

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND COUNSELLING**  
**FACULTY OF EDUCATION,**  
**OBAFEMI AWOLOWO UNIVERSITY, ILE-IFE.**  
**B.Sc. Ed / B. Ed /B.A ED DEGREE EXAMINATION 2012/2013 HARMATTAN**  
**SEMESTER**

**EFC 301: INTRODUCTION TO *GUIDANCE* AND COUNSELLING**

**INSTRUCTION:** Answer **all** questions

**TIME: 2HOURS**

**SECTION A**

1. Give four roles of counsellors in the school setting.
2. Mention four goals of counselling in Client-centred approach.
3. Identify four professional characteristics of counsellors
4. Mention five guidance services that are usually found in Schools
5. State three basic assumptions of behaviour modification
6. Mention four professional ethics that guide counselling relationship?
7. According to Rational Emotive Behavioural Therapy, state three major causes of emotional disturbances
8. State four major contributions of the Client-centred approach to counselling
9. Give three methods used by the therapist in psychoanalysis to assist their clients
10. In not more than two sentences, describe the essential difference between the Client - centred and trait-factor approaches to counselling.
11. Mention three modes of entry in counselling relationship
12. Give one reason to justify the relevance of continuous assessment as a tool in guidance and counselling in schools today.

**SECTION B**

- 1a. Identify and discuss five major ways in which individuals cope with anxiety as postulated by psychoanalytic theorists.
- b. Briefly explain the personality structures in man as identified by Sigmund Freud
- c. In non-directive counselling approach in which **man** is viewed as rational, discuss five conditions for effective counselling
- 2a. Justify the need for guidance and counselling services in Nigerian secondary schools under the UBE programme
- b. List and discuss five skills that are common to indigenous counselling practitioners
- c. Identify two types of test and non-test techniques and explain their uses in counselling.