The development of Gestalt Hypnocounseling Training Module

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Abstract. The purpose of this article is to develop a Gestalt Hypnocounseling Training Modules for improving school counselor skills. By its nature, hypnosis has helped student to increase student self-concept. But the other hand, School counselors require a simple guide on the implementation of the Gestalt hypnocounseling based. The population in this study is the high school guidance and counseling teachers who participated in the Teachers Council of Guidance and Counseling (MGBK). The sample of this paper is the guidance and counseling teachers who have a background in Educational Psychology and Guidance Bachelor or Bachelor of Guidance and Counseling. Furthermore, to get students who have a particular problem of self-concept, the authors will develop instruments of self-concept (or adaptation). Once the instrument is made, then be distributed to high and junior high school students. Based on the results of this data collection, furthermore, students who have a problem of self-concept will be counseled by teachers who have been trained Gestalt hypnocounseling based. Based on the above description, the conclusion is the development of Gestalt hypnocounseling training modules can be used to help high school counselors in dealing with students, especially the problem of understanding of student self-concept.

1. Introduction

Pereira (2011) [1] stated that many counselor education programs has made changes according to the model developed by American School Counselor Association (ASCA) and Council for Accreditation of Counseling & Related Educational Programs (CACREP), the counselor's role becomes very complex and are required to be able to demonstrate accountability as a proof of effective services in the community. Imran (2015) [2] stated that in this modern era there are many young peoples who are familiar with cigarettes, drugs, free sex, and involved many other criminal acts. This fact could no longer be denied, although the act of of juvenile delinquency are more limited than adult criminal act.

_Dunia Informasi Remaja_ (2015) stated that of juvenile delinquency is usually done by teenagers who failed to undergo the developmental processes from childhood or teenager. Childhood and adolescence lasts so short, with the development of physical, psychological, and emotional so fast. Psychologically, juvenile delinquency is a manifestation of the conflicts are not resolved properly in childhood or adolescence. Wibowo (2013) stated that the process of learning in the classroom is less engaging students to look at issues around the environment. Learning is more textual, so make students rich in knowledge but poor academic achievement. This academic achievement will form the personality of students to be better prepared to face the problems around them, and then make the students can act more wisely in addressing everything.

Based on the background described above, the authors consider it is necessary to provide alternative dispute resolution can be justified both theoretically and empirically. A alternative which
proposed is to develop a module of based hypnocounseling Gestalt theory, which will provide skills for counselors in dealing with students who have problems, especially on the concept of self.

2. Literature Review

UNESCO (2015) stated that guidance and counseling services and programs promote the personal/social, educational, and career development of students. Furthermore, guidance can be defined as a process of development, where someone will be helped to understand and accept the abilities, attitudes, concerns and trends themselves. In the construct of education, guidance includes experiences that help individuals to understand, accept and live more effectively in the social environment.

Steffire and Steward (in Daryanto and Farid, 2015) stated that guidance is an assistance given to individuals in making choices and wise adjustments. American School Counselor Association (ASCA, 2010) stated that the school counselor has a responsibility to student in, a) have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals, b) are concerned with the educational, academic, career, personal and social needs and encourage the maximum development of every student, c) respect student’s values, beliefs and cultural background and do not impose the school counselor’s personal values on students or their families, d) are knowledgeable of laws, regulations and policies relating to students and strive to protect and inform students regarding their right, e) promote the welfare of individual students and collaborate with them to develop an action plan for success, f) consider the involvement of support networks valued by the individual students, g) understand that professional distance with students is appropriate, and any sexual or romantic relationship with students whether illegal in the stated of practice is considered a grievous breach of ethics and is prohibited regardless of a student’s age, and h) consider the potential for harm before entering into a relationship with former students or one of their family members.

Kaplan, Tarvydas, and Gladding (2014) Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. ACA (in Hussin, 2015) stated that counseling is the application of mental health, psychological, or human development principles, through cognitive, affective, behavioral or systematic intervention strategies, that address wellness, personal growth, or career development, as well as pathology.

Generally in Gestalt approach, the counseling process is done by following the rules of the counseling process. Polster (in Corey, 2013) described a three-stages integration sequence that characterizes client growth in therapy, a) discovery stage, b) accommodation stage, and c) assimilation stage. Joyce and Sill (in Safaria, 2005) showed there are five stages in the Gestalt counseling process include, a) beginning phase, b) clearing the ground, c) the existential encounter, d) integration, and e) ending. Furthermore, Fall, Holden and Marquis, (2005) stated that Gestalt therapy have five stages include, a) orienting the client to the Gestalt process of experiencing the here-and-now, b) in-depth exploration of the contact disturbances and denied awareness experienced in the first stage, c) encouraged to be tested outside of the session, and d) the termination stage. As discussed in the previous sections, that Gestalt counseling does not focus on the strategy or sequences in counseling implementation, but rather to how counselee can grow awareness during counseling sessions.

Corey (2013) stated that Gestalt assisting the client to attain greater awareness, and with it, greater choice. Awareness includes knowing the environment, knowing oneself, accepting oneself, and being able to make contact. According Yontef (1993), although the Gestalt therapist seeks to help the counselee to understand the consciousness, as a catalyst, counselor is helping to share the results of experiments and observations, and the most important thing is all done by the client. Corey (2013), Resnick & Estrup, (In Novack, 2010) stated that the supervisory role in this process, then, is not to actively instruct or direct the supervisee toward growth and development, but to facilitate awareness within the supervisee. Once this awareness is processed and integrated into the counselor’s holistic self, development into a more mature clinician will occur automatically.

Woldt (2009) stated that the aim of Gestalt therapy is the awareness continuum, the freely ongoing gestalt formation where what is of greatest concern and interest to the organism, the relationship, the
group or society becomes Gestalt, comes into the foreground where it can be fully experienced and coped with (acknowledged, worked through, sorted out, changed, disposed of, etc.) so that then it can melt into the background (be forgotten or assimilated and integrated) and leave the foreground free for the next relevant gestalt. Furthermore, (Corey, 2013; Joyce & Sills, 2010; Kelly & Howie, 2011, in Rocco, 2015), stated that a goal of counselors practicing Gestalt therapy is to help the client address associations with the environment that are detrimental by increasing self-awareness, focusing on the here and now, and embracing contact and associating with the environment in healthy ways.

To facilitate healthy function, Gestalt therapists believe individuals utilize awareness of self and environment, responsibility for self, a commitment to maturation, and a dedication to appropriate contact with the environment. (Fall, Holden, and Marquis, 2005). Yontef (in Fall, Holden and Marquis, 2005) awareness is the primary principle for change and contains two vital elements: micro awareness, which is awareness of a particular content area, and awareness of the awareness process. Micro awareness is fairly easy for most counselors to understand. In contrast to the conscious awareness of the process. In this dimension counselor is more focused on the client’s ability. Clients should be aware that (s)he have, a) the ability to choose, b) the ability to realize its strength, c) the ability to recognize his needs, d) the ability to realize its problems, and e) the ability to make choices in a different way. Araoz (1980) stated that hypnocounseling is not a theory of mental health counseling or a personality theory. It is not a new school of mental health counseling, comparable to RET, psychoanalysis, Gestalt, TA or any other. Hypnocounseling is not a list of cookbook type techniques for mental health counseling. Hypnocounseling is a modality of mental health counseling, a body of knowledge that can be applied to the framework of any personality theory, of any mental health counseling theory by a psycho-dramatist as well as by a psychodynamically oriented counselor or by a behavior therapist; in short by a trained mental health counselor of any established approach or of any theoretical background.

Gunnison (1990) as an adjunct, catalyst, and a support of the counselor’s primary counseling approach and method (Gestalt, cognitive behavioral, TA, reality, rational emotive (RET), or the brief-systemic therapies). Hypnocounseling can thus serve as a meaningful eclectic technique. Hansen, Stevie, & Warner (in Gunnison, 1990). Hypnocounseling can be most compatible with counseling, particularly when we conceptualize counseling as helping clients reexamine, clarify, and understand specific issues. Rarely does anything totally new take place. “Counseling does not attempt to restructure personality, but to develop what already exists”.

Valen (2012) stated that Hypnocounseling is an utilize therapeutic hypnosis technique effort to be used in the practice of counseling. Moreover, Sarwono (2015) stated that hypnocounseling is a therapeutic method that can be used to help the counselee to free from pathological problems such as phobias, trauma and dependence. Hypnocounseling also very effectively used the process of group counseling.

Hilgard (in Araoz, 1980) stated that the person-in-hypnosis showing signs that are not assertive of his/her mental activity: a) there are general physical relaxation and lack of movement, or when there is movement, it is lethargic and sluggish, b) there is slow, diaphragnatic breathing, c) there is a general disregard for the distractions in the surrounding environment, d) speech becomes simplified (short sentences), slower and of a lower volume, e) REM appears, especially when images are suggested, and f) the person experiences more or less clear hallucinatory sensations, either kinesthetic, visual, auditory, gustatory or olfactory. Furthermore Araoz (1980) stated that, consequently, in hypnocounseling the client can be helped to experience him/herself in the future, when the current problem belongs to his/her past history. This mental rehearsal must be done in great detail, including all circumstances of places, people, situations and involving as many senses as possible, thus conditioning the person to the improved self-image.

Sarwono (in Nurhisan, 2014) expressed in hypnocounseling, the counselor helps the counselee with direct suggestion, and through direct suggestion counselors are able to help counselee to tackle the light problems. The problems that can be dealt with direct suggestions include: removing various kinds of addictions, build confidence, motivating classes, overcoming mild stress and relieve pain.
Furthermore, Sarwono (2015) stated that the general difference between traditional counseling and hypnocounseling is the level of counselee awareness. In the traditional counseling, counselee is in full conscious condition, but while doing hypnocounseling, counselees are in the subconscious mind condition. This is done because most people often put the problem in subconscious mind, so as to solve the problem, then the counselor will immediately focus on the natural of sub-conscious mind.

According to UK Essay (2015), awareness is one of the main principles of Gestalt therapy. The unblocking of awareness and drawing the attention to awareness is involved in many of the methods employed by Gestalt therapists. Awareness allows choices; it is not a ‘should’ or ‘must’. If a person is not aware, then their choices and responses are limited. Hypnotherapists can make use of this technique. Perhaps by encouraging the patient while in hypnosis to be aware of feelings and sensation.

Duff (2005) stated that in Gestalt counseling, bring the past experience into the today atmosphere is the property/important part of hypnosis, through hypnotic regression, the clients can have his past in its current condition. Based on this behavior, the counselor can evaluate what is happening between the client and the environment in the past, which would then be brought to the present (here and now).

Clinebell (in Duff, 2005) suggested that firstly hypnotherapeutic practitioners must be trained in Gestalt conceptual philosophy, so they fully understand their role, and have the intuition and flexibility to carry it out in a range of situations and across a broad spectrum of clients. Secondly, just as Freud selected patients who were willing to accept his fundamental law of psychotherapy, perhaps the hypnotherapist must be selective at consultation with clients who show a motivation to change and a willingness to take responsibility for that change.

Nurihsan (2014) stated that in order to be able to develop the learning capacity of students who have difficulties or problems, the counselor can use the strategies and techniques including hypnocounseling and hypnotherapy in collaboration with psychologists and psychiatrists. The implementation of hypnocounseling is not only can be done by psychologists or psychiatrists, but can also be done by counselors who have been trained and certified in performing the hypnoconseling services.

3. Result and Discussion (HiGest Training Modules)

The development of HiGest module was carried out following the developmental principles submitted by Borg and Gall (1983, 2003), with the steps: a) The development of teaching materials according to Borg and Gall (2003) has the following steps: a) collection of information, b) development of module initial form, c) field test, and d) dissemination.

Collected information. The first step of developing HiGest module is by gathering information about the counselor's need for the required counseling strategy. At this early stage, information about strategies has been used by counselors and how effective and efficient each strategy is. More specifically, using of Gestalt counseling strategy.

The development of initial module form. The development of initial module form by referring to Borg and Gall (1983, 2003) has several steps as follows: a) needs assessment to identify goals b) conduct instructional analysis, c) analysis learners and content, d) write performance objectives, e) develop assessments instrument, f) develop instructional strategy, g) develop and select instructional materials, h) design and conduct formative evaluation of instruction, i) revise instruction, and j) design and conduct summative evaluation.

Introduction of Gestalt theory. This material is considered important as it will help the trainees to recall the Gestal theories that have been obtained during their Bachelor's Degree of Guidance and Counseling. Some of the material which discussed in this section is, a) the Gestalt theory’s view of human beings, b) healthy and unhealthy personal characteristics, c) counseling objectives and d) Gestalt counseling strategies.

Introduction of hypnosis. Hypnosis material is given to trainees to understand the basics of using hypnosis. Participants will receive information on basic hypnosis implementation procedures including, a) pre induction, b) Suggestibility test, c) induction, d) deepening, e) suggestion, and f) deepening. Hypnosis workshop. This hypnosis workshop is considered necessary because the
participants will practice hypnosis. The trainees will be divided into groups to actively practice hypnosis.

Workshop strategy of empty chairs-parts therapy (ECPT). After participants have mastered the skills of hypnosis, the participants will carry out the exercises using the empty chairs-parts therapy (ECPT). In this training, participants will explore ways to the problem of conflict counselee and then divide the personality side of the counselee.

Past Life regression-regression (PL2R) workshop. After the participants have mastered the strategy skills of ECPT, the participants will be trained to master the skills of the Past Life regression-regression (PL2R) counseling strategy. In this strategy, the counselor will be given the skills to detect the past problem of counselee past, and will implement the PL2R by do a deep trance first.

Self-hypnosis workshop. The last training is the mastery of self hypnosis skills. This skill equips trainees to be able to make changes in themselves through self hypnosis.

Field test. Field trials were conducted three times. The first field test was conducted by appointing two validators with expertise in guidance and counseling, while the second validator was a professional with language expertise. The second field test was conducted by appointing six counselors from three different regions representing big cities, municipalities and small towns. The third field test was conducted by appointing 30 counselors which scattered from big cities, municipalities and small towns. Based on the above field test results, the author will revise the HiGest module.

The second and third field test activities, authors collaborated with the Chairman of the Teachers Council of Guidance and Counseling (MGBK) and the Chairman of the Indonesian Guidance and Counseling Association (ABKIN) in each designated area. The author submits the selection of each evaluator to the Chairman of the MGBK/ABKIN branch. The validator requirement are, a) the guidance and counseling teachers who have a minimum working period of 5 years, c) certified educator, d) active in Teachers Council of Guidance and Counseling (MGBK), and e) members of the Indonesian Indonesian Guidance and Counseling Association (ABKIN).

4. Conclusion
Based on the above description, the conclusion is the development of Gestalt hypnotherapy counseling training modules can be used to help high school counselors in dealing with students, especially the problem of academic achievement.

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