



Professor Gertina J. van Schalkwyk from the University of Macau, Macao (SAR), China, visited the Department of Psychology.

She presented:

Changing model in school counselling: School-child-family interconnectedness

Abstract

School-Based Family Counseling is a useful integrated model combining school and family counselling in a broad systems approach. As a culturally sensitive model, this model, combined with the Collage Life-story Elicitation Technique, help establish professional partnerships to address the different interfaces of child, school and family. The 21st century is characterised by an ever-increasing exposure to dualincome families, globalisation, increased mobility and access to the electronic media. This requires constant re-examination of models of school counselling and how we address the different interfaces of child, school and family. In this context the School-Based Family Counseling (SBFC) approach, as developed by Gerrard and Soriano, is a useful integrated model that combines school counselling with family counselling in a broad systems approach. SBFC provides an integration of school counselling and family counselling models within a broad based systems meta-model that is used to conceptualize the child's problems in the context of all his/her interpersonal networks: family, peer group, classroom, school (teacher, principal, other students), and community. In order to practically illustrate how this model may be applied in clinical and educational settings the Collage Life-story Elicitation Technique (CLET) is presented as a tool to elicit the relational patterns and connectedness of teachers, children and families. As an innovative auto-ethnographic technique the CLET elicits autobiographical remembering and narrative performance through collage-making, storytelling, positioning of the self and juxtaposition to explore the dynamic conflicts underlying the school-child-family relationship patterns. Whereas the SBFC model offers general guidance for goal setting and developing meaningful and attainable goals for school counselling across the boundaries that traditionally separate school and family counselling, the CLET is utilised for conceptualising cases within the school and agency settings in order to provide holistic services to all involved. As a multi-culturally sensitive model, the SBFC approach and the CLET help establish professional partnerships with the school (teachers and administrators) and the family that will benefit all parties and in the best interest of the child.