

Promotion of Counseling Expertise for Scientific Mentoring

Luct Davis*

Department of Internal Medicine Nursing, Hacettepe University, Ankara, Turkey

Introduction

The importance of student mental health has grown internationally. 35% of respondents used to have a psychological disorder they have had their entire lives. The WHO WMH Surveys showed a lower frequency two years earlier. Various countries, including those with low- and middle-income countries, participated in this research. Comorbidity with mental disorders was very common. Although mental health problems are prevalent, there is a low inclination to seek professional help. Universities have experienced disruption as a result of the COVID-19 epidemic. On the other hand, several problems developed when learning methods, such as online courses, were adjusted. These difficulties included pupils who were struggling and procrastinating behaviour, particularly during the lockdown in the pandemic. These have a direct impact on academic performance, which is made worse by uncertainty and the stress that it causes. Developing countries examined how the students used mental health treatments. The percentage of pupils who have previously used mental health services is about 6%. Many universities have started implementing mental health policies in order to deal with these issues. Academic advisers are required to help students who are being supervised by giving counselling to them regarding both academic and mental health concerns. However, this role of academic advisers in higher education is distinct from that of many west and some other nations, which only pay attention to academic matters. In contrast, the psychological field is in charge of dealing with personal and psychological health difficulties. As a result, the college counseling centre has been suggested instead. In addition, it appears that many academic advisers lack the knowledge and skills necessary to handle mental health difficulties. Academic advisers who lack competency won't be able to completely serve their students, raise awareness of their problems, and deal with their academic and psychological needs.

Discussion

Additionally, a lack of counselling expertise might cause the referral process to be delayed at a time when it was most needed. This could be detrimental to the welfare of the students and may even result in their dropping out of school as a result of the issues. Pupils who were considering this issue also considered the absence of facilities that were easily available to students. Since chronic stress can cause serious health problems and severe mental disorder, prevention is always preferable to treatment. To alleviate stress and initially prevent severe mental illness in response to the transformation of the educational system into the new normal, it is crucial to strengthen academic advisers' expertise in caring for students and provide brief, basic therapy. This will be useful for early detection, providing first support, and, if necessary, referring patients to other helping professions such as school counsellors, counselling psychologists, or psychiatrists [1]. The counselling expertise of academic advisers possesses a set of skills useful in conducting

*Address for Correspondence: Luct Davis, Department of Internal Medicine Nursing, Hacettepe University, Ankara, Turkey, E-mail: davis36@org.com

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the counselling service, helpful for assisting the students to achieve the best potential self-development, and supportive of effective counselling services. In order to improve the quality of counselling services as soon as feasible, it is imperative that school rules incorporate ongoing counselling competency development. The competence of a counsellor to guarantee that clients obtain efficient and moral services is referred to as counselling competency [2].

The idea of counselling competency pertains to the knowledge, abilities, and attitudes of people in the helping profession, especially counselling psychologists. Enhancing an academic advisor's counselling skills can be done in a variety of ways. The use of a training course is one of the efficient methods. Some students have had delicate mental health conditions that call for brief initial psychiatric treatment in addition to the academic difficulties. As a result, including counselling ideas into a training programme has given academic advisers the ability to handle both straightforward and delicate situations. One of the best individual-centered methods for substance use has been shown to be brief interventions, often with a motivational interviewing approach. Utilizing integrative group therapy strategies to create a condensed training programme speeds up training, reduces expenses, and promotes a wide range of learning experiences. Academic advisers would benefit from this, especially those who have a heavy workload and are unable to devote a lot of time to attending. Researchers aimed to fill the knowledge gap on the counselling skills of academic advisers in higher education. Additionally, an effort has been made to create concise, practical training that is acceptable for academic advisers in this situation, implementing a quasi-experimental research paradigm to assess the program's effectiveness. A novel short training curriculum incorporating group therapy was also acquired [3].

The university administrators might benefit from taking into account this innovation as they explore strengthening the counselling skills of academic advisers in higher education. Academic advisers with little or no expertise, however, would not be able to fully please their students, obtain understanding, and effectively address their academic and related issues. Additionally, the referral procedure at a time of need could be delayed due to a lack of counselling expertise, which could harm students' wellbeing [4]. Counselors may induce a counselling service should act unethically due to their lack of ability. In the event of an ethical breach, mandatory counselling, therapy, or therapy may be imposed. However, in today's world, giving psychological counselling requires knowledge of information like the laws, ordinances, and policies in every setting. Additionally, it is crucial to comprehend diversity as well as ethical and legal principles [5]. Therefore, the framework of intercultural competency has served as the basic premise for designing a test to be employed in this research. In conclusion, this study focused on three areas of counselling competency: knowledge, attitude, and counselling skills.

Conclusion

Recent research has shown that problem-solving and counsellor knowledge help group counselling be more effective. Because academic advisers need to have a basic degree of counselling competency to help students with both academic and pertinent mental health difficulties, counselling competency is compatible with the context of academic advisers. The more highly skilled counsellors there are among academic advisers, the more substantial support they will offer in assisting their students in achieving their academic objectives.

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