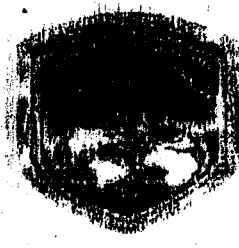


- Direct questioning
- confronting
- probing
- Respiration of content
- Paraphrasing
- Interpretation

Treatment

2013/2014

Mount Kenya University



- Counselling theories
- Psychoanalytic theory
- Client centered
- Gestalt theory
- Adlerian theory
- Self theory

level: conscious
sub-conscious
unconscious

UNIVERSITY EXAMINATION 2013/2014

SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND FOUNDATIONS

BACHELOR OF EDUCATION
SCHOOL BASED

UNIT CODE: BEP 2201

UNIT TITLE: GUIDANCE AND COUNSELLING IN EDUCATION

DATE: AUGUST 2014

1

TIME: 2 HOURS

INSTRUCTIONS: ANSWER QUESTION 1 IN SECTION A AND ANY OTHER TWO QUESTIONS IN SECTION B.

SECTION A:

1. a) Define the following terms:

- i) Guided (2 Mark)
- ii) Counseling (2 Mark)

b) Explain how counseling was done in the traditional African societies. (6 Marks)

c) ^{Describe} Describe the three stages in the counseling process. (6 Mark)

d) Effective counseling is dependent on skills. How can the following skills be used in a counseling session?

- i) Observation
- ii) Immediacy
- iii) Listening (6 Mark)

e) Describe 4 functions of a school counselor. (4 Marks)

f) As a member of guidance and counseling department. How would you tell that a child has psychological problems. (4 Marks)

SECTION B:

2. a) Describe how divorce and separation of parents may affect children in school. (12 Marks)

b) How would you support such children in your school. (8 Marks)

3. a) Evaluate the effects of a traumatic experience in an individual. (10 Marks)

b) Explain the role of a counselor in helping such a victim. (10 Marks)

4. a) Describe the following maladaptive behaviors/interactions:

i) Enuresis

ii) Lying

iii) Stealing

✓ Phony
- phony
- phony
- phony
✓ Impassive
✓ implusive
explosive

b) Identify five ways in which parents contribute to the above maladaptive behavior in their children. (5 Marks)

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Having advised
Wisdom sharing or it was done
0. Ours is
1. Childhood
2. Stage of adolescence
3. Adulthood
4. Old age

Guidance and training in
modern society
→ aims / goals
- achievement of positive man
- Resolution of problems
- Improving personal effectiveness
- Health change
- modification of decision
making

Reasons for re-structuring and
strengthening guidance & c in school
as guidance in teen development
to enable students make
proper choices in decision
making
→ adjustment in life
→ obtain

Reasons for re-structuring and
strengthening guidance & c in school
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