

Therapeutic Alliances and Trajectory Learning for The Counselor Education Programs

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Abstract: Counselor education programs have a mission to provide learning to prospective counsellors in developing an intact counsellor. Personal counsellors who are featured in the process of providing guidance and counselling services greatly determine the effectiveness of the services provided. Insufficient in presenting a whole person, a good counsellor should have the skills of building a therapeutic alliance with the counselee. The therapeutic alliance in the process of providing assistance is a collaboration between counsellor and counselee in achieving a predetermined therapeutic goal. Therapeutic alliance is a skill that should be the main goal of the Counselor Education program. While the learning process in the Counselor Education program is through trajectory learning with learning method using dialog Socratic. The learning process with various questions about various problems is an effective way of understanding and meaningful learning. The purpose of this article is to examine theoretical and therapeutic alliance practices and trajectory learning to develop Counselor Education programs.

1 INTRODUCTION

The education of counsellor candidates should facilitate in establishing identity as teachers and educators, identity awakened to the understanding and internalization of the value system of objectives (Carkhuff, Robert R, 1979; Bedi, Davis, Arvay, 2005, p. 71) like understanding the nature of humankind, the content of education and the learning process. Based on some research results, Bedi, RP, Davis, M. D and Arvay, MJ (2005) study found that the skills of fostering therapeutic alliances are personal attributes (the value system of human nature, the content of education and learning process) and the central skills in the counselling process can bring the counselling process to success, besides the personal qualities of the counsellor are the main instruments and competencies that have a major impact on counselling and counselling services rather than simply emphasizing the counselling approach, theory or technique used. Study Wester, L. K and Borders. D (2014) explains that the relation factor helps between counsellor and counselee to correlate more strongly with the results achieved counselee, compared with technical factors used. The Chenault study (1968) explains that the effectiveness of guidance and

counselling services is not a technical function, but the personal quality of the counsellor in the relationship between counsellor and counselee.

The professional qualities of professional counsellors can support therapeutic alliance skills, including acceptance, congruent, empathy, emotional stability, flexibility, openness, interest in people, authenticity, trust, confidence, and sensitivity. Several research studies have explained that the personal qualities of counsellors are not always effective, as most Counsellors are still weak in building helpful relationships. The study of Anne, et. al. (2012), on the personal qualities of counsellors conducted on 2730 counsellors in the United States suggests that aspects of self-control and identity integration are of good quality, but on aspects of relationship, intimacy, endurance, and understanding of feelings in building relationships that are helpful to have a low category, the condition affects learners/counselees who do not want to come again to the Guidance and Counselling room in the next session.

The limitation of prospective counsellor development to improve the alliance/assistance relationships demonstrated by the findings of this study implies the need for learning to represent the value and mission of the counsellor candidate in

delivering his services according to his passion. The process of building individual counsellor learning has a more effective personal wholeness (Chenault, 1968). The whole process of learning consistently cultivates the exploration and meaning of educational tip as the professional basis of counsellor's action in helping the counselee (Kartadinata, 2013). The learning that is considered appropriate to integrate various thoughts comprehensively is the learning of the track.

Basis of consideration improves alliance relationships with learning paths; First, personal counsellors based on thoughts that synthesize thinking, creative, respectful, and ethical thinking; Second, the personal development of counsellors requires the integrity of learning that passes through structured and programmed cognitive aspects; and thirdly, the learning path does not teach substance but teaches high-level thinking tools for the development of contextual and normative thought.

Based on these considerations, counsellor education programs must thoroughly develop therapeutic alliance relationships through the learning path. This article is disclosed and criticized, its implications for counsellor education programs.

2 THERAPEUTIC ALLIANCE AND TRAJECTORY LEARNING

2.1 Therapeutic Alliance

School guidance and counseling services can be effectively implemented, where there is a healthy interaction/relationship between counselor and counselee (Therapeutic Alliance). The skill of fostering a therapeutic alliance is a personal attribute in building the value system of human nature, the content of education and the learning process (Bedi, R. P., Davis, M. D and Arvay, M. J, 2005). The skill of fostering a therapeutic alliance is a basic skill that a counselor needs to master, even more strictly research Lambert and Barley (2001, pp. 357-361) disclose those therapeutic relationships are paramount in counseling rather than specific treatment techniques. The therapeutic alliance built between counselors and counselee has a strong factor for achieving guidance and counseling services, as opposed to technical factors or approaches used. When referring to the statement of Daddario and Kishimoto (2011) suggests that therapeutic alliance is a collaborative relationship between counselor and

counselee to achieve goals, counselee preferences and methods related to the counseling process. Therapeutic alliances are shaped by the ability to listen to the counselee without being prejudiced and without making irresponsible advice to the counselee.

Rogers (Green et al, 2012) suggests that therapeutic alliances occur when the counselor provides the necessary and adequate conditions for the counselee. These conditions include sincerity, empathy, and unconditional acceptance aimed at achieving a therapeutic personality change. According to Dryden and Reeves (2008) suggests that therapeutic alliances are divided into three components: first, Bond between counselor and counselee. The bond is the integration between characteristics and personality qualities, including effective and reflective. The affective dimension represents the sense of security gained in relation to the counselor, the loyalty level of the counselor and the counselee. While the reflective dimension, representing the appearance of empathetic understanding, self-sincerity, self-acceptance, and interpersonal style.

Second, the goal is what counselors and counsees want to achieve in the counseling process. Bordin (1979) suggests that good therapeutic results are facilitated by a counselor and counselee agreements related to the goals of the counselee and agreement to work toward that goal. The goal of a therapeutic alliance confirms the existence of a source of failure or constraint in the counseling process. If the goal of a therapeutic alliance is stated honestly and if there is a difference, then it is solved through discussion and consolidation.

Third, Task are the activities undertaken by counselors that lead to efforts to achieve goals. From the perspective of therapeutic alliances, the level of counselee progress is influenced by the level of counselor's skill in performing his duties. This implies that skill factors require more attention in training and counseling supervision. Counselor educators and supervisors need concrete and detailed evidence of how skilled the counselor performs his tasks rather than simply listening to the counselor's exposure of what he or she has done in the counseling process.

2.2 Factors Affecting Therapeutic Alliances

The concept of a therapeutic alliance described in the previous sub-representative of the quality of the counselor will affect the therapeutic alliance, the counselor's personal qualities (Cavanagh, 2002)

associated with the development of required attitudes, skills and knowledge. The personal qualities supported by the creation of a positive therapeutic alliance include: (a) Flexible and flexible professional counselors are counselors who can flexibly accept counsel to deal with the most important issues; (b) Respect and respect counsees, counselors who have high respect and respect from others will be able to remove ambiguity as intrinsic humanity and interaction with others / the environment; (c) Warm, friendly and affirmative; (d) Open; (e) Sensitive and active, is one of the most important requirements for an effective counseling process. A counselor who has high sensitivity and active skills will have strong feelings and views of the counselee, understand the advice from the field and from an inseparable perspective from yourself, the counselor can understand the problem of the character and problems of the counselee; (f) Be able to demonstrate honesty through self-reflection; (g) trustworthy trust beliefs and beliefs and (h) holistic awareness, are the major components affecting therapeutic alliances, counselors have an awareness of their beliefs, values and principles with others, awareness of knowledge and understanding of one's point of view with others and the mind has the skills to choose appropriate counseling strategies according to the characteristics and problems of the counselee.

Personal counselors are dynamic, which means that the counselor will continue to evolve with the dynamics of the environment. The personal integrity of the counselor is an authentic counselor's image (Kartadinata, 2013). In encouraging prospective counselors have personal integrity that includes developing the attitudes, skills and knowledge well, an educator must be aware of the mission and create an atmosphere of learning with a mission that will be the accomplishment (Kartadinata, 2016).

2.3 Learning a Trajectory Learning

Trajectory is derived from the Latin *traicere*, to cause to cross or cross, in the sense of crossing, but etymologically learning is learning trajectories that pass or penetrate. Learning trajectory is used to describe a series of lessons or a trajectory resulting from participation in learning activities (Strijker, 2010, p. 7). Trajectory Learning will develop competency levels capable of crossing the highest competence thinking (Clements and Sarama, 2009a, p 3; 2009b, p 17). Trajectory Learning will grow mindset prospective counsellor marked critical thinking. The design of learning trajectories to develop higher-order thinking by referring to

Gardner's Five Minds thought trajectory (Gardner, 2008), whereas to traverse learning materials can refer by using a Socratic dialog strategy.

In the context of self-development, learning the five-minded collar counsellor as a whole. Some of the implications of Gardner's learning are five minds (Gardner, 2008, p. 5). (1) learning that not only be the delivery of material substance, but rather awakening an education that facilitates the personal integrity of a potential counsellor; (2) the personal counsellor is based on knowledge up to ethical issues; (3) the personal development of counsellors requires the integrity of learning across the cognitive, affective, and psychomotor aspects in a structured and programmed manner, so that five thoughts can represent good structures, processes and learning missions; and (4) learning five unsustainable minds. In the process of preventing learning materials can use the strategy of dialog Socratic.

2.4 The Socratic Dialogue as a Trajectory Learning Method

The Socratic Dialogue is a method that is on learning done with conversation, debate with the stages of questions (Ferguson, J, 1974). Dialysis is a structured dialogue that is energized by dialectic thinking, but Socrates develops a dialectical way of thinking through a process of dialogue that has a major influence on the development of individual attitudes (Ferguson, J, 1974, so its development is known as the Socratic dialogue) The basic assumption of Socratic dialogue is that each individual has the potential to know the truth, goodness and error (Beck, H. Robert, 1985; Beck, H. Robert, 1985).

In the context of learning Socrates dialogue is used as a learning strategy for the development of high-level thinking with the concept of analogy and thinking (Hansen, T. David, 1988). According to Vyskocilova, J and Prasko, J (2012, pp. 36-37) The process of Socrates dialogue, built on several principles namely 1) Thinking is not intuitive, is a way of understanding or searching directly without any awareness or consideration; 2) The process of thinking is unfaithful; 3) Realizing dialogue is a form of process in everyday life; and 4) The purpose of dialogue as a rule for finding new views.

3 IMPLICATIONS ON COUNSELOR EDUCATION PROGRAM

Humanistic-minded experts (Dodge, R. et al. 2012) say that counsellor education is shaped from the foundation of its own individual that characterizes the fully integrated and functioning person as an individual who is open to new experiences, self-reliant and capable of directing self to realize "who am I". According to John Chenault (1968) Counselor education is formed from the foundation of: 1) the philosophy of human nature; 2) significant theory based on counsellor education program; 3) the implementation process of counsellor education; and 4) evaluation of counsellor education. Furthermore, Sunaryo Kartadinata (2013) counsellor education must and has a foundation value of human philosophy and education, science, goals and framework of guidance and counselling.

3.1 Philosophical Assumptions about Human Nature

Guidance and counselling is an integral part of the educational system that has a very important role and responsibility that the subject of its service is human, which can't be given assistance originally by a task bearer who is not his field. Humans who are involved in the process of guidance and counselling services are counsellors (counsellors) and counsellors (potential counsellors).

Counselling and guidance services can be effectively implemented, a healthy relationship/relationship between counsellor and counselee (Therapeutic Alliance). The word fostering therapeutic alliances is a personal attribute that builds the human nature system, the content of education and the learning process (Bedi, R. P., Davis, M. D and Arvay, M.J, 2005). Counselee and prospective counsellor is a person who is in the process of development (being/human). In order for the counsellor to stay awake and manifest them in order to exist, take responsibility, and keep alive. In addition, the counsellor should have a personal quality and have a mission in the process of providing responsibility and assistance to the counselee.

3.2 Purpose of Counselor Education Program

The purpose of counsellor education program is easy to maintain. The results of the Chenault Study (1968)

describe the effectiveness of counselling and guidance services from techniques, the quality of counsellor counsellors and counsellors.

3.3 Counselor Education Curriculum Program

The educational program with counselling with dialogue Socratic, it is focused to develop the personal quality of the counsellor as a whole. Learning done in each course, with the learning path, candidate counsellor facilitated the personal integrity of prospective counsellors; prospective counsellors are not only given knowledge but to the lessons of ethics, the integrity of learning that passes cognitive, affective, and psychomotor aspects in a structured and programmed manner, so the trajectory of learning the five minds of the mind can represent the structure, the process and the program or a good learning mission.

3.4 Process of Counselor Education Program

Implementation of counsellor education program to improve the therapeutic alliance, namely: 1) the concept of the therapeutic alliance is the same as the lens that highlights certain features of a material. This material will remain the same every time the lens is used; 2) it is important to distinguish the ability of counsellors to foster alliances with the ability to encourage agreement on counselling purposes; 3) therapeutic alliances by belief and irrational, positive and negative goals, and the future and the past; 4) therapeutic alliances are not always stable, depending on the stage of counselling, the emergence of conflicts, and other components. The fluctuations of this therapeutic alliance allow the counsellor to see, share, and interpret conflicts, self-defense, anxiety, and transference from the counselee. This fluctuation can also be presented as an indicator of conflict, resistance and changes in the counselling process; 5) the responsibility for starting a therapeutic alliance lies with the counsellor, 6) each counselling has therapeutic alliance duties; 7) therapeutic alliances must be supported by a balanced partner between counsellor and counselee; 8) Therapeutic alliance is a relational concept, so it is needed. An impartial alliance of only counsellors or counsellors is a joint work that will only be held on collaboration and mutual interplay between the two (Novick and Novick, 1996).

The conceptual clarification process is an indication of the effort of increasing individuals to

express responses both cognitively, affectively and psychomotor to an appropriate stimulus (Fall, 2003); (2) rational deepening, reasoning, and evidence, is an identification of experience gained during the activity; (3) the deepening of implications and consequences, is a reflection of experience gained from activities with moderate conditions. The results of reflection can be used as a basis for formulating self-improvement measures and bringing about expected behavior; and (4) deepening internalization, is an order to make plans.

3.5 Method of Counselor Education Program

Methods to improve the therapeutic alliance resulting from the counselor's personal qualities, counselor teaching methods can use the lesson pathway, for the method of learning using experiential learning models (Kolb, 1984), Sufism, meditation, and dialectical thinking with the Socratic method.

4 CONCLUSION

The skill of fostering a therapeutic alliance is one of the important skills that the counselor needs to master. In the context of personal developmental learning the counselor of five minds is seen as wholeness. The implication of learning should develop the five minds as personal integrity. Gardner's five minds are considered appropriate for the development of counselor's private learning with the following thoughts: first, the person of the counselor is based on knowledge but not limited to knowledge but to ethical issues; second, the personal development of counselors requires the integrity of learning across the cognitive, affective, and psychomotor aspects in a structured and programmed way, so that five minds can represent the structure, process and program; and thirdly, Five Minds does not teach substance but teaches thinking tools for the development of the mind contextually and normatively.

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