

DIASS



Introduction to Applied Social Sciences

Social Science

- It is the study of **society** and the way people **behave and influence** the world around them.
- It covers an extensive body of knowledge compiled through various approaches and research tools across several academic disciplines to **build theories, explain social phenomena, and understand the human condition.**

1 **APPLIED SOCIAL SCIENCES**

- ★ It is an **interdisciplinary** and **dynamic field** that **integrates the knowledge** and tools for research and analysis from various social science disciplines and theories to **address social and practical problems** in society.
- ★ The **central focus** of all applied social sciences is on the **issue of social and cultural change** and the needs of social sciences that are not met by all models of present-day theories.

SOCIAL SCIENCE	APPLIED SOCIAL SCIENCE
It attempts to give an understanding and explanation of human activity in the context of	It allows for specialist study in other areas of interest that were outside of the original purview of the welfare

social relations, social groups, and institutions. It deals with theories and concepts that can explain a social phenomenon.	state. Its focus is less fixed and allows for specialisms in other areas to provide perspectives.
It examines the connection between the self as an individual and to the society, as well as the development and operation of societies, rather than studying the physical world.	It attempts to focus on a distinct issue but use insights arising from various social science disciplines.

Disciplines in the ASS

Counselling

- ★ It focuses on helping clients to better understand themselves and their specific situation and strive for changes to improve their lives' circumstances.

Social Work

- ★ It focuses on social change, problem-solving in human relationships and the empowerment and liberation of people to enhance social justice.

Communication

- ★ It focuses on how humans use verbal and nonverbal messages to create meaning in various contexts across cultures using a variety of channels and media.



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Integration of Disciplines and/or Theories of SS to ASS

Based on these three identified disciplines, how are they interconnected as Applied Social Science?

SS (Social Science)

- provides the theories, concepts, and methods used to understand human behavior, society, and social relationships.

ASS (Applied Social Sciences)

takes these theories and disciplines and applies them to solve real-life social issues and improve people's well-being.

The Discipline of Counseling

Counseling can be defines...

As a PROCESS

"It is a learning process in which individuals learn about themselves and their interpersonal relationships, and enact behaviors that advance their personal development."

As a RELATIONSHIP

"a professional relationship between a trained counselor and a client. This relationship is usually person-to-person, although it may sometimes involve more than two people."

As an ART

"a flexible and creative process whereby the counselor adjusts the approach to the unique and emerging needs of the client."

"put their selves in the client's shoes and by going beyond the self and feels at one with the client." – giving of oneself concept (Nystul, 1999)

As a SCIENCE

"required to have the skills to formulate objective observations and inferences, test hypothesis, build theories, use psychological tests, and use research methods."

As an EMERGING PROFESSION

"an emerging profession... a service sought by people in distress or in some degree of confusion who wish to discuss and resolve these in a relationship which is more disciplined and confidential than friendship, and perhaps less stigmatizing than helping relationships offered in traditional or psychiatric settings." – Feltham and Dryden as quoted in McLeod, 2003

GUIDANCE

- Focused on determining what they value most, and from there choose the path they want to pursue.

COUNSELLING

- Focused on helping clients better understand themselves and their specific situation and strive for changes to improve their lives' circumstances.

PSYCHOTHERAPY

- Deals with assessing, diagnosing, and treating



THE DISCIPLINE OF COUNSELING

REPUBLIC ACT 9258- OTHERWISE KNOWN AS THE GUIDANCE AND COUNSELING ACT OF 2004

The Guidance and Counseling Act is defined by the law as...

"...the profession that involves the...

(1) use of an integrated approach to the development of a well-functioning individual

(2) primarily by helping him/her to utilize his/her potentials to the fullest

(3) and plan his/her present and future in accordance with his/her abilities, interests and needs.

COUNSELING

★ ...is the heart of guidance services, accomplished with a therapeutic relationship between the counselor and the counselee.

★ It is a dynamic process - they relate to each other, see the whole picture, arrive at a similar understanding, identify counseling goals, and how these will be achieved.

The most important element in effective counseling is the client's feeling of unconditional regard.

Unconditional regard - means that your counselor will be very respectful and accepting of your own insights and personal feelings about your situation.

PRINCIPLE PRIVACY

- is an ethical principle that states that a person's personal information, thoughts, feelings, and records should be kept confidential and protected from unauthorized access or disclosure.

GOALS OF COUNSELING

- Development Goals
- Preventive Goals
- Enhancement Goals
- Remedial Goals
- Exploratory Goals
- Reinforcement Goals
- Cognitive Goals
- Physiology Goals
- Psychological Goals

SCOPE:

HUMAN CONCERNS

- Academic Difficulty
- Career-related
- Family Problems
- Psychological Challenges
- Emotional Concerns
- Social Concerns
- Personal Concerns

Core Values of Counseling

1. Respect for human dignity
2. Partnership
3. Autonomy



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4. Responsible caring
5. Personal Integrity
6. Social Justice

Principles of Counseling

- Principle of Acceptance
- Principle of Communication
- Principle of Empathy
- Principle of Respect for the Individual
- Principle of Non-Judgmental Attitudes
- Principle of Confidentiality
- Principle of Individuality
- Principle of Non-Emotional Involvement

COUNSELING GOAL SHOULD MEET THE FOLLOWING CRITERIA

- a. It must be a goal shared by the client
- b. The counselor must be willing to help the client achieve this goal; and
- c. It must be possible to assess the extent to which the client achieves the goal.

Professionals and Practitioners in Counseling

Counselors: Who are they?

COUNSELORS

- are professionally trained individuals who help clients experiencing difficulties by engaging them in the counseling process.
- are professionally trained individuals who help clients experiencing difficulties by engaging them in the counseling process.

COUNSELOR'S AREAS OF SPECIALIZATION

- School Counselors
- Clinical Mental Health Counselors
- Marriage, Couple, Family Counselors

- Student Affairs and College Counselors
- Addiction Counselors
- Rehabilitation Counselors
- Pastoral Counselors

COMPETENCIES OF COUNSELOR

1. Listening
2. Empathy
3. Genuineness
4. Unconditional Regard
5. Concreteness
6. Open Questions
7. Self-Disclosure
8. Interpretation
9. Information Giving and Removing Obstacles to Change

ETHICS

- generally the collective agreed-upon "correct" behaviors within the context of a professional group.

COUNSELOR'S RESPONSIBILITIES

1. Boundaries
2. Client Autonomy
3. Client Safety
4. Confidentiality
5. Contracting
6. Counseling Supervision/Consultative Support
7. Counselor Competence
8. Research
9. Responsibilities to Employer, Colleagues, Community, Self



UNETHICAL BEHAVIORS IN COUNSELING

- Violation of confidentiality
- Exceeding one's level of professional competence when a counselor practices outside of his/her area of specialization
- Negligent practice
- Claiming expertise one does not possess
- Imposing one's value on a client
- Sexual activity with the client
- Dual relationships
- Questionable financial agreement arrangements
- Improper advertising
- Plagiarism when doing research

DIFFERENCE BETWEEN PROFESSIONAL COUNSELORS AND INFORMAL HELPERS

Professional Counselors	Informal Helpers
Expected to maintain a high degree of objectivity in doing their job	Need not to consider this
Guided by rules and regulations (Code of Ethics)	May help people as encouraged by their personal rules
Use strategies and techniques to promote the client's personal growth and development	Are those who are not formally equipped with standardized strategies or approaches.

Counselors work in partnership

- Parents
- School authorities
- Community/Organizations
- Peers

Clientele and Audiences in Counseling

TYPES OF COUNSELING

- Individual
- Group
- Multiple
- Couple
- Family
- Community

CATEGORIES IN COUNSELING

- Addictions Counseling
- Career Counseling
- Child and Adolescent Counseling
- Community Counseling
- Correctional Counseling
- Couples and Family Counseling
- Employment Counseling
- Gerontology Counseling
- Group Counseling
- Mental Health Counseling
- Multicultural Counseling
- Pastoral Counseling
- Rehabilitation Counseling
- School Counseling

GENERAL SERVICES IN COUNSELING

- Counseling



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- Orientation and Information services
- Psychological testing services
- Follow-up services
- Career development and placement services
- Individual inventory services
- Referral services
- Research and evaluation

Counseling Processes and Approaches

STAGES OF COUNSELING

I. RELATIONSHIP BUILDING

Core Conditions:

- Empathy
- Unconditional Positive Regard
- Uniqueness and Dignity
- Respect
- Immediacy
- Confrontation
- Concreteness
- Self-disclosure

II. ASSESSMENT AND DIAGNOSTIC

Standardized Methods (quanti)

- Use of psychological tests, IQ tests, mental ability, personality, career tests

Non-standardized Methods (quali)

- Use of interviews, observations, anecdotal records, case studies

Diagnosis

- Clinical term and procedure which is best left to clinicians

III. FORMULATION OF GOALS

Shared task and responsibility of counselors and clients. This can be categorized as process goals and outcome goals.

Process Goals – planned events by the counselor and client for achieving outcomes

Outcome Goals – intended results

IV. INTERVENTION AND PROBLEM-SOLVING

Intervention refers to the deliberate process or methods of solving the problems. Counselors explains possible interventions, risks, benefits and costs to the client.

V. TERMINATION AND FOLLOW-UP

"For every beginning, there is an end."

- The end goal of clients is to empower clients to reach the point wherein they would have no need of counselor's assistance as they journey through life.

Follow-up – to know how they are going and if necessary, provide additional counseling.

VI. RESEARCH AND EVALUATION

- Advancement of profession
- Improve counseling programs and ensure accountability

APPROACHES IN COUNSELING

SOLUTION-FOCUSED BRIEF COUNSELING (SFBC)

Instead of focusing on the client's problem,



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this approach focused on the solution that works best for the client

This approach proposes:

1. When clients concentrate on success, it will lead to positive change
2. By determining moments or occasions when symptoms do not occur, clients are given the opportunity to generate solutions
3. Clients must trust that small positive changes can facilitate bigger changes
4. All clients have the capacity to solve their problems particularly during the absence of symptoms
5. Clients must identify goals that are positive and measurable

1. Scaling – scaling quickly assesses or gauges the client's progress. It simply presents the client a **10-point (or 100- point)** continuum where he or she is asked to rate a particular concern.

2. Exceptions – *what happened before* a counselor explores situations or moments when the problem was not occurring. SFBC comes from the **assumption that all concerns have exclusions**, which are moments that can be used to **generate possible solutions**, sources of strengths and personal resources.

3. Miracle Question – this technique **shifts** from a **problem-focused way** of dealing with their difficulties to a **solution-focused one**. It prompts clients to think of what they really want and what this entails to do so, or what is needed to do and what he or she wants.

ADLERIAN OR PSYCHODYNAMIC APPROACHES

The primary goal is to recognize and understand the objective reasons for one's experiences – to

improve interpersonal relationships and self-awareness.

1. I-Messages – sometimes called Responsibility Messages (Gordon, 1974), prods the client to take responsibility for his or her feelings, behaviors, or
"I feel ___ (feeling) when you ___ (behavior) because ___ (consequence)." ... need

change behavior = match goal

2. Acting As If – this technique **facilitates change** not **only in the client's perception** about a particular experience but also in **improving his or her actions or behaviors**.

3. Mutual Storytelling – this technique uses **allegories or metaphors** related to the client's life stories that will bring about insights or lessons.

- Then the counselee is asked to weave a self-created fictional story with interesting characters and plot with moral lessons.

GESTALT APPROACH

Focused on the present moment experiences, existential meaning, interpersonal relationships, integration of the whole person.

1. Empty Chair – *what to say/act* this technique aims to help the counselee to play what he or she would likely to say or to act toward another person (George and Christiani, 1995).

2. Body Movement and Exaggeration – this technique is used to increase the client's self-awareness regarding the nonverbal messages that he or she is sending to others, expressed in his or her body language with exaggeration.



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showing not true emotions

3. Role Reversal – this technique is used when the counselor believes that the behavior that the client displays is the reversal of what he or she actually and truly feels (Harman, 1974).

SOCIAL LEARNING APPROACH

The social learning approach sees learning as being most effective in a social context, when people can learn through real-life examples and direct experiences. It's based on the idea that people learn best through their environment, as part of a continual process of observational learning.

1. Modeling – also known as **imitating, identification, observational learning and vicarious learning** (Hackney and Cormier, 2005). It emphasizes that in individual behaviors are learned observing a model or someone whom we see around by imitating their behaviors.

2. Behavioral Rehearsal – it is a **form of role play** wherein the clients learns a new type of behavior such as manner of speaking that he or she can use in response to certain situations and to people around him or her.

3. Role-play – this technique is used by counselors to **facilitate the client's understanding or change within themselves** (Gilliland and James 1998). In most role-plays, the

client reenacts oneself, another person, a set of circumstances, or one's reactions.

COGNITIVE APPROACH

This approach believes that clients improve their situations by perceiving and thinking about problems and solutions through different perspectives or by seeing the situation from different lenses; how client's thoughts affect their feelings and behaviors.

1. Self-talk – this technique is **pep-talk** by the client to himself or herself; asked to repeatedly state a helpful, supportive phrase when encountering a difficult situation.

2. Visual/Guided Imagery – this is used to help clients **work through conflicts and ease anxiety**. The counselor can make use of a **vivid mental picture** of a real or imagined experience, a pleasant scent, or a visualization of successfully coping process.

3. Cognitive Restructuring – this technique is based on **two basic assumptions** that **self-defeating behaviors** come from **irrational or defective thoughts or self-statements**. This can be altered by changing these negative thoughts into positive ones.

Meichenbaum (1994) cited 3 goals of Cognitive Restructuring:

- a. Clients need to become aware of their thoughts
- b. Clients need to alter their negative thought process
- c. Clients need to think about and change their ideas about themselves and the world



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BEHAVIORAL APPROACH

This approach contends that learning happens when a particular behavior is reinforced by the presence of a reward or discouraged by either giving a punishment or removing a potential reward.

do good = earn smth

1. **Token Economy** – this can be applicable for those who noticed that they have been very fond already of their gadgets and may have missed some quizzes or assignments due to lack of time because of playing games or surfing social media too much.

2. **Time-out Technique** – this technique is a form of negative punishment. This is to discourage the likelihood of such a misbehavior to reoccur.

3 types of techniques:

a. **Seclusionary** – child sent out of the room for some time

b. **Exclusionary** – child is removed from an activity

c. **Non-seclusionary** – child remains inside the room, but is not allowed to participate in the activity

3. **Response Cost** – this involves removing the positive stimulus to decrease occurrences of unwanted behavior.

Steps:

- Identify the specific behavior that you will target
- Decide what the penalty or cost for that behavior
- Inform the client of the cost or price of this behavior