**MAASAI MARA UNIVERSITY**

**DEPARTMENT : PSYCHOLOGY & COUNSELLING**

**TITLE : INTRODUCTION TO EDUCATIONAL GUIDANCE AND**

**COUNSELLING**

 **CODE : PSY 1204**

**LECTURE HOURS : 40 HOURS**

**PURPOSE**

To introduce learners to the basic principles of guidance and counseling

**Introduction**

This unit is core to the training and practice of counseling. This course provides information that will provide a solid foundation for understanding the basic concept of guidance and counseling. It aims at introducing learners to the scope of guidance and counseling and sensitizes learners to the need for guidance and counseling services in the community.

**Learning Outcomes**

By the end of this unit you should be able to:

Define the terms guidance and counseling.

Differentiate between guidance and counseling

Articulate the role and functions of counselors in various settings.

Develop an effective guidance and counseling programme

Explain the basic principles of guidance and counseling.

Demonstrate key competencies and characteristics of effective counsellors

**CONTENT**

* Definition of guidance and counseling
* Key features of guidance and counseling
* Difference between guidance and counseling.
* Role and functions of counselling in various settings and the philosophical basis of helping.
* The process of counseling
* Various approaches to guidance and counseling
* The need of guidance and counselling in Kenya
* Principles and practices of guidance and counseling in various settings
* Factors that affect mental health in the society.
* Competences and characteristics of effective counselors
* Ethics in counseling and psychotherapy

**Core references**

Bayne, R. (1988). The Counseling Relationship and Psychological Type. London: Sage.

**Further Reading**

Egan, G. (2007) The Skilled Helper. Aproblem managgenent and opportunity development approach to helping. Belmont. Thomson Bpooks/Cole.

Ivey, A. (1986). Developmental Therapy: Theory into Practice. Sanfransisco: Jossey- Bass.

Ivey, A.(1991). Develpomental Strategies for helpers. Individual, Family, and Network Inreventions. Pacific Grove, Calif: Brooks Cole

Okoth, G. (2002). *A comprehensive Manual for Guidance and Counselling Teachers*.Nairobi: Worldlink Press Publishers.

Omulema,B.(2000).*Theories and Techniques of Counselling*. Njoro: Egerton University

**MAASAI MARA UNIVERSITY**

**SCHOOL OF EDUCATION**

**EGC 1204 INTRODUCTION TO EDUCATIONAL GUIDANCE AND COUNSELLING**

**FEB-APRIL 2017 SEMESTER EXAMS**

**NO. STUDENTS=450**

**INSTRUCTIONS: ANSWER QUESTION ONE (1) AND ANY OTHER TWO QUESTIONS**

1. a) Using examples, explain the meaning of the following terms
2. Guidance
3. Counselling
4. Psychotherapy
5. Play therapy (8marks)
6. Explain FIVE principles of guidance and counselling (10 marks)
7. Explain the FOUR stages of a counselling process (12 marks)
8. Explain FIVE qualities of an effective guidance and counselling teacher (20 marks)
9. a) Identify any FOUR categories of psychological counselling theories used in the counselling process (4 marks)

b) Give EIGHT rights of clients to be observed during counselling process (16 marks)

1. Explain FIVE personal and psychological problems facing students in secondary schools that call for guidance and counselling (20 marks)
2. Discuss FIVE ethical and professional issues in counselling (20 marks)

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