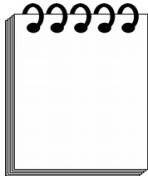


Don Mariano Marcos Memorial State University
MID-LA UNION CAMPUS
City of San Fernando, La Union

MODULE IN GUIDANCE AND COUNSELING

EUNICE A. PALOMO
Instructor

COURSE OUTLINE
in
GUIDANCE AND COUNSELING



COURSE DESCRIPTION

The course introduces students to basic guidance and counseling principles and concepts. It discusses the implementation of RA 9258, an act legalizing the practice of professional guidance and counseling. It also allows students to appreciate fundamental practices relevant and applicable to their future world of work. The course provides actual situations, simulations, and cases supplementary to topics discussed in class.



GENERAL OBJECTIVES

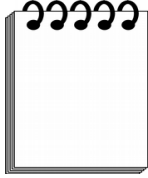
At the end of the semester, you should be able to:

1. Demonstrate understanding of the nature, functions, beginnings and processes of Guidance and Counseling as a major course;
2. Discuss concepts and principles adequately, and apply appropriate practices in Guidance and Counseling;
3. Conduct guidance and counseling effectively to their peers;
4. Design and evaluate a relevant Guidance Program;
5. Develop a positive attitude and regard for professional guidance and counseling.



COURSE REQUIREMENTS

1. Attendance and active participation
2. Passed quizzes and major examinations
3. Accomplished assignments, seat works, individual & group output & research
4. Class simulations, self-assessments, critiquing and case studies



COURSE CONTENT

MODULE I. NATURE, HISTORY AND DEVELOPMENT OF GUIDANCE AND COUNSELING

- Lesson 1. The Meaning, Nature and Importance of Guidance*
- Lesson 2. Principles and Functions of Guidance*
- Lesson 3. Areas, Types and Scope of Guidance*
- Lesson 4. The Meaning, Nature and Importance of Counseling*
- Lesson 5. The Historical Development of Guidance and Counseling*
- Lesson 6. Current Developments in Guidance and Counseling and RA 9258*

MODULE II. ORGANIZATION AND ADMINISTRATION OF GUIDANCE

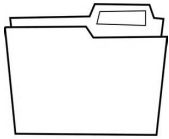
- Lesson 1. General Considerations in the Organization and Administration of Guidance*
- Lesson 2. Types of Organization and Organizational Chart*
- Lesson 3. Guidance Personnel: Roles and Responsibilities*
- Lesson 4. The Guidance Program*
- Lesson 5. Basic Guidance Services and Evaluation of Guidance Services*
- Lesson 6. Instruments and Techniques Used in Guidance*

MODULE III. COUNSELING PROCESS, THEORIES, APPROACHES AND TECHNIQUES

- Lesson 1. Principles of Counseling*
- Lesson 2. Types of Counseling*
- Lesson 3. Goals of Counseling*
- Lesson 4. The Counseling Process*
- Lesson 5. Theories, Tools and Techniques of Counseling*

MODULE IV. APPLICATIONS OF GUIDANCE AND COUNSELING

- Lesson 1. Guidance and Counseling in Schools*
- Lesson 2. Guidance and Counseling in Industries and Government Agencies*
- Lesson 3. Ethical Considerations in Guidance and Counseling*
- Lesson 4. Guidance and Counseling and Research*



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MODULE I
NATURE, HISTORY AND DEVELOPMENT OF
GUIDANCE AND COUNSELING

***Lesson 1 The Meaning, Nature and
Importance of Guidance***

***Lesson 2 Principles and Functions of
Guidance***

Lesson 3 Areas, Types and Scope of Guidance

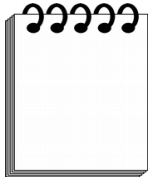
***Lesson 4 The Meaning, Nature and
Importance of Counseling***

***Lesson 5 The Historical Development of
Guidance and Counseling***

***Lesson 6 Current Developments in Guidance
and Counseling and RA 9258***

MODULE I

**NATURE, HISTORY AND DEVELOPMENT OF GUIDANCE AND
COUNSELING**



INTRODUCTION

Guidance and counseling are twin concepts and have emerged as essential elements of every educational activity. The terms “guidance” and “counseling” are usually perceived and used by many as synonymous and interchangeable. Guidance is broader in scope than counseling, which is a more specialized service of guidance.

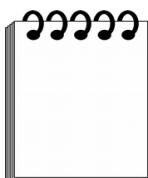
Guidance and counseling, known as the guidance movement, has beginnings in industrial centers in 1898. Forces such as the reform movement, industrialization, education, psychological counseling, Rogerian theory and a multitude of methodologies contributed to the evolution of guidance and counseling now.



OBJECTIVES

At the end of the module, you should be able to:

1. Compare and contrast the nature of guidance and counseling;
2. Trace the historical development of guidance and counseling through creating a visual paradigm or map using symbols significant during each era, while discussing salient points.



DIRECTIONS ON HOW TO USE THIS MODULE

Read and understand the lessons in this module. Work through the questions and or activities individually for the allotted time given. Check

your work before submission. Refer your concerns to your instructor as soon as possible.

LESSON 1



The Meaning, Nature and Importance of Guidance

Generally, people misconceive the term “Guidance”. Educating what it is not may clarify the real nature and meaning of guidance. Guidance is not confined within the walls of the classroom nor guidance office. Guidance is not solving the problems of the student. Guidance is not compelling nor directing the student to receive help if he refuses to. Guidance is not requesting the services of the student as a form of punishment. Guidance is not discipline. Guidance is not an imposition of one’s ideas on the student. Guidance is not making decision for others nor carrying over the burden of the student.

Definitions of Guidance:

Harmin and Erikson viewed guidance as an educational service designed to help students make more effective use of the school training program.

Jones, Steffire and Stewart have defined guidance as “the help giver, by one person to another in making choices and adjustments and in solving problems.”

McBaniel emphasized that, “Guidance is a facilitative service, which provide aids to pupils and staff: To help pupils determine the courses most appropriate to their needs and abilities and To find instructors who will be more sympathetic to their individual requirements and seek out activities which will help them to realize their presentation.

Crow and Crow define guidance as follows:

“Guidance is assistance made available by competent counselor to an individual of any age to help him direct his life, develop his own point of view, make his own decisions and carry his own burden.”

In the context of dynamic interpersonal relationships, *Carter V. Good* has said in Dictionary of Education, while defining guidance, “Guidance is a process of dynamic interpersonal relationships designed to influence the attitudes and subsequent behaviour of person.”

JM Brewer defined guidance as a process through which an individual is able to solve his problems and pursue a path suited to his abilities and aspiration.

Knapp has given the definition of guidance as “Learning about the individual student, helping to understand himself, effect changes in him and his environment which will help him to grow and develop as much as

possible.”

G.E. Smith, has defined guidance as, “the process consists of a group of services to individuals to assist them in securing the knowledge and skills needed in making adequate choices, plans and interpretations essential to satisfactory in varieties of areas.

Nature of Guidance:

1. Guidance is education itself. Guidance aims at educating the individual for understanding himself, unfolding his potentialities to their maximum so that he may eventually prove himself to be an adjusted and pragmatic member of the community. Guidance therefore is a significant education procedure. It is in short education itself.

2. Guidance is a process. Guidance is a process that enables an individual in discovering himself in the most satisfying and positive manner. It provides direction to enable an individual harness his potentialities, abilities, interests and aptitudes.

3. Guidance is a continuous process. Guidance is a dynamic and a non-stop process. In this process, an individual understands himself, learns to use maximum his own capacities, interests and other abilities. He continues his struggle for adjustment in different situations. He develops his capacity of decision-making.

4. Guidance is related with life. The process of guidance is related to life, its problems and challenges and how to face them. Problems and challenges are the building blocks of our personality. Guidance helps people to live a balanced and tension free-life with full satisfaction under the circumstances.

5. Guidance is self-direction. The nature of Guidance is not to thrust itself on an individual. It does not make choices for him. The ultimate purpose of guidance is guide the individual to direct himself in the right direction, to make his own choices, to fix his own life-goals and to carry his own burden.

6. Guidance is individual-centered. Whether given on individual or group basis, the focus of all guidance programs is the individual who need to manage himself for a joyous today and a happy tomorrow by a healthy alignment of individual desires and aspiration with socially desirable good.

7. Guidance is a qualified and complex and organized service. Guidance is given by qualified and trained personnel. Hence guidance is a skill-involved process. The varied and complex nature of human life leaves its imprint on the guidance programs which are a totality of experiences. Guidance depends on prior study of the individual, his assessment, initial counselling, interview, case study and a host of other subsidiary activities that qualifies Guidance as a complex process.

8. Guidance is based on individual differences. Individual differences or, the fact that individuals differ significantly, forms the basis of Guidance. If all the individuals had been alike, there was no scope for guidance. Individuals differ not only in their appearances but in their mental and intellectual endowments, desires, aspirations, and aptitudes.

9. Universality of guidance. Guidance is for all. Every person needs guidance at all the stages of life situations from childhood to old age. He needs guidance for solving problems to adjust in the family as well as in the society.

10. Guidance is making potential actual. Studies indicate that each person is born with more potential than he uses. Guidance program aid the individual in the discovery of a hidden potential individual for his own benefit that that of the community. Thus guidance program is used as an aid to discover the talent and use it for the progress of the country.

11. Preparation for future. The process of guidance is helpful in preparing a person for his future. Guidance helps in the choice of one's career, one's partner in life etc. Guidance helps the individual to march towards the future with confidence.

12. Modification of behaviour. Guidance helps the persons in his adjustment in different situations and to modify one's behaviour. Negative personality traits have been modified through skillful guidance and counselling. According to Carter V. Good, "Guidance is a process of dynamic interpersonal relationship designed to influence the attitudes and subsequent behaviour of a person."

Importance of Guidance:

Guidance is needed wherever there are problems. The need and importance of guidance are as follows. Self-understanding and self-direction: Guidance helps in understanding one's strength, limitations and other resources. Guidance helps individual to develop ability to solve problems and take decisions. It is also for optimum development of individual, solving different problems of the individual, for academic growth and development, vocational maturity, vocational choices and vocational adjustments, social personal adjustment, better family life, good citizenship, for conservation and proper utilization of human resources, for national development. Guidance is helpful not only for students and teachers in an educational institution but also to the parents, administrators, planners and community members.



MODULE SUMMARY

- There are several misconceptions about guidance.
- Guidance is merely assisting an individual who is usually the “seeker” of help (client/counselee) by a more mature, trained “helper” (professional/counselor), to achieve goals for the welfare of the client.
- Guidance is a continuous process given to all people who need it. It is universal and free to all. It is educating, facilitating, individual-centered. It is a profession.
- There is a need for guidance in education, in vocational development, in achieving the optimum development of the individual. It is not only availed by students and teachers but also parents, administrators, partners, and community members.

SUMMATIVE TEST



Set A

1. How is guidance defined?
2. Name two natures of guidance.
3. What is the importance of guidance in education? In a person's life?

Set B

1. Define guidance. How is it different from a discipline.
2. Discuss importance of guidance in learning.

LESSON 2



Principles and Functions of Guidance

There are basic principles of guidance that guide and direct every counselor in his work. These principles lay the foundation of planning, implementing and giving feedback to the existing guidance program and guidance services.

Guidance functions provide assistance and support to students in every stage of their life. These functions are in line with the principles of guidance.

Principles of Guidance:

According to Crow and Crow there are 14 significant principles for guidance:

1. Every aspect of person's complex personality pattern constitutes a significant factor of his total displayed attitudes and form of behavior. Guidance service which are aimed at bringing about desirable adjustments in any particular area of experience must take in to account, the all-round development of the individual.
2. Although all human beings are similar in many respect, individual difference must be recognized and considered in any effort aimed at providing help or guidance to a particular child.
3. The functions of the guidance is to help a person
 - Formulate and accept stimulating, worthwhile and attainable goals of behavior
 - Apply the goals to conduct his behavior.
4. Existing social, economic and politic unrest is giving rise to many maladaptive factors that require the cooperation of experienced and thoroughly trained guidance workers and the individuals with the problem.
5. Guidance should be regarded as a continuing process of service to an individual from young childhood through adulthood.
6. Guidance service should not be limited to the few who give

- observable evidence of its need, but should be extended to the all person of all ages who can benefit there from either directly or indirectly.
7. Curriculum materials and teaching procedure should evidence a guidance point of view.
 8. Parents and teachers have guidance appointed responsibilities.
 9. To administer guidance intelligently and with as thorough knowledge of the individual as is possible, programs of individual evaluation should be conducted and accurate consultative records of progress should be made accessible to guidance workers.
 10. An organized guidance program should be flexible according to the individual and social needs.
 11. The responsibilities for administration of guidance programs should be centered in a personally qualified and adequately trained person, working cooperatively with his assistance and other community welfare and guidance agencies. 1
 12. Periodical appraisal should be made for existing guidance programs.
 13. Guidance touches every phase of an individual's life pattern.
 14. Specific guidance problems on any age level should be referred to persons who are trained to deal with particular areas of adjustment.

Functions of Guidance:

Guidance and counseling have three-fold functions namely adjustmental, orientational and developmental.

Adjustmental

They help the student in making the best possible adjustment to the current situation in the educational institution in the home and the community. It enable the student to accept the things which they cannot change in life and differentiate what they can change and cannot change in life.

Orientalional

They orient the student in the problem of career planning, educational programming and direction towards long term personal aims and values.

Developmental

It is concerned with helping the people to achieve self-development and self-realization.



MODULE SUMMARY

- Guidance considers that each person is unique and therefore, must be suited to his potential and development.
- Guidance must be offered only by trained persons in order to assist the client towards his goals.
- Guidance is provided to the person at all ages, gender, and socio-economic and cultural backgrounds.
- Guidance must be used to develop learning and to improve educational objectives.
- Guidance must involve guidance programs that are suitable but still flexible to the individual and social needs.
- Guidance must be the concern of guidance counselors, teachers, administrators, community members and government workers.
- Guidance functions three-fold: adjustmental, orientational and developmental.



SUMMATIVE TEST

S

Set A

1. Name two principles of guidance and discuss briefly.
2. Name the three functions of guidance and discuss.

Set B

1. Which of the 14 principles of guidance do you consider the most applied nowadays? Why?
2. Which of the three functions of guidance do you think is the most relevant today?

LESSON 3



Areas, Types and Scope of Guidance

The life of students is getting complex day by day. Students in the twenty-first century have facing many perplex and difficult situations such as making wise curricular and other curricular choices, acquiring basic study skills for optimum achievement, adjustment with peers. In its beginning guidance was concentrated on problems relating to vocations. It was largely concerned with getting jobs for young people. Now guidance has gone for beyond this. It is now concerned with the entire individual in all aspects.

The areas of guidance are very vast. The following are some of the important areas of guidance.

Areas of Guidance:

1. Personal Guidance:

Students face many personal problems related to themselves, their parents and family, friends and teachers, etc. They often have memories related to home or family which creates feeling of disappointment in them. If their parents are expecting too much of them, it leaves them with a feeling of incompetence and insecurity leading poor self-concept and self-esteem. The objectives of personal guidance are to help the individual in his/her physical, emotional, social, rural and spiritual development.

The aims and objectives of personal guidance are: To assist the individual in understanding himself/herself. To assist the individual involving the personal problems. To assist the individual in taking independent

decisions and judgement. To assist the individual to view the world and the social environment in right perspective. To assist the individual in making sound adjustments to different problems confronted in life.

Personal guidance is necessary at all stages of life. At the elementary school stage opportunities should be given to students for their self-expression. Personal guidance at this stage deals with the problems related to feeling of insecurity, social acceptance, discipline etc.

At the secondary stage, the students have more intricate personal problems. During the secondary stage adolescent students due to peculiar physical, emotional and social developments undergo noticeable changes in their attitude and behaviour. Personal guidance at this stage should therefore focus on personal and social adjustment. Personal guidance at the tertiary stage aims at helping them view life in relation to reality. The scope of personal guidance at this stage is very wider.

2. Educational Guidance:

If one closely examines the problems of young pupils in schools and colleges, one would exactly realize the need of educational guidance. Educational problems head the needs of students' problems. So education is an important guidance area.

Educational guidance is related to every aspect of education school / colleges, the curriculum, the methods of instruction, other curricular activities, disciplines etc. Educational guidance is the assistance given to the individual (i) to understand his/her potentialities (ii) have a clear cut idea of the different educational opportunities and their requirements (iii) to make wise choices as regards to school, colleges, the course: curricular and extra-curricular.

Some of the aims and objectives of educational guidance are: To assist the pupil to understand him/herself i.e. to understand his/her potentialities, strength and limitations. To help the child make educational plans consist with his/her abilities, interests and goals. To enable the student to know detail about the subject and courses offered. To assist the student in making satisfactory progress in various school/ college subjects. To help the child to adjust with the schools, its rules, regulations, social life connected with it. To help the child in developing good study habits. To help the child to participate in out of class educational activities in which he can develop leadership and other social qualities.

At the elementary stage guidance programs must help the children to make good beginning, to plan intelligently, to get the best out of their education and prepare them for secondary schools. Educational guidance needs to be used in diagnosing difficulties, in identifying the special needs of children.

At the secondary stage educational guidance should help the pupils to understand themselves better, to understand different aspects of the school, to select appropriate courses to get information about different

educational opportunities, to develop good study habits. The students should be helped to be acquainted with the vocational implications of various school subjects.

Educational guidance at the tertiary stages must orient students about purpose and scope of higher studies and helps them to stimulate their studies. Each college/ university must have a guidance unit with due provision of guidance services.

3. Vocational Guidance:

You know that bread and butter aims is one of the main aims of education. Due to advancement in science and technology and consequent changes in industry and occupations have been emerged. There are thousands of specialized jobs/ occupations. In this context, there is a great need for vocational guidance.

Vocational guidance is a process of assisting the individual to choose an occupation, prepare for it, enter upon it and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career. The purpose behind assisting the youth to choose, prepare, enter and progress in a vocation is the optimum growth of the individual.

Some of the aims and objectives of vocational guidance are: Assisting pupil to discover his/her own abilities and skills to fit them into general requirements of the occupation under consideration. Helping the individual to develop an attitude towards work that will dignify whatever type of occupation s/he may wish to enter. Assisting the individual to think critically about various types of occupations and to learn a technique for analyzing information about vocations. Assisting pupils to secure relevant information about the facilities offered by various educational institutions engaging in vocational training.

At the elementary stage, although no formal guidance programs are needed, the orientation to vocation can be initiated at this stage. At this stage some qualities and skills which have greater vocational significance, love and respect for manual work, training in use of hands, spirit of cooperative work, sharing, appreciation for all works, good interpersonal relationship is to be developed.

At the secondary stage vocational guidance should help the students to know themselves, to know the world of work, to develop employment readiness to develop decision making rules.

At the higher education stages it should be more formal one. The objectives of guidance at this stage are to help the students to get information about different career, training facilities, apprenticeship etc.

4. Vocational Guidance:

The individual student spends only a small portion of his time i.e. 4 to

6 hours per day in school. The rest of the time needs to be effectively managed and utilized by the child for his/her progress and development. Avocational guidance helps the child to judiciously utilize the leisure time. The other co-curricular activities play an important role in all-round development of the child. But many parents, teachers and children put secondary importance to these activities. The students need to be properly guided for effective participation in varied types of avocational pursuits so that they are able to shape their interpersonal behavior in desirable direction and widen their outlook.

5. Social Guidance:

We are social animals. But social relationships constitute a problem area for most of the students. School/educational institution is a miniature society and pupil from different socioeconomic status, linguistic and socio-cultural background read there. Students some time may face problems in adjustment and social relationship. It is very important that the students to be helped in acquiring in feeling of security and being accepted by the group; in developing social relationship and in becoming tolerant towards others. This is the task of social guidance. Formally social guidance can be given by educational institutions whereas informal guidance may be provided by Family, religious institutions, Media etc.

6. Moral Guidance:

Moral values occupy an important place in our life. Sometimes due to influence of diverse factors students tell lies and indulge in undesirable practices. Moral guidance helps in bringing these students in to proper track and help in their all-round development.

7. Health Guidance:

Health is regarded as the wealth. Total health i.e. preventive and curative is the goal of health guidance. The health guidance may be a cooperative effort of Principal, Doctors, Counsellor/psychologist, Teachers, Students and parents. For promoting preventive care, the conditions of school hostel, canteen needs to be checked. Similarly, health education through formal classes and information is essential in school education stages. In the present day the concern of health guidance also pertains to guidance in HIV/AIDs.

8. Leisure - time guidance:

Guidance for leisure is basically a part of personal guidance. the individual should know how to utilize his/her leisure time fruitfully. leisure generally refers to free time a person at his disposal. leisure in modern time

is available to those who are technically trained and efficient. But, unfortunately most of us do not know how to utilize the leisure time. That is why guidance for leisure is necessary.

Leisure can be fruitfully utilized for two purposes. First of all, leisure provides us time for personal development. One can increase his efficiency by utilizing his leisure time.

The second use of leisure is that it helps the individual to be more productive by getting the necessary rest and recreation. Jones divides leisure time activities into four groups.

1. Escape activities
2. General culture or appreciation activities.
3. Creative activities
4. Service activities

It has also been suggested that individuals should spend their leisure time in social welfare activities. For professional growth one must take active interest in the professional society of his profession.

Thus it is quite evident that guidance for leisure is extremely important in modern society because it helps the individual to attain efficiency and become a useful member of the society.

Types of Guidance:

1. Individual guidance:

Individual guidance is tailored to an individual. It is advice, strategy or planning designed for a singular person or thing and their unique situation. This is in contrast to general guidance which is frequently based on demographic information such as age or income or meant for the general population. The most common reference to individual guidance is in reference to children or students. This is ideally the role of guidance, educational or career.

Individual guidance can be used to refer to any advice, usually professional advice, given to a person based on their unique circumstances. This could include legal services, career counseling, financial planning, medical or psychological advice or a number of other areas where a trained professional is looked to for direction in a given area.

2. Group Guidance:

Group refers to collection of people, interaction between individuals, development of shared perceptions, the development of affective ties and the development of interdependence of roles. For example, many students and teacher/teachers at one school may gather together to form a group.

Group guidance encompasses those activities of guidance which are carried on in a group situation to assist its members to have experiences desirable or even necessary for making appropriate decisions in the prevailing contexts. In a more specific term, it is guiding the individual in a group situation. Group could be of any type, but for guidance purposes a

group should have a common goal. Just collection of individual may not be called a group for organizing guidance activities. Selection of group members will have to depend on sharing a common problem, volunteering to be members and willingness to group activities.

Jones, A. J. defined group guidance as any group enterprise or activity in which the primary purpose is to assist each individual in the group to solve his problems and to make his adjustment.

Group guidance is used to address the developmental needs of a functional group consisting of a number of students to implement program that would benefit them at all time. Students in group with common problems and concerns are helped in groups i.e. small or large. In other words, if guidance is to be available to all, it should be planned in groups.

Some of the objectives of group guidance are:

1. To help people in identifying common problems, analyze them and find relevant solutions
2. To place a wide range of information before people with common problems which could be useful for them for finding solutions
3. To provide a platform where people with common problems could interact with each other and could be benefited by each other's perspectives, ideas and experiences
4. To help in creating an atmosphere where people could get an opportunity to express themselves and in the process analyze themselves.

Organization of Group Guidance Activities:

Planning of group guidance activity may focus the following points.

1. Need Assessment: The need assessment must be done to find out the common problems of individuals in the group. This can be done by administering questionnaire, checklists and interview.
2. Determining size of the group and time, venue for group activities: Depending upon the group activity the size of the group should be fixed. The size should be approachable and manageable. The venue should be selected taking in to account the group selected for activity.
3. Selection of members and role specifications: The participants' selection for group guidance activity is also very important. The students for example should be communicated about their roles in group activities.
4. Orientation of Members: The group goals should be clarified. It should be stated in clear, objective and measurable terms.
5. Monitoring of activities and evaluation of outcomes: If we want to conduct the activities purposefully, it should be properly monitored taking into account the goal/s. Feedback about activity needs to be collected from participants.

Some of the common group guidance activities are: Class talk, career talk, displays and exhibitions.

Techniques of Group Guidance:

A number of techniques are used in organizing group guidance.

Group Discussion: For example, at senior secondary stage students should have knowledge about different career. A group discussion may be organized in the school. For organization of the group discussion proper room/hall, group and relevant topic and expert/resource person should be selected. The group discussion will be useful only if the members participate effectively without the fear and all the members have the opportunity to participate. But the effectiveness of the group discussion depends upon the facilitator and the group selected.

Problem-solving: For solving individual as well as common problems, problem solving can be applied as a technique. It comprises of the following steps; Existence of common problem Focused description of the problem Initiation of action for solving problem based on relevant facts Analysis of problem in the light of data collected Listing of possible solutions and Evaluation of them Acceptance of degree of acceptance of solution in the group

Role play: In small group role playing can be adopted as a technique of guidance. Role playing is a method where real life situations are simulated by group members/participants. This provide new insight, intuitions, skills and understanding of opposing viewpoints. The role playing may comprise of the following steps;

- Existence of common problem
- Orientation of group to role playing and the problem
- Assigning of roles
- Preparation of other members/audience to observe intelligently
- Assessing the role play
- Concluding session and feedback

Other methods like case study and sociometric technique can be used as group guidance technique.

Advantages of Group guidance:

We have discussed about different activities and approaches of group guidance. Some of the advantages of group guidance are as follows:

1. Inspires learning and understanding: Interaction in group setting inspires learning and understanding of students. The student learns from other member of group.
2. Saves time and effort: Group guidance technique can save time and effort of both the counselor and students. The time saved can be used for the more difficult and complex problems of students.
3. Improvement of student's attitude and behavior.
4. Development of wholesome and helpful awareness of unrecognized

needs and problems of student.

Limitations of Group Guidance:

Group guidance though serves a useful purpose, but they cannot be taken as a substitute for individual counseling. Group activities serve many of the objectives of the school guidance program, but not all of these. Further students may feel hesitant to come out with their personal problems in the group. So, in these cases group guidance cannot be of help.

Group guidance activities serve useful purposes specially saving in time and effort. While organizing these activities, some problems that a counsellor may face are mentioned below:

A rigid type of administration is often a major cause of trouble. Generally, when the counselor asks for time in the time table for conducting these guidance activities, he/she may get a discouraging reply, the time table is already full. No periods are free. So the counsellor is left with no other choice than to take the substitute management period.

Lack of cooperation on part of the administration as well as the staff members may also create problems in organizing such activities. Teacher may feel this as an addition burden. Lack of adequate funds is another problem

Scope of Guidance:

The scope of guidance is too wide. In the words of Crow and Crow, "Guidance touches every aspect of an individual's personality- physical, mental, emotional and social. It is concerned with all aspects of an individual's attitudes and behaviour patterns. It seeks to help the individual to integrate all of his activities in terms of his basic potentialities and environmental opportunities."

Any needy person can be guided. This can include the persons of different age, different interests, various characteristics and persons of different nature. Hence, we cannot draw boundaries around the process of guidance.

The following factors are responsible for the expansion of the scope of guidance.

1. Complex nature of personality. Industrialization brings with it a number of tensions such as adjustment with the job, with the place of work, with the physical and social environment, and also with the advancements of technology and modernization. To cope with all these, guidance is essential. So the scope of guidance in the field of adjustment with almost all spheres of life has increased.

2. Complexity of Occupation. In the process of industrialization, automation

and cybernetics, many new occupations are coming up and a few old occupations are dying. In U.S.A., an average man changes seven occupation through his life. The trend is bound to effect as the process of development will need very complex sophisticated and complicated occupations for which higher educational background and intensive training will be necessary. This complexity is bound to increase the scope of guidance in so many ways.

3. Complexity of Training. For the new jobs, new type of training, new courses of studies, use of new types of machines and above all to prepare oneself for employment in the changing world are some of the problems which will have to be tackled in an effective way, with the help of guidance. The scope of guidance will be to put right man in the right job.

4. Increasing Areas. With the passing of time and complexity of circumstances, scholars like Brewer have prepared about 10 areas of guidance i.e., educational, vocational, religious, home relationship, citizenship, leisure time and recreation, personal well-being, right doing, cooperation and cultural action. The fact remains that more complex the society, more will be the need for guidance.

5. Migration. Because of industrialization process, people move from one state to other states. In India, the states are quite different in their religion, culture, mode of living, dress, eating habits and marriages. When they move from one social set up to another one, the problem of adjustment becomes serious for which guidance is needed.

The similar types of adjustment problems are found when the people from one country migrate to another country for employment, education or training, for which guidance if required.

6. The Expansion of Education. The days are gone when only a few privileged were to be educated. Now, education has become asset for the nation and right placement of persons need a lot of guidance.

7. Areas of guidance. The Scope of guidance is classified into several areas where and individual needs guidance. These areas can be classified into educational guidance, vocational guidance, personal guidance, social guidance, avocational guidance and Health guidance.

SAQ



1. Share to class one experience evidencing one or two areas of guidance.

2. When is individual guidance more effective? Group guidance? Elaborate.

3. When is an instance that guidance is not needed? Expound.



MODULE SUMMARY

- There are basic and new areas of guidance that are applied today. These include personal guidance, educational guidance, vocational guidance, avocational guidance, social guidance, health guidance, and leisure-time guidance.
- Individual guidance is suitable to cases where the counselor seeks to assist the client in a personal way. Specific cases need individual guidance. It is applied in career counseling, legal counseling, financial planning, medical or psychological advice. Group guidance is suitable

to group situations or cases. The group being assisted has similar characteristics and similar problems. Group goals are usually achieved.

- The scope of guidance is broad. It is concerned with all aspects of an individual's attitude and behavior. It seeks to help the individual to integrate all of his activities in terms of his basic potentialities and environmental opportunities.



SUMMATIVE TEST

Set A

1. Differentiate educational, vocational and avocational guidance.
2. Name the advantages and disadvantages of individual and group guidance.
3. From the factors that are responsible for the expansion of guidance, which is the most convincing? Why?

Set B

1. Make a summary outline of the areas of guidance.
2. From your personal readings, identify other techniques of group guidance.
3. What is the scope of guidance?

LESSON 4



The Meaning, Nature and Importance of Counseling

Counseling is a distinct profession that has developed in variety of ways in the 20th century. It is a very useful area, on one end it will equip students with basic theoretical and practical knowledge about the subject, on the other end it will teach how to understand and improve oneself, and also how to maintain good interpersonal relationships. Also, it teaches how to develop good communication and relationship skills.

Definitions of Counseling:

Early definitions describe the meaning and process of the counseling profession.

Krumboltz (1965) defines counseling as “an effort to help the client engage in those types of behavior which will lead to a resolution of the client's problems”.

Burks & Steffire (1979) states that “counseling denotes a professional relationship between a trained counselor and a client. Relationship is usually person to person and is designed to help clients to understand and clarify their views of their lifespaces and to learn to reach their self-determined goals through the meaningful, well-informed choices and through resolution of problem.”

The British Association for Counseling (BAC,1999) defines or counseling as “an interaction in which the counselor offers another person the time, attention, and respect necessary to explore, discover and clarify ways of living more resourcefully, and to his or her greater well-being”.

The American Counseling Association (ACA) Conference of 2010 agreed that the unified definition of counseling is as follows:

“Counseling is a professional relationship that empowers diverse individuals, families and groups to accomplish mental health, wellness, education, and career goals.”

Nature of Counseling:

Counseling as a relationship. Counseling is sufficient for constructive changes to occur in clients. The counseling relationship is characterized by core conditions namely empathy, unconditioned positive regard, and genuineness.

Counseling as a psychological process. Counseling goals have a mind component. Counseling as a process is psychological. It involves careful deliberation of issues and concerns about the problem on hand.

Counseling as a repertoire of interventions. Counseling entails professional expertise in providing treatments and psychotherapy to clients.

Importance of Counseling:

Counseling is an integral part of an over-all program of guidance. “Counseling is a specific process of assistance extended by an expert in an individual situation to a needy person”. This means the counseling situation arises when a needy person is face to face with an expert who makes available his assistance to the needy individual to fulfill his needs.

There is an urgent need of introducing and strengthening the counseling service in the schools and colleges of our country to meet the various needs of the students. Primarily, counseling is given:

1. To help in the total development of students;

2. To help new students adjust in their environment;
3. To help the students in their period of turmoil and confusion;
4. To help in the students in vocational development;
5. To develop readiness for the next period of transition;
6. To help students in discovering their talents and abilities;
7. To motivate students for self-confidence and self-esteem;
8. To prepare students in their learning needs;
9. To facilitate learning of the gifted, slow learners, and other special children
10. To prepare students in their field of work.

SAQ



1. Name some misconceptions of counseling.

2. From your personal encounters, how did counseling facilitate the understanding of your problem?



MODULE SUMMARY

- Counseling has many benefits: helps persons understand themselves and others, improve oneself, enhance good interpersonal relationships.
- Counseling is a professional relationship that empowers diverse individuals, families and groups to accomplish mental health, wellness, education, and career goals - American Counseling Association.

- Counseling is a relationship, process and repertoire of interventions.
- Counseling is geared towards the optimum development of the individual.

SUMMATIVE TEST



Set A

1. What key words are relevant in the definition of counseling?

2. How is counseling different from guidance?

Set B

1. Define counseling in your own words.
2. Discuss the importance of counseling.

LESSON 5



***The Historical Development of
Guidance and Counseling***

The development of guidance and counseling has a long rich history. Several advocates and proponents have emerged to make a name and contribution to the field of guidance and counseling. Early guidance and

counseling practices and techniques are introduced herein side by side with the socio-economic events that shaped the guidance movement.

A Brief History of Guidance and Counseling in the United States

The history of school counseling formally started at the turn of the twentieth century, although a case can be made for tracing the foundations of counseling and guidance principles to ancient Greece and Rome with the philosophical teachings of Plato and Aristotle. There is also evidence to argue that some of the techniques and skills of modern-day guidance counselors were practiced by Catholic priests in the Middle Ages, as can be seen by the dedication to the concept of confidentiality within the confessional. Near the end of the sixteenth century, one of the first texts about career options appeared: *The Universal Plaza of All the Professions of the World*, (1626) written by Tomaso Garzoni. Nevertheless, formal guidance programs using specialized textbooks did not start until the turn of the twentieth century.

The factors leading to the development of guidance and counseling in the United States began in the 1890s with the social reform movement. The difficulties of people living in urban slums and the widespread use of child labor outraged many. One of the consequences was the compulsory education movement and shortly thereafter the vocational guidance movement, which, in its early days, was concerned with guiding people into the workforce to become productive members of society. The social and political reformer Frank Parsons is often credited with being the father of the vocational guidance movement. His work with the Civic Service House led to the development of the Boston Vocation Bureau. In 1909 the Boston Vocation Bureau helped outline a system of vocational guidance in the Boston public schools. The work of the bureau influenced the need for and the use of vocational guidance both in the United States and other countries. By 1918 there were documented accounts of the bureau's influence as far away as Uruguay and China. Guidance and counseling in these early years were considered to be mostly vocational in nature, but as the profession advanced other personal concerns became part of the school counselor's agenda.

The United States' entry into World War I brought the need for assessment of large groups of draftees, in large part to select appropriate people for leadership positions. These early psychological assessments performed on large groups of people were quickly identified as being valuable tools to be used in the educational system, thus beginning the standardized testing movement that in the early twenty-first century is still a strong aspect of U.S. public education. At the same time, vocational guidance was spreading throughout the country, so that by 1918 more than 900 high schools had some type of vocational guidance system. In 1913 the National Vocational Guidance Association was formed and helped legitimize and increase the number of guidance counselors. Early vocational guidance counselors were often teachers appointed to assume the extra duties of the

position in addition to their regular teaching responsibilities.

The 1920s and 1930s saw an expansion of counseling roles beyond working only with vocational concerns. Social, personal, and educational aspects of a student's life also needed attention. The Great Depression of the 1930s led to the restriction of funds for counseling programs. Not until 1938, after a recommendation from a presidential committee and the passage of the George Dean Act, which provided funds directly for the purposes of vocational guidance counseling, did guidance counselors start to see an increase in support for their work.

After World War II a strong trend away from testing appeared. One of the main persons indirectly responsible for this shift was the American psychologist Carl Rogers. Many in the counseling field adopted his emphasis on "nondirective" (later called "client-centered") counseling. Rogers published *Counseling and Psychotherapy* in 1942 and *Client-Centered Therapy* in 1951. These two works defined a new counseling theory in complete contrast to previous theories in psychology and counseling. This new theory minimized counselor advice-giving and stressed the creation of conditions that left the client more in control of the counseling content.

In 1958 the National Defense Education Act (NDEA) was enacted, providing aid to education in the United States at all levels, public and private. Instituted primarily to stimulate the advancement of education in science, mathematics, and modern foreign languages, NDEA also provided aid in other areas, including technical education, area studies, geography, English as a second language, counseling and guidance, school libraries, and educational media centers. Further support for school counseling was spurred by the Soviet Union's launching of *Sputnik* and fears that other countries were outperforming the United States in the fields of mathematics and science. Hence, by providing appropriate funding for education, including guidance and counseling, it was thought that more students would find their way into the sciences. Additionally, in the 1950s the American School Counselor Association (ASCA) was formed, furthering the professional identity of the school counselor.

The work of C. Gilbert Wrenn, including his 1962 book *The Counselor in a Changing World*, brought to light the need for more cultural sensitivity on the part of school counselors. The 1960s also brought many more counseling theories to the field, including Frederick Perl's gestalt therapy, William Glasser's reality therapy, Abraham Maslow and Rollo May's existential approach, and John Krumboltz's behavioral counseling approach. It was during this time that legislative support and an amendment to the NDEA provided funds for training and hiring school counselors with an elementary emphasis.

In the 1970s the school counselor was beginning to be defined as part of a larger program, as opposed to being the entire program. There was an emphasis on accountability of services provided by school counselors and

the benefits that could be obtained with structured evaluations. This decade also gave rise to the special education movement. The educational and counseling needs of students with disabilities was addressed with the passage of the Education for All Handicapped Children Act in 1975.

The 1980s saw the development of training standards and criteria for school counseling. This was also a time of more intense evaluation of education as a whole and counseling programs in particular. In order for schools to provide adequate educational opportunities for individuals with disabilities, school counselors were trained to adapt the educational environment to student needs. The duties and roles of many counselors began to change considerably. Counselors started finding themselves as gatekeepers to Individualized Education Programs (IEP) and Student Study Teams (SST) as well as consultants to special education teachers, especially after passage of the Americans with Disabilities Act in 1990.

The development of national educational standards and the school reform movement of the 1990s ignored school counseling as an integral part of a student's educational development. The American School Counselor Association (ASCA) compensated partially with the development of national standards for school counseling programs. These standards clearly defined the roles and responsibilities of school counseling programs and showed the necessity of school counseling for the overall educational development of every student. The ASCA National Standards for School Counseling had three core domains (Academic, Career, Personal/Social), nine standards, and specific competencies and indicators for K-12 students. The publication of the ASCA standards in 1997 ushered in a unique period of professionalization and strengthening of school counseling identity, roles, and programs. A year later, the first systemic meta-analysis of school counseling was published and gave the profession a wake-up call in terms of the need to focus on outcome research and the small set of methodologically accurate school counseling outcome research studies in academic, career, and personal/social domains.

In 2002, the ASCA released the ASCA National Model framework for school counseling programs, written by Dr. Trish Hatch and Dr. Judy Bowers, comprising some of the top school counseling components in the field into one model—the work of Norm Gysbers, Curly & Sharon Johnson, Robert Myrick, Dahir & Campbell's ASCA National Standards, and the skill-based focus for closing gaps from the Education Trust's Pat Martin and Reese House into one document. ASCA also developed the RAMP (Recognized ASCA Model Programs) Awards to honor school counseling programs that have fully implemented the ASCA National Model with demonstrable evidence of success for K-12 students.

In 2003, the Center for School Counseling Outcome Research was developed as a clearinghouse for evidence-based practice with regular research briefs disseminated and original research projects developed and

implemented with founding director Jay Carey. One of the research fellows, Tim Poynton, developed the EZAnalyze software program for all school counselors to use as free-ware to assist in using data-based interventions.

The National Center for Transforming School Counseling (NSTSC) at The Education Trust was founded in 2003. Its foci included (1) changing how school counseling was taught at the graduate level in Counselor Education programs and (2) changing the practices of K-12 school counselors in districts throughout the USA to teach school counselors prevention and intervention skills to help close achievement and opportunity gaps for all students. By 2008, NCTSC consultants had worked in over 100 districts including most major cities.

In 2004, the ASCA Code of Ethics was substantially revised to focus on issues of equity, closing gaps, and ensuring all students received access to a K-12 school counseling program. The National Office for School Counselor Advocacy__ (NOSCA) developed scholarships for research on college counseling by K-12 school counselors and how it is taught in School Counselor Education programs. They also created Advocacy Awards to focus on best practices in college counseling programs in K-12 schools that show effective school counseling practices in creating college-going cultures with demonstrated results in ensuring high rates of college admissions for large percentages of students of non-dominant backgrounds.

In 2008, Rowman Littlefield Education published *The New School Counselor: Strategies for Universal Academic Achievement*. The text, written by Rita Schellenberg, a practicing school counselor and counselor educator, describes the new vision for school counseling and guides school counselors and pre-service school counselors through accountable, data-driven programming. Schellenberg introduces Standards Blending, a cross-walking strategy that hold the potential to be culturally sensitive and effective in enhancing academic achievement and closing the achievement gap.

In 2008, The first NOSCA study was released by Jay Carey and colleagues focusing on innovations in selected College Board "Inspiration Award" schools where school counselors collaborated inside and outside their schools for high college-going rates and strong college-going cultures in schools with large numbers of students of non-dominant backgrounds. Also in 2008, the American School Counselor Association released *School Counseling Competencies* focused on assisting school counseling programs to effectively implement school counseling programs based on the ASCA Model.

The ASCA Model encourages professional school counselors to use cross-walking strategies and to create action plans and results reports that demonstrate "how" school counselors are making a difference in the lives of students. The most recent version of the ASCA National Model was published in 2012.

Guidance and Counseling in the Philippines:

Lagon (2016), in his article of the development of guidance and counseling in the Philippines, admitted that it is still in its adolescence stage.

In fact, a century ago, guidance and counseling as it is now practiced and accepted, has never been conceived yet until Dr. Sinforoso Padilla started a Psychological Clinic in Manila in 1932. This is 23 years after the Father of Guidance Frank Parson published his *Choosing a Vocation* manuscript in Boston University, USA, and less than a century after the Father of Psychology Wilhelm Maximilian Wundt founded his scientific psychology lab in Leipzig, Germany.

It took 15 years more after Padilla's pioneering move for the first Guidance Institute where the Bureau of Public Schools then sends teachers to observe and study—to be opened in the country.

Six years later, Congress was able to propose the establishment of a functional guidance and counseling program in schools. This apparently prompted the founding of the Philippine Association of Guidance Counselors and the establishment of a Testing Bureau in 1953 (Sabellina, 2014).

While all these are going on in slow pace in the Philippines, the movement is far more aggressive in the First World countries, mainly in Europe and in the US. In the 1950s, education laws were already passed institutionalizing the guidance profession and establishing structural organizations in the school system. For instance, educational reforms were initiated by the American School Counseling Association (ASCA) forming a National Standards for School Counseling (De Guzman, 2013).

Back in the Philippines, there seemed to be some sporadic growth in the movement with the birth of the Psychological Association of the Philippines and the Philippine Guidance and Counselling Association in the 1970s. This was followed by the establishment of the Philippine Association of Counselor Education, Research (PACER), and Supervision and the Career Development Association of the Philippines.

In the last quarter of the 20th century, according to Tuason et al (2012), the movement in counseling was primarily indigenization of assessments, constructs, and theories, focusing on the differences between the counseling models of the West within the context of Philippine culture and the realities of its social issues. At this point, until now, the Filipino counselors and psychologists consciously try to tailor-make its approaches to suit the Filipino psyche.

Counseling started to be more recognized as a need amid the background of volatile political movements, economic strife, and social upheavals. These circumstances in the 70s up to now continue to shape the field of counseling in the Philippines, with the necessity for advocacy and a social justice agenda (Tuason, 2008).

It is worthy to note that the Philippine context is a fickle one. Guidance counselors and their partner psychologists need to navigate this space sensitive to the colonial past and the peculiar culture of the Filipinos.

That is why, unlike in other countries, counseling practices in the

Philippines best involve family system therapies, expressive therapies (e.g. play; Carandang 2009), client-centered Rogerian therapy with elements of spirituality, and sometimes placing the client in an altered state of consciousness (e.g. hypnosis, astral travel; Bulatao, 1992). What has therefore evolved is an integrated approach to counseling that is unique to the Philippines (Tanalega, 2004).

There are some concerns though in terms of how Filipinos see counselors. Firstly, a number of people, including students, still avoid going for guidance and counseling due to the stigma that the profession or process carry. It is even likened into going into a shrink (psychiatrist or psychologist) which is another issue in itself. Secondly, remuneration for counseling and to counselors is cheap. This is true for both inside and outside school setting; and extends even to the profession of psychiatrists and psychologists. Thirdly, there are very few trained professionals who can presently handle guidance concerns.

But there is light amid all these. Back in 2004, the Guidance and Counselling Act of 20014 (Republic Act No. 9258) was passed. It intended to professionalize the practice of guidance and counseling to create the Professional Regulatory Board of Guidance and Counseling, which is under the administrative control and supervision of the Professional Regulatory Commission (PRC).

Prior to 2004, mental health workers did not need a license to practice nor was there a regulatory board to ensure adequate training and ethical practice. Then came the Philippine Psychology Act of 2009 (Republic Act No. 10029), which aims to regulate psychology and create a professional regulatory board for licensing psychologists.

These laws define counseling as “a profession that involves the use of an integrated approach to the development of a well-functioning individual primarily by helping him/her to utilize his/her potentials to the fullest and plan his/her present and future in accordance with his/her abilities, interests, and needs.” The function of a guidance counselor enumerated in this law are counseling, psychological testing, learning and study orientation, research, placement, referral and group processes, and teaching guidance and counseling courses.

Unfortunately, according to Tuason et al (2011), there are only 23 universities and colleges that offer graduate studies in guidance and counseling. Most programs offer master’s degree and a few offer doctoral degrees, most of which follow the practitioner-scientist model. Curricula are patterned with the US but courses taught are contextualized. Practicum hours are shorter compared to our western counterparts. Thousands of schools in the country covering millions of students never even have a licensed counselor in their fold.

It is because of all these stark limitations that counseling in the Philippines is much of a need, a dire need. More so that the country shows uniqueness in terms of its demographics and culture, its approach must not only be restricted to Western ways.

And rightly so, the guidance movement in the Philippines has evolved into a force that wrestles with the psyche of its clients aware with the backdrop of social realities. These societal and socio-political issues blend with the way counseling is done and how situations are analyzed, giving a better view on the overall state of the client concerned (Tuason, 2012).

One kind of counseling is directed toward societal issues and includes social justice agenda given the prevalent poverty, the intersection of poverty with crime and trauma, the necessity of overseas working in families, the presence of street children and child laborers. Certain issues create the context of the Filipino's environment, and importantly, set the parameters for how change happens.

Meanwhile, social-political issues fast become counseling issues at the individual level in the Philippines. The typical and far-reaching issues on poverty is continually worsened by biological hazards and natural disasters like red tide, food poisonings, viral/bacterial infections, and agricultural pestilence in one hand and typhoons, volcanoes, landslides, earthquakes, flashfloods, and drought in the other side of the spectrum.

This not to mention issues on drugs and other high crimes, overpopulation, pollution, corruption, insurgency, brain drain, illiteracy, apathy, sexual liberation/abuse, moral degradation, violence (e.g. bullying, extortion, assault), and addiction (e.g. computer and pornography) which all hinder an individual's ability to better itself.

This sense of helplessness and this feeling of having no control in life—in a country that is supposed to have a bountiful human and natural resource with deep sense of family and spirituality—are necessary variables that have shaped and will shape counseling in the country.

It is in this note that I believe that the guidance movement, although it is still in its adolescence stage, must mature fast in the years to come. The demand for counseling in the school setting has ballooned many folds much especially with the entry of the Senior High School in basic education, the surging globalization, and the light-speed internet revolution.

Many young ones are slowly responding to the call to pursue the profession in college and in post-grad. The bar has been set up in terms of training and licensing while counseling models and theories are continually being updated by Filipino experts.

With this in sight, the future of the guidance movement and the advocacies it holds seem challenging and overwhelming yet promising and meaningful.



SAQ

1. Why is there a need to study the historical development of guidance and counseling?

2. Create a symbolical paradigm of the history of guidance and counseling in the United States.



MODULE SUMMARY

- Guidance and counseling began early by the influences of the Greeks and Romans.
- The evolution of guidance and counseling also acknowledged Roman priests during the Middle Ages.
- The factors leading to the development of guidance and counseling in the US came in along the social reform movement. Guidance and counseling was merely associated with vocational guidance.
- Early psychological assessments were drafted as tools in guidance and counseling.
- Counseling roles expanded during the Great Depression.
- Client-centered counseling and psychotherapy were the trend after World War I.
- The 60's brought new counseling theories, therapies, approaches, and cultural sensitivity.
- The 70's made school counselors part of a larger program and there was interest on special education.
- The 80's highlighted more trainings for counselors.
- The 90's focused on research studies in counseling.
- The next decades recognized models and frameworks for school counseling programs, software programs, new intervention skills, scholarships for research, awards for best practices, counseling strategies.
- In the Philippines, the pioneer of guidance and counseling is Dr. Sinforoso Padilla.
- Functional guidance and counseling programs, creation of the Philippine Association of Guidance Counselors, and a Testing Bureau were established.
- Institutionalization of the guidance profession and structural organizations were done (PAP, PGCA and PACER).
- Indigenization of assessments, constructs and theories followed.
- The need for advocacy and a social justice agenda shaped the field of counseling.
- Counseling practices involve family system therapies, expressive therapies, and client-centered therapies.
- The Guidance and Counseling Act was passed into law in 2008.
- The Philippine Psychology Act was passed into law in 2009.

SUMMATIVE TEST



S

Set A

1. Develop an outline of the historical development of guidance and counseling in the United States.
2. Based on your personal readings, who was responsible for the introduction of guidance and counseling in the Philippines? What were the significant developments in Philippine history?

LESSON 6



Current Developments in Guidance

and Counseling and RA 9258

The field of guidance and counseling has taken the spotlight since it was put into law. Practitioners of guidance and counseling who had taken graduate studies in the field and who have passed all technical requirements as stipulated in the Implementing Rules and Regulations (IRR) of the Philippine Guidance and Counseling Association (PGCA), had the chance of being exempted from taking the licensure examination for Guidance Counselors. This is known as the "Grandfather's Clause".

There are other trends and issues in guidance and counseling which students and teachers alike would consider and practice in their "helping profession".

Republic Act 9258:

Section 1 of Article I. Title, Declaration of Policy Definition of Terms proclaims RA 9258 as the "Guidance and Counseling Act of 2004." As stipulated in Section 2 that it is hereby declared a policy of the State to promote the improvement, advancement, and protection of the guidance and counseling profession by undertaking and instituting measures that will result in professional, ethical, relevant, efficient, and effective guidance and counseling services for the development and enrichment of individuals and group lives. The State recognizes the important role of guidance counselors in nation-building and promotes the sustained development of a reservoir of guidance counselors whose competence have been determined by honest and credible licensure examinations and whose standards of professional practice and service are world-class and internationally recognized, globally competitive through preventive regulatory measures, programs and activities that foster their continuing professional development. As used in this Act, the following terms shall mean:

1. Guidance and Counseling is a profession that involves the use of an integrated approach to the development of well-functioning individual primarily by helping him/her to utilize his /her potentials to the fullest and plan his/her future in accordance with his/her abilities, interests and needs. It includes functions such as counseling, psychological testing, (as to personality, career interest, study orientation, mental ability and aptitude), research, placement, group process, teaching and practicing of guidance and counseling subjects, particularly subjects given in the licensure examinations, and other human development services.
2. A guidance counselor is a natural person who has been registered and issued a valid Certificate of Registration and a valid Professional Identification Card by the Professional Regulatory Board of Guidance and Counseling and the Professional Regulation Commission (PRC) in accordance with this Act and by virtue of specialized training performs

for a fee, salary or other forms of compensation, the functions of guidance and counseling under Section 3 (a) of this Act.

The practice of guidance and counseling is incorporated in Article IV. Practice of Guidance and Counseling. Section 27 which states that “No person shall (a) engage in the practice of guidance and counseling without a valid Certificate of Registration and the valid Professional Identification Card or a special permit; (b) make representations to the public or to third person as a licensed Guidance Counselor during the time that the licensed has been revoked or suspended, and, (c) allow anybody to use his/her license as guidance counselor to enable such unqualified individual to engage in the practice of guidance and counseling”.

“No corporation, partnership, association or entity shall operate a guidance and counseling office or center, or otherwise engage in the practice of guidance and counseling without securing a permit from the Board, which shall be issued only after it has satisfied itself that such establishment is properly staffed by duly licensed Guidance Counselors. Any unethical practice of guidance and counseling as may be defined in a Code of ethics and Code of Technical Standards to be prepared by the Board in consultation with Guidance Counselors, is prohibited”.

The Grandfather's Clause:

The preceding information presents the qualifications, requirements and steps on how applicants went through the Grandfather's Clause.

QUALIFICATIONS:

- a. Had been a doctoral or a Master’s degree holder in Guidance and Counseling with at least three (3) years of teaching experience in Guidance and Counseling courses and/or full time counseling practice for the same period;
- b. Had passed at least eighteen (18) units of Master’s level core courses in Guidance and Counseling such as Counseling Theories, Tools and Techniques, Organization and Administration of Guidance Services, Psychological Tests and Measurements, Group Process/Group Facilitating and Career Guidance; and have at least seven (7) years of experience in counseling work; and
- c. Had completed academic requirements for a master's degree in Guidance and Counseling and had five (5) years in experience as full-time Guidance Counselor/part time Guidance Counselor with officially designated teaching load in Guidance and Counseling.

DOCUMENTARY REQUIREMENTS:

1. Original and photocopy of Birth Certificate (NSO)
2. Original and photocopy of Marriage Contract (NSO)
3. Photocopies of Diploma and Transcript of Records (BS, MS, PhD)

4. Original NBI Clearance (private employee)
5. 3 certifications of Good Moral Character (brgy captain, church employer/dean)
6. Original Ombudsman Clearance and NBI Clearance (government employee)
7. Certificate of active membership and Good Moral Character from (APO) to be issued by the President and two (2) other officers
8. Certificate of Experience (PRC Form 104)
9. Certificate of Employment/Service Record
10. Residence Certificate
11. Passport size picture with nametag (2 pcs.)
12. Application fee: P900.00

Filing Period was September 20, 2007 - January 26, 2009 and qualifications should have been obtained on or before March 2, 2004.

STEPS IN FILING APPLICATION FOR REGISTRATION WITHOUT EXAMINATION at the Professional Regulatory Commission (PRC):

1. Fill up application form together with required documents for pre-evaluation to the Office of the Asst. Secretary (3rd Floor Main Bldg.) at the PRC Central office and Regional Offices processing counters.
2. Go to the Legal Division (2nd floor Main Bldg) for notarization.
3. Go to the Cashier for payment of fees. (Ground Floor Main Bldg.) Window 1 to 4
4. Go to the Customer Service Center for metered documentary stamp.
5. Submit duly accomplished application forms to the Office of the Asst. Secretary.
6. After three (3) months, verify status of application at Tel. No. (02) 735-1533

Updates on RA 5298:

Dr. Carmelita Pabiton, a registered guidance counselor and member of the Professional Regulatory Board for Guidance Counselors (PRBGC), reported a total of 1,686 guidance counselors exempted from taking the licensure in 2008, and 749 board passers out of 1,424 test takers, amounting to 2,435 licensed guidance counselors in the country for the period 2008-2013. There are 128 Higher Education Institutions (HEIs) offering graduate programs in Guidance and Counseling as of April 2012.

Recently in 2003, the following activities have been going on by the PRBGC:

1. Involvement with the Department of Labor and Employment (DOLE) of the Career Advocacy Program
2. Review of the PRBGC roadmap
3. Work on possible amendments of RA 9258
4. Ocular inspection of school counseling offices

5. Crafting of the IRR of the Enhanced Basic Education
6. Dr. Pabiton represents the PRBGC to the Commission on Higher Education (CHED) Technical Committee for Guidance and Counseling (TCC)
7. Finalization of the PSG for Counseling Programs from the undergraduate to doctoral levels.
8. Joint monitoring of CHED-PRC of HEIs offering master's degree programs in Guidance and Counseling
9. Public hearing of the PSG for Counseling Programs in Luzon, Visayas and Mindanao
10. Consultative meetings with heads of guidance counselors and practicing guidance counselors
11. Consultative meeting with counselor educators
12. Consultative meetings and workshops with Continuing Professional Development (CPD) providers, PGCA and other professional organizations
13. The PGCA and PRC conducts training for RGCs and LGU staff
14. Revised guidelines on the CPD

In 2014, 288 out of 442 test takers passed the licensure examination. In 2015, 252 out of 419 passed, while 239 out of 390 passed in 2016 and passed out of in 2017.

Multicultural Counseling:

Confucius stated, *"All men are pretty much alike. It is only by culture that they are set apart."* The orientation of Asians may be far different from the orientation of Europeans, Africans and Latinos. True enough, thus the term "multiculturalism".

As for counselors, there is also multicultural counseling where professionals in the discipline are required to have generic characteristics like: expression of respect for the client in a manner that is felt, understood, accepted and appreciated by the client; feelings and expression of empathy for culturally different clients; personalization of one's observations; withholding of judgment until information is sufficed; and toleration of ambiguity. Most of all, the skill of adapting the counseling models, theories or techniques to the unique individual needs of each client is a necessity.

Furthermore, as discussed in the Multicultural Awareness Continuum by Locke, a counselor should undergo the process of understanding areas of awareness to cater to culturally different clients. The levels included in the linear and developmental continuum are: self-awareness; awareness of one's culture; awareness of racism, sexism and poverty; awareness of individual differences; awareness of other cultures; awareness of diversity; and the implementation of skills/techniques gained as a counselor of general competence.

Multicultural counseling anchors on the diversity of individuals. And to accommodate the diversity of individuals, a counselor should: be sensitive and aware of racial, ethnic, cultural and gender groups other than his/her own; never make assumptions about people; and avoid stereotyping.

Acquiring the skills and practicing multicultural counseling is rather a tedious task and a difficult one. However, it will aid in developing understanding of other people belonging to other cultural groups.

Cyber Counseling

From the word itself this is something that technology brought to us, people are experimenting through the use of computers and the world wide web. We can say that this is indeed very convenient for people to just have to open a computer and counseling is already available anytime anywhere.

Counseling requires focus to the concern of the client, and as for us, you cannot guide a person that carefully just by looking at the computer. It is still better to talk to someone personally rather just by using the internet. Furthermore, cyber counseling is not that reliable due to the true qualifications of the counselor. A cyber counselor cannot prove if he/she really a licensed one. This is very dangerous in the part of the client because it is hard to open up a very sensitive thing, especially to someone who you don't trust.

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MODULE SUMMARY

- There are current developments in guidance and counseling: RA 9258, The Grandfather's Clause, Multicultural Counseling and Cyber Counseling.

SUMMATIVE TEST



1. Discuss one current development in guidance and counseling. How does this development influence earlier trends?

Set B

1. Research other current developments in guidance and counseling from the net. Report these orally and submit a comprehensive write up.

**MODULE II
ORGANIZATION AND ADMINISTRATION OF
GUIDANCE**

***Lesson 1 General Considerations in the
Organization and Administration of
Guidance***

***Lesson 2 Types of Organization and
Organizational Chart***

***Lesson 3 Guidance Personnel: Roles and
Responsibilities***

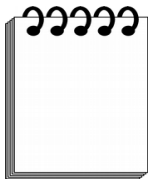
Lesson 4 The Guidance Program

***Lesson 5 Basic Guidance Services and
Evaluation of Guidance Services***

***Lesson 6 Instruments and Techniques Used in
Guidance***

MODULE II

ORGANIZATION AND ADMINISTRATION OF GUIDANCE



INTRODUCTION

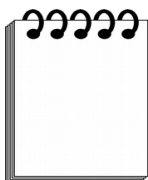
Guidance can carry out its goals and objectives when there is a unifying program in the school setting. Guidance can be extended to students when a well-planned guidance program is established. The organization and administration of guidance is a tedious task which can only be done by trained personnel and supportive administrative staff.



OBJECTIVES

At the end of the module, you should be able to:

1. Recognize general considerations in the planning and conduct of guidance;
2. Justify suitable types of organizations;
3. Describe appropriate qualities of guidance counselors and personnel;
4. Creatively plan a relevant guidance program;
5. Plan and construct an evaluation of the guidance program;
6. Discover current instruments and techniques used in guidance.



DIRECTIONS ON HOW TO USE THIS MODULE

Read and understand the lessons in this module. Work through the questions and or activities individually for the allotted time given. Check your work before submission. Refer your concerns to your instructor as soon as possible.

LESSON 1



General Considerations in the Organization and Administration of Guidance

There is a need to consider factors in the organization and administration of guidance. Foremost is the emphasis of guidance on the total development of the student. Second, is the integration of guidance into the educational setting of the student. Third, is the social responsibility attached to the practice of guidance.

General Considerations:

1. Guidance and guidance services should grow out of the interests, needs, and purposes of the student. The program should be flexible in all its aspects.
2. Guidance should be continuous and should serve all.
3. Guidance should be concerned with the whole individual, in his total environment but with specific needs and problems.
4. Guidance should provide for all phases of student problems as they occur, also for the study of the causes of these problems before they occur. Guidance should be student-centered and should provide self-knowledge, self-direction, and long-term guidance.
5. A guidance program should provide for trained personnel and specialists.
6. Guidance should provide for securing and recording adequate information through tests and other techniques.
7. Guidance should provide for leadership and cooperation among the home, school, and community.
8. Guidance should be simple and comprehensible to the parents, child and the community.

SAQ



1. Imagine if there was no organized guidance program in your school. Describe the effects to the learners, teachers and school.



MODULE SUMMARY

General considerations in the organization and administration of a guidance program involves the following concepts:

- Carrying out a guidance plan takes into account the purposes to be achieved.
- Carrying out a guidance plan considers the functions to be served - meeting the student's specific needs directly or indirectly.
- Allocation of responsibilities and areas of authority is an important factor to consider.
- Appraisal of the guidance program creates novel and relevant changes.

SUMMATIVE TEST



1. Summarize the general considerations of organizing and administering a guidance program.
2. Browse other issues regarding considerations in organizing and administering a guidance program from the internet. Report to class your findings. Submit a complete report.

LESSON 2



Types of Organization and Organizational Chart

Guidance organization must be simple, flexible, and comprehensible. The types of organization sometimes reflect the culture of the school, the values of the people in that school, and the quality of the guidance services offered.

Types of Organization:

1. Non-centralized guidance program

Non-centralized type of organization is characterized by little or no coordination between teachers and administrators. The administrator sends students with problems to teachers who have done outstanding work in counseling and guidance of students. This form of guidance has little or no system because there is much overlapping of responsibilities and authority. However, if schools cannot afford a specialized guidance counselor, only trained teachers and or personnel are available. This situation could cost minimal or no cost at all, however, quality guidance services are not met.

2. Centralized guidance program

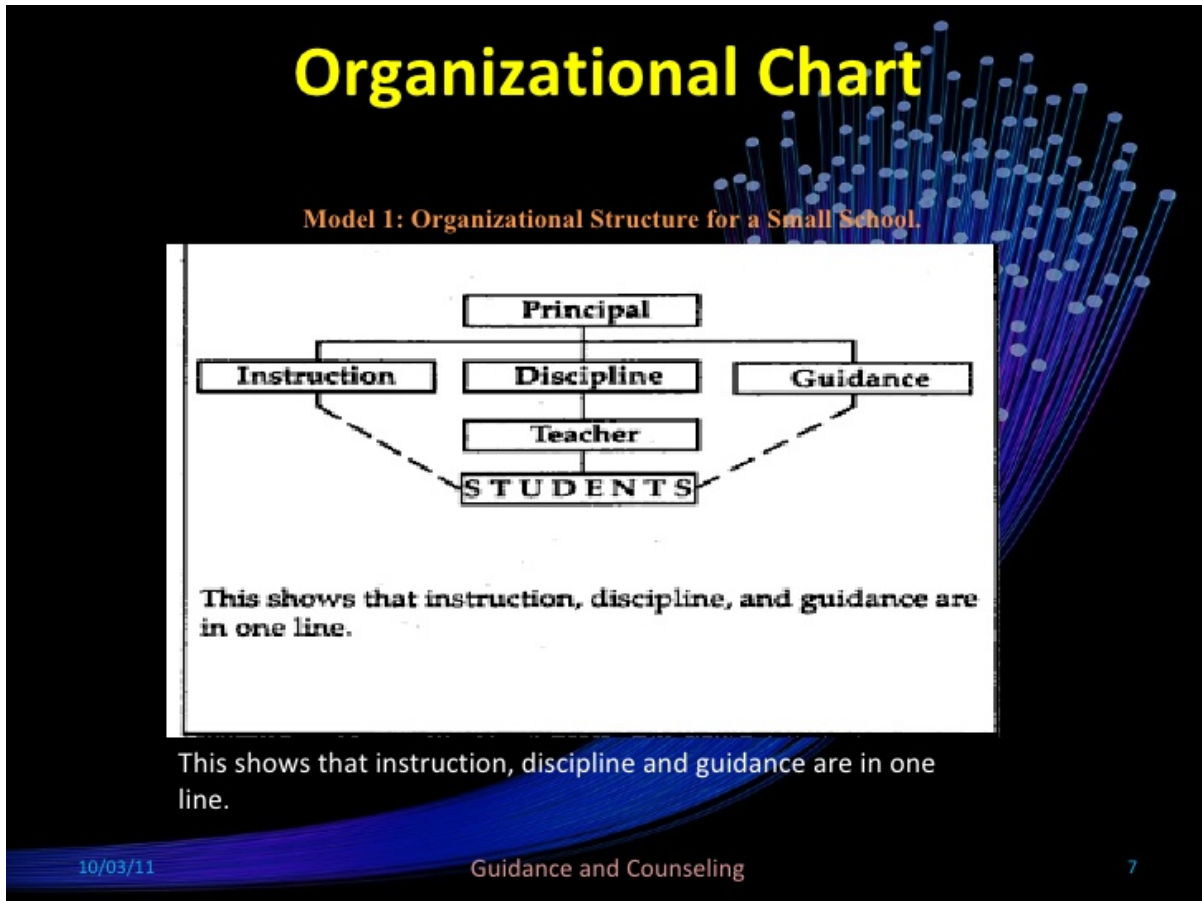
Centralized type of organization is usually under the charge of a guidance expert who can effectively secure the cooperation and coordination of all concerned with the administration, down the line to his assistant (or co-counselor), to his specially trained personnel (psychometrician or staff), to the adviser or homeroom teacher. This set-up may be time-consuming and rigid but its advantages consider no duplication of efforts, smooth flowing of work, and appropriately addressing the concerns of students.

Centralized organizations may be linear or vertical, and horizontal, direct line of authority or coordination (cooperation). The centralized types of organizations vary in line of authority and coordination depending on the type of school (public or private), financial capability, values and culture.

Organizational Chart

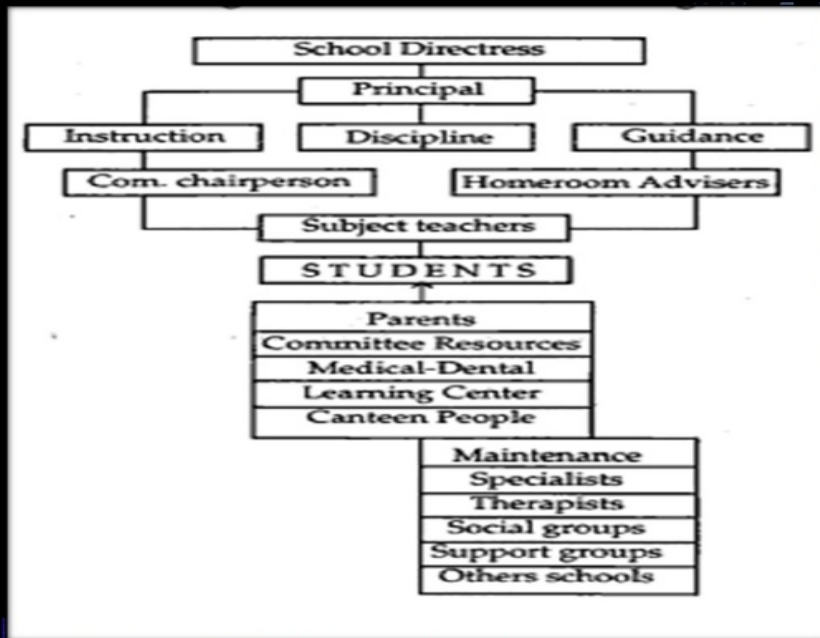
Organizational charts are used to structure a school's organizational set-up. Organizational charts give an overview of the entire school's system and automatically guide guests, parents, and new students into the school's offices and services.

Examples are presented below:



Sample A

Model 2: Organizational Structure for a Big School.



10/03/11

Guidance and Counseling

8

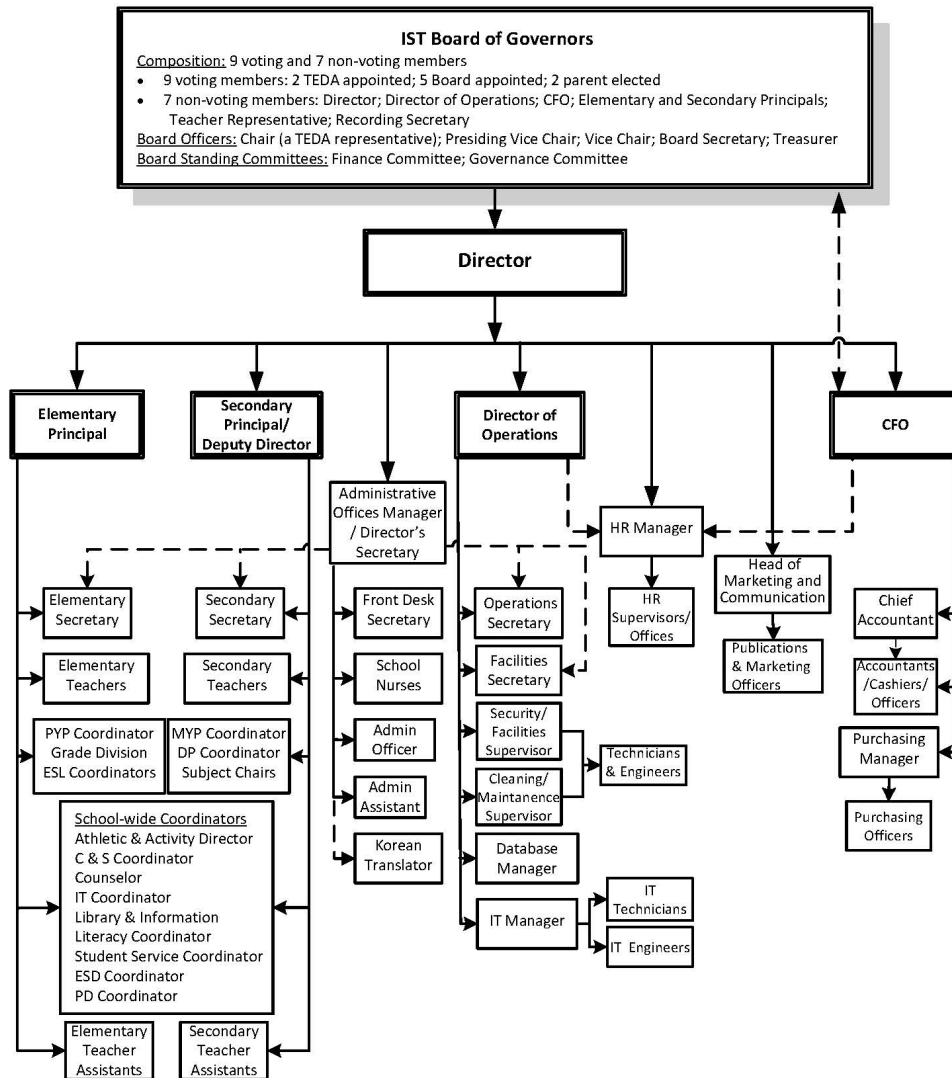
Sample B



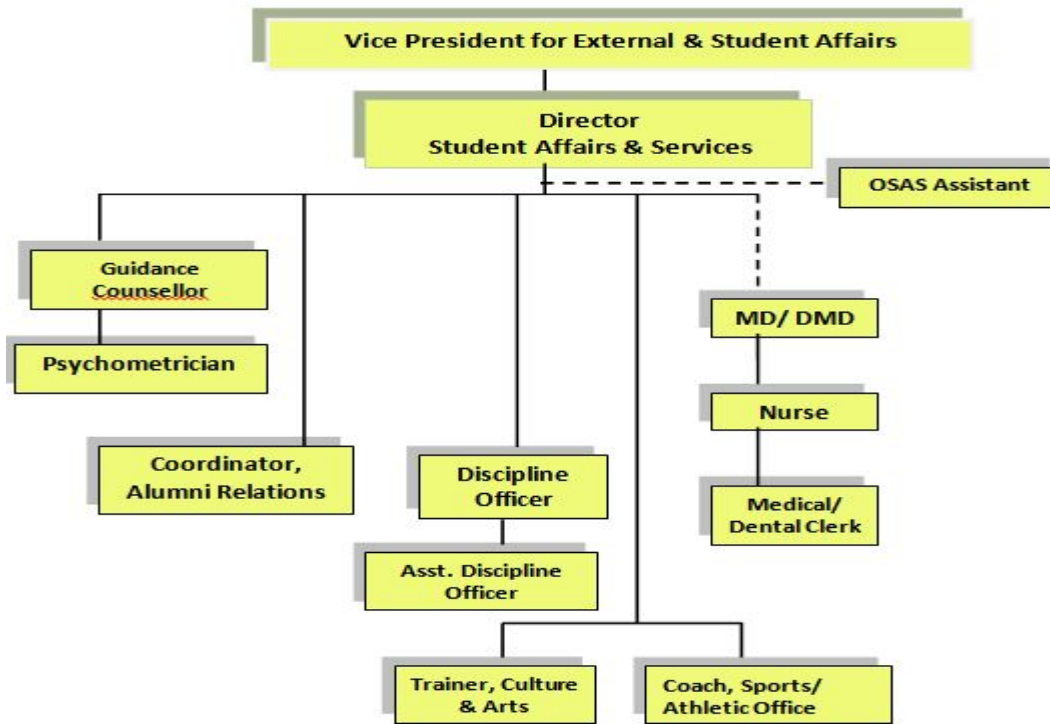
INTERNATIONAL SCHOOL of TIANJIN

Working Learning Acting TOGETHER

IST Governance & Administrative Organizational Chart

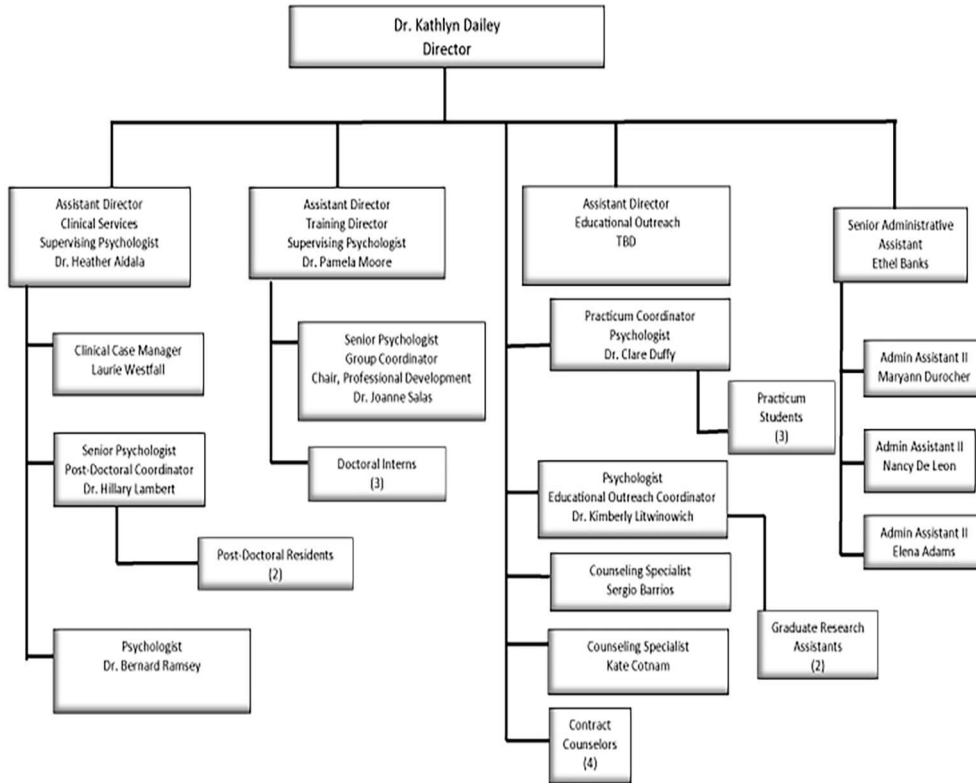


Sample C



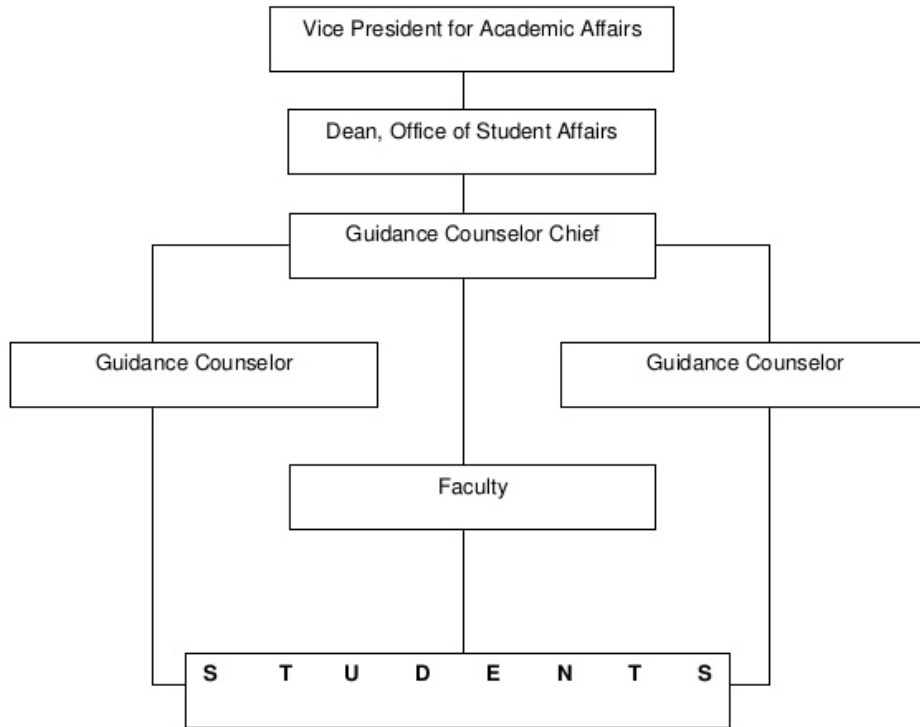
Sample D

Counseling Center Organizational Chart 2016-2017 (Spring)



Sample E

ORGANIZATIONAL CHART



Sample F



SAQ

1. When are centralized types of organization applicable to a school setting? Non-centralized types? Share your observations in class.



MODULE SUMMARY

- There are two types of organizations in which guidance programs are organized: the non-centralized and the centralized.
- The non-centralized type is the traditional type, where schools adopt a non-systematic organization of tasks. There are multiple roles and responsibilities of persons in charge of guidance services. There is no trained or specialized guidance counselor or staff. There are expected conflicts in this type of organization and the quality of guidance services is not satisfying.
- In centralized types of organizations, there is a systematic and continuous flow of guidance processes. There is a professional who is equipped with expertise and experience to cater to all kinds of concerns. He is supported by a guidance staff specialized as psychologist, psychometrician, guidance personnel and staff. There are less or no conflicts at all as expected. The quality of guidance services is high satisfying on the part of the counselee, teachers, parents, school and community. This type of organization is present among more modern schools.
- Simple, clear and comprehensible organizational charts are mirrors of the school's organizational structure and functions.

SUMMATIVE TEST



1. Tabulate the nature of non-centralized and centralized types of organization by this format:
 - a. authority
 - b. role/s & responsibilities
 - c. personnel involved
 - d. advantages
 - e. disadvantages
2. Draw an organizational chart representing your school's guidance program. Evaluate according to lessons learned in class.

Set B

1. Research on various types of organization from the internet. Note changes in each type.
2. Design a contemporary guidance organization and report your work in class.

LESSON 3



Guidance Personnel: Roles and Responsibilities

Guidance personnel in this contemporary time, especially in top universities and premier colleges in the country are increasing in number and in functions. The position of guidance counselor extends horizontally into head guidance counselor, assistant head guidance counselor, (could be termed senior guidance counselor/s, junior guidance counselor/s or Guidance Counselor III, II, I in some schools), psychologist, psychometrician, career counselor, special education consultant, social worker, guidance staff.

Each position has various complex roles and responsibilities assigned.

Roles of the Counselor:

Professional and Specialist in Counseling

Counseling is the main domain of the school counselor and anything that has to do with this service must be performed by the counselor. The counsellor is expected to devote a great deal of his/her time to counseling. Just in the same way that a teacher in a school is employed to guide and stimulate students' learning, so also is a school counselor employed to use his/her skills to assist students, to resolve their everyday problems or conflicts which have been, or may be, obstructing their search for learning. In individual counseling, the school counselor seeks to assist students on a one-to-one basis to resolve problems and concerns of an educational vocational, social, emotional or moral nature under optimal conditions of confidentiality and mutual trust. In essence, helping students to become more fully aware of themselves and the ways in which they respond to the influences of the environment is basically the sole responsibility of the counselor. It is known that students enter into schools with various problems emanating from their homes, within the community or at school and counselors should be able, to use the: wealth of skills and resources to help them gain insight into these concerns. It may be prudent for school counselors to use the group approach to an advantage when it may be impossible to reach all students because of the large size of most schools. All professional counsellors are assumed to have undergone sound training in the use of various skills and they should learn to put such skills into use in their roles as counsellors.

Curriculum Planner

Counselors should be active in the development, and implementation

of school curriculum activities and programs designed to facilitate students' development. Counselors should be involved in, all stages of curriculum development and the professional body. This is so because most of the curricular course offerings in our schools are designed to develop students' intellectual ability only without due consideration for their emotional and physical well-being. Counselors' presence on such bodies will help to ensure that course offerings are broad-based and that their assessment procedures cover all the three domains of learning. Counselors should be more active in schools by suggesting to authorities innovative and more pragmatic activities that can make students' learning more rewarding. Extra-curricular activities are educative and they can be meaningfully structured to serve a complementary function to the school curriculum. The counselor who takes an active part in the formation and running of clubs and associations is more likely to understand students better as he/she gains an insight of ' the students' potentialities inside and outside the classroom. Class scheduling is an area in which counselors can also help in schools. Subject teachers have been known to ignore individual students' motivation toward the subject and for the most part, topics are usually taught without bearing to its relationship with other subjects and to career patterning. Issues like these should form discussion topics that should be initiated by counsellors in staff meetings/seminars as part of their role in curriculum planning.

Test and Measurement Expert

Tests are used in schools as a means of evaluation and of determining individual student' s needs. Counselors are expected to play a significant role in coordinating the accumulation, development and effective use of meaningful data through the use of tests and non-test devices for the smooth implementation of the continuous assessment of students at all levels of school. Continuous assessment information provides a useful tool in helping to make transition decisions on students. Counselor appraises students through diagnosis. All the vital information needed in helping students to understand their strengths and weaknesses - their abilities, interests, interpersonal relationships etc. are derived through testing. However, counselors should be cautious when using intelligence, tests and projective techniques as they are usually fraught with errors. It is the responsibility of counselors to construct local and standardized tests where necessary. Counselors are expected to have been trained in test construction and instrument development and such knowledge should be put to practical use in schools.

Career Developer

The school system provides a medium through which students can be trained toward a goal, which usually ends up in a career. The school counselor with a developmental purpose, prepares students using their

educational resources to attain a career choice. This is done through: (a) Information — by providing useful and purposeful information by which students can make effective and sound educational and career decisions. (b) Orientation — by giving needed information with a guide as to the use of such information makes it relatively easy for students to adjust to new environments or situations. Newly admitted students are introduced to schools through orientation programs designed to cover their adjustment to classrooms, the boarding house, the library etc. Counseling which is concerned with the understanding and adjustment of individuals within their environment for self-growth underscores the need for counsellors to partake in orientation programs. (c) Vocational development and career education - by mounting activities such as career talks, career trips, symposia etc., students are able to learn to make meaning out of their educational pursuits. Counselors should, apart from these activities, guide students on how to complete job forms and forms into higher institutions; they should teach students interviewing skills and keep a listing of job agencies and vacancies that exist within the community. (d) Placement - by assisting students who have completed educational requirements at prescribed school levels, counselors are able to seek assistance from industries, governmental agencies or private employers in creating job opportunities or placing students according to their capabilities. In fulfilling the placement function, counselors need to teach students various skills relating to employment - job-seeking and job-getting; staying on the job; writing application letters or filling application forms and interviewing.

Consultant

Consultation is an expert advice rendered by a professional. In a guidance program, it is the process of providing technical assistance to teachers, parents, administrators and other counselors to identify and remedy problems that limit their effectiveness with students or that limit the school effectiveness. Consultation is the key descriptor of the counselor's work especially since he/she is skilled and has all the student school-related information in his/her care. Using the Cumulative Record Folder (CRF), the counselor serves as consultant to parents, employers and the community on students. If there are ambiguities about students' behaviours in and out of school, the counselor is able to provide clarifications on such matters and can also serve as referee to students when they apply for jobs, for admission to other institutions or for scholarships. The counselor acts as staff consultant. Some school cases are unclear or controversial and may involve disciplinary decisions; without being members of the disciplinary committee, counselors can offer sound professional advice to staff. When teachers need advice as to how they relate to students, other teachers, or administrators, counsellors can be very useful. Parents need advice as to how to deal with their adolescent children and how to make the home educationally rewarding. Some children have problems of communication

and relationship with their parents at home. Some parents have need to resolve some of their own personal concerns. Counselors can thus function in these various roles as parents' helper.

Community Change Agent

The counselor is a helping professional who advances the personal development of individuals. When he/she does this in and out of the school for the benefit of students, staff, parents and the community, then he/she becomes an agent of change for the community. This the counselor does by maintaining community contacts to be able to identify resources which are useful for individual student development and for effective change in behaviour. The counselor maintains a list of referral agencies and personnel within the community to which students can be referred. The counselor acts as the public relations officer to the school by interpreting test results to interested parties, by publishing school material that can be of benefit to both the school and the community and by helping to clarify issues on students' matters which are of a developmental nature. Counselors help the school to provide information to parents and other community members about school policies, procedures, course offerings, educational opportunities as well as requirements and resources which can contribute to the overall development of their wards. As a community change agent, counselors are responsible for conducting local research studies to accumulate data on clientele needs and problems, as well as their characteristics. Also, follow-up studies should be conducted by counselors on graduates of schools and those who drop out so as to collect relevant data for the schools' improvement. School guidance and counseling programs need to address these challenges and to promote educational success. The guidance and counseling program is an integral part of a school's total educational program; it is developmental by design focusing on needs, interests, and issues related to various stages of students' growth. The scope of the developmental guidance and counseling program in today's school include the following components.

Responsibilities:

Counselors have multiple responsibilities. Some of which are listed below:

1. He participates in the administration, correction, recording, and interpretation of tests and test results.
2. He assists in student activities.
3. He heads the school orientation for students.
4. He meets with curriculum experts.
5. He holds conferences with teachers and parents.



MODULE SUMMARY

- Guidance counselors have varied complex roles and responsibilities. This only shows that counselors are multifaceted, multitalented, “powerful”, and flexible individuals.
- Guidance counselors embrace almost every phase of work – they perform as teachers, friends, facilitators, coordinators, initiators, motivators, inspirations, consultants, counselors, planners, designers, and agents of change.

SUMMATIVE TEST



1. Discuss three roles of guidance counselors.
2. How does a guidance counselor manage his time with his multiple roles and responsibilities?

LESSON 4



The Guidance Program

Guidance programs are the blueprint for every guidance and counseling activity. They are the backbone of every guidance endeavor. They are the map of every counselor in his journey to achieve the total development of the individual.

Definition of a Guidance Program:

Hatch and Costar define a guidance program as a system of services designed to improve the adjustment of clients for whom it was organized.

The Psychology dictionary refers to the guidance program as resources of staff at schools to aid students in resolving any scholastic and social problems.

Missouri schools established a comprehensive guidance program that identifies the centrality of guidance and counseling in education and describes, in broad outcome terms, the grade level expectations, (knowledge and skills) students will master as a result of their participation in the program. It also identifies who delivers the program and how the program is organized.

In the Philippines, Batara shared his thoughts on the nature of a guidance program, that any educational program should be student-oriented, always aiming at the total development of both the trainees and the trainers. A sound and workable guidance program serves as the steering catalyst to ensure that education achieves that ultimate goal.

The need for a Guidance Program:

The Guidance Program is designed to impart specific skills and learning opportunities in an active, preventive manner, ensuring all students can achieve school success through academic, career and personal/ social development experiences. A comprehensive school guidance and counseling program targets four main areas of development: Academic, Career,

Personal/Social, and Community Involvement.

Guidance programs are designed according to the nature of students, problems of students, and curricula. No two schools can have the same guidance program. The activities and goals in each area of the guidance program vary depending on the length of years the program has been implemented. Also, there are specific activities for each year level of students because of their changing needs and interests. First year students usually are exposed to orientation and adjustment activities. Second year students are given opportunities to join organizations and competitions in school. Third year students are provided with vocational information and educational tours where they discover their future workplaces. Fourth and fifth year students are introduced to life and career plans.

The Commission on Higher Education set guidelines on developing a suitable guidance program in CHED Memo Order No. 9, s. 2013). See Appendix C.

Principles of Organizing a Guidance Program:

In the organization and administration of a functional guidance program, a number of basic principles should be kept in mind. Among such principles are the following, as stated by Arellano (1975):

- (1) The guidance service should arise out of the interests, needs, and purposes of the students in the school which it serves.
- (2) The guidance service should be continuous and serve all youth, not merely the maladjusted ones.
- (3) Guidance service should be concerned with the whole individual in his total environment and with specific needs and problems.
- (4) Guidance service should be organized to deal not only with serious problems after they arise, but also with causes of such problems, in order to prevent them from arising or to prepare better for their solution.
- (5) It should provide for all phases of student problems and student study.
- (6) It should provide for specialists; and the service of these specialists should be so organized and administered that they not only contribute in these special fields directly to the guidance program but also constantly strengthen all other members of the school personnel and help them in their problems.
- (7) It should provide for securing and recording through tests and other device, adequate information regarding occupational and educational requirements and opportunities.
- (8) All guidance activities should be directed toward improved individual self-knowledge and self-direction.
- (9) A functional guidance program should be an integral part of the total school program and be vitally related to home, community, and other out-of-school experiences of students. It should permeate the entire school.
- (10) It should be a cooperative undertaking of the entire school and should

enlist the interest and effort of every member of the school staff.

(11) It should be as simple as possible and should be easy to organize and administer.

(12) It should provide for leadership and for coordination of all the agencies of school and community for long term guidance of youth.

A sample of a college guidance program is seen in Appendix D.

Functions of a College Guidance Program:

1. Interpreting and making known institutional objectives and opportunities to prospective students and parents as well as to the secondary schools.
 2. Selecting and admitting students in cooperation with secondary schools.
 3. Orienting students to each new phase of college life.
 4. Providing diagnostic service to help students discover their abilities, aptitudes and interests.
 5. Assisting students in selecting courses of instruction in the light of past achievements and records, personal and vocational interests.
 6. Enlisting the cooperation of the family of the student in so far as his educational accomplishment and personality development are concerned.
 7. Determining the physical and mental health status of the student, providing remedial measures, supervising the health habits, and helping control environmental health factors.
 8. Supervising, evaluating and developing students' social and extracurricular life activities.
 9. Assisting students in need of part time jobs.
 10. Keeping a cumulative record of information and making it available to proper parties.
 11. Cultivating the loyalty and support of the alumni in the community.
- Coordinating all these services and carrying on research and studies in order to improve the guidance program.

Procedures in Starting a Guidance Program:

Erickson introduced the following 10-methods of approach in starting a guidance program:

- 1
Survey of pupils' needs and problems
- 2
Classroom approach
- 3
Visitation approach
- 4



MODULE SUMMARY

- The Guidance Program is the foundation of any guidance endeavor.
- The Guidance Program consists of systematic services and resources carefully planned for the total adjustment and development of the learners, which involves the participation of teachers, staff, administrators, and community members. Its goals are in connection with the schools' vision, mission and objectives.
- The principles of a guidance program center around the optimal development of the learner.
- The functions of a guidance program are multifarious.
- The procedures on developing and implementing a guidance program are done step by step and the entire school community is consulted on the conceptualization, designing, and implementation of such program.

SUMMATIVE TEST



1. As a group, research on your school's guidance program and point out what principles are applied in each activity.

Set B

1. As a group, design your workable guidance program. Discuss your output in class.

LESSON 5



Basic Guidance Services and Evaluation of Guidance Services

A program of guidance services is designed for each school. These services are interrelated with the other components of the school system which are administration and instruction. No two schools have exactly the same social settings. There are particular needs and characteristics that must be met to satisfy the learners. There are constraints in the school setting that are inevitable. When planning the guidance program, the human resources available in the school must be considered. This ensures better participation, involvement and greater responsibilities among the guidance workers.

Three Types of Plans in Selecting Guidance Services:

There are many procedures suitable to planning for guidance service. An examination of these methods indicates three plans which have been used frequently and with some success.

First, all members of the staff may participate in committees which study various aspects of guidance services. After deciding upon desirable changes in existing conditions, the study committees make recommendations to their administrative officers through a coordinating Guidance Committee.

Second, a single, small committee of staff members under the leadership of the school principal studies existing conditions and needed changes. On the basis of its study, the committee makes recommendations to their administrative officers through a coordinating team for future organizational steps to the staff as a whole. This group in turn, relays its recommendations to the administrative officers.

Third, in situations in which the counselor has already been employed without any previous planning activities, a committee or the school principal decides upon the process whereby plans can be made for the guidance services, utilizing eventually one or the other, or both, of the plans above.

Whatever plan is followed, lines of communication are necessary between any committee(s) and other staff members. It is crucial that differences of opinion be discussed and brought into the open. Staff members should not be allowed to develop attitude of suspicion because of ignorance of decisions, plans, or functions.

Basic Guidance and Counseling Services

1. Counseling service is considered the core of the guidance program. Through this service the student is assisted in understanding himself, gaining deeper awareness of one's problems, making intelligent decisions, and helping one grow to become a self-sufficient and mature person.

Counseling is a unique school and guidance service which depends upon several important factors. Its potential usefulness is a function of counselor's competency, the likelihood or privacy for interviewing pupils, the attitude of pupils toward the counselor and his methods, the interpretation given the counseling service by pupils, provisions for sufficient counseling time during school hours, and the observance of ethical practices.

In addition, the growth of the counseling service depends upon the teachers' and the principal's attitudes toward the service. All members of the school guidance can contribute to the evolution of policies and practices which enhance the utilization of the counseling service by pupils.

2. Individual inventory service encompasses the collection, recording, and use of pupil data for the pupil's own planning and adjustment, as well as for the teacher who wants to provide the best possible classroom climate for pupils.

Student Inventory is a continuous and cooperative process of accumulating and recording of information on each student. It provides data on the following: home and family background, personal and social development, scholastic progress, mental ability, vocational interests, aptitude, and personality profile for guidance and counseling purposes.

The collection and recording of pupil data are most economical when the two processes dovetail, i.e., the collection of data provides information which does not have to be transposed but becomes a part of the record once it is filed in the pupil's individual inventory folder. All procedures in organizing the individual inventory service must also consider provisions for: 1) facilities, equipment, and materials; 2) clerical personnel for handling data; and 3) a budget in line with goals for the service.

Pupil data which are not used weaken the individual inventory service. The counselor uses such data in his counseling functions, but this alone is not sufficient. Ways should be devised whereby teachers come in contact with pupil and learn to use it for the best interests of pupils.

3. Information service utilizes all types of data needed by pupils in their planning or quest for optimum adjustment. Systematic provision for all types of information involves budget, personnel, and facilities.

The uses of information materials are many, varying from those with individual pupils in counseling situations to a wide variety of group procedures. The one caution in a series of individual and group procedures is lack of coordination. Pupils must perceive all such activities in their perspective as only means to an end. Counseling can enhance benefits from group procedures; while the latter can provide information and encourage pupils to seek counseling for individual planning activities, as well as increase the values derived from the counseling experiences.

4. Placement and follow-up services provide the follow-through and evaluation to all planning activities undertaken as the result of the other guidance services. They are also closely interwoven at time that it is difficult to classify some activities as belonging exclusively to the placement or to the follow-up service.

5. Research. The Guidance and Counseling Program conducts studies along some areas such as student needs, student problems, academic delinquency, academic achievement, and student-teacher relations. Results of these studies serve as guideposts for educational planning and improvement of services.

6. Testing. It covers administering, scoring, interpreting, and evaluating results of mental ability, aptitude, interest, and personality tests. The placement service encompasses every type or follow-through to pupils in school or after they leave school. The follow-up service includes not only an evaluation of all placements but also many other attributes of the total educational program. In organizing and planning the coverage of either service, the Guidance Committee is limited only in its ability to see placement and follow-up needs, and the personnel necessary to carry out any plans.

Other School Guidance Services:

1. Career and Life Planning. It is a package of activities designed to develop skills in self exploration, values clarification, career planning and decision making, and life goal setting.

2. Phone Counseling. It is offered even on the phone through "Tawag Na!" This is especially convenient for those who feel uneasy to meet their counselors face to face.

3. Freshmen Enhancement Program. It is package of activities for freshmen designed to facilitate adjustment into college life, enhance self-awareness and understanding, and develop the basic skills in coping effectively with rigors of academic life. The components of this program include psychological testing and evaluation; study skills development; time

management; stress management; and group growth sessions.

4. Orientation and Information. It consists of accumulation and dissemination of information about the different guidance activities, vocational opportunities, and educational information for better adjustment and personal growth.

5. Referral. Special cases, which require service beyond the scope of guidance and counseling program, are referred to other agencies.

6. Linkages. The Guidance and Counseling program also carry out collaborative activities with school and community-based organizations.

7. Training/ Workshops. Various groups of students (i.e. blocks, student organization, etc.) are brought together by counselors to teach them skills in dealing with development and life issues. These include but are not limited to: stress management, study skills, training, leadership, training, self-search, peer counseling, career and life planning, interpersonal relationships, self-confidence-building; team building; dealing with homesickness; and conflict management.

8. Extension Services. The guidance staff functions and responsibilities go beyond the students. They extend themselves by helping others through training, seminar/workshops, or conduct research as they are often invited in occasions needing their skills and knowledge. In most instances, they render the services for free.

Problems in the Administration of Guidance Services:

The administration of guidance services involves a number of problems which are directly related to organizational problem. For example, administrative relationships are important considerations in the organization and administration of guidance services regardless of the level of development.

In addition to administrative relationships, the counselor must be concerned with plans for the year's activities, for reporting these activities to administrators and staff members; for continuing public-relations activities; for service-research activities which can aid in improving all educational services and the psychological climate for each pupil; for the maintenance and improvement of facilities and equipment; and for establishing normal budgetary and guidance personnel procedures.

Unfortunately, counselors have not always collected the kinds of data necessary for a business-like approach to the administration of guidance institutions, such record and data become more and more essential to the study of adequate guidance programs –and also their evaluation. They also may aid in any justification of this pupil personnel service to administrators,

school boards, teachers, and parents.

An examination of research studies shows a trend toward the use of multiple criteria as well as several sources of and techniques for gathering data.

Evaluative procedures are extremely important to any guidance worker. Any new educational service is expected to produce desirable effects upon pupil adjustments - and guidance services are no exception. Unless guidance workers can demonstrate their worth they may find themselves caught in a backwash of public opinion; and guidance workers cannot expect to find painless procedures for evaluation. They can choose from a wide range of criteria, methods, sources of data, and data-gathering techniques. The precise ingredients for any given evaluation should be determined on the basis of local needs by the Guidance Committee, school administrators, counselor, and other staff members. The size of the project is of less importance than the quality of the research and the constant accumulation of pertinent evaluative studies, for evaluation are a process and not a terminal point in the development of guidance services.

Evaluation of the Guidance Services:

The future of guidance services depends on evaluation results which help the guidance staff, teachers, administrators and parents gain new insights and understanding of the nature and purpose of the guidance program as a whole. See Appendix E for a sample evaluation instrument.

Components of the Evaluation Process:

According to Suchman, evaluation is seen as a circular process with five components. Figure 1 shows that this process begins from Formation of Values and also ends here.

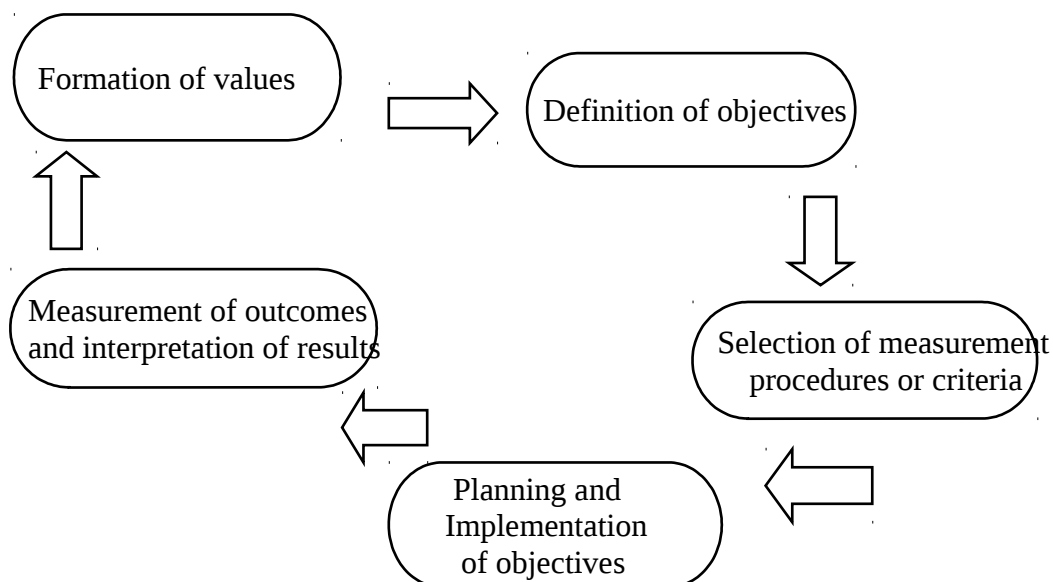


Figure 1. Components of the Evaluation Process

Formation of values

It is the process of determining what is desirable, what would be good for the clientele in terms of behavioral changes to meet their needs. The planner or evaluator should answer the question, "What do I believe?" This will lead to the definition of objectives.

Definition of objectives

Five questions must be answered in this step. "What behaviors in terms of knowledge, skills, attitudes, understanding must take place for the values of the planning group to be realized?"; "Who constitutes the target group for the guidance process?"; "Under what conditions will the behaviors be observable?"; "When are the desirable changes in behaviors to take place?"; "What are the specified standards of accomplishment to be met and levels of proficiency in terms of knowledge, skills, attitudes, understanding required for the values to be realized?".

Selection of measurement procedures

It is the setting of criterion of effectiveness by knowing what one hopes to accomplish and having the available means of measuring what is accomplished. The criterion is some observable, measurable factor which is used to show that an objective of the program has been attained. The results of guidance must be tentative and evaluation must be a continuous process.

Planning and implementation of objectives

It is careful analysis of the situation, consideration of relevant information, guiding resource persons who will help in the planning of the program that will produce desired outcomes. In planning implementation, this must be done under carefully monitored conditions.

Measurement of outcomes and interpretation of results

The effects of the program are determined. The quantitative and qualitative results and interpretation are shown and the amount of behavior change must be assessed according to the present levels of proficiency.

Purposes of Evaluation:

According to Tyler, the purposes of evaluation are as follows:

1. To provide a periodic check on the effectiveness of a guidance program, and thus indicate the points in which the program may be improved.

2. To determine the correctness or incorrectness of the hypothesis on which the guidance program operates.
3. To provide information basic to individual guidance.
4. To provide a certain psychological security to school staff, parents and students.
5. To provide a sound basis for public relations.

Characteristics of Evaluation:

Evaluation must be comprehensive. Areas wherein test construction has not supplied completely defensible scientific instruments should be considered.

Evaluation is based on changes in the individual's total behavior, as there are no walls that separate the physical child from the individual, social and emotional child.

Evaluation should aim at furnishing all findings that will be of use to the teaching staff, to the individuals concerned, to the parents and to the public.

Evaluation is continuous.

Evaluation is related to local curriculum enrichment.

Evaluation should involve the participation of all.

SAQ



i. Assume that you are confronted with the following situations in your school. Identify the service and specific activities that you will undertake. Explain in detail how you will assist your counselee or student.

a. Bogoy, a freshman college student was accepted as a transferee from a private school in June of the school year. It's almost the end of December, but he's still a loner and prefers to stay away from his classmates. How could you assist him?

b. A drop-out for two (2) school years, Marina wants to go back to school. She'll be entering as a college freshie. She went to the school where

you are a college guidance counselor. She wants to enroll for college but doesn't know what course to enroll, what requirements to prepare, and opportunities that lies ahead of her as soon as she graduates from college. How will you assist her?

2. Go out to a nearby school (elementary, high school, or college) and talk with a newly enrolled student who transferred from another school. Ask him/her what he/she expects from a guidance counselor or such that his/ her adjustment will be facilitated.



MODULE SUMMARY

- A program of guidance services is vital to the guidance program. This program is unique in every school because of the varying nature of the school, clientele and overall social settings.
- There are types of plans which the guidance counselor may choose to base his guidance services.
- There are basic guidance services that are common and present in every school. Other services are adapted depending on the capability and culture of the school.
- The administering of these services requires the recognition of certain problems which may help strengthen the management of the guidance services or may hinder the delivery of these services.
- There is a need to evaluate the guidance services in order to provide feedback on areas of the guidance program that show ineffectivity or failure to deliver. The evaluator utilizes an instrument suitable to the guidance program and services.
- Evaluation of guidance services is simple, comprehensive, continuous

and involves the participation of all.

SUMMATIVE TEST



1. List the three types of plans in selecting guidance services: (3 points)
2. Name the six basic guidance services:(6 points)

3. Name three other guidance services:(3 points)

4. Identify three problems in the administration of guidance services:(3 points)

5. Discuss the components of the evaluation process:(15 points)

LESSON 6



Instruments and Techniques Used in Guidance

Guidance utilizes a number of instruments and techniques facilitative for the administration of its services. Each of these techniques are discussed together with its purposes and uses including its advantages and limitations, and how each technique is utilized in better understanding and appraising an individual behavior such that he will be given appropriate and relevant assistance.

A variety of testing instruments have made significant contributions by emphasizing the quantitative dimensions of studying individual behavior. However, there are limitations and imperfections of tests that make it desirable to use non-test techniques to appraise the behavior. These are: observations; anecdotal records; rating scales; cumulative records; data questionnaires; interview; autobiographies; sociometric techniques; and case study.

Observation:

It is the base for most non-testing appraisal techniques, and it is intimately connected with the objective testing techniques.

Purposes of Observations:

- a. It may yield data that can challenge tentative hypotheses about the individual and confirm others.
- b. It provides a practical way of testing the worth of ideas that have been formulated about the individual.
- c. It can be used to evaluate the effectiveness of steps being taken to facilitate the individual's learning development, and adjustment.

Effective observations involve grasping clearly, concisely and as completely as possible the essential behavior of the individual within given situations. Careful, trained observation can supply meaning to a particular sample of behavior which can then be put into words for further clarification and study. What is important in observation is the ability to determine the factors that initiate behavior and to describe accurately the way the person observes and reacts to a given situation.

Difficulties in Observing:

- a. Unconscious biases in observation sometimes occur because observers fail to admit their own feelings and limitations or because they are unaware of them. Accurate observations require an ability to evaluate objectively what is being perceived as well as an awareness of one's own feelings and beliefs.
- b. Adequate sampling. To insure that the behavior observed is representative of the individual, a number of observations should be made in a variety of situations and at different times.

Ways of improving observations:

- a. Before observation takes place, determine what is to be observed. What dimensions of behavior are being watched for? What traits are being investigated?
- b. Observe only one person at a time. If group behavior is being studied, film and recording equipment should be used to obtain a record of the multitude of happenings taking place simultaneously.
- c. Watch for significant behavior.
- d. Spread observations across a period of time.
- e. Learn to observe without resorting to written notes during the observation period.
- f. If possible, record and summarize the observations immediately after it is completed.

Anecdotal Records:

It is a brief informal report by the teacher of an observation of a critical incident. It describes a sample behavior in a given situational context. The

behavior maybe positive or negative but it must be the learner's behavior that is described and not the teacher's interpretation of the behavior. The characteristics of this record are: objective, factual, recorded accounts of observed behavior, concise, and describe only one incident at a time, and are continuous and cumulative, and are descriptive.

A good anecdote that has been recorded possesses the following features:

- a. it records the date and the situation in which the behavior occurred;
- b. it describes the actions or behavior of the subject, the reactions of others involved, and the subject's responses to these reactions;
- c. it quotes what is said by and to the subject in the situation;
- d. it notes body postures, gestures, qualities of voice, and facial expressions that gives cues to the motions of the subject; and
- e. it describes the situation sufficiently to present a behavioral moment in the life of the subject.

Values of Anecdotal Records:

- a. They describe the behavior of an individual, usually in diverse situations, and thus contribute to a fuller understanding of the individual's personality.
- b. Accurately recorded descriptions of behavior contribute more to understanding of an individual than vague, unsupported, or broad generalizations.
- c. They encourage and stimulate teachers to become interested and informed about individuals.
- d. They supplement quantitative data and enrich interpretations of behavior.

Limitations of Anecdotal Records:

- a. It can be valuable only to the extent that the observational description is accurate and comprehensive.
- b. Such records may create serious problems for school personnel in the light of recent legislation. The access to records granted to parents and students over 18 years old may make recording of anecdotes hazardous.
- c. A typical incident in the life of the subject are too likely to be observed and recorded. These incidents create impressions about the person out of proportion to their importance.
- d. Recording and then preserving behavioral descriptions no longer representative may adversely influence others toward the individual.
- e. It takes time to write and process. They inevitably add to counselor, teacher, and clerical loads.

What incidents should be recorded?

Any incident that seems important to the observer should be recorded. It should cover a wide sampling of pupil behavior in different areas: class,

playground, cafeteria, gym, free time, bus, picnic, field trip, or auditorium.

Rating Scales:

It is used by personnel to implement observations. This was devised by the British navy to describe weather conditions. The rating scale form presents a list of descriptive words or phrases to be checked by the rater.

Use of rating scale:

- a. To obtain personality ratings on students.
- b. To secure annual ratings of specific classes such as all students in grades

Guiding principles in the construction of rating scales:

- a. Is each factor or characteristic clearly defined?
Example: One rater may think of “cooperativeness” as the ability to get along with others, whereas another rater might consider it faithful adherence to classroom or school regulations.
- b. Is each factor or characteristic observable? Traits are not readily apparent to all observers should be avoided.
- c. Are the degrees of the characteristic defined? The degrees or different levels for each factor to be rated should be established.

Types of rating scales:

a. Numerical scales - It could be set as follows: 1- apathetic, 2 - rarely enthusiastic, 3-sometimes enthusiastic, 4- usually enthusiastic, and 5 - intensely enthusiastic.

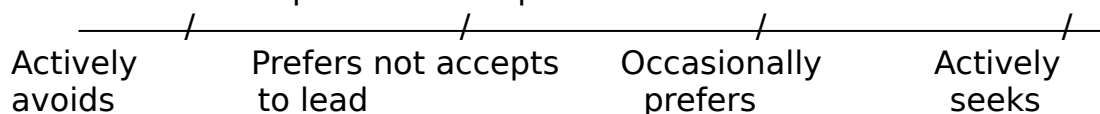
b. Descriptive Scales - It is constructed to employ a series of phrases describing various degrees of the characteristic rated.

Example: How would you rate industriousness?

- _____ indolent expends little effort.
- _____ frequently does not complete work.
- _____ gets required work done, but no more
- _____ eager, usually does more than required

c. Paired comparisons. The rater compares each person rated with respect to the trait to every other individual rated in general terms of “equal”, “better” or “worse”.

d. Graphic rating scales. The units or degrees are indicated in a continuum. Example: Leadership



Advantages of rating scale:

- a. They are a means of quantifying observations.
- b. They are a means by which several observers rate the same

individual thus increasing the reliability of the ratings.

Limitations of Rating Scale:

a. It is subject to error. Flaws have been described as errors of personal bias, halo effect, central tendency and logical error.

Personal bias - it is introduced when observers make sweeping generalizations about certain groups.

Errors of Central Tendency - is committed when raters avoid the extremes of any rating scale.

Halo Effect - occurs when the rater permits the influence of one or two outstanding characteristics, whether good or bad, to color all judgments about an individual.

Logical Error - occurs when the rater does not understand the trait to be rated.

Cumulative Records:

It presents an organized, continuous record of information about individual students that distinguishes them from all other students. Usually, the cumulative folder includes the following:

- a. identifying data and family background information
- b. medical and health information
- c. date of school entry
- d. school grades
- e. transcripts from previous schools attended
- f. school-wide test results
- g. personality and behavior traits
- h. school activities
- i. anecdotal records
- j. autobiographies written in class settings

Use of cumulative records:

a. The use of the records depends on the relevance of the data contained within them.

b. If properly constructed, the record will become the basis for most guidance services.

Data Questionnaires:

Usually, this questionnaire consists of items regarding the student's home, family, health, educational and vocational plans, out-of-school and in-school activities, study habits and the like. This questionnaire represents a cross-sectional approach while the cumulative record is basically a longitudinal record. This form gives the school personnel information that enables them to see students as they are now and they provide extensive data dealing with the student's present life situation. Examples are:

My school work _____ My hobbies are _____
A real friend _____ I enjoy reading about _____
I am considered _____ The people I like best _____

Advantages: It is a means of obtaining:

- a. information dealing with students as they are now,
- b. comprehensive information,
- c. idiographic and normative data,
- d. missing or incomplete information about students,
- e. collection of data in an efficient manner.

Limitations:

- a. Issues such as to whether the school has a right to obtain information (personal) about students or members of their families.
- b. Data collected may also be difficult to organize and interpret since conflicting information is sometimes obtained.

The interview:

It is a method of securing information about an individual. It is sometimes labeled as "fact-finding" which differs from counseling interview in the greater amount of control exercised by the interviewer.

Uses of Interview:

- The information-gathering interview often is used
- a. to collect information not easily or economically secured by other means,
 - b. used to supplement information gathered in other ways,
 - c. to verify information collected through other means,
 - d. to observe mannerisms, physical appearance, and other non-verbal cues not obtained through other appraisal techniques.

Limitations:

- a. It is time consuming
- b. It may distort information about themselves, their reactions, and their experiences.
- c. The interviewers may be the source of errors. They may record information because of "selective listening."

Advantages:

- a. Useful in obtaining information not only about factual items such as those normally covered by pupil-data questionnaires, but also about attitudes, ambitions, and other affective matters that constitute the case study.
- b. It can be employed to gather information needed because previous

data are not clear cut or because underlying feelings need to be uncovered and understood.

Autobiographies:

It is a tool for understanding individuals which reveals not only behavior but perhaps even more important personal attitudes and emotions behind the behavior. It is person's own written report of his/her life that may provide insight into the inner person-individual's experiences and knowledge about themselves.

Two types of autobiographies:

- a. structured
- b. unstructured

Structured Autobiography is written according to an outline or in response to specific questions or topics, while the *unstructured* one is basically an account of the individual's life without regard to specific questions.

Interpreting autobiographies:

The following questions may help guide the interpretation.

- a. What general impression does the paper convey?
- b. From your knowledge of the individual's history, have significant experiences or persons been omitted?
- c. What is the length of autobiography?
- d. How is the paper organized?
- e. What is the level of expression?
- f. Are there inaccuracies in the paper?

Use of autobiographies:

- a. It is useful in gaining an understanding of pupils/ students since most of the autobiographies appear to be honest and accurate.
- b. It is ranked number 9 among all the techniques used in understanding a person.

Sociometric Techniques:

It is concerned with the measurement of interpersonal preferences among members of a group in reference to a stated criterion.

Purposes of sociometric techniques:

- a. To assess interpersonal relationships which are believed to be a function of personality.
- b. It is a method of discovering and analyzing patterns of friendship within a group setting.

c. It is a way of measuring the overt group adjustment or acceptability.

Kinds of sociometric measurements:

There are two major categories:

- a. the use of choices or specific criteria to serve a particular purpose at a particular time;
- b. questionnaires or rating instruments that measure interpersonal attitudes and feelings, but not in respect to a specific, functional type of criterion.

Advantages and limitations:

- a. It does not give a final or exact answer. It merely gives indications or direction in their study of the individual.
- b. It gives an indication of the social structure at one point in time.
- c. A great deal of research is needed in order to fulfill its potential, since there is no standardized method of administration or of formulation of the criteria of choice have yet been developed.
- d. There are limitations in interpreting and applying the results of the tests.
- e. The greatest advantage is that they provide objective information about the functioning of individuals within their groups that is available from no other source.

Case study:

It is a comprehensive method of collecting and summarizing data about an individual. It seeks to present a cumulative picture of both development and the interrelations of the factors governing current status. In broader terms, it is the collection and report of all available evidence- social, psychological, environmental; vocational that explains the individual including the analysis of the interrelationships among the various data.

Advantages:

- a. Isolates key factors in situations wherein conflicting accounts become confusing.
- b. Identifies multiple causation and a constellation of contributing factors.
- c. Yields systematic diagnosis and treatment plans.
- d. Results in predictive outcomes.

Disadvantages:

- a. Requires extensive time and effort.
- b. May contain inadequate or questionable past data.
- c. May delay treatment
- d. May focus undue attention upon a single troubled individual to the

detriment of others.



SAQ

1. Visit the nearest guidance counselors in two (2) schools (any level) and interview at least two (2) counselors. Find out what test techniques they are using in appraising the individual behavior of their counselees. Also, ask them what problems they encountered and how they were able to resolve such. Write them down and submit to your facilitator.
2. In your own opinion, do you think parents should have access to all the data about their children especially the data collected by the counselors in school? Defend or justify your answer.
3. Surf your internet and submit updated article (at least three (3) or issues relative to the use of other test techniques in appraising individual behavior.

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MODULE SUMMARY

- The Guidance office utilizes a number of tools and techniques for the facilitation of its guidance services.
- The selection of each technique is dependent upon the nature of the problem at hand, the degree of the problem, the resources of the school, the type of organization, and the expertise of the guidance

counselor.

SUMMATIVE TEST



Set A

A. Observation: Purposes, Difficulties, and Ways of Improving it.

1. Get out of your way and select a counselee (elementary, high school, or college). Prepare yourself such that you will have an effective observation. Go over your lecturette and be guided with letters a to f under “ways of improving observations”.
2. Submit a written record or summary of your observations as soon as you have completed it.
3. Contact a friend or classmate and borrow the written observation made. Try to critique it using letters a to f as your criteria.

B. Anecdotal Records and Rating Scale: Uses, Values, and Limitations

1. Get a counselee of your choice and come up with brief informal reports of observed critical incidents. The records that you will write will comprise anecdotes about your counselee. Please be guided by letters “a” to “e” in your lecturette under “A good anecdote....”, when you prepare your written anecdotes.
2. Go to an internet shop and surf for sample questionnaires using rating scales as a form of describing an individual. Also, find out different types of rating scales used and explain the use of such scale. Submit at least three (3) sample questionnaires with the use of rating scales.

C. Cumulative Records and Pupil-Data Questionnaires: Uses, Advantages, and Limitations

1. With a counselee that you have, start gathering information about him or her and then come up with a cumulative folder consisting of information as indicated in your lecturette a to f under “cumulative records”. Submit the folder to your facilitator for evaluation.
2. Come up with a sample questionnaire pertinent to the out-of-school and in-school activities of your counselee. It should be simple, clear and complete, together with the directions on how to accomplish it.

D. Interview: Uses, Advantages, and Limitations

1. Get out of your way and interview any person (sports winner, academic honor, noted singer, actress, etc.) of interest to you.
2. Be sure to prepare guide questions such that you could obtain substantial and authentic information about the individual.
3. Submit a detailed interview report with supporting documents attached. Be guided by your lecturette on “interview”.

E. Autobiographies and Sociometric Techniques: Uses, Advantages, and Limitations

1. Submit your own autobiography such that I'll have an insight about you as a person.
2. In your own words and based on your understanding, compare and contrast autobiographies and sociometric techniques particularly on its uses and limitations.
3. With permission, go and visit a class (any level) and conduct a sociometric test. Write in detail the manner or process on how you had performed it. Attach the results.

F. Case Study: Uses, Advantages, and Limitations

1. Select an individual of your choice and come up with a comprehensive and cumulative picture of the person. Be guided by your lecturette on case study. Submit the report in folder/ notebook form complete with attachments (records, test results, pictures, and other documents).

MODULE III COUNSELING PROCESS, THEORIES, APPROACHES AND TECHNIQUES

Lesson 1 Principles of Counseling

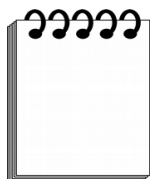
Lesson 2 Types of Counseling

Lesson 3 Goals of Counseling

Lesson 4 The Counseling Process

Lesson 5 Theories, Tools and Techniques of Counseling

**MODULE III
COUNSELING PROCESS, THEORIES, APPROACHES AND
TECHNIQUES**



INTRODUCTION

According to the American Counseling Association, “Counseling is a professional relationship that empowers diverse individuals, families and groups to accomplish mental health, wellness, education and career goals.” Our world is increasingly becoming more interconnected.

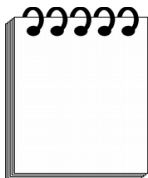
Exploring further about some in-depth aspects of counseling promotes a well-rounded and skilled counselor.



OBJECTIVES

At the end of the module, you should be able to:

1. Demonstrate understanding of the nature of counseling as a helping relationship;
2. Apply principles of counseling in peer counseling sessions;
3. Distinguish the types of counseling in specific situations;
4. Plan specific, measurable, attainable, rational and time-bound goals for counseling;
5. Appreciate counseling theories, tools, and techniques;
6. Conduct effective counseling sessions.



DIRECTIONS ON HOW TO USE THIS MODULE

Read and understand the lessons in this module. Work through the questions and or activities individually for the allotted time given. Check your work before submission. Refer your concerns to your instructor as soon as possible.

LESSON 1



Principles of Counseling

Counseling is characterized as a conversation with someone regarding some problem. Normally, not always, one of the two persons possesses facts or experiences or abilities which the other lacks. In the

process of counseling, the problem is made clear through discussion. The counselor explores the problem and its importance through his skillful questioning. Counselor draws out the facts from the pupils through counseling process. Counseling helps the pupil in making selections and following those selections. Counseling is assistance to the persons in their behaviour related problems in which their emotions and motivations are main. Counseling involves interactions in which the counselor accepts the responsibility of positive contribution in the development of other person's personality.

Counseling is guided by basic principles.

Principles of Counseling:

1. Counseling is based on the recognition of the dignity and worth of the individual and on his right to personal assistance in time of need.
2. Counseling is client-centered being concerned with the optimum development of the whole person and the fullest realization of his potentials for individual and social ends.
3. Counseling is a continuous, sequential, and educational process.
4. Counseling has a responsibility to society as well as to the individual.
5. Counseling must respect the right of every person to accept or refuse the services it offers.
6. Counseling is oriented around cooperation not compulsion.
7. Counseling implies assistance given by persons in making wise decisions, plans, interpretations, and adjustments in the critical situation in life.
8. Counseling requires a comprehensive study of the individual and in his cultural setting by the use of every scientific technique available.
9. Counseling is focused on helping the individual realize and actualize his best self, rather than in solving isolated problems.
10. Counseling to be effective must be scientifically evaluated.

According to Mc Daniel and Shaftal, the counseling process is based on some basic principles:

(a) Principle of Acceptance: According to this principle, each client must be accepted as an individual and dealt with as such. The counselor should give, due regard to the rights of the client.

(b) Principle of Permissiveness: Counseling is such a relationship which develops optimism and the environment shapes according to the person. All the thoughts accept the relative relationship of counseling.

(c) Principle of Respect for the Individual: All the schools of thoughts of counseling advocate for the respect of the individual i.e., respecting an individual's feelings must be an integral part of counseling process.

(d) Principle of Thinking with the Individual: Counseling emphasizes thinking with the individual. It is essential to differentiate think for whom? And 'why to think'? It is the role of the counselor the think about all the forces around the client to join client's thought process and to work collectively with the client regarding his problem.

(e) Principle of Learning: All the assumptions of counseling accept the presence of learning-elements in the counseling process.

(f) Principle of Consistency with Ideals of Democracy: All the principles are associated with ideals of democracy. The ideals of democracy desire to accept a person and want to respect the rights of others. The process of counseling is based upon the ideals of a person's respect. It is a process with accepts individual differences.

Counseling Skills

Along with these principles, counseling skills are also important in implementing these principles. The basic ones with examples are included in this part.

1. Attending Behaviour
2. Closed and Open-Ended Questions
3. Paraphrase
4. Summary
5. Reflection

1)'Attending Behaviour

- Orienting oneself physically and psychological
- Encourages the other person to talk
- Lets the client know you're listening
- Conveys empathy

What Does Attending Behaviour Look Like?

a) **SHOVLER**

S: Face the other **S**quarely

H: **H**ead nods

O: Adopt an **O**pen Posture

V: **V**erbal Following

E: **S**peech

L: **L**ean toward the other

E: Make **E**ye Contact

R: Be Relatively **R**elaxed

b) Listening:

Listening is the most important skill in counselling. It is the process of 'hearing' the other person. Three aspects of listening;

'i)Linguistic: actual words, phrases and metaphors used to convey feelings.

'ii)Paralinguistic: not words themselves but timing, accent, volume, pitch, etc.

'iii)Non-verbal: 'body language' or facial expression, use of gestures, body position and movement, proximity or touch in relation to the counsellor

All these express the internal state of the counsellee and can be 'listened' to by the attentive counsellor.

'2) 'Four types of Counselling Interventions

'i)'Open-Ended Questions

Questions that clients cannot easily answer with "Yes," "No," or one- or two-word responses

"Tell me about your family while you were growing up"

"Why is that important to you?"

"How did you feel when that happened?"

"What did you do when she said that?"

"What are your reasons for saying that?"

Purposes of Open-Ended Questions:

-To begin an interview

-To encourage client elaboration

-To elicit specific examples

-To motivate clients to communicate

'ii)'Closed-Ended Questions

Questions that the other can easily answer with a "Yes," "No," or one- or two-word responses

"Are you going to have the test done

"Did you drink before you got into the car?"

"Do you drink often?"

"Do you exercise?"

"Do you like your job?"

Purposes of Closed-Ended Questions:

To obtain specific information

To identify parameters of a problem or issue

To narrow the topic of discussion

To interrupt an over-talkative client

Closed vs. Open-Ended Question

Examples

C: Are you scared?

O: How do you feel?

C: Are you concerned about what you will do if the test results are positive?

O: What do you think you might do if the test results are positive?

C: Is your relationship with your husband a good one?

O: Tell me about your relationship with your husband.

'iii) Reflection:

Reflection is the echoing back of the last few words that the client has spoken. It is widely used in Rogerian counselling.

e.g.: *Counselee*: We moved to Bangalore from gulf at the beginning of last year but none of us really settled down. My wife never did like living in such a large city. I found it difficult to get a job....

Counsellor: You found it difficult to get a job...

Counselee: Well, it was difficult to start with, any way. I suppose I didn't really try hard enough ...

Counsellor: You didn't really try hard enough ... (*more later-below*)

'iv) Challenging:

Though challenging and confronting are not associated with counselling, there are times they are appropriate and even necessary.

Counselee: There is no one in this organization that I can talk to at all

Counsellor: No one?

Counselee: I have always been a failure, never been any good at anything.

Counsellor: Always?

'3) Paraphrasing

The counsellor rephrases the content of the client's message

Example:

ØClient: "I know it doesn't help my depression to sit around or stay in bed all day."

ØCounsellor: "It sounds like you know you should avoid staying in bed or sitting around all day to help your depression."

Purposes of Paraphrasing

To convey that you are understanding him/her

Help the client by simplifying, focusing and crystallizing what they said

May encourage the client to elaborate

Provide a check on the accuracy of your perceptions

When to use it

- When you have an hypothesis about what's going on with the client
- When the client is in a decision making conflict
- When the client has presented a lot of material and you feel confused

Steps in Paraphrasing

Client, a 40-year-old woman: "How can I tell my husband I want a divorce? He'll think I'm crazy. I guess I'm just afraid to tell him."

Steps

- a) Recall the message and restate it to yourself covertly
- b) Identify the content part of the message
- c) Wants divorce, but hasn't told husband because he will think she's crazy
- d) Select an appropriate beginning: E.g., "It sounds like," "You think," "I hear you saying,"
- e) Translate the key content into your own words: Want a divorce= break off, split; E.g., "It sounds like you haven't found a way to tell your husband you want to end the relationship because of his possible reaction. Is that right?"
- f) Confirm the accuracy of the paraphrase

'4) Summary

- A collection of two or more paraphrases or reflections that condenses the client's messages or the session
- Covers more material
- Covers a longer period of client's discussion

Purposes of a Summary

- To tie together multiple elements of client messages
- To identify a common theme or pattern
- To interrupt excessive rambling
- To start a session
- To end a session
- To pace a session
- To review progress
- To serve as a transition when changing topics

Steps in a Summary

Example

ØAt the beginning of the session:

"I don't understand why my parents can't live together anymore. I'm not blaming anybody, but it just feels very confusing to me." [Said in a low, soft voice with lowered, moist eyes]

ØNear the middle of the same session:

"I wish they could keep it together. I guess I feel like they can't because they fight about me so much. Maybe I'm the reason they don't want to live together anymore."

a) Recall key content and affect messages

ØKey content: wants parents to stay together

ØKey affect: feels sad, upset, responsible

b) Identify patterns or themes

ØShe is the one who is responsible for her parents' break-up

c) Use an appropriate sentence stem and verbalize the summarization response

Øe.g., "I sense," or "You are feeling"

d) Summarize

Øe.g., "Earlier today you indicated you didn't feel like blaming anyone for what's happening to your parents. Now I'm sensing that you are feeling like you are responsible for their break-up

e) Assess the effectiveness of your summarization

Practice: A 30-year-old man who has been blaming himself for his wife's unhappiness: I really feel guilty about marrying her in the first place. It wasn't really for love. It was just a convenient thing to do. I feel like I've messed up her life really badly. I also feel obliged to her. [Said in low, soft voice tone with lowered eyes]

Practice: A 27-year-old woman who has continually focused on her relationships with men and her needs for excitement and stability:

ØFirst session: I've been dating lots and lots of men for the last few years. Most of them have been married. That's great because there are no demands on me. [Bright eyes, facial animation, high-pitched voice]

ØFourth session: It doesn't feel so good anymore. It's not so much fun. Now I guess I miss having some commitment and stability in my life. [Soft voice, lowered eyes]

'5)' Reflection

-A verbal response to client emotion

Example

Client: "So many things are going on right now: another hectic semester has started, my dog's sick, and my mom's ill too. I find myself running around trying to take care of everything. I'm not sure I can take it anymore."

Counsellor: "You're feeling pretty overwhelmed by all the things that are going on right now."

Purposes of a Reflection

Helps clients:

Feel understood

Express more feelings

Manage feelings

Discriminate among various feelings

Steps of a Reflection

Ø Client, a 50-year-old steelworker now laid off: "Now look, what can I do? I've been laid off over a year. I've got no money, no job, and a family to take care of. It's also clear to me that my mind and skills are just wasting away. [Said in a loud, critical voice, staring at the ceiling, brow furrowed, eyes squinting]

a. Listen closely and observe behaviour

Ø Watch nonverbal behaviour

Ø Verbally reflect the feelings back to the client

b. Identify the feeling category

c. Identify the intensity

d. Match the feeling and intensity of a word

e. Feed back to the client

f. Add content using the form

Ø "You feel ____, because ____."

g. Check for accuracy

SAQ



1. Choose a partner in class and let her/him discuss a problem which she/he has been struggling with lately. Apply the principles and skills learned in class.
2. Document your session.
3. Prepare for a class simulation.



MODULE SUMMARY

- The principles involved in counseling provide the framework for understanding the client and helping him to meet his goals.
- The counseling skills provide the counselor and clients a more likely chance to achieve their goals when a good and positive relationship exists between them. In essence the counselor's interactions with the

client are a powerful tool in the helping relationship especially if he uses these skills effectively and appropriately.

SUMMATIVE TEST



Set A

1. What are the principles of counseling? Briefly describe each is all about.

2. How do counseling skills become powerful behaviors of counselors?

Set B

1. Identify the concept (counseling skills) being described:

- a. "You cried because you were in pain?"
- b. "You think your boyfriend has another girl".
- c. "Drew, just keep on. I'm all ears for you here."
- d. "This morning, you shared to me your concern regarding your parents. You said you felt sorry for yourself. Do you feel that easy still now?"
- e. Counselee: "I have always been failing my hopes of seeing my father."
Counselor: " But you have always been passing high marks. I'm sure your father is so proud of you."
- f. Counselee: "My friends always pick on me at school."
Counselor: "Your friends always pick on you at school."
- g. "Anne, you have the whole time to talk about it. My meeting's in an hour yet."
- h. "Jake, I know you have been a responsible brother to your younger siblings. And it has been a tough job at your young age. Now you want to leave alone in an apartment?"
- i. "You know it is wrong to steal others' things and still you did it. Is that right?"
- j. "Jane, it's ok to shout it loud now."

LESSON 2



Types of Counseling

Evangelista and Kapunan lists three types of counseling: the directive or clinical, the non-directive or client-centered, and the eclectic counseling, a

combination of both.

Directive Counseling:

This type of counseling allows the counselor to give the counselee information about himself, his opportunities, his problems. The counselor guides the discussion or suggests action to take. The information is obtained from school records, test results, which he uses in the interview. He tries to evaluate the facts objectively. He explains these to the counselee without offending him. The counselor does not criticize, judge, or condemn. The methods helps the counselee make the final decision.

The following are steps involved in directive counseling:

1. Analysis. Involves collecting data, summarizing, and organizing.
2. Diagnosis. The counselor formulates hypotheses, makes conclusions about the causes and characteristics of the problem.
3. Prognosis. This refers to the prediction made by the counselor on the client's future developments of the problem.
4. Counseling. The counselee talks and discusses the problem with the client by means of "leads". The counselee is helped to develop insight.
5. Follow-up. The counselor assists the counselee with new recurring problems. This may be due to a "relapse" that might have occurred.

Non-directive Counseling:

This is also known as client-centered counseling. Rogers, Strang, and Warters describe this approach as one, which places the responsibility of the client for exploring his own problem. The emphasis is not on the problem but on the individual.

The steps involved in non-directive counseling are as follows:

1. The client comes for help and gives his reason for doing so.
2. The client describes the situation. The counselor encourages the client to confide to tell all.
3. The counselor helps the client to feel free to talk. To do this, the counselor shows friendly and receptive attitude. She neither agrees nor disagrees. He tries to put himself in the situation of the client.
4. The counselor accepts, recognizes, and clarifies both positive and negative feeling.
5. The period of release is followed by insights which make for growth.
6. Insights are converted into action.
7. Further insights are developed for a more complete and accurate self-understanding.
8. A positive action is increased.
9. The relationship with the counselor ends.

Eclectic Counseling:

This is merging of both directive and non-directive counseling. The counselor should be competent and proficient in incorporating this method so that a happy medium can be effected.

The following are the processes involved:

1. Diagnosis of the causes of maladjustment.
2. Planning the modification of the causes.
3. Securing conditions conducive to learning.
4. Stimulating the client by implied motivation to develop his resources.
5. Proper handling of any problem subsequent to adjustment.

SAQ



1. Imagine if there was no counseling conducted when a freshman of very

satisfactory standing wishes to shift his course from education to vocational course. Create a role play out of this.

2. With the above case, apply the three types of counseling. Note the differences.



MODULE SUMMARY

- The types of counseling include directive or clinical counseling, non-directive or client-centered counseling, and eclectic counseling which is a combination of both.
- There is no perfect type of counseling.

SUMMATIVE TEST



1. Construct a tabular outline showing the differences among the three

types of counseling.

Set B

1. Discuss the three types of counseling and give illustrations.

LESSON 3



Goals of Counseling

Counseling goals differ for each client. Hence the goal must be

clearly stated to give the counselor and the client a better understanding of what is to be accomplished in the counseling process.

Characteristics of Goals:

1. Counseling goals are specific.
2. Counseling goals are measurable.
3. Counseling goals are attainable.
4. Counseling goals are relevant.
5. Counseling goals are time-bound.

Counseling goals are specific. The first term stresses the need for a specific goal in counseling rather than a more general one. This means the goal is clear and unambiguous. To make goals specific, they must tell exactly what is expected, why it is important, who's involved, where it is going to happen and which attributes are important. A specific goal will usually answer the five "W" questions:

- What: What do I want to accomplish?
- Why: Specific reasons, purpose or benefits of accomplishing the goal.
- Who: Who is involved?
- Where: Identify a location.
- Which: Identify requirements and constraints.

Counseling goals are measurable. The second term stresses the need for concrete criteria for measuring progress toward attainment of the goal. If a goal is not measurable, it is not possible to know whether you're making progress toward successful completion. Measuring progress helps you stay on track, reach target dates, and experience the exhilaration of achievement that spurs you on to continue the effort required to reach the ultimate goal.

A measurable goal will usually answer questions such as:

- How much?
- How many?
- How will I know when it is accomplished?

Counseling goals are attainable. The third term stresses the importance of goals that are realistic and attainable. While an attainable goal may stretch you in order to achieve it, the goal is not extreme. That is, the goals are neither out of reach nor below standard performance, as these may be considered meaningless. When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. The theory states that an attainable goal may cause goal-setters to identify previously overlooked opportunities to bring themselves closer to the

achievement of their goals. An attainable goal will usually answer the question:

How: How can the goal be accomplished?

Counseling goals are relevant. The fourth term stresses the importance of choosing goals that matter. A bank manager's goal to "Make 50 peanut butter and jelly sandwiches by 2:00pm." may be Specific, Measurable, Attainable, and Time-Bound, but lacks Relevance. Many times you will need support to accomplish a goal: resources, a champion voice, someone to knock down obstacles. Goals that are relevant to your field, your graduate school milestones and responsibilities, your advisor and program, will receive that needed support. Relevant goals (when met) drive the individual (or team, or department, or organization) forward. A goal that supports or is in alignment with other goals would be considered a relevant goal. A relevant goal can answer yes to these questions:

- Does this seem worthwhile?
- Is this the right time?
- Does this match my other efforts/needs?

Counseling goals are time-bound. The fifth term stresses the importance of grounding goals within a time frame, giving them a target date. A commitment to a deadline helps you focus efforts on completion of the goal on or before the due date. A time-bound goal is intended to establish a sense of urgency. A time-bound goal will usually answer the question:

- When?
- What can I do 6 months from now?
- What can I do 6 weeks from now?
- What can I do today?

SAQ



1. Erin, a 16 year-old graduating high school student, was reported to have cheated in the final examination. She was referred to your office for counseling. You heard beforehand that her parents were furious over the possibility that she might not graduate on time if her case was to be the cause of her not able to graduate on time. What goals would you draft for her counseling session? Defend your answer.



MODULE SUMMARY

- The goals of counseling have to be **Specific, Measurable, Attainable, Relevant, and Time-bound.**

SUMMATIVE TEST



Set A

1. Provide illustrations for each characteristics of goals.
2. Share these in class.

Set B

1. Formulate counseling goals using your chosen case.
2. Evaluate if these goals are SMART.

LESSON 4



The Counseling Process

Counseling is always geared towards a goal of attaining the total optimum development of the individual. In order to facilitate the smooth flow of the session, counseling follows a standard process.

The Six Stages of the Counseling Process:

A counseling session is therefore sometimes referred to as the 50-minute hour. It takes place in a session depends on the clients' needs and the counselors personal approach to counseling. Although there is some variation during a session, there is a basic structure. That structure was described by Cormier and Hackney (1987) as a five-stage process: relationship building, assessment, goal setting, interventions, and termination and follow-up. These stages have been expanded in the following six-stage model of the counseling process.

- Stage one: Relationship building
- Stage two: Assessment and diagnosis
- Stage three: Formulation of counseling goals
- Stage four: Intervention and problem solving
- Stage five: Termination and follow-up
- Stage six: Research and evaluation

Counseling can be conceptualized as a series of stages or steps that lead one through the counseling process. A typical counseling session can involve all six stages except termination. The focus of counseling may shift as the counseling process progresses over time. For example, during the first few sessions with a client, a counselor may place the primary emphasis on building a positive counseling relationship, assessment and diagnosis, and formulating counseling goals. During the later phase of the counseling process, the counselor may shift the emphasis to intervention and problem solving, termination and follow-up, and research and evaluation.

Stage One: Relationship Building

The counseling is the heart of the counseling process. It supplies the vitality and the support necessary for counseling work. The successful outcomes in counseling are associated with the counselor-client relationship which is the outcome of all therapeutic efforts. Although the counseling relationship is important, it is less clear how important it is and in what way. There are two general categories in counseling. They are:

- i. Counselor-offered conditions
- ii. Counselor-and client offered conditions
- iii. Counselor offered conditions

Counselor-offered conditions relate to how the counselor influences the

counseling process. It is relating to core conditions for effective counseling and the Social Influence Model. They are:

a. Core Conditions

The core conditions for successful counseling are empathic understanding, unconditional positive regard, congruence, respect, immediacy, confrontation, concreteness and self-disclosure, the development of listening skills. These eight core conditions were necessary and sufficient for constructive personality change to occur. The descriptions and purpose of the core conditions are as follows:

1. Empathy. The most important core condition in terms of promoting positive outcomes. Empathetic understanding as a process that involves communicating a sense of caring and understanding. The stages of empathy are:

- The counselor has an emotional reaction to the clients situation
- The counselor attempts to understand the clients situation from the clients' perspective
- The counselor communicate empathy to the client
- The client feels a sense of caring and understanding from counselor

The kinds of empathy are:

- Primary empathy a process that involves the counselor attending, listening and communicating accurate perceptions of the clients messages.
- Advanced empathy the characteristics associated with primary empathy as well as utilizing the skills of self-disclosure, directives, or interpretations. Purpose: to establish rapport, gain an understanding of the client; and encourage self-exploration in the client.

2. Unconditional Positive Regard: Unconditional positive regard involves the counselor communicating to clients that they are of value and worth as individuals. The other names of unconditional positive regard are non-possessive warmth, acceptance, prizing, respect, and regard. This concept is neither desirable nor obtainable. Unconditional positive regard does not imply that the counselor reacts permissively, accepting all the clients behavior. Instead, it means that the counselors unconditional positive regard involves acceptance of the client while setting limits on certain behaviors. The purpose is to promote acceptance of the client as a person of worth as distinct from accepting the clients behavior.

3. Congruence: Behaving in a manner consistent with how one thinks and feels. This condition is also known as genuineness. An example of not functioning congruently is a counselor who says. I am glad to see you, when a client arrives for an appointment, even though the counselor doesnt like

the client. The purpose: To be genuine (not phony) in interactions with the client.

4. Respect: is similar to unconditional positive regard. It focuses on the positive attributes of the client. Counselors can communicate respect by making positive statements about the client and openly and honestly acknowledging, appreciating, and openly and tolerating individual differences. The purpose: To focus on the clients strengths (not weaknesses).

5. Immediacy: is the idea of direct, mutual communication. Description: Communicating in the here-and-now about what is occurring in the counseling session. It allows the counselor to directly address issues of importance to the counseling relationship; describing how they feel in relation to the client in the moment. For Example, if a client does not appear interested in counseling, the counselor might say, I am getting concerned that you are not finding our sessions meaningful. How are you feeling about what is going on in counseling now? The purpose: To promote direct mutual communication between the counselor and the client.

6. Confrontation: Pointing out discrepancies in what the client is saying and doing (between statements and nonverbal behavior); and how the client is viewed by the counselor and client. It is a difficult and risky counseling technique that is used most effectively by high-functioning counselors. It can have a negative effect on the counseling process, for example when a client misreads the confrontation and feels attacked or rejected by the counselor. The purpose: To help clients clearly and accurately understanding themselves and the world around them.

7. Concreteness: Helping clients discuss themselves in specific terms. Clients can feel overwhelmed with their problems and have difficulty putting things into perspective. When this occurs, concreteness can help the counselor create a focus for the client in the counseling process. Purpose: To help clients focus on pertinent issues

8. Self-disclosure: Making the self-known to others two types of self-disclosure statements:
o Self-disclosing: Counselors disclose factual information about themselves.
o Self-involving: Counselors describe what they are experiencing in relation to the client in the counseling process. The purpose: To promote increasing counseling, relevant communication from the client; enhancing the clients evaluation of the counselor; and Increasing the clients willingness to seek counseling.

b. Social Influence Model

Emphasizes the importance of counselor-offered conditions in the

counseling process. It has two stages. They are:

- The first stage, the counselor attempts to be perceived by the client as expert, attractive, and trustworthy. When this occurs, the counselor establishes a power base.
- In the second stage, the counselor uses the power base to exert positive influence on the client within counseling process.
- Counselors tended to be perceived as expert when they had objective evidence of training and utilized prestigious cues such as consistent, and responsive nonverbal behaviour such as touch, smiling, and body leans; and used narrative analogies and empathic responses.
- Counselors were perceived as attractive when they had objective evidence of training; and were self-disclosing.
- Counselors appeared more trustworthy when they used credible introductions and reputational cues; responsive nonverbal behavior; and verbal and nonverbal cues associated with confidentiality. Once counselors establish a power base by appearing expert, attractive, and trustworthy, they can exert a positive influence on the client.

ii. Counselor-and-Client offered Conditions:

The working alliance is another concept that can be used to describe the counseling relationship. It goes beyond focusing on counselor-offered conditions and includes counselor- and client-offered conditions. The working alliances have composed of three parts. They are:

- agreement between the counselor and client in terms of the goals of counseling
- agreement between the counselor and client in terms of the tasks of counseling
- Emotional bond between the counselor and client.

The strength of the working alliance depends on the degree of agreement relating to goals and tasks of counseling and the level of emotional attachment between the counselor and client.

Stage Two: Assessment and Diagnosis

Assessment and diagnosis help a counselor develop an in-depth understanding of a client and identify mental disorders that require attention. This understanding can facilitate goal setting and also suggest types of intervention strategies. Assessment procedures can be divided into two categories:

- standardized measures include psychological tests that have a standardized norm groups

□ non standardized measures not have a standardized norm group and include strategies such as the clinical interview and assessment of life history.

Diagnosis is a medical term that means identification of the disease-causing pathogens responsible for a physical illness. Facilitating communication shorthand indicating possible treatment strategies communicating etiology aiding in scientific investigation.

Stage Three: Formulation of Counseling Goals

Three functions that goals serves in the counseling process:

- a) Motivational
- b) Educational
- c) Evaluative

□ Motivational function: The clients are involved in establishing the counseling goals. They may be more motivated when they have specific, concrete goals to work toward. It is also important for counselors to encourage clients to make a verbal commitment to work on a specific counseling goal.

□ Educational function: From this perspective, clients can learn new skills and behaviors that they can use to enhance their functioning. For example, a counseling goal might be to become more assertive. During assertiveness training clients can learn skills to enhance their functioning in interpersonal situations.

□ Evaluative function: Clear goals allow the counselor and client an opportunity to evaluate progress. We can also conceptualize counseling goals as either process or outcome.

□ Process Goals: This establishes the conditions necessary to make the counseling process work. These goals relate to the issues of formulating positive relationship by promoting the core conditions. Process goals are primarily the counselors responsibility.

□ Outcome goals: This specifies what the client hopes to accomplish in counseling. The counselor and client should agree on these goals and modify them as necessary.

Five types of outcome goals

1. Facilitating behavior change
2. Enhancing coping skills
3. Promoting decision-making
4. Improving relationships
5. Facilitating the clients potential.

Stage Four: Intervention and Problem Solving

The counselor and client may choose strategies to implement from a variety of interventions, including individual, group, couples, and family counseling. It may be best to begin with individual counseling for clients with problems of an intrapersonal nature. Couples or family counseling may be more appropriate for clients with difficulties of an interpersonal nature, as in a marital or parent-child conflict. Involving clients in the process of selecting intervention strategies has some advantages. This would help the client and the counselor together can select a strategy that seems realistic in terms of its strengths and weaknesses, instead of working out with the strategies without apparent success.

The counselor should provide an overview of the different treatment approaches available; describe the role of the counselor and client for each procedure; identify possible risks and benefits that may result; and estimate the time and cost of each procedure. In addition, it is important for the counselor to be sensitive to client characteristics such as values and beliefs when selecting an intervention strategy. Counselors should also be aware of a clients personal strengths and weaknesses in selecting a counseling approach.

Problem-Solving Strategies:

Problem solving is a way conceptualizes interventions. It involves individual, group, marriage, or family counseling. Counselors should develop a systematic approach to problem solving, in order to help a client to resolve problems. This approach would enable clients to learn skills that could contribute to their personal autonomy.

A six-stage model for problem solving strategies includes:

1. problem detection
2. problem definition
3. identification of alternative solutions
4. decision-making
5. execution
6. verification

This model is a behaviourally oriented approach that involves describing a particular problem in behavioural terms; identifying possible solutions to the problem; deciding on a course of action relative to various alternative solutions; implementing the decision; and verifying if the outcome is consistent with the expected outcome. There are other set of problem-solving approach that can be used to incorporate in the counseling. Counselors should adjust this approach to the unique and emerging needs of the client. It is also important to note that it may take more than one session

to utilize the six steps.

1. The counselor assists the client in selecting a goal to work on in counseling
2. The counselor and client identify what problems they must overcome to achieve the counseling goal.
3. The counselor attempts to increase the clients motivation for change by helping the client understand the cost of not changing.
4. The counselor assists the client in selecting a particular problem
5. The counselor and client utilize the counseling techniques necessary to assist with the problem.
6. The counselor gives the client a homework assignment to practice away from the counseling session.

Stage Five: Termination and Follow-Up

Termination can be done when clients have worked through their concerns and are able to proceed forward in their lives without the counselors assistance. At this point, counseling can be terminated. It is usually best for the counselor and client to agree on a termination date, reducing the chance of premature termination or feelings of ambivalence. Termination should be planned several weeks in an advance to provide an opportunity for the client to prepare psychologically. The counselor should also arrange for appropriate follow-up with the client. An appointment for a formal follow-up counseling session can be made 2 to 4 weeks after the final session. This can allow the counselor and client adequate time to evaluate how things are going without counseling. Clients should be reassured that they will be able to obtain additional counseling services if the need arises. They should also be informed as to how they can request these services in the future.

Stage Six: Research and Evaluation

Research and evaluation can occur at any time during the counseling process or after- termination. Counselors are asked to evaluate counseling whenever they implement an intervention strategy. These research procedures involve face-to-face interaction between the counselor and client. These procedures may be used before or after a client has terminated.

SAQ



1. What is the significance of having a standard process of counseling?
Discuss briefly.
2. What are insights have you learned from the lesson?



MODULE SUMMARY

- There are six stages of the counseling process: relationship building, assessment and diagnosis, formulation of counseling goals, intervention and problem solving, termination and follow-up, and research and evaluation.

SUMMATIVE TEST



Set A

1. Identify what is asked for:
 - a. It is the heart of the guidance program
 - b. It is the basis of the counseling process
 - c. Communicating a sense of caring and understanding
 - d. Communicating to clients that they are of value and worth as individuals.
 - e. Behaving in a manner consistent with how one thinks and feels; this condition is also known as genuineness
 - f. Communicating in the here-and-now about what is occurring in the counseling session
 - g. Pointing out discrepancies in what the client is saying and doing
 - h. It focuses on the positive attributes of the client
 - i. Making the self-known to others
 - j. Can be done when clients have worked through their concerns and are able to proceed forward in their lives without the counselors assistance

Set B

1. Research a case study from the internet. Analyze what processes were involved in the session.
2. Simulate a counseling session using the six stages of counseling.

LESSON 5



Theories, Tools and Techniques of Counseling

Counseling theories provide a framework for counselors to interpret a client's behavior, thoughts, and feelings and help them navigate a client's journey from session one to the last. Theoretical approaches are an understandably integral part of the counseling process. But with so many different theories and techniques, how do you know which counseling technique to use? An in-depth discussion of each is presented.

A. Psychoanalytical Theory (Sigmund Freud)

1. View of Human Nature

a. Freud's view of human nature is considered to be dynamic, meaning that there is an exchange of energy and transformation. Freud used the term catharsis to describe this release of this energy.

b. Freud saw the personality as composed of a conscious mind, a preconscious mind and an unconscious mind. The conscious mind has knowledge of what is happening in the present. The preconscious mind contains information from both the unconscious and the conscious mind. The unconscious mind contains hidden or forgotten memories or experiences.

2. Structure of Personality

a. The personality has three parts: the id, the ego, and the superego

b. The id is present at birth and is part of the unconscious. The id is the site of the pleasure principle, the tendency of an individual to move toward pleasure and away from pain. The id does not have a sense of right or wrong, is impulsive, and is not rational. It contains the most basic of human instincts, drives, and genetic endowments. .

c. The ego is the second system to develop and it functions primarily in the conscious mind and in the preconscious mind. It serves as a moderator between the id and the superego, controlling wishes and desires. The ego is

the site of the reality principle, the ability to interact with the outside world with appropriate goals and activities .

d. The superego sets the ideal standards and morals for the individual. The superego operates on the moral principle which rewards the individual for following parental and societal dictates. Guilt is produced when a person violates the ideal ego denying or ignoring the rules of the superego .

3. Developmental Stages

a. Oral stage is centered on the mouth as a source of pleasure.

b. Anal stage is centered on the anus and elimination as a source of pleasure.

c. Phallic stage is centered on the genitals and sexual identification as a source of pleasure. i. Oedipus Complex is described as the process whereby a boy desires his mother and fears castration from the father, in order to create an ally of the father, the male learns traditional male roles. ii. Electra Complex is described a similar but less clearly resolved in the female child with her desire for the father, competition with the mother; and thus, learns the traditional female roles.

d. Latency stage is a time of little sexual interest in Freud's developmental view. This stage is characterized with peer activities, academic and social learning, and development of physical skills.

e. Genital stage begins with the onset of puberty. If the other stages have been successfully negotiated, the young person will take an interest in and establish sexual relationships.

4. Ego Defense Mechanisms

a. were believed by Freud to protect the individual from being overwhelmed by anxiety. He considered them normal and operating on the unconscious level. Some of the ones most often referred to are:

i. Repression is the defense mechanism whereby the ego excludes any painful or undesirable thoughts, memories, feelings or impulses from the conscious

ii. Projection is the defense mechanism whereby the individual assigns their own undesirable emotions and characteristics to another individual

iii. Reaction Formation is the defense mechanism whereby the individual expresses the opposite emotion, feeling or impulse than that which causes anxiety

iv. Displacement a defense mechanism whereby the energy that is generated toward a potentially dangerous or inappropriate target is

refocused to a safe target.

- v. Sublimation is a positive displacement is called whereby the frustrating target is replaced with a positive target
- vi. Regression is the defense mechanism whereby returns to an earlier stage of development.
- vii. Rationalization is the defense mechanism in which an individual creates a sensible explanation for an illogical or unacceptable behavior making it appear sensible or acceptable.
- viii. Denial is a mechanism whereby an individual does not acknowledge an event or situation that may be unpleasant or traumatic.
- ix. Identification is a defense mechanism whereby a person takes on the qualities of another person to reduce the fear and anxiety toward that person

5. Role of the Counselor

a. To encourage the development of transference, giving the client a sense of safety and acceptance. The client freely explores difficult material and experiences from their past, gaining insight and working through unresolved issues. The counselor is an expert, who interprets for the client.

6. Goals of therapy include:

- a. Helping the client bring into the conscious the unconscious
- b. Helping the client work through a developmental stage that was not resolved or where the client became fixated
- c. Help the client adjustment to the demands of work, intimacy, and society.

7. Techniques

a. Free Association is a process where the client verbalizes any thoughts that may without censorship, no matter how trivial the thoughts or feeling may be to the client. b. Dream Analysis is a process where the client relates their dreams to the counselor. The counselor interprets the obvious or manifest content and the hidden meanings or latent content.

c. Analysis of transference is a process where the client is encouraged to attribute to counselor those issues that have caused difficulties with significant authority figures in their lives. The counselor helps the client to gain insight by the conflicts and feelings expressed.

d. Analysis of resistance is a process where the counselor helps the client to gain insight into what causes form the basis for a hesitation or halting of

therapy.

e. Interpretation is a process where the counselor helps the client to gain insight into past and present events.

B. Individual Psychology (Alfred Adler)

1. View of Human Nature

a. The Adlerian concept of social interest is the individual's feeling being part of a whole, spanning both the past, present, and the future. Adler believed that people were mainly motivated toward this feeling of belonging. He did not believe that social interest was innate but rather a result of social training.

b. Adler expressed that people strove to become successful and overcome the areas that they perceived as inferior. He referred to this process of personal growth as striving for perfection. Those who did not overcome feelings of inferiority developed an inferiority complex. Those who overcompensated for feelings of inferiority developed a superiority complex.

c. Adler believed that a person's conscious behavior not their unconscious, was the mainstay of personality development. Because of this concept, Adlerian theory emphasizes personal responsibility for how the individual chooses to interpret and adjust to life's events and situations.

d. Maladjustment is defined in Adlerian theory as choosing behavior resulting in a lack of social interest or personal growth. Adler believed that misbehavior would take place when the person had become discouraged or when positive attempts at good behavior had failed to get the needed results. Encouragement to good behavior was often the recommended antidote to misbehavior.

e. Another concept is that of teleology, which simply put means that a person is as influenced by future goals as by past experiences.

f. Adlerian espoused the belief that the birth of each child changed the family substantially. He thought that the birth order of the children in the family influenced many aspects of their personality development. Briefly, characteristics of these birth positions are: i. Oldest children are usually high achievers, parent pleasers, conforming, and are well behaved. ii. Second born children are more outgoing, less anxious, and less constrained by rules than first borns. They usually excel as what the first born does not. iii. Middle children have a feeling of being squeezed in and are concerned with perceived unfair treatment. These children learn to excel in family politics and negotiation. However, they can become very manipulative. This position also tends to develop areas of success that are not enjoyed by their siblings.

iv. The youngest child is the most apt at pleasing or entertaining the family. While they run the risk of being spoiled, they are also the most apt at getting what they want through their social skills and ability to please. They are often high achievers, because of the role models of their older siblings.

g. Only children or children born seven or more years apart from siblings are more like first born children. Children with no siblings often take on the characteristics of their parents' birth order, as the parents are the only role models. While these children may mature early and be high achievers, they may lack socialization skills, expect pampering, and be selfish.

h. Adler saw the family as the basic socialization unit for the child. He believed that children's interpretation of the events in their life was determined by the interaction with family members before the age of five. The family interactions taught the children to perceive events and situations through certain subjective evaluations of themselves and the environment. These perceptions that guided the children's behavior were called fictions. Basic mistakes could be made based on these fictions. Adlerians believe that some of those mistakes are (Mozak, 1984):

- i. Over-generalizing in which the individual believes that everything is the same or alike.
- ii. False or impossible goals of security which leads the individual to try to please everyone in seeking security and avoiding danger.
- iii. Misperceptions of life and life's demands which leads the individual to expect more accommodation than is reasonable and to interpret their failure to get accommodation as never getting any breaks.
- iv. Minimization or denial in one's worth results in the individual believing that they cannot be successful in life.
- v. Faulty values result in a "me first" mentality with little or no regard for others.
- vi. Adler believed that life took courage or a willingness to take risks without knowing the outcome. He believed that a person with a healthy life style contributed to society, had meaningful work, and had intimate relationships. He espoused cooperation between the genders as opposed to competition. He believed that well-adjusted people lived in an interdependent relationship with others in a cooperative spirit.

2. Role of the counselor

a. The counselor is as a diagnostician, teacher and model. The counselor helps the client to explore conscious thoughts, beliefs and logic for behaviors that are not in the client's best interests or social interests. The client-counselor relationship is an equal one with the counselor sharing insights, impressions, opinions, and feelings with the client to promote the therapeutic relationship. Therapy is very cognitive with an emphasis on the examination of faulty logic and empowering the client to take responsibility to change

through a re-educational process. The counselor encourages the client to behave "as if" the client were who they wish to be and often provides the client with "homework" assignments outside the sessions. Adlerians are eclectic in technique with an emphasis on encouragement and responsibility.

3. Goals of Adlerian counseling

a. Goals focus on helping the client develop a healthy lifestyle and social interest. The counselor assists the client through four goals of the therapeutic process, establishing a therapeutic relationship, examining the style of life, developing client insight, and changing behavior. The behavior change is the result of the individual taking personal responsibility for behavior.

4. Techniques

a. Most commonly used are establishing rapport, defining style of life and helping the client to gain insight. While Adlerians may borrow many techniques from other theories, specific theories used to encourage change are.

b. Confrontation consists of challenging the client's private logic and behavior.

c. Asking "the Question" consists of asking the client how their life would be different if they were well? The question often asked to parents is what would be the problem if this child were not the problem?

d. Encouragement consists of the counselor supporting the client by stating the belief in the client's ability to take responsibility and change behavior.

e. Acting "as if" consists of instructing the client to behave "as if" there were no problem or as the person that the client would like to be.

f. Spitting in the client's soup means that the counselor points out the purpose of the client's behavior. Afterward, the client may continue the behavior, but cannot do so without being aware of their motivation for engaging in the behavior.

g. Catching oneself consist of helping the client learn to bring destructive behavior into awareness and stop it.

h. Task setting consists of helping the client set short-term goals leading toward the attainment of long-term goals.

C. Person- Centered (Carl Rogers)

1. View of Human Nature

- a. Rogers viewed human nature as basically good
- b. He believed that if given the appropriate environment of acceptance, warmth and empathy, the individual would move toward self-actualization
- c. Self-actualization is the motivation that makes the individual move toward growth, meaning, and purpose
- d. Person-centered is considered a phenomenological psychology
- e. Person-centered is also a self-theory
- f. Rogers believed that most people were provided conditional acceptance as children, which led them to behave in ways that would assure their acceptance. However, in their need for acceptance, the individual often behaved in ways that were incongruent with the real self. Thus, the greater this incongruence between the real self and the ideal self, the greater isolated and maladjusted the person became.

2. Role of the counselor

- a. The counselor sets up an environment where the client is safe to explore any aspect of the self. The counselor's job is to facilitate the exploration through a special I-Thou relationship of unconditional positive regard, empathy and warmth.
- b. The person-centered counselor uses psychological testing on a limited basis. The Q-sort is sometimes used in assessment by the person-centered counselor. A series of 100 statements are written on cards. The statements are self-descriptions, i.e. I am capable, I am dependent, I am worthless. The client is asked to read and sort each of these statements into nine piles from most like me to least like me. Then the stacks are recorded. The client re-sorts the cards into what they would like to be like. The Q sort gives an indication of the incongruence between the perceived real self and ideal self.
- c. The use of diagnostic categories is discouraged as incompatible with the philosophical view of the individual as unique. Diagnosis places the counselor in a position of authority and imposes a treatment plan

3. Goals

- a. In person-centered theory are directly concerned with the individual. The counselor facilitates the client toward:
 - i. Realistic self-perception
 - ii. Greater confidence and self-direction

- iii. Sense of positive worth
- iv. Greater maturity, social skill, and adaptive behavior
- v. Better stress coping
- vi. More fully functioning in all aspects of their lives.

4. Techniques

- a. The techniques used in person-centered therapy have changed over time.
- b. Three periods of time in which different techniques were stressed.:
 - i. Nondirective Period (1940-1950). In this period of theory development, the counselor focused on listening and creating a permissive atmosphere. The counselor did not provide interventions, but communicated acceptance and clarification
 - ii. Reflective Period (1950-1957). During this period of time, counselors emphasized being non-judgmental of the client, while responding to the client's feelings and reflecting the affect accurately
 - iii. Experiential Period (1957-1980) This is the period of the EWG: Empathy, Warmth and Genuineness. Empathy is the ability of the counselor to understand the emotions of the client and correctly communicate this understanding. Warmth is also referred to as acceptance and positive regard in person-centered literature. Warmth is the ability of the counselor to convey a unconditional acceptance of the client' personhood. Genuineness or congruence is the ability to be who one really is without assuming roles or facades
- c. The counselor helps the client through accurate reflections of feelings, keeping the client focused on the concern, and clarification of feelings and information. The counselor uses open-ended questions or phrases to help the clients gain insight into experiences and necessary changes in their lives

D. Existential Counseling (Rollo May and Viktor Frankl)

1. View of Human Nature

- a. Existentialists believe that the individual writes their own life story by the choices that they make.
- b. Psychopathology is defined by existentialists as neglecting to make meaningful choices
- c. Anxiety is seen as the motivational force that helps the clients to reach their potential. Conversely, anxiety is also seen as the paralyzing force that prevents clients from reaching their full potential. Therefore, through awareness, this anxiety can be helpful in living more fully
- d. Frankl shares that each person searches for meaning in life, and that while

this meaning may change, the meaning never ceases to be.

e. According to Frankl, life's meaning can be discovered in three ways:

- i. by doing a deed (accomplishments or achievements),
- ii. by experiencing a value (beauty, love, nature, and arts)
- iii. by suffering (reconciling ourselves to fate).

2. Role of the Counselor

a. Each client is considered a unique relationship with the counselor focusing on being authentic with the client and entering into a deep personal sharing relationship

b. The counselor models how to be authentic, to realize personal potential, and to make decisions with emphasis on mutuality, wholeness and growth.

c. Existential counselors do not diagnosis, nor do they use assessment models like the DSM-IV.

3. Goals

a. A goal of existential counseling is to have the clients take responsibility for their life and life decisions.

b. A goal of existential therapy is to develop self-awareness to promote potential, freedom, and commitment to better life choices

c. A major goal is to help the client develop an internal frame of reference, as opposed to the outward one.

4. Techniques

a. The most common technique used in existential counseling is the relationship with the client.

b. Confrontation is also used by existential counselors, when they challenge the clients with their own responsibility for their lives

E. Gestalt (Fritz Perls)

1. View of Human Nature

a. A Gestalt means a whole, and Gestalt therapy is based on the person feeling whole or complete in their life

b. Gestalt therapy is considered to be a here-and-now therapy focusing on awareness with the belief that when one focuses on what they are and not what they wish to become, they become self-actualized. The idea being that

through self-acceptance one becomes self-actualized

c. The Gestaltists believe that the individual naturally seeks to become an integrated whole, living productively

d. Gestaltists are anti-deterministic because they believe that people have the ability to change and become responsible

e. Gestalt borrows heavily from the viewpoints of existentialist, experientialist, and phenomenologist with the emphasis on the present and awareness. Gestalt focuses on the client's own inner world of interpretation and assessment of the present life situation

f. Gestaltists believe that individuals emphasize intellectual experience, diminishing the importance of emotions and senses, resulting in an inability to respond to the situations or events in their life

g. Gestaltists believe that thoughts, feelings, and reactions to past events or situations can impede personal functioning and prevent here-and-now awareness. The most common unfinished business is that of not forgiving one's parents for perceived mistakes in one's parenting.

h. Awareness is considered on a continuum with the healthiest person being most aware. These people are aware of their needs and deal with them one at a time. The emphasis is on reality and not on embellished or imagined needs. The individual recognizes their internal need and meets that need through manipulation of the need and the environment

2. Role of the Counselor

a. The counselor creates an environment for the client to explore their needs in order to grow.

b. The counselor is fully with the client in the here-and-now with intense personal involvement and honesty.

c. The counselor helps the client to focus on blocking energy and to positively and adaptively use that energy.

d. The counselor also helps the clients to discern life patterns.

e. Among the rules that counselors use to help client:

- i. The principle of the now requires the counselor to use present tense.
- ii. I and Thou means that the client must address the person directly rather than talk about them or to the counselor about them.

- iii. Making the client use the I instead of referring to own experiences in the second (you) or third (it) person.
- iv. The use of an awareness continuum that focuses on how and what rather than on why.
- v. The counselor has the client convert questions into statements.
- vi. DSM-IV categories and standardized assessment is not considered necessary within this theory (Gladding, 1996).

3. Goals

- a. The emphasis is on the here-and-now of the client's experience.
- b. The client is encouraged to make choices based on the now as opposed to past
- c. Help the client resolve the past
- d. Assist the client to become congruent.
- e. Help the client to reach maturity intellectually.
- f. Help the client shed neuroses.

4. Techniques

- a. Techniques in Gestalt therapy one of two forms, either an exercise or an experiment
 - i. Exercises include activities such as:
 - i. frustration actions
 - ii. fantasy role playing
 - iii. fantasy
 - iv. psychodrama
 - ii. Experiments are unplanned creative interventions that grow out of the here-and-now interaction between the client and the counselor.
- b. Dream work in Gestalt therapy consist of the client telling the dream and then focusing their awareness on the dream from the perspective of each character or element in the dream
- e. Empty chair is a process where the client addresses parts of the personality, as if it were an entity sitting an empty chair. The client may switch perspectives by switching chairs or may simply address the chair. The technique is contraindicated for severely disturbed clients
- f. Confrontation is another of the Gestalt exercises that is very powerful.

Basically, the counselor calls attention to the incongruence between the client's verbalizations and observed emotions and behaviors.

g. Making the rounds is a group exercise in which the client is instructed to say the same sentence to each member of the group and then adding something personal to each person

h. I take responsibility is the phrase that follows each statement expressing statements or perceptions that the client states. The process is to help the client to integrate their internal perceptions and their behaviors

i. Exaggeration is over-dramatizing the client's gestures and movements to help gain insight into their meaning.

j. May I feed you a sentence is the question that the counselor asks before giving the client a more specific expression of what the counselor believes is the underlying message of the client.

F. Rational-Emotive Therapy (Albert Ellis)

1. View of Human Nature

a. RET assumes that the individual has the capacity to be completely rational, irrational, sensible or crazy, which Ellis believes is biologically inherent.

b. Ellis is most concerned with irrational thinking especially that which creates upsetting or irrational thoughts.

c. Ellis lists the most common irrational beliefs that clients find disturbing (Ellis, 1984, p.266)

i. It is absolutely essential to be loved or approved of by every significant person in one's life.

ii. To be worthwhile, a person must be competent, adequate, and achieving in everything attempted.

iii. Some people are wicked, bad, and villainous and therefore should be blamed or punished.

iv. It is terrible and a catastrophe whenever events do not occur as one hopes.

v. Unhappiness is the result of outside events, and therefore a person has no control over such despair.

vi. Something potentially dangerous or harmful should be cause to great concern and should always be kept in mind.

vii. Running away from difficulties and responsibilities is easier than facing

them.

- viii. A person must depend on others and must have someone stronger on whom to rely.
- ix. The past determines one's present behavior and thus can not be changed.
- x. A person should be upset by the problems and difficulties of others.
- xi. There is always a right answer to every problem, and a failure to find this answer is a catastrophe.

d. Ellis sees the individual as being easily disturbed because of gullibility and suggestibility.

e. Ellis is a proponent of the individual thinking of their behavior as separate from their personhood, i.e. "I did a bad thing" rather than "I am a bad person."

f. Ellis believes that each individual has the ability to control their thoughts, feelings and their actions. In order to gain this control, a person must first understand what they are telling themselves (self-talk) about the event or situation.

g. Ellis believes that cognitions about events or situations can be of four types: positive, negative, neutral, or mixed. These cognitions result in like thoughts with positive leading to positive thoughts, negative leading to negative thoughts, etc.

2. Role of the Counselor

a. Counselors are direct and active in their teaching and correcting the client's cognitions

b. Ellis believes that a good RET counselor must be bright, knowledgeable, empathetic, persistent, scientific, interested in helping others and use RET in their personal lives (Ellis, 1980). c. The counselor does not rely heavily on the DSM-IV categories.

3. Goals

a. The primary goal is to help people live rational and productive lives

b. RET helps people see that it is their thoughts and beliefs about events that creates difficulties, not the events or situations themselves

c. RET helps the client to understand that wishes and wants are not entitlements to be demanded. Thinking that involves the words must, should, ought, have to, and need are demands, not an expression of wants or desires.

- d. RET helps clients stop catastrophizing when wants and desires are not met
- e. RET stresses the appropriateness of the emotional response to the situation or event. An situation or event need not elicit more of a response than is appropriate
- f. RET assists people in changing self-defeating behaviors or cognitions
- g. RET espouses acceptance and tolerance of self and of others in order to achieve life goals

4. Techniques

- a. The first few sessions are devoted to learning the ABC principle:
 - i. Activating event
 - ii. Belief or thought process
 - iii. Emotional Consequences
- b. Cognitive disputation is aimed at asking the client questions challenging the logic of the client's response.
- c. Imaginal disputation has the client use imagery to examine a situation where they become upset. The technique is used in one of two ways:
 - i. The client imagines the situation, examines the self-talk, and then changes the self-talk leading to a more moderate response.
 - ii. The client imagines a situation in which they respond differently than is habitual, and are asked to examine the self-talk in this imagery.
- d. The Emotional Control Card is an actual card intended for the client to carry in their wallet which has a list of inappropriate or self-destructive feelings countered with appropriate non-defeating feelings. In a difficult situation, the client has this reference card on their person to help them intervene in their own self-talk
- e. Behavioral disputation involves having the client behave in a way that is opposite to the way they would like to respond to the event or situation
- f. Confrontation occurs when the counselor challenges an illogical or irrational belief that the client is expressing
- g. Encouragement involves explicitly urging the client to use RET rather than to continue self-defeating responses

G. Transactional Analysis (Eric Berne)

1. View of Human Nature

- a. T.A. has an optimistic view of human nature that believes that people can change despite life. All decisions that are made in life can be re-decided
- b. TA uses four major methods to analyze and predict behavior:
 - i. Structural analysis looks at what is happening within the individual.
 - ii. Transactional analysis looks at what is happening between two or more people.
 - iii. Game analysis looks at transactions between individuals leading to negative feelings.
 - iv. Script analysis looks at the life plan the individual has chosen to follow.
- c. Structural Analysis describes each person in terms of three ego states:
 - i. Parent ego state contains the parental admonishments and values with do's, should's, and ought's
 - ii. Adult ego state contains the objective, thinking, rational and logical ability to deal with reality
 - iii. Child ego state is the source of childlike behaviors and feelings
- d. Transactional analysis
 - i. Complementary transaction is characterized by both people communicating from the same ego state
 - ii. Crossed transactions are characterized by both people coming from different ego states and resulting in an unexpected hurtful response.
 - iii. Ulterior transactions are characterized by people coming from different ego states, but the responses appear to be from the same ego state.
 - iv.
 - a. These three level of games are:
 - a. First degree which are games played in social situations leading to mild upsets.
 - b. Second degree games are played in more intimate circles and lad to really bad feeling.
 - c. Third degree games are violent usually ending in jail, hospital or the morgue.
 - e. Script Analysis involves the plans that a person makes for their life. Some of the common ones are:
 - i. Never scripts result in a person who believes he/she is a never do well.
 - ii. Until scripts result in the person who continues to wait until they can deserve the reward.
 - iii. Always scripts result in a person continuing without change.
 - iv. After scripts results in anticipation of difficulty after a certain event.
 - v. Open-ended scripts result in lack of direction after a given time or event.

- vi. The ideal life script is one that is characterized by the I am ok and you are ok.

2. Role of the Counselor

- a. The counselor is a teacher of transactional analysis and its unique language.
- b. The counselor contracts with the client for the changes that they desire

3. Goals

- a. The goal is to not only learn to adjust to life but to attain health and autonomy
- b. Through the gaining of autonomy the client can be more aware, intimate and spontaneous living a life free of games and self-defeating life scripts.

4. Techniques

- a. In addition to structural, transactional, game and script analysis, TA counselors' other techniques. Some of these techniques are:
 - i. Treatment contract which is a agreement between the counselor and the client about what is to be accomplished and what responsibilities are agreed upon.
 - ii. Interrogation involves forcing the client to answer from the adult ego state through a succession of confrontative questions
 - iii. Specification is identifying the ego state that is the source of the transition.
 - iv. Confrontation is the process of pointing out inconsistencies
 - v. Explanation is a process where the counselor teaches the Adult ego state of the client a tenet of TA
 - vi. Illustration is a story or example that is used to portray a point
 - vii. Confirmation is a technique where the counselor directs the client's attention to a previously modified behavior that is reoccurring
 - viii. Interpretation involves the counselor explaining to the child ego state the reasons behind the client's behavior.
 - ix. Crystallization occurs when the client realizes that game playing can be given up and the client can enjoy the freedom of choice in behavior

H. Behavioral Theories (B. F. Skinner)

1. View of Human Nature

- a. Behaviorists, with the exception of cognitive behaviorists, concentrate on behavior that can be observed.
- b. Behaviorism has a here-and-now focus
- c. A basic tenet of Behaviorism is that all behavior is learned whether the behavior is maladaptive or adaptive
- d. Behaviorists believe that adaptive behavior can be learned to replace maladaptive behavior
- e. Behaviorists believe in setting up well-defined, measurable and observable goals in therapy
- f. Behaviorists reject the idea that human personality is composed of traits
- g. Behaviorists strive for empirical evidence to support their use of specific techniques and to support the usage of behavioral therapy techniques
- h. Respondent learning is often referred to as stimulus-response learning in which the learner does not need to be an active participant. The outcome is the conditioning of involuntary responses. The unlearning of these conditioned responses is called counterconditioning
- i. Operant conditioning requires that the participant be actively involved. This type of learning involves rewarding the desired behavior or punishing the undesired behavior until the person learns to discriminate the desired behavior that elicits the reward. Operant conditioning differs from respondent conditioning in that operant conditioning is the conditioning of voluntary responses through rewards or reinforces
- j. Social modeling is the process where new behavior is learned from watching other people and events without experiencing the consequences from the behavior or engaging in the behavior

2. Role of the Counselor

- a. Roles of the behavioral counselor are varied and include being a consultant, a reinforcer, and a facilitator
- b. The counselor is active and may supervise other people in the client's environment to achieve the goals of therapy.
- c. Counselors using social learning may model the desired behavior, while respondent and operant conditioning counselors are more directive and prescriptive in their approach to the therapy goals

d. Use of tests and diagnosis varied greatly among behavioral counselors

3. Goals

a. The goal of behaviorists counselors like other theories is to improve the life of the client through better adjustments to life and to achieve personal goals professionally and personally.

b. Four steps in developing therapeutic goals are .:

i. Define the problem concretely specifying when, where, how and with whom the problem exists.

ii. Take a developmental history of the problem eliciting conditions surrounding the beginning of the problem and what solutions the client has tried in the past.

iii. Establish specific subgoals in small incremental steps toward the final goal. iv. Determine the best behavioral method to be used help the client change.

4. Techniques

a. Reinforcers increase the desired behaviors, when they follow the behavior.

b. Reinforcers can be negative or positive. Positive reinforcers are those that are desired by the client; while negative reinforcers are contingencies to be avoided. Primary reinforcers are those that are intrinsically; while secondary reinforcers are tokens that acquire their value by being associated with a primary reinforcer.

c. Schedules of Reinforcement

i. Fixed-ratio means that the reinforcer is delivered after a set number of responses.

ii. Fixed-interval means that the reinforcer is delivered after a set time lapses.

iii. Variable-ratio means that the reinforcer is delivered after varying numbers of responses.

iv. A variable-interval means that the reinforcer is delivered at varying time intervals.

d. Shaping is learning behavior in small steps that are successive approximations toward the final desired behavior. Chaining is the order of the desired sequence of skills leading to the desired behavior.

e. Generalization is the transfer of the learnings from the behavioral therapy room to the outside world.

f. Maintenance is the consistent continuation of learned behaviors without support from external sources to the client's self-control and self-management.

g. Extinction is the elimination of a behavior through withholding a reinforcer

h. Punishment is the delivery of aversive stimuli resulting in suppressing or eliminating a behavior.

i. Behavioral rehearsal is the of repeating and improving a behavior until the client accomplishes the behavior that is desired.

j. Environmental planning is a process where the client arranges the circumstances to promote or inhibit particular behaviors.

k. Systematic desensitization a process accomplished through successive approximations to reduce anxiety toward an anxiety provoking event or situation. The steps needed to accomplish the behavior are listed and prioritized from no anxiety to most anxiety. The hierarchy is reviewed with the counselor helping the client to learn relaxation techniques to reduce or overcome anxiety. As a client cannot feel anxious and relaxed at the same time, the phenomenon is termed reciprocal inhibition. Through this process, the client can ultimately perform the desired behavior.

l. Assertiveness training is a technique where the client is taught to express their appropriate feelings without hostility, anxiety, or passivity. The actual training may include all of the other behavioral techniques to achieve the desired behaviors.

m. Contingency contracts are written agreements in which the desired behaviors are specifically described, what reinforcers are to be given and under what circumstances the reinforcers will be administered to the client. Contingency contracts are most often used in working with children.

n. Implosion is having the client desensitized by imagining a anxiety provoking situation that may have a dire consequences. Flooding is similar except the anticipated outcome of the anxiety provoking situation is not dire. This technique is contraindicated for use by beginning counselors. m. Time out is an aversive technique where the client is prevented, usually through some form of isolation, from receiving a positive reinforcer.

o. Overcorrection is an aversive technique where the client is required to restore the environment and to improve it substantially.

p. Covert sensitization is an aversive technique where a behavior is eliminated by pairing its association with an unpleasant thought.

q. Cognitive restructuring is helping the clients change how they think about an event or situation by examining their thoughts and challenging the

irrational or self-defeating thought.

r. Stress inoculation is a three step preventive technique.

s. Define the nature of stress and coping for the client.

t. Teach specific stress reduction and coping skills to expand those stress and coping skills the client already uses.

u. The client practices these new skills outside of the therapy room in real life situations

v. Thought stopping is a series of procedures which help the client to replace self-defeating thoughts with assertive, positive or neutral thoughts. The initial procedure is one in which the counselor asks the client to think obsessively in a self-defeating manner, then suddenly and unexpectedly yells, "stop." The client cannot continue the self-defeating thoughts after this disruption.

I. Reality therapy (William Glasser)

1. View of Human Nature

a. Glasser maintains that people act on a conscious level and that they are not driven by instincts and the unconscious .

b. Glasser believes that there is a health/growth forces in every person that seeks both physical and psychological health/growth. He separates these into the old brain or primitive physical needs and into the new brain or psychological needs. While the old brain contents itself with maintaining life, the new brain seeks belonging, power, freedom and fun.

c. Glasser believes that identity or a healthy sense of self is necessary. A success identity comes from being loved and accepted. A failure identity comes from not having needs for acceptance, love and worth met. A person must experience identity before they can perform a task d. Glasser espouses two critical periods of development in children (Gladding)

i. Children ages 2 to 5 first learn socialization and learn to deal with frustrations and disappointments. Children not getting support and love from their parents during this critical time begin to establish a failure identity.

ii. The second critical period is between 5 and 10 years or the early school years. Children who have socialization or academic problems may establish a failure identity.

e. Glasser suggests that human learning is a life long process;; therefore, one can change one's own identity at any time in one's personal history by learning what needs to be learned .

f. Glasser believes that humans are self-determined. He believes that each

person has within themselves a picture or perception of themselves. Each person then behaves in a way that is determined or controlled by this image of self so that the self-image can be maintained. This control theory has three parts (Gladding:)

- i. B is the behavior
- ii. C is the control, where a comparison is made between the desired image and the image the behavior is producing.
- iii. P is the perception or the development of the image.

2. Role of the Counselor

- a. The counselor is a teacher and a model to the client.
- b. The counselor creates an atmosphere of acceptance and warmth helping the client focus on the control of displayed thoughts and actions.
- c. The reality counselor used "ing" verbs to help the client describe their thoughts and actions, i.e. angering, bullying, intimidating, excusing .
- d. The focus of therapy is on the behavior that the client needs or wants to change and how to change that behavior in a positive manner.
- e. Reality therapy does not generally use formal assessment techniques or diagnostic categories.

3. Goals

4. a. The first goal of reality therapy is to help the client to become psychologically strong and rational. A strong and rational person is one that is autonomous and behaves responsibly toward self and others.
- b. Next goal is to help the clients to determine what they want in life.
- c. An important goal is to help the client to develop a practical plan to accomplish their personal needs and desires.
- d. Establishing an involved and meaningful relationship with the client is another goal of therapy.
- e. The counselor helps the client put the past behind and focus on the present and the outcome of present behaviors.
- f. Another goal is to accept no excuses and to eliminate punishment from the client's life

4. Techniques

- a. The main technique has three basic steps.
- b. Through involvement with the client, the counselor helps the client to see the reality and understand how a behavior is unrealistic.
- c. The counselor separates the client from the behavior and rejects the behavior without rejecting the client.
- d. The final step is to teach the client how to fulfil their needs realistically and positively.
- e. Glasser uses humor to point out absurdity without being sarcastic (Gladding,
- f. Glasser uses confrontation to help the client accept responsibility for behavior

g. Reality therapy uses a system termed WDEP. The system consists of establishing what the clients want, what they have doing, evaluate how helpful their actions have been, and to plan for how they want to behave in the future

h. The eight steps that reality therapy uses to accomplish its goals and techniques:

i. Establishing a relationship.

ii. Focusing on present behavior.

iii. Client evaluation of his or her behavior.

iv. Developing a contract or plan of action.

v. Getting a commitment from the client.

vi. Not accepting excuses.

vii. Allowing reasonable consequences but refusing to use punishment.

viii. Refusing to give up on the client.

ix. Glasser's final technique is NEVER GIVE UP.

SAQ



1. In your opinion, what is the significance of learning counseling theories?
2. Is there a perfect theory of counseling? Expound your answer.



MODULE SUMMARY

- Theories of counseling include: Freudian, Adlerian, Rogerian, Existential, Gestalt, Rational-Emotive, Transactional Analysis, Behavioral, Reality theory.

SUMMATIVE TEST



Set A

1. Make a tabular summary of the counseling theories learned in class.

Highlight the key concepts.

Set B

1. Browse a case from the internet. Assess the case using any of the counseling theories learned in class.

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**MODULE IV
APPLICATIONS OF GUIDANCE AND
COUNSELING**

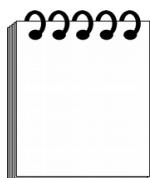
Lesson 1 Guidance and Counseling in Schools

***Lesson 2 Guidance and Counseling in
Industries and Government Agencies***

***Lesson 3 Ethical Considerations in Guidance
and Counseling***

***Lesson 4 Guidance and Counseling and
Research***

***MODULE IV
APPLICATIONS OF GUIDANCE AND COUNSELING***



INTRODUCTION

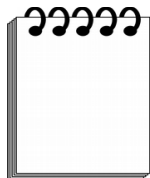
Guidance and counseling does not stop in the four walls of the guidance office. The more significant role and impact of guidance and counseling is experienced not only in school but also in the community. Like all other social sciences and professions, guidance and counseling integrates its concepts, principles, processes and application into the broader sphere of the learner, where he lives the real life.



OBJECTIVES

At the end of the module, you should be able to:

1. Derive the significance of guidance and counseling in the industry and government agencies;
2. Develop insight into the ethical and legal considerations of guidance and counseling;
3. Initiate a research along guidance and counseling.



DIRECTIONS ON HOW TO USE THIS MODULE

Read and understand the lessons in this module. Work through the questions and or activities individually for the allotted time given. Check your work before submission. Refer your concerns to your instructor as soon as possible.

LESSON 1



Guidance and Counseling in Schools

On a school's education team, counselors often serve as utility players, stepping up to fill student needs of all kinds.

This is partly due to changes in their roles – a profession once focused solely on vocational guidance has expanded to include academic achievement, career planning, and social and emotional development. If it relates to student success, it matters to school counselors.

The counselor’s list of duties isn’t getting any smaller, and neither are their rosters. It is inspiring to know their biggest challenges.

A Role in Transition:

School counselors work every day toward one core goal: student success. Much like students themselves, school counselors are finding a new identity and taking on more responsibilities. The profession has outgrown the name “guidance counseling” and is being replaced by the term “school counseling” in many communities. That small change in job title better captures the impact these professionals have throughout the entire school system, not just in vocational preparation.

Today, school counselors work in social-emotional, academic, and college and career realms, and they embrace data as a way to increase student success in all areas.

Measuring the Counselor Effect:

School counselors may use soft skills, but they aren’t afraid of hard data. Terri Tchorzynski, the 2017 School Counselor of the Year, says data helps her team show stakeholders a clearer picture of what the counseling department does.

Without data, the counselor effect is foggy. In a 2016 PDK poll of public attitudes toward public schools, only 6% of respondents said school counselors would be the #1 thing additional tax dollars should be spent on.

But a 2014 study shows that hiring additional counselors may be a more effective way to increase academic achievement compared to other education inputs, such as hiring additional teachers to reduce class size. In fact, the study found that hiring one additional counselor reduces student behavior incidents and increases the academic achievement of boys specifically by over one percentile point.

Here’s a snapshot of how counselors boost students’ well-being and achievement, even long after graduation:

- Students who have had a one-on-one meeting with a school counselor to discuss financial aid are 7 times more likely to complete a FAFSA.

- A one-on-one meeting with a counselor to talk about financial aid or college triples students’ chances of going to college.

- If a student's school has a counselor whose primary responsibility is college selection and admissions, he or she is 16% more likely to meet with a counselor to discuss financial aid - a reason to reconsider counselors' typical roles as utility players.

- Adding one additional high school counselor can lead to a 10% increase in four-year college enrollment - a great stat to share with your board when you are ready to bring another counselor on staff.

How to Support Your Counselors:

Administrators can do plenty to ensure school counselors are able to work effectively in an environment where they feel supported.

Make data collection easier: The American School Counselor Association (ASCA) recommends that 80% or more of a school counselor's time be spent on direct or indirect services to students, leaving just 20% of a counselor's time for everything else - data analysis, staff collaboration, and program planning, to name a few. Give your counselors accessible tools and training, so they can get the most out of that 20%.

Communicate their role: A counselor's need to prepare for a large variety of student interactions can be a double-edged sword, putting them at risk for overload. This ASCA chart describes appropriate and inappropriate activities for counselors - share it with your counselors, and then consider making it available to staff, parents, and other stakeholders to build a shared understanding of a counselor's role. Data analysis, individual and small group counseling, and student advocacy are appropriate activities, while paperwork, data entry, and discipline are not.

Connect with outside agencies: Tchorzynski describes the limitations of the role, particularly with increasing mental health concerns and social-emotional issues. She recommends connecting with outside agencies and making the most of your community contacts to provide further help in areas that fall outside of your counselors' comfort zones.

Share the results: School counselors are quickly becoming recognized as critical members of the education team, but it's crucial to communicate their value to audiences outside the school walls. Positive PR and awareness efforts through social media, traditional media outlets, and even word of mouth can increase public support, knowledge of services available, and even funding for additional FTE.

In the Philippines, Guidance and Counseling courses are given priority. The CHED continues to encourage incoming freshmen to enroll in board course for these are based on national development plans, manpower demands until 2018, and a study of the Department of Labor and

Employment that determined the in-demand and hard-to-fill courses, skills and jobs that match the projected employment requirements of key industries until 2020.

SAQ



1. React on the scenario where there are more licensed guidance counselors serving in the tertiary level schools than in the pre-school, elementary and secondary level schools.



MODULE SUMMARY

- The evolution of guidance and counseling is slow but takes its pace carefully. The roles and responsibilities of guidance counselors shift into new dimensions and perspectives.
- The status of guidance counselors in the Philippines is blossoming into

a fruitful vibrant noble profession.

SUMMATIVE TEST



Set A

1. Watch the television or visit the net. Find out other news and updates

- on the plight of guidance counselors in our country. Record the results.
2. Interview a guidance counselor and find out what keeps him/her long and dedicated to the profession. Report this in class.

LESSON 2



Guidance and Counseling in Industries and Government Agencies

Authorities in guidance and counseling believe in the principle that guidance and counseling is for everybody. Hence, guidance services have a place not only in schools but also in industries and government agencies.

The Need for Guidance and Counseling in Industries and Government Agencies:

Tests and personality inventories are useful in human resource procurement. Interviews are also part of the selection process. Counseling is an indispensable tool when stress or conflicts arise in the workplace. When workers need to be oriented or informed about certain policies, actions, or goals, or participation to seminars and workshops is required, the information and inventory services are most reliable in providing adequate data. Follow-up and referrals are also basic as supportive tools in monitoring and supervising employees at work. Research is a group agenda when the company or agency seeks upgrades or enhancement for its programs and undertakings.

A. The Recruitment Strategies:

1. to research and formulate interview questions that will elicit answers to show consistency of information
2. to match their test scores with the industry metrics for the relevant job position
3. to plan an orientation seminar that will discuss the company's business vision and missions, the company's core values and purposes, handbook overviews and FAQs and the company's position as an employer-at-will

B. The Assessment Programs:

1. the rank and file performance will be given a formal rating every six months
2. the supervisor or managerial positions will be assessed every 6 months and be asked about their opinions on how management can improve
3. an employee survey about their perception of the company's employment and operating process will be conducted every 6 months

C. The Compensation, Benefit and Awards Program:

1. every new hire will be compensated with the basic wage pay rates according to industry standards
2. employee's additional compensation like meal and transportation
3. the managerial and supervisory positions will receive compensations, benefits and profit sharing based on the employment contract
4. sick leave and vacation leaves, management maintains an open mind about leave request that stem from dire or emergency reasons, for as long as

the company policies shall be observed

D. Corporate Reorganization During Promotions, Resignations or Termination:

As part of human resource strategic planning, employees who have elevated their educational and competency levels and who will seek for promotional will be provided assistance actual transfers shall only take place after the replacement has been trained by employees vacating or moving out of their positions.

Resigning employees will have to give at least one month prior to actual date of resignation to allow proper restructuring or reorganization through interview, they collect background information of employee through application forms and interviews during recruitment and hiring. They also conduct test like intelligence test, personality test and technical test by the HR through interview, sports activities, personality development trainings team building activities, employee meeting to enhance open communications, one on one counseling, medical outreach, parade, tree planting, cleaning, feeding programs, recognition program for promotion, performance, excellence in workplace, they have vocational/occupational/career counseling and crises counseling.

SAQ



1. In your opinion, is discipline a kind of guidance towards delinquent employees? Why or why not?



MODULE SUMMARY

- Guidance and counseling are important in industries and government agencies because they help employees grow in confidence and self-

worth.

- The role of guidance and counseling is considered crucial and of great priority in the industry and government agencies because the future of the company is at stake if there is poor selection, inadequate assessment and evaluation of employees' performance, failure to recognize and promote employees, and demote and terminate employees.

SUMMATIVE TEST



Set A

1. Name some issues in the workplace related to the lessons learned.
2. How can HR managers manage conflicts of employees experiencing stress at work?

LESSON 3



Ethical Considerations in Guidance and Counseling

In order for the counselor to perform his duties and responsibilities well, ethical standards are to be considered seriously. The ethical standards are the guidelines in counseling that are used by effective counselors.

The ethical standards of ASCA and the American Association for Counseling and Development (AACD) present school counselors with the behaviors to which they should aspire and give general guidelines for addressing difficult issues. They do not, however, necessarily provide answers to the many specific dilemmas that practitioners will face. When the standards do not provide enough direction, counselors are encouraged to consult with colleagues, professional experts, and perhaps their administrative supervisors before taking action.

Almost all professionals, at some point in their career, suspect or become aware of a colleague's unethical behavior. School counselors are obligated to address any conduct by a colleague that could cause harm to clients. Counselors should: (a) try to resolve the issue by confronting the colleague directly, if possible; (b) report the behavior to a superior, professional association, or credentialing authority if a direct confrontation is not possible or is not effective; and (c) take steps to protect any vulnerable clients.

Privacy, Confidentiality, and Privileged Communication:

Confidentiality and privileged communication are two related issues that school counselors often confuse. Information clients relate to school counselors should be kept confidential with the following general exceptions: (a) the client is a danger to self or others; (b) the client or parent requests that information be related to a third party; or, (c) a court orders a counselor to disclose information.

Although all school counselors have a confidentiality responsibility, very few relationships with students are considered privileged. Privileged communication is granted only by statute and guarantees clients that a court cannot compel a counselor to disclose information related in confidence. Such statutory privileges belong to clients rather than to counselors, and most states do not grant privileged communication in school counseling relationships.

Legal Issues:

Legal standards of practice are different from ethical standards. Generally, legal standards are related to accepted professional practices in the community while ethical standards tend to be idealistic.

Many schools have policies that differentiate between the rights of custodial and noncustodial parents, and school counselors are often required to implement such policies. The law is clear that, barring a specific court

order to the contrary, noncustodial parents have all rights regarding their children except the right to have custody of the children permanently in their homes.

School counselors often play a major role in administering the school's testing program. School counselors should provide expert advice to school policymakers regarding the appropriate use of tests. Counselors should assist in evaluating each test to determine whether it: (1) discriminates in any way against any segment of the school population, (2) is valid and reliable, (3) is appropriate for the purposes for which it is being used, and (4) is necessary to achieve the school's objectives. Moreover, the counselor is responsible for interpreting test results for students in a clear and understandable manner.

The School Counselor and Child Abuse:

In most states, school counselors are obligated to report suspected cases of child abuse. While the mandate is clear, issues must be resolved such as appropriate reporting procedures, relationships with investigators and prosecutors, and appropriate interactions with the family.

Ethical Issues in Group Work

Group counseling presents ethical issues not found in individual interventions with clients. The advantages of a comprehensive group counseling program are numerous; however, school counselors who direct such programs need to be familiar with potential ethical problems.

Although group counseling in general presents special problems, providing group counseling for children introduces issues not found when working with adults. Although the ASCA Ethical Standards for School Counselors (1984) does not directly address group counseling, some specific guidelines are found in the AACD Ethical Standards (1988). The ASGW Ethical Guidelines for Group Counselors (1989) provides additional direction.

Special Issues

Computers. School counseling offices are increasingly utilizing computers and computer products. School counselors have made attempts to understand and utilize this modern technology, but many counselors are still unaware of the ethical issues involved in the use of computers. It is imperative that professional associations develop ethical standards regarding computer use. Moreover, the importance of direct counselor-client contact in conjunction with the use of computers must be stressed.

Cultural diversity. School counselors have a responsibility to provide

services for all students, including those from other cultures. The counseling profession is a Western culture phenomenon; however, school counselors constantly interact with families and children who speak languages other than English, adhere to values different from those of the counselor, and conform to social expectations that may seem odd to the American school environment. The unique ethical issues involved in counseling multi-cultural populations need to be addressed.

Research. There is an increasing demand for school counselors to engage in field-based research. Documenting program effectiveness can do more to promote school counseling than all public relations efforts combined. But even if school counselors never conduct research themselves, they need to know the rights of students involved in research projects, the responsibilities of researchers, and other research-related ethical issues.

Sexual intimacy. Perhaps the most pressing ethical problem in the counseling profession is sexual intimacy with clients. School counselors are involved less often in sexual relationships with clients than are their colleagues who counsel adults. Nevertheless, clients, no matter what their age, often introduce sexual dimensions into the counseling relationship. Counselors who are faced with sex and intimacy boundary issues in their professional counseling roles must respond in a manner that is consistent with ethical guidelines.



SAQ

1. As a counselor, how would you lead your fellow counselors to practice sound ethical behavior at work?
2. What new insights have you learned in class? Share these in class by sketching a creative representation using symbols.



MODULE SUMMARY

- The Code of Ethics states general and specific guidelines on relationship with counselors, relationships with parents, guardians and other significant others, relationship with the administration, teacher-student relationships, counselor-counselee relationships, relationship with the community, relationship with co-workers and other professionals; testing; research; publications on how to modify ethical problems.

SUMMATIVE TEST



Set A

1. Refer to Appendix B. Which of the articles do you find catchy or related to you and some of your concerns as a counselor? Defend your answer.

Set B

1. Refer to Article II of the Code. What issues are relevant nowadays?

LESSON 4



Guidance and Counseling and Research

In every guidance and counseling program, there is research as the last service listed. Perhaps, this is the least prioritized by guidance counselors even way back decades ago. Perceived reasons may be: insufficient funds, lack of administrative support for conducting guidance research, inadequate research facilities, minimal training on research making, lack of time for research work, and indifferent attitudes and perspectives towards research.

With the advent of RA 9258, the globalization of guidance and counseling, and the concerted efforts of HEIs in the Philippines to be world-class institutions, guidance practitioners are now more adept and proactive in research-related agenda especially in universities, where opportunities and resources for research are limitless.

The Need for Research in Guidance and Counseling:

The discussions hereinafter contain researches and literature reflecting the problems involved in research and the need to integrate research into guidance and counseling.

Wang, et.al. (2011) studied two groups of master's classes, Special Education and Counselor Education. They investigated whether or not a required research component, such as thesis and research project, improves students' attitude towards research methods classes and stimulates students' interests in research. Results reflect the concerns of low research interest and motivation among Counselor Education students. The attitude and motivation toward future research productivity are not positive among counseling students. They supported this finding and reported that Master's counseling students either receive insufficient research training (Bauman, 2004) or perceive research as less important in their graduate studies and future counseling practices (Lundervold & Belwood, 2000). It becomes a trend for master's counseling students to be less encouraged in counseling research and disengage in research training, activity, and productivity (Reisetter et al, 2004). Recommendations included were the following: 1) To increase students' interest and positive attitude towards research and research productivity, educators have indicated that an experience in a research project can be a positive factor (Astramovich et al., 2004; Heppner et al., 1999), as well as adding additional research training courses. 2) It has

also been suggested that integrating research and counseling practices in counseling research training could motivate students' learning in research methods classes (Olsen, 1990). Although additional research methods classes or a full scale research project or thesis might not be adopted into clinically-intensive counseling programs, the principles of research projects or theses could be integrated in research methods classes to stimulate counseling students' attitudes and motivation in counseling research.

Another critic on counseling research, Kaplan (2009) utters a loud warning sign to the counseling profession. He criticizes the low interest and motivation of counselors to engage in counseling-focused and meaningful research activities, and he points out that systemic deficits in counselor training consistently lessen students' involvement in counseling research. He prefers counselors to focus on counseling tasks rather than steer to mediocre research efforts. It is urgent for counselor educators to insert necessary interventions to turn this trend around.

According to the Council for Accredited Counseling and Related Educational Programs (CACREP), research training is listed among the eight domains for counselor education.

In the Philippine setting, Garcia (2009) investigated how action research was integrated in a graduate course on management and development of counseling programs. Nine action research projects by 16 counseling graduate students from a private university in Manila focused on different counseling concerns, which include: academic procrastination, bullying, career indecision, sense of belongingness, and study skills. During the research process, participants reported encountering difficulties related to: action research task and time management; inadequate research knowledge and skills; coordinating research activities; and negative attitudes towards research. On the other hand, after they have finished the action research projects, participants learned how to: connect counseling research and practice; value research more positively; conduct an action research; motivate oneself to learn new knowledge and skills; strategize and solve problems related to the implementation of the research project.

Gabriel (2006) reported that in recent years, research and evaluation have frequently been identified as a needed basic activity for educational programs. Research emanating from school guidance and counseling programs however indicate for the most part, an activity in writing only. Action researches are where research and practice are integrated.

The research conducted by Masagca, et.al. (2008) on different perspectives of teacher-participants from selected areas in Luzon, centered on the use and application of ICT in guidance counseling and the school counselor's advocacy role. Results indicated that the views of the teacher-participants on ICT use generated the themes on (1) storing, encoding and preparing of materials/documents, (2) retrieving, distributing and utilizing data/information related to school counseling, and (3) other uses for entertainment, leisure and recreational activities. As to the potential uses of ICT, the subjects generated various uses as what they practice and what

they have learned from their graduate courses on technology in education and knowledge management in education. The issues and problems mostly relate to the economic aspects, costs, administrators' attitudes towards the use of ICT, quality of information and on the issue of commercialism. Innovative programs presented dealt on the individual needs of the pupils and on the career services, but not on the ways to improve the professional capabilities of the guidance counselor. It was recommended that 1) continuous re-training and establishment of a well-defined capacity building programs for guidance counselors focusing on individual skills of the counselors as to the other uses and application of ICT should be undertaken; 2) accountability of administrators on ICT integration in school counseling can be carried out as well as more empirical studies on the different perspectives of administrators on ICT integration were noted. 3) Furthermore, inquiries related to assessment/evaluation on reliability of information can be done by looking into the research outputs of students and faculty with the online materials cited on the bibliography. 4) School counselors are to be guided through school-based in-service training and education ministry or government-sponsored programs on capacity building by putting emphases on the benefits of ICT use as well as case presentations of the various experiences of counselors in the Philippines about ICT integration in the implementation of the school guidance programs.

A research by Dela Cruz (2013) shows that college counseling is an integral and essential service that helps students have a positive and rewarding educational experience. And planning and executing a program of study in order to help students achieve success entails a research endeavor through the Needs Assessment of their problems and concerns especially freshmen. It was found out that majority of freshmen have problems on self-development, studies, family, and most emphasis was on career development. Guidance counselors should further conduct studies on their career values, interests and career management issues.

Research: definition, general guidelines, steps

Research is a structured systematic inquiry that utilizes acceptable scientific methodology to solve problems, and creates new and generally applicable knowledge (Gabriel, 2006).

Selecting inquiry priorities in the light of inquiry needs at the local level is foremost in research. Incorporating both quantitative and qualitative approaches into the inquiry system is the next consideration in research. Evaluating the target outcomes and residual effects, and after which, assuming greater responsibility to disseminate research using new and more advanced modes of information dissemination. Research involves the following steps:

1. recognition of a need for information
2. survey literature pertaining to the area which information is needed
3. formulation of the specific research problem

4. determine the kinds of information needed to permit sound conclusions about the issue/s in question
5. collection and analysis of the needed information
6. collection of the information demanded by the research questions
7. analysis of collected observation
8. interpretation of findings and conclusions
9. sharing and utilizing results of the research

SAQ



1. Why is there a need to conduct research in the practice of guidance and counseling?
2. React on student researches being made as a requirement to pass a course.

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MODULE SUMMARY

- The role of research in guidance and counseling is vast and more relevant to the needs of the young today.
- There are researches and literature that prove the importance of research in the practice of guidance and counseling
- Research in guidance, like any educational research, involves the same principles, guidelines, and procedures.

SUMMATIVE TEST



Set A

1. Cite a guidance research online. Examine the parts. Report this in class.

Set B

1. Form a group of three. Conduct a research in your department/college and apply the principles, guidelines and steps of a guidance research. Report this in class.

Appendix A
REPUBLIC ACT NO. 9258

AN ACT PROFESSIONALIZING THE PRACTICE OF GUIDANCE AND
COUNSELING AND CREATING FOR THIS PURPOSE A PROFESSIONAL
REGULATORY BOARD OF GUIDANCE AND COUNSELING, APPROPRIATING
FUNDS THEREFOR AND FOR OTHER PURPOSES

ARTICLE I

TITLE, DECLARATION OF POLICY, DEFINITION OF TERMS

Section 1. Title. - This Act shall be known as the "*Guidance and Counseling Act of 2004.*"

Sec. 2. Declaration of Policy. - It is hereby declared a policy of the Senate to promote the improvement, advancement and protection of the guidance and counseling services profession by undertaking and instituting measures that will result in professional, ethical, relevant, efficient, and effective guidance and counseling services for the development and enrichment of individuals and group lives.

The State recognizes the important role of guidance and counselors in nation-building and promotes the sustained development of reservoir of guidance and counselors whose competence have been determined by honest and credible licensure examinations whose standards of professional practice and service are world-class and Internationally recognized, globally competitive through preventive regulatory measures, programs and activities that foster their continuing professional development.

Sec. 3. Definition of Terms. - As used in this Act, the following terms shall mean:

- a) Guidance and Counseling is a profession that involves the use of an integrated approach to the development of a well-functioning individual primarily by helping him/her potentials to the fullest and plan him/her to utilize his/her potentials to the fullest and plan his/her future in accordance with his/her abilities, interests and needs. It includes functions such as counseling subjects, particularly subjects given in the licensure examinations, and other human development services.
- b) A guidance counselor is a natural person who has been registered and issued a valid Certificate of Registration and a valid Professional Identification Card by the

Professional Regulatory Board of Guidance and Counseling and the Professional Regulatory Commission (PRC) in accordance with this Act and by virtue of specialized training performs for a fee, salary or other forms of compensation, the functions of guidance and counseling under Sec. 3 (a) of this Act.

ARTICLE II
THE PROFESSIONAL REGULATORY BOARD OF COUNSELING

Sec. 4. Creation of Professional Regulatory Board of Guidance and Counseling - There shall be created a Professional Regulatory Board of Guidance and Counseling, hereinafter referred to as the Board, Under the administrative control and supervision of the Professional Regulatory Commission, hereinafter referred to as the Commission, to be composed of a Chairman and two (2) members who shall be appointed by the Philippines from a list of three (3) recommendees for each position submitted by the Commission from a list of five (5) nominees for each position submitted by the accredited and integrated organization of guidance counselors.

Sec. 5. Powers, Functions, Duties and Responsibilities of the Board. - The Professional Regulatory Board shall have the following specific powers, duties and responsibilities.

- (a) Supervise and regulate the practice of Guidance and Counseling;
- (b) Determine and evaluate the qualifications of the applicants for registration with or without licensure examinations and for issuance of special permits;
- (c) Prepare the examination questions in accordance with Sec. 15 hereof or the modification thereof, and correct and rate the examination papers through a process of computerization;
- (d) Prepare, adopt issue or amend the syllabi for the subjects in the licensure examination, in consultation with the Commission on Higher Education (CHED), the academe and the accredited professional organizations;
- (e) Register successful examinees in the licensure examination and issue the corresponding certificates of registration ;
- (f) Issue special/temporary permits to foreign guidance counselors to practice Guidance and Counseling for specific duration of time for a fee or on medical mission without a fee;
- (g) Monitor the conditions affecting the practice of Guidance Counseling, conduct ocular inspection of places where guidance counselors practice their profession and adopt measures for the enhancement of the profession and the maintenance of high professional, technical and ethical standards;
- (h) Ensure, in coordination with the CHED, that all education institutions offering the

course/program of Guidance and Counseling comply with the policies, standards and requirements of the said course prescribed by the CHED in the areas of curriculum, faculty, library and facilities;

(i) Promulgate rules and regulations including a Code of Ethics, a Code of Technical Standards for guidance counselors and administrative policies, orders and issuances, to carry out the provisions of this Act.

(j) Investigates violations of this Act and the Rules and Regulations, Code of Ethics Code of Technical Standards, administrative policies, orders and issuances, promulgated by the Professional Regulatory Board. The Rule on administrative investigation promulgated by the Commission shall govern in such investigation;

(k) Issue subpoena or subpoena duces tecum to secure the attendance of respondents or witnesses or the production of documents relative to the investigation conducted by the Board;

(l) Render decision, order or resolution on preliminary investigation or inquiry against violators of this Act, Rules and Regulations, Code of Ethics, Code of Technical Standards or any policy on undocketed cases and the docketed administrative cases against examinees and registrants, which shall become final and executory unless appealed with the Commission within fifteen (15) days from receipt of the copy thereof;

(m) Issue, suspend, revoke or re-issue any license for the practice of Guidance and Counseling as defined in this Act.

(n) Administer oaths necessary for the effective Implementation of this Act;

(o) Initiate criminal action against any violator of this Act and/or the rules and regulation of the Board;

(p) Adopt the official seal of the Board;

(q) Prescribed guidelines and criteria on the continuing professional education (CPE);

(r) Adopt such measures necessary and proper for the maintenance of high ethical and professional standards in the practice of the profession; and

(s) Perform such other functions and duties as may be necessary to effectively implement this Act.

The policies resolutions and rules and regulations issued or promulgated by the Professional Regulatory Board shall be subject to review and approval by the Commission; however, the Board's decisions, resolutions orders which are not interlocutory, rendered in an administrative case, shall be subject to review only if on appeal with the Commission. The

decision of the Board and/or the Commission may be appealed to the Court of Appeals in accordance with the Rules of Court.

Sec. 6. Qualification of Professional Regulatory Board Members. - The Chairman and members of the Professional Regulatory Board, at the time of their appointment shall;

- (a) Be a citizen of the Republic of the Philippines ;
- (b) Be a resident of the country for at least five(5) years immediately prior to his/her appointment ;
- (c) Be of good moral character and must not have been convicted of any crime involving moral turpitude;
- (d) Be a qualified guidance counselor holding a valid Certificate of Registration; Provided, That in the case of the first members of the Board of Guidance and Counseling, they shall be issued Certificates of Registration as guidance counselors without prior examination;
- (e) Be a holder of a doctoral degree in Guidance and Counseling from a reputable college or university duly recognized by the CHED and/or by a duly accredited college or university abroad;
- (f) Have at least ten (10) years of continuous professional practice as guidance counselor or counselor educator under this Act;
- (g) Not be a member of the faculty of any school, college, or university where regular and/or review courses in guidance and counseling education is taught nor have any pecuniary interest in such institution; and
- (h) Not be an official of the integrated and accredited national professional organization.

Sec. 7. Term of Office. - The members of the Board shall hold office for a term of three (3) years or until their successors shall have been appointed and qualified. They may, however, be reappointed for a second term. Of the members to be appointed for the first Board, one (1) member shall hold office as Chairman for three (3) years; one (1) as member for two (2) years; and one (1) member for a term of one (1) year. Any vacancy in the Board shall be filled for the unexpired portion of the term only. Each member shall take the proper oath prior to assumption of duty.

Sec. 8. Administrative Supervision of the Board, Custodian of its Records, Secretariat and Support Services. - All records of the Board, including application for examination and administrative and other investigative cases shall be under the custody of the Commission. The Commission shall designate the Secretary of the Board and shall provide the secretariat and support services to implement the provision of this Act.

Sec. 9. Compensation and Allowances of the Board. - The Chairman and members of the Boards shall received the compensation and allowances comparable to the compensation and allowances received by the chairman and members of existing regulatory board under the Commission as provided for in he General Appropriations Act.

Sec. 10. Grounds for Suspension and Removal of Board Members. - The president of the Philippines, upon the recommendation of the Commission, after giving the concerned member an opportunity to defend himself/herself a proper administrative investigation to be conducted by the Commission, may remove and suspend any member on the following grounds:

- (a) neglect of duty or incompetence
- (b) violating or tolerance of violating this Act or the Code of Ethics and Code of Professional and Technical Standards for guidance counselors;
- (c) conviction by final judgement of crimes involving moral turpitude;
- (d) manipulation of rigging of the licensure examination results, disclosure of secret information or the examination, or tampering of the grades therein; or
- (e) conviction by the final judgement of any criminal offense by the courts.

Sec. 11. Annual Report. - The Chairman of the Board, shall after the close of the fiscal year, submit an annual report to the commission, giving a detailed accounting of the proceedings of the Board during the year and embodying such recommendation as the Board may desire to make.

ARTICLE III *EXAMINATION, REGISTRATION AND LICENSURE*

Sec. 12. Examination Required - All applicants for registration for the practice of Guidance and Counseling shall be required to undergo a licensure examination to be given by the Board and the Commission in such places and dates as the Commission may designate in accordance with Republic Act No. 8981, subject to compliance with the requirements prescribed by the Commission.

Sec. 13. Qualification for Examination. - In order to qualify for the examination, an applicant must, at the time of filing the application be:

- (a) a citizen of the republic of the Philippines or a foreigner whose country has reciprocity with the Philippines in the practice of Guidance and Counseling;
- (b) has not been convicted of any offense involving moral turpitude by a competent court; and

(c) holder of a Bachelor's Degree in Guidance and Counseling or in other Allied Disciplines and a master's degree in Guidance and Counseling from an institution in the Philippines or abroad recognized or accredited by the CHED.

Sec. 14. Registration Without Taking Licensure Examination. - A person who possesses the pertinent qualifications required for admission in the examination for registration as guidance counselor pursuant to the provisions of this Act maybe registered without examination: Provided, That the applicant files with the Board within two (2) years after its creation, an application for registration and issuance of a Certificate of Registration and Professional Identification Card by submitting credentials showing that the applicant before the effectivity of this Act;

(a) Had been doctoral and masters degree holders in Guidance and Counseling with at least three (3) years of teaching Guidance and Counseling courses and/or full-time counseling practice for the same period;

(b) Had passed at least eighteen (18) units of Master's level courses in Guidance and Counseling such as Counseling Techniques/Theories, Organization or Administration of Guidance Services, Test and Measurements, Group Process/Counseling and Career Guidance/Counseling; and have at least seven (7) years of experience in counseling work; and

(c) Has completed academic requirements for a master's degree in guidance and counseling and have five (5) years experience as full-time guidance counselors.

Sec. 15. Scope of Examination. - The examination shall cover the following subject areas:

(a) Philosophical, Psychological and Sociological Foundations of Guidance;

(b) Counseling Theories, Tools and Techniques;

(c) Psychological Testing;

(d) Organization and Administration of Guidance Services; and

(e) Group Process and Program Development.

The Board, subject to approval by the Commission, may revise or exclude any of the subjects and their syllabi, and add new ones as the need arises.

Sec. 16. Report of Rating. - The Board shall, within ten (10) days after the examination, report the ratings obtained by each candidate to the Commission.

Sec. 17. Ratings in the Examination and Re-examination. - To be qualified as having passed the licensure examination for guidance and counselors, a candidate must have obtained a

weighted general average of seventy-five (75%), with no grade lower than sixty (60%) in any given subject. However, an examinee who obtains a weighted average of seventy-five percent (75%) or higher but obtains a rating below sixty percent (60%) within two (2) years from the date of the last examination. The subjects or subjects retaken must have each a rating of no less than seventy-five (75%) in order to qualify as having passed the examination.

Sec. 18. Oath-Taking. - All successful examinees shall be required to take a professional oath before any member of the Board or any officer of the Commission authorized by the PRC, or any officer authorized by law.

Sec. 19. Issuance of Certificates of Registration and Professional Identification Card. - A Certificate of Registration as a guidance counselor shall be issued to any applicant who passes the examination or who is registered without examination, bearing the signature of the Commission Chairperson and Chairman and members of the Board, and official Seal of the Board.

A professional identification Card bearing the registration number, date of issuance, expiry date, duly signed by the Commission Chairperson shall likewise be issued to every registrant who has paid the prescribed fee.

Sec. 20. Roster of Guidance Counselors. - The Board, In coordination with the accredited professional organization, shall kept a roster of the names, residence and office addresses of all registered and licensed guidance counselors and the said roster shall be made available to the public upon request.

Sec. 21. Integration of Guidance Counselors. - All registered/licensed Guidance Counselors whose names appear in the roster of guidance counselors shall be united and integrated to their automatic membership in a one (1) and only registered and accredited national organization of registered/licensed Guidance Counselor which the Board, subject to approval by the Commission, shall recognized and accredit after consultation with all existing organizations of registered and licensed Guidance Counselors and, if possible with all those who are not members of any of the said organizations. The members in the said integrated and accredited national organizations shall receive benefits and privileges appurtenant thereto upon payment of required fees and dues. Membership integrated organization shall not be a bar to membership in any association of Guidance Counselors.

Sec. 22. Indication of Certificate of Registration Number and Professional Tax Receipts (PTR). - The Guidance Counselors shall be required to indicate his/her Certificate of Registration number, the date of issuance, the period of validity of the license, including the professional tax receipt number on the documents he/she signs, uses or issues in connection with the practice of his/her profession.

Sec. 23. Practice Through Special/Temporary Permit. - Special/Temporary Permit maybe issued by the Board, subject to the approval of the Commission and payment of the fees the

latter has prescribed and charged thereof, to the following persons:

(1) Licensed Guidance Counselors from foreign countries/states whose services are either for a fee or free;

(a) If they are internationally well-known counselors or outstanding experts in any branch or specialty of Guidance and Counseling; and

(b) If their services are urgently and importantly necessary for lack of, or inadequacy of available local specialists/experts for the promotion or advancement of the practice of guidance and counseling through transfer of technology.

(2) Licensed Guidance Counselors from foreign countries/states whose services shall be free and limited to indigent patients in a particular hospital, center or clinic; and

(3) Licensed Guidance Counselors from foreign countries/states employed as exchange professors in branch or specialty of Guidance and counseling in schools, colleges, universities offering the course of guidance and counseling.

The permit shall, among other things, include these limitations and conditions for a period of not more than one (1) year subject to renewal, the branch or specialty of guidance and counseling, and the specific place of practice such as clinic, hospital, center, school/college/university offering the course of guidance and counseling. The Board, subject to approval by the Commission, shall prescribe rules and regulations on the implementation of this particular Sec.

Sec. 24. Denial, Suspension, Revocation of a Certification of Registration, Cancellation of Special Permit. - The application for registration and the issuance of a Certificate of Registration may be denied for any of these causes:

(a) Conviction of an Offense involving moral, turpitude by a competent court;

(b) Finding of Guilt by the Professional Regulatory Board for immoral and/or dishonorable conduct; and

(c) Declaration by the court of the applicant as being insane.

The Certificate of Registration may be revoked or suspended, or the special permit may be cancelled for any of the above- enumerated causes including the following: fraudulent acquisition of Certificate of Registration and/or special permit; abetment or tolerance of illegal practice by unqualified person through the use by the latter of Guidance Counselor's Certificate, or special permit; Violation of any provision of this Act, Rules and Regulations of the Board and Commission and other policies thereof, including the Code of Ethics, and Code of Technical Standards or Guidance Counselors; unethical, immoral, dishonorable or unprofessional conduct; malpractice; guilty of drug or alcohol abuse impairing his/her

ability to practice his/her profession; and practice of the profession during period of suspension by one whose Certificate of Registration had been suspended by the Board.

No certificate shall be denied, revoked or suspended or any of the reason herein provided, until after sworn complaint in writing against the applicant or holder thereof shall have been filed and heard in a public hearing or upon request, behind close doors.

Sec. 25. Reinstatement. - A person may apply to the Board for reinstatement of a certificate the issuance of which has been duly revoked at any time after the expiration of one (1) year from the date of revocation of the said certificate. The application shall be in writing and shall conform to requirement provided by the Board. No certificate shall be reinstated unless the Board is satisfied that a good cause exists to warrant such reinstatement.

Sec. 26. Appeal. - The decision on the denial or refusal to issue Certificate of Registration, the revocation or suspension of the Certificate of Registration, or cancellation of special permit by the Board shall be final unless appealed to the Commission within fifteen (15) days from receipt of the decision. The decision of the Board and/or Commission may be appealed to the Court of Appeals.

ARTICLE IV *PRACTICE OF GUIDANCE AND COUNSELING*

Sec. 27. Prohibition Against the Practice of Guidance and Counseling. - No person shall (a) engage in the practice of guidance and counseling without a valid Certificate of Registration and the valid Professional Identification Card or a special permit; (b) make representations to the public or to third person as a licensed Guidance Counselor during the time that the licensed has been revoked or suspended, and, (c) allow anybody to use his/her license as guidance counselor to enable such unqualified individual to engage in the practice of guidance and counseling.

No corporation, partnership, association or entity shall operate a guidance and counseling office or center, or otherwise engage in the practice of guidance and counseling without securing a permit from the Board, which shall be issued only after it has satisfied itself that such establishment is properly staffed by duly licensed Guidance Counselors.

Any unethical practice of guidance and counseling as may be defined in a Code of ethics and Code of Technical Standards to be prepared by the Board in consultation with Guidance Counselors, is prohibited.

Sec. 28. Right to Privilege Communication for Guidance Counselor. - A certified guidance counselor who is allowed to practice guidance and counseling in accordance with this Act, without the consent of the client, be examined as to any communication or information which has been acquired while attending to such client. The protection accorded herein shall also extend to the records and secretary or clerk of a license guidance counselor, who may not be examined concerning any fact, the knowledge of which has been acquired in such capacity.

Any evidence obtained in violation of this provision shall be inadmissible for any purpose and any proceeding.

Sec. 29. Foreign Reciprocity. - No foreign Guidance Counselor shall be admitted to the examinations, or be given a certificate of Registration, or be entitled to any of the rights and privileges under this Act unless the country or state of which he/she is a subject or citizen permits Filipino Guidance Counselors to Practice within its territorial limits on the same basis as the subjects or citizen of said country or state: Provided, that the requirement for certification of Guidance Counselors in said foreign state or country are substantially the same as those required and contemplated under this Act: Provided, further, That the laws such states or country grant the same privilege to Filipino Guidance Counselors on the same basis as the subjects or citizens of such foreign state or country

Sec. 30. Funding Provisions.- The Chairperson of the Commission shall include in the Commission's Programs the implementation of this Act, the funding of which shall be included in the General Appropriations Act.

Sec. 31. Assistance of Law Enforcement Agency. - Any law enforcement agency shall, upon call or request of the Commission or the Board, render assistance in enforcing this Act, including all the rules and regulations promulgated thereunder by prosecuting the violators thereof in accordance with law and the Rules of Court.

Sec. 32. Implementing Rules and Regulations. - Within sixty (60) days after the effectivity of this Act.

Subject to the approval of the Commission, the Board shall promulgate the necessary rules and regulations, in coordination with the integrated and accredited professional organization, to implement the provisions of this Act, which shall be effective after fifteen (15) days following its publication in the Official Gazette or newspaper of general circulation.

Sec. 33. Penalty Clause. - Any person who violates any provision of this Act and the rules and regulations issued by the Board and the Commission or commits fraud in the acquisition of Certificate of Registration or Special Permit, shall be punished with imprisonment of not less than six (6) months but not more than eight (8) years, or a fine of not less than Fifty thousand pesos (P50,000.00) but not more than One hundred thousand pesos (P100,000.00) or both in the discretion of the court.

Sec. 34. Separability Clause.- If any part of this Act is declared unconstitutional, the remaining parts not affected thereby shall continue to be valid and operational

Sec. 35. Repealing Clause. - All laws, decrees, orders, circulars, rules and regulations and other issuances, which are inconsistent with this Act, are hereby repealed, amended or modified accordingly.

Sec. 36. Effectivity. - This Act shall take effect one (1) month after its publication in a

newspaper of general circulation in the Philippines.

Approved: March 2, 2004

Appendix B
Republic of the Philippines
Professional Regulation Commission
Manila

Professional Regulatory Board of Guidance and Counseling
Board Resolution No. 05
Series of 2008

CODE OF ETHICS FOR REGISTERED AND LICENSED GUIDANCE COUNSELORS

WHEREAS, ETHICS refers to, “A system of moral principles or values; the rules or standards governing the conduct of members of a profession; accepted principles of right or wrong;” and establishes the means of doing what is right, fair, and honest;

WHEREAS, the Professional Regulatory Board of Guidance and Counseling is empowered to “(i) [P]romulgate rules and regulations including the Code of Ethics for Guidance and Counselors xxx” and “(r) [A]dopt measures necessary and proper for the high ethical and professional standards in the maintenance of the practice of the profession;” “(j) [I]nvestigate violations xxx of the Code of Ethics for Guidance Counselors”; (l) [R]ender decision, order or resolution or in preliminary in inquiry against violators xxx of the Code of Ethics for Guidance Counselors xxxx”; (k) [I]ssue, suspend, revoke, or reissue any certificate of registration xxxx” (Sec 5, Powers, Functions of the Board, Art II of R.A. No. 9258, known as the “Guidance and Counseling Act of 2004”);

WHEREAS, Sec. 24, Art. III of R.A. No. 9258 states, to wit: “Sec 24 xxx. The Certificate of Registration may be revoked or suspended xxx for violation of the Code of Ethics xxxx”;

WHEREAS, “Any unethical practice of guidance counseling as may be defined in the Code of Ethics xxx to be prepared by the Board in consultation with guidance counselors is prohibited”; (Par. Four of Sec. 24, Art III of R.A. No. 9258); and

WHEREAS, the Board, pursuant to the power thereof afore-quoted under Section 5 (i), Art. II of R.A. No. 9258, drafted the Code of Ethics for Guidance Counselors and submitted the same to

the Commission for the approval of the latters as part of the rules and regulations of the
“Guidance and Counseling Act of 2004”;

NOW, THEREFORE, the Board resolves, as it is hereby resolved, to promulgate and issue the
“Code of Ethics for Registered and Licensed Guidance Counselors” marked as Annex “A” and
made an integral part of this Resolution and the Rules and Regulations of R.A. No. 9258.

This Resolution shall take effect after fifteen (15) days following the full and complete
publication thereof in the official Gazette, or in any newspapers of general circulation in the
Philippines.

Let a copy thereof be forwarded to the Interim Professional Organization of Guidance
Counselors and/or the registered and Accredited Integrated National Organization of Registered
and Licensed Guidance Counselors.

July 15, 2008

Sgd. **LILY ROSQUETA-ROSALES**
Officer-in-Charge

Sgd. **LUZVIMINDA S. GUZMAN**
Member

ATTESTED TO:

Sgd. **CARLOS G. ALMELOR**
Secretary
Professional Regulatory Boards

APPROVED:

Sgd. **LEONOR TRIPON-ROSERO**
Secretary

RUTH RANA-PADILLA Sgd. **NILO L. ROSAS**
Commissioner Commissioner

Code of Ethics 1
LRR/LSG/CGA/CLE/MVM/JEG

ANNEX “A”

CODE OF ETHICS FOR REGISTERED AND LICENSED GUIDANCE COUNSELORS

Preamble

Guidance and Counseling in the Philippines is now recognized as a profession and as such, it carries with it certain responsibilities and expectation.

The role of the Guidance Counselor is significant in the lives of people. The nature of his work demands competence, excellence, integrity, trust and service. He must be guided by recognized ethical standards, which define his functions and responsibilities which provide guidelines for his practices as Guidance Counselor.

Article I

General Ethical Principles

Section 1. Observance of Principles. – Guidance Counselors shall observe the following basic and general principles:

1.1 Abide by the ethical principles laid down by the Guidance and Counseling Profession.

1.2 Not misuse the professional relationship for profit, power, or prestige, or for personal gratification not consonant with the welfare of his Counselee.

1.3 Realize that his professional time and effort are fully, faithfully, conscientiously, and truthfully devoted to the accomplishment and improvement of the guidance and counseling profession.

1.4 Grow professionally and keep abreast with current trends in guidance work through continuing professional education and affiliate himself with reputable and recognized local, national and international guidance associations.

Article II

Relationship with Counselee

Sec. 2. Counselors' Relationship with Counselee. – Counselors shall establish and maintain good relations with their counselees, and accordingly, shall:

2.1 Respect the personhood and integrity of the person with whom he works.

2.2 Recognize individual differences

2.3 Clarify his role to the Counselee

2.4 Establish professional relationship with the Counselee

2.5 Explain results of tests and other diagnostic tools in a comprehensive and

constructive manner.

2.6 Give information about the Counselee only to persons who can be of help to the Counselee and is done only with the approval of the Counselee and/or his parents or guardian. When revelations may result in possible harm to the Counselee or to someone else, or may endanger the community or the country, he must report the facts to appropriate authorities and take emergency measures to prevent any untoward event or harm to Counselee.

2.7 Recommend a referral when it is indicated that the Counselee does not benefit from the guidance relationship, but assume responsibility for the welfare of the Counselee until the guidance responsibility is assumed by the person to whom the Counselee has been referred.

Article III **Relationship with the Community**

Sec. 3. Counselors' Relationship with Community. – Guidance Counselors shall establish and maintain good relations with their community, and accordingly, shall:

3.1 Establish a relationship between the community and the guidance program in a manner that is beneficial to both.

3.2 Show sensible regard for and ethical recognition of the social code and moral expectations of the community in which he works and strives to elevate the understanding of its social and cultural traditions.

3.3 Attend to the needs, problems, aspirations, and human resources of the community in order to enable him to give relevant service responses, and to develop a wholesome community spirit.

Article IV **Relationship with Colleagues in the Profession**

Sec. 4. Guidance Counselors' Relationship with their Peers. – Guidance Counselors shall establish with their colleagues, and accordingly, shall:

4.1 Initiate peer relations and maintain high standards of professional competence in the guidance and counseling discipline.

4.2 Keep relationships on a professional level by refraining from petty personal actions.

4.3 Consult colleagues as a matter of professional courtesy, when planning to initiate a professional activity likely to encroach upon his colleagues' recognized academic disciplines or researches.

4.4 Give accurate information and avoid any misinterpretation or unclear explanations.

4.5 Hold responsible for proper permission from and adequate recognition of authors and publishers of counseling and testing instruments which he uses and sees to it that psychological tests are administered only by professionally-trained and competent guidance personnel under his direct supervision.

Article V

Research and Publications

Sec. 5. Guidance Counselors Attitude on Research and Publications. – Guidance Counselors shall undergo research and publications and, accordingly, shall:

5.1 Undertake research to contribute to the advancement of the Guidance and Counseling profession.

5.2 In conducting research, adhere to the highest standards of research Methodology.

5.3 In reporting results of researches, reveal the identity of the subjects of research only with the permission of the subjects concerned and only for professional purposes.

5.4 Acknowledge the source of his ideas and material in his research as well as in his publications, and recognize divergent opinions from responsible persons.

Article VI

Miscellaneous Provisions

Sec. 6. Administrative Penalties. – Any registered and licensed Guidance Counselor who violates any provision of this Code shall be administratively liable under Sec. 24, Art. III of R.A. No. 9258 and Sec. 24, Rule III of Board Resolution No. 02 Series of 2007, the “RR of R.A. No. 9258”.

Sec. 7. Separability Clause. – If any part of this Code is declared unconstitutional or invalid, the remaining provision/s or part/s thereof not affected thereby, if separable, shall continue to be valid, enforceable, and operational.

Appendix C
Enhanced Policies and Guidelines on Student Affairs and Services

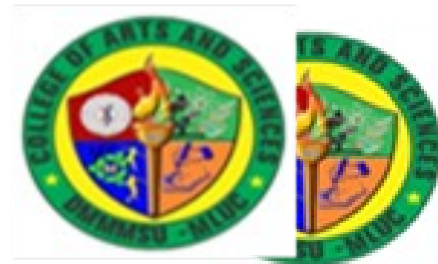


CMO-No.09-s2013.pdf

Appendix D
Sample Guidance Program for College



Don Mariano Marcos Memorial State University
Mid - La Union Campus
College of Arts and Sciences
City of San Fernando
GUIDANCE PROGRAM



	Objectives	Persons Involved	Target Time Frame		Fund/Budget		Expense
			Start	Finish	Source	Amount	
on Test	a. To screen incoming first year students and transferees.	SAS Head, Guidance Counselor, Faculty & Staff	February 2015	April 11, 2015			100%
tory	b. To establish baseline data for students; c. To establish a monitoring system for students.	Guidance counselor	April 2015	June 2015	Guidance Fee	P50	100% form
on etin work-	a. To provide a general overview of the College policies and programs.	SAS Head, Campus Officials, Guidance Counselor, Chairmen and Dean, Staff, College SAS Facilitator	July 2015	March 2016	Guidance Fee	P50	90% part ories s
	b. To assist students in their educational, psycho-social and personal needs.	Guidance counselor	As the need arises		Guidance Fee	P50	85% cour

	c. To measure students' aptitudes, abilities, personality, and skills.	Guidance counselor	As the need arises		Guidance Fee	P50	85% test
	d. To promote holistic development and to address specific needs of students.	Guidance counselor, Concerned Staff	As the need arises		Guidance Fee	P50	85%
	e. To achieve a continuous system of students' growth and development.	Guidance counselor, Concerned Staff	As the need arises		Guidance Fee	P50	85%
n and	f. To establish knowledge and skills in students' chosen careers.	Guidance counselor, faculty	October 2015	January 2016	none		90% part
	g. To provide an assessment of students' concerns.	Guidance counselor, faculty, students	October 2015	March 2016	none		100% rese
	h. To enhance the guidance program's services.	Guidance counselor, faculty, students	March 2016		none		100%

Prepared by:

EUNICE A. PALOMO, RGC, Ed.D.
Guidance Counselor

Recommending Approval:

MELCHOR D. SALOM, MDA
Dean, CAS

Approved by:

DR. ERLINDA N. PERALTA DR. PAULITO C. NISPEROS
Head, Student Affairs & Services Chancellor

Appendix E
Sample Questionnaire for the Evaluation of Guidance Services

**DON MARIANO MARCOS MEMORIAL STATE UNIVERSITY
MID-LA UNION CAMPUS**

**COLLEGE OF ARTS AND SCIENCES
Evaluation of the Guidance and Counseling Services
School Year 2014-2015**

Instruction: Below are areas of concern for evaluation. Check the appropriate rating only.

Areas of Concern	Poor (1)	Less Satisfactory (2)	Satisfactory (3)	Very Satisfactory (4)	Outstanding (5)
1. Guidance Services 1.1 There are available guidance services. 1.2 There are various guidance services.					
2. Guidance Program 2.1 There is an existing guidance program. 2.2 There is a continuous guidance program. 2.3 There is an annual evaluation of the guidance program.					
3. Guidance Facilities 3.1 There is a well-equipped guidance office. 3.2 There is a conducive guidance office.					

3.3 There is an accessible guidance office.					
4. <i>Guidance Counselor</i> 4.1 There is a full-time guidance counselor. 4.2 There is a qualified guidance counselor.					
5. <i>Guidance Productivity</i> 5.1 There is a fast and reliable planning and implementation of guidance and counseling services. 5.2 There is an adequate and continuous update with the office of student services.					

Evaluated By:

Name Over Signature

Date Evaluated:

Appendix F
Sample Guidance and Counseling Syllabus



**Don Mariano Marcos Memorial State University
Mid- La Union Campus
College of Arts and Sciences
City of San Fernando, La Union**



COURSE SYLLABUS

-in-

GUIDANCE AND COUNSELING

First Semester, School Year 2017-2018

Vision

A premier and globally competitive university

Mission

Provides relevant quality instruction, research and extension

Goal of the College

To lead in transforming human resources into productive self-reliant citizens and responsible leaders

Objectives of the College

1. To provide general education instructional resources in the undergraduate programs through balanced, integrated, intellectual, moral and social development of the students;
2. To foster interest in the arts and sciences through the offering of programs in the fields of liberal arts;

3. To respond to the local and global challenges by providing opportunities for faculty and students to engage in research and relevant extension and linkage activities.

Name of Faculty: Eunice A. Palomo

A. Course Description

The course introduces students to basic guidance and counseling principles and concepts. It discusses the implementation of RA 9258, an act legalizing the practice of professional guidance and counseling. It also allows students to appreciate fundamental practices relevant and applicable to their future world of work. The course provides actual situations, simulations, and cases supplementary to topics discussed in class.

B. Course Objectives

By the end of the course, you should be able to:

- 1.State the Vision, Mission, Goals and Objectives of the University as well as the College of Arts and Sciences;
- 2.Demonstrate understanding of the nature, functions, beginnings and procedures of Guidance and Counseling as a major course;
- 3.Discuss appropriate practices in Guidance and Counseling;
- 4.Design a relevant Guidance Program;
- 5.Develop a positive attitude and regard for professional guidance and counseling.

C. Course Outline and Timeframe

Week	Topic
1-2	Meaning and Nature of Guidance and Counseling History of Guidance and Counseling
3-5	Guidance Functions and Principles Guidance in Schools, Industries and Government Agencies
6-8	Basic Guidance Services; The Guidance Program
9	Midterm Examination
10-12	Instruments and Techniques Used in Guidance and Counseling
13-15	Guidance Simulation Activities
16-17	Evaluation of the Guidance Program; Guidance Tour
18	Final Examination

D. Required Reading (Textbook)

1. Evangelista, Lourdes L. Introduction to Guidance and Counseling (With Questions and Answers). 2001, Booklore Publishing Corp., Manila
2. Mendoza, Elenita D. Guidance and Counseling Today. 2003, Rex Book Store
3. Kapunan, Rocio R. Fundamentals of Guidance and Counseling. 1997, Rex Printing Co., Quezon City
4. Villar, Imelda Virginia G. Counseling and Psychotherapy in the Philippines. 2011, Aligned Transformations Publications, Makati City

5. Villar, Imelda Virginia G. Multicultural and Western Approaches to Counseling in the Philippines.2008, Aligned Transformations Publications, Makati City
6. Syjuco, Augusto.Career Guidance.2006, Published and Distributed by the Office of the Director-General, TESDA, Manila

(Journal)

1. The Guidance Journal, Philippine Guidance and Counseling Association, Inc. Volume XXXV No. 1 October 2006

E. Suggested Readings and References

<http://www.britannica.com/topic/guidance-counseling>
<http://www.edu.gov.mb.ca/k12/specedu/guidance/index.html>
<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/School-Guidance-and-Counseling-Services.aspx>
<http://www.k12.wa.us/SecondaryEducation/GuidanceCounseling/default.aspx>

http://www.academia.edu/9967354/PRINCIPLES_OF_GUIDANCE_AND_COUNSELING
<http://www.slideshare.net/drjayeshpatidar/guidance-and-counselling>
<http://hibbatulafwah.blogspot.com/2011/06/principles-principles-of-guidance-and.html>
<http://knowledgeportal.pakteachers.org/sites/knowledgeportal.pakteachers.org/files/resources/M.A.%20Education%20Guidance%20&%20Counseling.pdf>
<http://www.medwelljournals.com/fulltext/?doi=ijtmmed.2010.50.53>
<http://international-guidancecounseling.blogspot.com/2010/06/function-principle-and-principle-of.html>
<http://www.scribd.com/doc/24154671/Basic-Principles-on-Guidance-and-Counseling#scribd>
<http://www.slideshare.net/iandwightsabellina/history-of-guidance-in-philippines>
http://www.newworldencyclopedia.org/entry/Guidance_counseling
https://en.wikipedia.org/wiki/History_of_school_counseling
<http://www.basic-counseling-skills.com/counseling-theories.html>

F. Course Requirements

1. Attendance
2. Participation
3. Class Simulation
4. Quizzes and Major Exams
5. Assignments, Seatworks & Group Output

G. Grading System

Midterm Grade = (CS x .60) + (Midterm Exam x .40)

Tentative Final Grade = (CS x .60) + (Final Exam x .40)

Final Grade = (Midterm Grade x .40) + (TFG x .60)

H. Classroom Policies

1. Attendance and tardiness are strictly checked.
2. Active class participation is required, while silence must be observed.

3. Cheating is highly penalized.

I. Consultation Hours

Wednesday 4-5pm Faculty Room

Prepared by:

Recommending Approval:

Approved by:

EUNICE A. PALOMO
Instructor

WINSTONE D. CARRERA
Chairperson, BS Psychology

ERLINDA N. PERALTA
Dean