confidentiality is not possible within most helping activities. For example, counsellors are usually supervised, which implies the possibility of sharing description of clients, their situations, and details of the conversations with the counsellor, with a third party, while maintaining anonymity. Therefore, it is better to explain this to the client in advance.

In circumstances that seem necessary for the counsellor to breach the agreement of confidentiality, it is appropriate to:

1. If this cannot be obtained, and it is still thought necessary to inform a third party, or parties, tell the client exactly what will be told and to whom.
2. Consult with the supervisor, manager or experienced colleague to discuss the implications of breaching confidentiality without referring to the specific case.
3. Restrict both the amount of information given and the number of people informed to a minimum.
4. Assure the client of the helpers of continued support while acknowledging the fact that he/she may feel betrayed by the helpers actions.

## COUNSELLING SKILLS - CONFIDENTIALITY

Duration	-	90 minutes
No. of facilitators	-	Two
Objectives	-	To introduce the concept of confidentiality and the ways of implementing it.
Expected outcomes	-	Increased understanding among the trainees on the concept of confidentiality.
	-	Trainees will be able to say three points on the importance of maintaining confidentiality.
Tool	-	Handout on confidentiality
Handout	-	Confidentiality

### Session Instructions

Ask the trainees to pair up with a partner from the group, with whom they are comfortable. Ask one person to play the role of a speaker, and the other, as listener. Ask the speaker to share an incident from their life when they took somebody into confidence and disclosed a secret but later found out that the person had divulged it to someone else.

Note: Explain clearly that the incident they share should be something they have handled and is a major issue in their lives now.

Reassemble the group. Ask the three speakers to share their experiences in terms of

- How they felt about sharing the incident
- How they felt about the person they were referring to
- What happened to their relationship with the person after the incident, and how is it now

Now ask the listeners to share how it was for them to listen to the incident. What happened within them when they were listening to the speaker. Ask the other trainees to observe and identify the 'feeling' of the group after the exercise.

Emphasize the point that breach of confidentiality hurts, and it affects the counselling relationship. So, maintaining confidentiality is an important step in building a good relationship. As a counsellor, one has a major responsibility to maintain confidentiality. In certain specific situations, one can adopt shared confidentiality, wherein the counsellor lets the client know that it is important at that juncture to share information with a trusted family member, professional, friend or colleague. In situations such as these, counsellors may break confidentiality (only on legal grounds) as it is done for the benefit of the client, or when the client's life or someone else's life is in danger from the client.

### **To sum up**

Though we say confidentiality may be broken if there is a threat to the client or another person's life, it is essential to abide by the following procedures. First, ask the person to talk to somebody they trust about their thoughts and feelings of destruction. Warn the client that as a counsellor you are obligated to disclose the facts to the person whose life they are trying to destroy. Give the client sometime. If the client does not change his/her mind, tell the client that you will inform the other person of the danger posed by the client.

## Counselling Skills - Confidentiality

1

### What is confidentiality

- **Confidentiality** refers to the protection of personal information.
- **Confidentiality** implies the keeping of a client's information between the counsellor and the client, and not telling others.

2

### Maintaining Confidentiality

- It is important to maintain confidentiality and trust in a counselling relationship.
- The counsellor should communicate clearly to the client that confidentiality/secretcy will be maintained.
- It is vital that the counsellor respect the confidentiality of what is disclosed to them at all times.
- Divulging confidential information unless it is legally required is wrong.

3

### Continued

- Counsellors must maintain records of their counselling sessions with clients in a confidential place.
- The counsellor is to take all reasonable steps to preserve the confidentiality of information obtained through the counselling process
- Counsellors should take steps to protect the identity of individuals, groups, and others revealed through counselling

4

### Breaking Confidentiality

- Confidentiality may be broken only on legal grounds, or if there is a threat to the client's or another person's life.
- First, ask the client to talk to someone they trust about their thoughts and feelings of destruction.

5

### Breaking Confidentiality

- Warn the client that you will disclose the facts to the person whose life they are trying to destroy if the client is not willing to change their mind.
- Reassure the client that you will help & support her/him through the process.
- If the client is still unwilling to change her/his mind, inform the concerned individuals.

6

## CHILD COUNSELLING

The basic skills for counselling children and adults are the same. However, the counsellor needs to understand the mindset and developmental milestones of children, issues specific to children, family background, etc in order to provide appropriate and adequate support.

### Child-centred counselling

- Develops a rapport with and between the child, official, family members, and the counsellor.
- Focuses on the child's needs and is tailored to the child's physical and psychological development.
- Strives to promote the child's potential and abilities.
- Builds self-esteem and respects the child's identity and emotions.

### Dos for effective child counselling

#### Maintain confidentiality

- Respect the child's confidentiality at all times.
- Store records in a secure manner.
- Share personal information relating to the case only with concerned parties, (officials, parents) when appropriate.
- Assure the child at the beginning of the counselling process that confidentiality will be maintained. This will comfort his/her and help to open up to the counsellor.

Some information may have to be shared with other members of the team (shared confidentiality). This may be beneficial for the child's comfortable stay in the institution. Inform the child and caregiver about information that will be shared, and when and why it will be shared.

#### Understand emotional needs and feelings, and provide support

- Provide a safe environment for the child to express emotions and feelings.
- Involve the person who matters most to the child in the counselling process.
- Explore any underlying fears or feelings that may cause denial, anger, guilt, and shock.
- Acknowledge the child's fears, and explain how these fears are normal for any child.

- In situations where the child and family members are distressed by conflicting values, opinions, or attitudes, assist in resolving the conflict.
- Be empathetic.

### **Identify the child's likes and dislikes**

- Encourage the child to focus on difficult situations.
- Assist the child and caregiver in communicating openly.
- Assist the child and care giver in expressing their likes and dislikes to each other.

### **Nurture curiosity and aspirations**

- Encourage the child to express his/her views and aspirations.
- Allow children to work through feelings at their own pace.

### **Develop the child's potential, abilities and skills**

- Identify the child's potential to set appropriate goals.
- Suggest practical ways for children to express their feelings safely through drawing, communicating with peer groups, singing, writing, and story-telling.

### **Foster self-esteem in the child**

- Involve the child into activities that concretise their idea of self.
- Use the Johari window activity. Ask the child to draw four quadrants: what is known to them, what is known to others and them, what is known to them and not to others, and what is not known to either party. Discuss the results.

### **Be Non-Judgemental**

- The personal beliefs of the counsellor should not influence the counselling session.
- Try to be perceptive, and understand the hidden messages that are present in the conversation.

**Avoid discrimination**

- Do not discriminate on the basis of age, gender, behaviour, socioeconomic status, weak psychological disposition, or poor health status. All children should be treated equally.
- Try involving the children in peer support groups or buddy systems.
- Promote co-learning among children from all classes.

**Ensure the right to freedom of taking on responsibilities for self**

- Guide the child through discussion and understanding.
- Structure the counselling session, clarify roles and responsibilities.
- Enable the child to become self-reliant and allow children to take on or share responsibility.

**Depend on the community to provide holistic support to the children and family members**

- Display information on the options and different services available.
- Offer referrals to the appropriate agencies for support.
- Present case-studies, challenges and concerns within the community in a confidential manner to find community-based solutions.

## CHILD-CENTRED COMMUNICATION

### INTERACTIVE COMMUNICATION STRATEGIES (ICS)

Very young children have difficulty in expressing themselves verbally as they cannot use words to describe their emotions or thoughts. Hence, practical ways must be found to communicate with children, and help them express their feelings. Interactive tools such as drawing, story-telling, plays, drama, etc. are media through which children can be helped to express themselves. These methods also create a non-threatening atmosphere for the child. It is difficult to sustain a young child's attention, thus using different methods helps to sustain the child's attention, and in exploring sensitive issues, and identifying solutions.

#### Drawing

Drawing can be a powerful medium that aids children in expressing their emotional state without having to put it into words. Most children enjoy drawing, and it is a useful and practical tool for counselling.

#### Process

- Provide the child with drawing materials such as paper, colour pencils, pens, etc.
- Ask the child to draw on a theme that the counsellor wants to pursue, such as the family in happy moments, or what makes the child angry.
- Follow up the drawing session by asking the child to describe and explain the drawing using open-ended questions, and try to understand the child's intentions behind the drawing.
- Let the child "narrate" the sequence of events in their drawing.

#### Drawing can help children

- Emote better than verbal counselling.
- Feel more comfortable and express their thoughts and feelings better.

- Feel successful in completing the drawing and taking pride in explaining it.
- Draw from their perspective.
- Share their perspective about their life situations.

### **Drawing as a tool**

- Can be used with children of all ages.
- Can be used both with groups as well as individuals.
- Can be used with children with special needs such as visual, speech, or hearing disabilities.

### **Story-telling**

When a child finds it difficult to talk about painful issues, listening to a story about someone in a similar position can be very comforting. That may help the child recognize that they are not alone in a given situation. It can also give the child the sense of being understood. A story can also serve as a useful tool for problem-solving.

Story-telling is a tool that

- Can be used with children of all ages.
- Is helpful when talking about painful issues.
- Is used in an individual setting by the caregiver or a group at the centre by the counsellor.

There are different ways of conducting story-telling, for an individual or for a group:

(a) Give a story outline and ask the child/children to build up the story.

(b) Present the first half of the story and ask the child/children to complete it.

(c) Provide a topic and ask the child/children to develop their own story.

It is helpful to

- Avoid using real names or events.
- Use a familiar story, fable or folk tale (from the epics) to convey a specific message related to their problems.
- Use animals to represent humans to make it interesting and impersonal.

- At the end of the story, encourage the child to talk about the characters and explain their behaviours.
- Seeing someone in a similar position can be very comforting and can give the child the sense of being understood.
- At the end of the story, encourage the child to talk about what happened. For example, ask about the message of the story to confirm that the child has understood the story's relevance.
- You may also ask the child to make up their own story, based on a topic that you give them. These stories should be used for problem solving. For example, at completion of the story, the counsellor should encourage the child to find suitable options to resolve issues concerning the life situations. Examples are given below.

Suggested themes you could provide to the child to tell a story

1. There is a family with a mother, a father and two children. The mother and father are constantly unwell--- (ask the child to complete the story)
2. A five-year-old boy lives with his grandmother in the village. The grandmother is very old and finds it difficult to take care of the house and the boy----(ask the child to complete the story).

Other themes could include

- a little girl who was very sad
- a boy who is always fighting

## Puppetry

The above themes can also be used with puppets. Puppetry works when:

- Used with older children.
- Used in group sessions.

Different types of puppets can be used-string, finger, hand, shadow or locally available puppets. You can provide the child with an outline for a story, or ask children to develop and perform their own story. You may also combine story-telling and puppetry. Ask the child to use the puppets to develop the story. Discuss the role of the puppets and thoughts, emotions, and behaviours expressed after the performance. Broadly relate the discussion to the child's real-life situation.

## Role-plays and drama

Role-plays are informal dramas, which do not need a script or planning in advance. Role-plays can be done by anyone on a given topic or issue. They are usually used to project an issue. Feedback is provided by the children themselves.

Children often mimic the actions of others including their parents and peers. Role-plays work as a simulation of the child's actual environment. This will help the child reflect and self-realize. Role-plays help to analyse problems.

### Role-play

- Used with older children
- Used in groups
- Simulates an actual situation
- Helps the child reflect and realize
- Is an effective tool for problem-solving

#### Process

- Give the child a topic to role-play.
- Ask the child to think, behave, and respond in the same manner as the person they are role-playing.
- After the role-play, discuss the role the child played - the thoughts, emotions, and behaviours expressed through the role.
- Relate the discussion to the real-life situation.

#### Suggested themes for role-play

Ask the child to play the role of the other person in the suggestions given below and the counsellor can play the role of the child.

1. A normal day in the caregiver's life.
2. What happens at home when it is time to take your medicines.
3. The routine of the to the institution during the morning hours.
4. The child goes out to play with friends.
5. Meal time at home.

## Play

Children love to play games. Exploring their feelings and events through games is highly informative. Children accept the counsellor when games are used as tools. When children play, most of their activity involves imitation or acting, which helps the counsellor understand the emotions that they are experiencing.

Play as a strategy can be Directive or Non-directive

### Directive play

- Used with older children (above 6 years).
- Used in groups.
- Through specifically developed board games (snakes and ladders), card games, etc. The content can vary, such as hygiene, anger, study, friendship, etc.,
- Used to educate and teach children specific knowledge and skills such as how to solve conflicts with friends or teachers etc.,

### Non-directive play

- Used with younger children.
- Preferably used with an individual child.
- Involves “acting out” events, feelings or thoughts.

#### Process

- Let the child choose from a variety of play materials such as toys, puppets, clay, colours, etc.
- Let children develop their play activity, however, the counsellor can provide a broad context (story outline of the play).
- Observe the child’s play and interactions.
- Ask the child focused questions based on the observations.

## CHILD COUNSELLING

Duration	-	90 minutes
No. of facilitators	-	Two
Objectives	-	To provide a basic understanding on counselling vulnerable children. To equip the participants with basic methods, approaches and tools in counselling with children.
Expected outcomes	-	Participants would be able to articulate three dos and three don'ts they need to follow with regard to interacting with vulnerable children. Participants would be able to mention two principles and two skills in counselling children.
Methodology	-	Lecture, discussion, role-play
Materials	-	None
Tool	-	Situation sheets
Handout	-	Handout on Counselling Children

### Session Instructions

Ask three participants to share their most recent interaction with children in their personal life. It may be with their own children or with any other child. Ask them how they found that experience at a personal level. Responses might be, "it was good, lively, enjoyed". "Happy, I did that". "I was reminded of my childhood" or "I became a child myself".

Take the lead from the aspect – "you felt happy after the interaction; you felt good". Ask participants to reflect on how we can leave the children whom we meet with this same feeling, as we talk to them and depart. Say that this presentation will give us a better idea on how to perform this essential task. Present the slides on "Counselling Children".

Introduce the concept of mind-voice. Children are not very expressive on many occasions, and children in difficult situations are not very comfortable with the experience they go through. Thus for each statement/question/sentence they will have a mind in addition to what they speak. This intrapersonal communication that happens within the child needs to be considered while we are in an interaction with them.

To sum up - Summarize the key points in learning from the role plays.

### Communication with children Do's

- Treat children as equals.
- Listen and give full attention.
- Stay calm, reassuring and non-judgmental.
- Ask open ended questions.
- Reiterate the child's feelings in your words.
- Tell the truth and give honest and direct answers.
- Explore the issues along with the child.

1



### Communication with children Do's

- Use art, play, drama, when the child cannot talk about the issue or the topic and come back to it later.
- Admit that as an adult you don't have answers to all the questions.
- Plan with the child because children usually feel that their lives are out of control.
- In crisis situations, the counsellor should protect the child from further harm.

2



### Communication with children Don'ts

- Deny the child's feelings saying "you should not feel this way".
- Make promises that you cannot keep.
- Push the child for details (Children need time to trust the counsellor enough to be able to disclose information and feelings).
- Talk down to children.

3



### Why children do not talk

- Fear of hurting their parents.
- Fear of punishment.
- Fear of letting the counsellor know about their terrible secrets.
- Too young to find words to describe their experience.
- Embarrassment or shame.
- Unable to trust adults.
- Fear that they will not be believed.

4



### Principles and skills

#### Principles

- Respect
- Empathy
- Unconditional positive regard
- Congruence

#### Skills

- Active listening
- Identifying feelings and emotions
- Paraphrasing / Reflecting
- Facilitation

5



### Process

- Building a trusting relationship with the child.
- Accepting the child as they are without attempting to change.
- Deciphering the inner feeling of the child.
- Maintaining confidentiality.
- Being non judgmental.
- Voicing out on behalf of the child to their parents.

6



## CHALLENGES FACED IN WORK SETTINGS

Principles of adult learning states that two-way learning is the essential part of adult learning. Participants have good experiences that are rooted in their everyday practice. It is essential to empathize as well as understand from their experiences so as to enrich one's own understanding of the issues that will need to be addressed in current or future training sessions.

### Engender trust and make a connection

- Keep confidentiality and allow free expression.
- Each time a participant in the activity shares their experience, acknowledge and thank them for initiating it.

## CHALLENGES FACED IN WORK SETTINGS

Duration	-	45 minutes
Objectives	-	To build clarity among the trainees in handling challenges and what they can do to overcome it and what sorts of support they require.
Expected outcomes	-	Empower them to handle challenges. Understand that advocacy is one of counsellor's roles.
Methodology	-	Group discussion
Tools	-	Summing up
Handout	-	None

### Session instructions

Introduce the topic on challenges faced in work setting and get trainees to respond to - what it means to them. Divide the trainees into three groups. Ask each group to respond to the following:

1. Challenges faced at work place.
2. Challenges that can be addressed by the counsellor keeping in mind the learning from the session on "Role of Counsellor".
3. Challenges that require help or support from others.

Ask the groups to present their findings in the larger group.

### To sum up

Conclude the session with key points from the group discussions. Emphasize that counsellors can handle most challenges, some challenges, but must advocate for some. Point out that advocacy is one of the key roles of a counsellor, and reiterate that very few challenges need external support.

**Challenges**

Personal

?

1

**Challenges**

Knowledge

?

2

**Challenges**

Attitude

?

3

**Challenges**

Beliefs

?

4

**Challenges**

Workplace

?

5

**Challenges**

Field

?

6

# Abuse & Violence against Children





# VIOLENCE

## Definition and typology of violence

The WHO defines violence as, “The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal development, or deprivation.” Violence may be expressed in four modes : physical, sexual, psychological, and deprivation.

- **Self-directed violence** refers to violence in which the perpetrator and the victim are the same individual and is subdivided into *self-abuse* and *suicide*.
- **Interpersonal violence** refers to violence between individuals, and is subdivided into *family and intimate partner violence*, and *community violence*. The former category includes child maltreatment, intimate partner violence, and elder abuse. The latter is broken down into *acquaintance* and *stranger* violence, and includes youth violence, assault by strangers, violence related to property crimes, and violence in workplaces and other institutions.
- **Collective violence** refers to violence committed by larger groups of individuals and can be subdivided into social, political and economic violence.

## Different forms of violence

- Hate crimes
- Molestations
- Prostitution and Trafficking
- Sexual harassment
- Stalking
- Incest
- Rape
- Pornography
- Custodial violence
- Gender Based Violence - Son preference

- Poverty related violence
- Sexual assault within marriage
- Poverty related violence
- Violence against men/women in armed conflict areas.
- Displaced women/migrant workers

## VIOLENCE

Duration	-	90 minutes
Objectives	-	To clarify and deepen the understanding on violence and its consequences.  To equip participants with knowledge to identify different forms of violence.  To help participants to understand the connection between Trauma and violence.
Expected outcomes	-	Trainees will have clarity on violence and its connections with violation and exploitation.  Trainees will gain knowledge on different forms of violence.  Trainees will have better understanding of the connection between trauma and violence.
Tools	-	Video on violence

### Session Instructions

Introduce the topic of “violence” to the participants by explaining that there are communities who are vulnerable in society such as children and women. In many cases abuse and violence are inflicted on them since they are vulnerable and their voices are seldom heard. It begins from families including the extended families, society, law enforcement machinery of the state, and the community. Prolonged exposure to violence and abuse, can lead to trauma. In this session we are attempting to understand about violence, violation, exploitation and trauma.

Divide the participants into 4 groups. Have four chits of paper in which the following terms are written - Violence, Violation, Exploitation and Trauma. Let one person from each group pick up a chit. Assign that term for that group ask the group to discuss for 10 minutes on what the term mean to **them** and ask each group to share in the large group along with a short story or incident that illustrates that term.

Facilitate the large group sharing. Be sensitive to people who are emotional or break down in the process of sharing. It is advisable to have a trained counsellor around during this session. It would be ideal if the facilitator is a counsellor.

Elicit the broad categories of acts of violence (Physical, Sexual violence, Verbal, Economic and Gender based) and the levels in which it occurs. Put them in a flip chart.

Play the short film.

At the end of the film, ask participants to add to the items on the flip charts. Ask participants to draw up a referral list of professional counsellors whose help they can seek in the area in the case of having to handle an abused or traumatized child.

## ADDITIONAL READING

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## NOTES



## NOTES



## NOTES



## NOTES



