



*Cainta Catholic College*  
Cainta, Rizal



The  
Guidance  
Center

# MANUAL

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## **Guidance Center**

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The Guidance Center is dedicated at nurturing a positive environment where students can further grow emotionally and academically by providing them with the necessary assistance and support in making sound decisions involving themselves, their education and their career.

The different Guidance services are specifically actualized and being catered to the students, including their parents and teachers with the significant purpose of helping them to strengthen and maximize their God given talents and potentials.

## **The Guidance Center's Vision-Mission-Goals**

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# **Guidance Center**

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## **Vision**

The Guidance Center envisions to be a place where genuine care and healing relationships take place. The Guidance Counselors commit themselves to be functional and friendly caregivers to our counseling partners – the learners, their parents and the school and parish community.

## **Mission**

We charge upon ourselves the mission to:

- \* develop and enrich the self-awareness and self-confidence of our partners;
- \* nurture their learning interest essential to academic excellence;
- \* encourage them to desire and achieve socially accepted behavior;
- \* enhance their moral and spiritual values;
- \* empower them with decision-making skills.

Thereby, making Self-Actualized Catholic Christians and Exemplars of Communion and Mission and making us share in the ministry of the Wounded Healer and Wonder Counselor, JESUS CHRIST.

## **Goals**

1. Enhancement of the knowledge, skills and attitude of the counselors for more fruitful guidance.
2. Encouragement of participation from parents, teachers and institutions in the guidance programs and services.
3. Creation of relevant guidance activities to broaden the access to the guidance services especially counseling.
4. Establish consultancy and counseling services in the school and parish community.

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# Guidance Center

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The Guidance Center extends Different services to its partners - the students, teachers, parents, school and community. These major services include the following:

## 1. Individual Inventory Service

It is the process of collecting, organizing, synthesizing, and interpreting relevant information of varied types about the students.

Its purpose is to gain a better understanding of the students (the students themselves), the teachers, administrators, parents, and counselors.

## 2. Information Service

It involves the creation of a clearing house of data about the school community, in general, and the guidance program, in particular. It provides for educational, vocational, psycho-spiritual and social information of orientation to parents and pupils/students; career orientation; published materials like books, brochures, pamphlets, poster; and classrooms guidance.

Its purpose is to provide for educational, vocational, psycho-spiritual and social information to students, parents, teachers and administrators.

## 3. Career Development Service

It provides for students to identify, develop interest, and prepare for a career in life through career choice activities, career orientation, campus tour, career counseling, and workplace visitation/exposure.

Its purpose is to expose the pupils/students to the world of work and assist them in their own career development and decision-making.

## 4. Placement Service

It involves assisting the students in selecting co-curricular activities suited to their abilities and interest; meeting their academic needs through student/faculty tutorial service; applying for college, scholarship and part-time job.

Its purpose is to open to all students the opportunity of expressing their abilities and interests and of improving on their weaknesses and failures.

## 5. Testing Service

It involves getting information about the individual counselee especially on personality, mental ability, interest, aptitude and achievement using standardized and teacher-made tests.

Its purpose is to provide an objective picture of the student's personality, mental ability, interest, aptitude and achievement for self-evaluation by the counselors and other significant persons in his/her life.

## 6. Counseling Service

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It is the heart of the guidance program and services. It provides for the student a trusting and helping relationship enabling the experience of being cared for and wanted for what he/she really is.

Its purpose is to establish a trusting and helping relationship with the counseling partners in order to create an environment where they can become more fully aware of themselves, establish personal meaning, develop and clarify their value system, achieve positive behavior modification.

## **7. Research and Evaluation Service**

The counselors to contribute to the advancement of the profession and guidance activities and to better understand the learners undertake the service.

Its purpose is to contribute to the improvement of the guidance and counseling programs and services, their efficiency and effectiveness.

## **Guidance Programs**

Based on the Guidance Services, different programs were made to cater to the students' needs and further enhance their development.

## **Testing Program**

### **TESTS GIVEN:**

#### *1. Entrance Tests*

Set of teacher-made tests given to the incoming pre-schoolers, grade schoolers, and high school students to determine if they are qualify to be accepted in the school.

#### *2. Mental Ability Tests or Intelligence Tests (IQ)*

Tests designed to yield a continuous, carefully articulated scale of general school ability. These measure the intelligence of the child.

#### *3. Aptitude Tests*

Tests that measure future achievement of the students. Designed to measure a student's ability to learn or succeed in a number of different areas, such as verbal reasoning, language usage, etc.

#### *4. Personality Tests*

Tests used to evaluate the personality of the students.

## **PSYCHOLOGICAL TESTS GIVEN TO THE STUDENTS:**

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## Guidance Center

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1. *Otis-Lennon School Ability Tests (OLSAT)*

\* Intelligence Test

\* given to Grade 5, Grade 6 and Grade 8

Description:

The Otis-Lennon School Ability test was designed to provide an accurate and efficient measure of the abilities needed to acquire the desired cognitive outcomes of formal education. It is specifically designed to yield a continuous, carefully articulated scale of general school ability.

2. *Brainard Occupational Preference Inventory (BOPI)*

\* Aptitude Test

\* given to Grade 9

Description:

A standardized questionnaire designed to bring to the fore a person's occupational interest. It provides information concerning one vital phase in the complex matter of setting his vocational plans wisely and planning a program for attuning his goals. Helps counselors in helping students get more out of their school and college work.

3. *Survey of Study Habits and Attitude (SSHA)*

\* given to Grade 7 and First Year College

Description:

The attitude and work habits reflected by SSHA are significantly related to academic success, though only moderately correlated with mental ability or scholastic aptitude.

4. *Differential Aptitude Test (DAT)*

\* Aptitude Test

\* given to Grade 10 and Second Year College

Description:

The DAT battery is recognized as an integral part of comprehensive career counseling. This battery of tests is designed to measure a student's ability to learn or succeed in a number of different areas, such as verbal reasoning, language usage, numerical reasoning, mechanical reasoning, and space relations. The DAT features two levels that collectively measure aptitudes of adolescents as well as adults.

# Guidance Center

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1. *Gordon Personal Profile (GPP) / Gordon Personal Inventory (GPI)*

\* Personality Tests

\* given to all applicants

Description:

GPP and GPI are two short, easily administrated instruments yielding dependable measure of eight aspects of personality important in determining the adjustment of normal individuals in many social, educational and industrial situations. The eight traits are cautionness, original thinking, personal relations, vigor, ascendancy, responsibility, emotional stability and sociability.

2. *Edward Personal Preference Schedule (EPPS)*

\* Personality Test

\* given to all applicants

Description:

EPPS is an objective forced-choice inventory for assessing the relative importance that an individual places on 15 key needs or motives variables. It is useful both personal counseling and personality research.

3. *SRA*

\* General Ability Test

\* given to all applicants

Description:

Measures general ability. Aids in determining if an individual has sufficient ability to learn the operations of the job, can be trained in a reasonable time, grasp and deal with intangibles.

4. *Flanagan Industrial Test*

\* General Ability Test

\* given to applicants in supervisory positions

Description:

A set of 18 short tests that singly, or in combination, is important in supervisory, technical, office and factory jobs. These tests are expression, judgment and comprehension.

5. *Teaching Aptitude Test*

## Guidance Center

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\* General Ability Test

\* given to teacher applicants

Description:

A general ability test specialized for use in teacher-oriented situations. It contains three parts measuring: judgment in teaching situation, reasoning and information concerning school problems, and comprehension and retention of reading matter. Use in counseling and guidance work.

### 6. *Short Tests of Clerical Ability (STCA)*

\* Ability Test

\* given to secretarial applicants

Description:

A battery of seven instruments, each designed to measure an attitude or stability important to the successful performance of task which areas common parts of various office jobs. The battery includes math, checking, coding Oral Directions, and filling language usage business vocabulary.

### **Program for Preschool**

VALUE OF THE PROGRAM:

The preschool years are an optional period for mastering certain developmental tasks. Preschool developmental day care presents many opportunities to help a child master task as:

1. Developing a sense of and sense of autonomy.
2. Developing a healthy personal identity.
3. Developing concepts of morals and moral rights.
4. Dealing with certain psychological impulses and with guilt, anxiety and shame.
5. Learning how to get along with others.
6. Mastering language and using it to produce desired results.
7. Learning more about the symbols and concepts of culture (for example, numbers and letters, drawing “realistically”).
8. Acquiring concepts of space, time and objects.

For guidance counselors, the need for insight and concern with this problem is obvious. Today, life places increasing pressure on parents and families who cannot always provide the help needed for preschool children to grow and develop as they should be. Ways must be found which guidance can help integrate the various programs designed to help preschool children so that they can function more smoothly.

DEVELOPMENT TASKS:

## **Guidance Center**

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1. Developing the emotional awareness in relation to self-reliance.
2. Developing the social relationship among peers, teachers, parents and significant others.
3. Developing the learning needs of preschool children.
4. Forming the values among preschoolers.

### **RATIONALE:**

1. To gain insight in learning new ways of interacting with others.
2. To develop confidence in self.
3. To form basic values.
4. To prepare them to meet the challenges of present day situation.

### **Program on Career Orientation for Seniors**

#### **GENERAL OBJECTIVE:**

To help students develop their intellectual skills and concepts necessary for civic competence. To help prepare them to choose their courses according to what they know about their abilities and skills, interest and motivation, and financial capability.

#### **ENABLING OBJECTIVES:**

1. Students will have acquired information on their abilities, skills and interest.
2. Students will have acquired information on different occupations in the world of work
3. Students will have acquired information about the different colleges and universities.
4. Students will have acquired knowledge about career decision-making system.

### **Program for Peer Facilitators**

#### **GENERAL OBJECTIVE:**

To train students on developing their communication skills, personal effectiveness, helping relationship and spiritual enrichment in order to function effectively as a person and as a Christian.

#### **ENABLING OBJECTIVES:**

1. Students will have promoted in themselves the importance of communication needed in being a peer facilitator and to become a better communicator.
2. Students will have a chance of knowing themselves so as to function effectively.
3. Students will have promoted in themselves a helping student model for their schoolmates.
4. Students will have a chance of reflecting one's own spiritual life and to take part on the vision-mission of the school, to become an evangelized-evangelizing arm of the Roman Catholic Church.

### **Program on Students Service Team**

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## GENERAL OBJECTIVE:

To enhance the student's knowledge and develop their helping skills by tutoring their peers.

## ENABLING OBJECTIVES:

1. The Students will acquire knowledge of effective study skills for themselves.
2. The Students will be able to share these study skills and be able to help other students in their academic problems
3. The Students will have promoted in themselves the sense of helping their classmates.

## **Program on Strict Probation**

## GENERAL OBJECTIVE:

To help students become aware of themselves, develop self-confidence and become productive.

## ENABLING OBJECTIVES:

1. The Students will discover his/her strengths and weaknesses as a person.
2. The Students will have an idea to accept one's self.
3. The Students will promote for themselves the feeling of belongingness and trust.
4. The Students will encourage themselves to become creative by spending their time in worthwhile activities.

## **Guidance Center's Standard Office Procedures**

### **Admission**

Admission of students is a sole prerogative of the institution. Hence, the school reserves the right to admit or reject any student seeking admission in the school.

#### I. Who Can Enroll

A student is admitted to Cainta Catholic College if he/she meets the school's academic standards and if he/she agrees to abide by its policies, rules and regulations. The act of enrollment confirms the fact that they have so agreed.

#### II. Who Cannot Enroll

A student is not eligible for admission if:

- 1) he/she does not secure a Certification of Good Moral Character;
- 2) he/she is previously admitted to the institution but had been expelled or excluded for disciplinary and/or academic reasons; and
- 3) he/she is suffering from highly infectious or communicable disease.

#### III. Entrance Requirements

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A student may only be qualified for admission if he/she accomplished/submitted the following requirements:

1.     Preschool, Grade School, Junior High School and College
  - a)    PSA Authenticated Birth Certificate (original and photocopy)
  - b)    Baptismal Certificate (original and photocopy)
  - c)    Report Card (Original and 2 photocopies)
  - d)    Good Moral Character Certificate (Original and Photocopy)
  - e)    Two (2) 1x1 I.D. pictures
  - f)    1 Long folder
  - g)    P 200.00 Entrance Examination Fee
  - h)    Appearance of student applicants for interview during application
  
2.     Senior High School
  - a)    PSA Authenticated Birth Certificate (original and photocopy)
  - b)    Baptismal Certificate (original and photocopy)
  - c)    Report Card (Original and 2 photocopies)
  - d)    Good Moral Character Certificate (Original and Photocopy)
  - e)    Two (2) 1x1 I.D. pictures
  - f)    1 Long folder
  - g)    P 200.00 Entrance Examination Fee
  - h)    Appearance of student applicants for interview during date of enrollment

Additional Requirements:

- a)    For ESC Grantee, submit the ESC Certificate.
- b)    For Voucher Recipient (coming from Public School), submit the Certificate of Completion (photocopy)
- c)    For Voucher Recipient (coming from Private School), submit the QVR (photocopy)

#### IV.    Procedures

1.    The stated requirements will be submitted at the Registrar's Office for evaluation.
2.    After evaluation of the requirements, the applicant should proceed to the Cashier for payment of testing fee.
3.    The applicant should then proceed to the Guidance Center for interview and for the schedule of the entrance examination.
4.    The applicant will take the entrance examination on the scheduled date. Then, he/she will be requested to return on the designated date for the result of the entrance examination.

#### **Student Referral**

1.    Persons concerned (adviser, subject teacher, etc.) should secure a referral form from the Guidance Center.
2.    It should be accomplished in duplicate copies and submit them to the counselor-in-charge or any of the guidance personnel.

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3. Student(s) will be called and counseled. After counseling, adviser/referring teacher and counselor-in-charge will have a conference.
4. If the student failed to comply with the agreement (behavioral agreement or contract) for three times, he will be referred to the Student's Discipline through the adviser.

### **Counseling**

#### The Beginning Phase

- Begin forming a good working relationship by establishing rapport to the counselee.
- Early interviews are in conversational mode not interrogative.
- Explore the reasons the client sought counseling.
- Problems and concerns will be uncovered along with how they affect the client.
- Complex problems are reorganized and blind spot are uncovered.

#### The Middle Phase

- The counselor personalized the problem for the client.
- Constructing a new scenario.
- Counselors interpret statements.
- Counseling goals are revised.
- Counselor initiated more and applied his own perspective to that of the client.

#### The Last Phase

- Real client change as evident in the succeeding sessions.
- Homework may be assigned.
- Counselor and counselee confront the issue of termination.

#### Follow-up

- After the counseling sessions, the counselor will request a conference with the person who referred the counselee. The counselor will make a follow-up on the behavior, academic improvement and other related cases/problems of the client.

### **Ethical Standards**

#### **Preamble**

The role of a guidance counselor is most significant in the lives of other people. Therefore, the nature of his work demands that he strive at all times for excellence, in the tradition of all professional work, valuing competence and integrity more than any consideration. Moreover, he must preserve for himself and uphold for others those values that build a democratic society, such as freedom of speech, freedom of research, and respect for the worth and dignity of the individual. He must extend assistance to a person not so much to cut a pattern of life for him as to aid the counselee towards self-realization and fulfillment.

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## **Guidance Center**

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Furthermore, the counselor must be guided by recognized ethical standards, since the problems of people who seek counseling often have ethical implications. The specifications of ethical standards would orient each counselor to the nature of the ethical responsibilities, which in turn, would encourage professional growth, as well as identification with and appreciation of the role of the guidance counselor.

### **General Ethical Principles**

1. The counselor should abide by the ethical principles laid down by the ethical profession.
2. The counselor should not misuse the counseling relationship for profit, power, or prestige, or for personal gratification not consonant with the welfare of the counselee. Neither should he receive any commission or other form of remuneration from the referral of counselee to other agencies for professional services.
3. The counselor should not guarantee easy solution or favorable outcome as a result of his work.
4. The counselor should grow professionally and keep abreast with current trends in guidance work, affiliate himself with reputable local, national and international guidance associations and other professional societies.
5. The counselor should understand that his professional time and effort should be fully, faithfully and conscientiously devoted to the accomplishment of his guidance work and the profession as a whole.
6. The counselor should claim no more than his professional qualifications.

### **Relationship with Counselee**

1. The counselor has an obligation to respect the integrity and safeguard the welfare of the person with whom he works.
2. The counselor should realize that each counselee is a distinct personality with a need. In trying to meet this need, the counselor must clarify his role as a permissive listener and catalyst to enable the counselee make his own choices and decisions.
3. The counselor establishes professional relationship only with the person seeks his counseling services provided such a person is not receiving assistance from another counselor.
4. The counselor should interpret tests and diagnostic appraisal results to the counselee in a constructive manner.
5. The counselor should give guidance information about a counselee to those persons whom he thinks could be of help to the counselee. This should be done with the consent of the counselee and/or his parents or guardian. When, however, revelations involve possible harm to the counselee, or to someone else or that the revelations will endanger the community, the counselor must report the facts to the appropriate authority or should take emergency measures to prevent any untoward event or harm to the counselee or the community.

## **Guidance Center**

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6. The counselee should not continue the counseling relationship when it is reasonably clear that the counselee has not benefited from the relationship.
7. The counselor should recommend a referral when it is indicated and assists the counselee to submit to the referral. The counselor should continue to assume responsibility for the welfare of the counselee until the person to whom the counselee has been referred assumes this responsibility.
8. The counselor maintains the counseling relationship on a professional level, above any serious emotional involvement.

### **Relationship With Parents, Guardians And Others**

1. The counselor should engage the parents' active cooperation in promoting the welfare of the child.
2. The counselor should discuss the child's problems with the parents in a constructive way which and exercise caution in handling a situation which may lead to embarrassment.

### **Relationship With Administration**

1. The counselor should seek to establish a mutually agreeable definition of his functions within the administrative set-up so as to provide a basis for establishing and maintaining mutual respect and confidence between himself and the administration.
2. The counselee should enhance appreciation for the guidance and counseling concept by the administration.
3. The counselor should help promote relationships within the school.
4. In situations where a division of loyalties may exist, as between counselee and the school, the counselor should work out an agreement regarding confidentiality matters and have it clarified to those concerned.

### **Relationship With Teachers**

1. The counselor should maintain friendly and professional relationships with teachers to facilitate teamwork in guidance functions.
2. The counselor should be willing to share counseling with teachers who may be able to assist students effectively.
3. The counselor should assist the teachers in their efforts to understand the children.

### **Relationship With Students**

1. The counselor should orient the students to the availability of guidance services in the school and the advantages that could be derived from such services.

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2. The counselor should assist the student to understand the nature of his need and help him find the right assistance if he becomes aware of an adjustment problem in a student.
3. The counselor should discuss thoroughly and objectively potentially disturbing matters. In so doing, efforts must be made not to strain the student further.
4. The counselor's relationship with students and faculty alike should be above personal bias and prejudice.
5. The counselor may use personal data like biographies and psychological test for instructional purposes provided that the identity of the student be properly disguised.
6. The counselor assisting students who plan to take up counseling as a profession should be sure that the students understand the opportunities and the requirements in that field.
7. The counselor should dissuade students with severe personality problems which may affect their professional work later from taking up Guidance and Counseling as a profession.

### **Relationship With The Community**

1. The counselor should establish a relationship between the guidance program and the community in a way that is beneficial to both.
2. The counselor should show sensible regard for the social codes and moral expectations of the community in which he works.
3. The counselor should endeavor to elevate the existing social codes and moral expectations of the community.
4. The counselor and his staff should be reasonably sensitive to community life, needs, problems, aspirations and resources to enable them to offer increasingly relevant responses within their resources.
5. The guidance program should seek to develop a wholesome community spirit.

### **Relationship With Fellow Counselors And The Profession**

1. The counselor should maintain high standards of professional competence in the guidance field for the interest of the public and the profession as a whole.
2. The counselor should keep relationships on a professional level by refraining from petty personal actions.
3. The counselor should maintain mutual respect and confidence with fellow counselors even when they apparently follow different schools of thought.
4. The counselor should give primary consideration to the welfare of the public, the profession, and the individual concerned when recommending candidates for counseling degrees, positions, advancements, or membership in associations.

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5. The counselor should consult a colleague as a matter of professional courtesy when planning to initiate a professional activity to encroach upon his recognized field of work.
6. The counselor should refer cases beyond his competence to an appropriate specialist.
7. The counselor should refrain from taking over or interfering with a case being handled by a fellow counselor unless requested to do so.
8. The counselor guards professional confidence as a trust and reveals such confidence only after most careful deliberation and when there is clear and imminent danger to an individual or to society.
9. The counselor should share with other professional's new theories, techniques, and procedures.
10. The counselor should initiate proper measures to correct violation of professional confidence.

### **Testing**

1. The counselor should recognize the limits of his competence and perform only those functions, which falls within his preparation and competence in the administration, scoring and interpretation.
2. The counselor should select prepared tests for use in a given situation or with a particular counselee in accordance with their validity, reliability, and appropriateness.
3. The counselor should normally administer tests under the prescribed conditions, which have been established in their standardization.
4. The counselor should report test results according to the norms under which the tests were originally standardized. Once these conditions are fulfilled, the counselor is free to report results according to local norms he may decide to establish.
5. The counselor should take precaution to guard the confidentiality and security of the psychological tests.
6. The counselor should inform all examinees about the purpose of the testing. The examinee's welfare and the counselor's explicit or implicit prior understanding with him should determine to whom the test results may be revealed.
7. The counselor should take care when making any statements about tests and testing to give accurate information and to avoid any false claim or misconception in the use of psychological instruments and techniques.
8. The counselor should not reproduce or modify tests without proper permission and adequate recognition of the original author or publisher.
9. Counselors should assume the responsibility of seeing to it that sale of psychological tests be made only to persons who are professionally competent to administer and interpret them.

# Guidance Center

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## **Research**

### *A. Preparing for Research*

1. The counselor should take the initiative in undertaking research to contribute to the advancement of the profession. The counselor is responsible, within the limits of his knowledge, competence, and facilities for planning and conducting his research.
2. The counselor should inform the subjects of the general purpose of the study and secure their full cooperation.

### *B. Conducting the Study*

1. In the conduct of research, the counselor should adhere to the highest standards, following procedures appropriate to the problem on which he is working.

### *C. Reporting Results of Research*

1. Identity of subjects must be withheld and revealed only with the permission of the subject concerned and for professional purposes, primarily for the counselee's interests.
2. Evaluate data and judgments should be shared only with persons who need them and use them in confidence and for professional purposes.
3. The counselor should make available the original research data to qualified researchers who may wish to replicate the study.
4. The counselor should meet the commitments he has previously made to the subjects of the research study and to others involved in the study.

## **Writing And Publications**

1. Materials prepared by staff members of an organization as part of their duties are the property of that organization. These should be released for publication only with the authentication of that organization and any resulting personal gains should be apportioned among co-authors and contributors.
2. Credits should be given to all those who have contributed to a publication according to their contributions. The nature of the contribution, e.g., research design, collection of data, writing, and publication sponsorship should be made.
3. Group research and writing undertaken by an organization should be identified as a group research. Due acknowledgement should be given to the individuals involved in the research and writing.
4. The writer should acknowledge the sources of his ideas and materials.

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5. In order to insure that his writings do not interfere with the research and publications program of the institution employing him, a writer using data of said institution should first secure authorization.
6. Materials already published by one author and used in a second publication by another author should be used only with the permission of the copyright holder of non-copyrighted materials, with the permission of the original author and with appropriate acknowledgement to him.
7. The editors (except for grammatical details) should not modify the form in which a writer has expressed his ideas without the expressed approval of the writer.
8. When dealing with controversial subjects, a writer should report on them frankly and objectively regardless of his stand. He must also recognize divergent opinions from responsible persons.
9. The editor shares responsibility with researchers and writers for maintaining standards in the publication.

### **ETHICS AND CONFIDENTIALITY**

#### *Ethical Standards*

Counseling as a profession entails more than facilitative skills and attitudes. Counselors must respond to the complex legal and ethical considerations that have a direct impact on both the delivery of counseling services and the attitude of the public toward those services.

Public acceptance of counseling as a valued service and of counselors as respected professionals depend in large measures on an adherence to a high level of ethical and legal behavior.

Counselors, like all professionals, have ethical responsibilities and obligations.

The principal rule supporting ethical obligations is that counselors must act in full recognition of the importance of client rights, the ethics of the profession and the relationship of moral standards and values, individual or cultural in the life of that client.

#### **ETHICS**

- are suggested standards of conduct based on a consensus value set. When our aspiring professional group undertakes an activity that involves a considerable elements of public trust and confidence, it must translate prevailing values into a set of ethical standards that can serve to structure expectations for the behavior of its members in their relationships with the public and each other.

#### **CONFIDENTIALITY**

- greatest single source of ethical dilemma in counseling.
- counselor's responsibility to the profession, institution she's working with, and the individual seeking help.

# Guidance Center

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## LEVELS OF CONFIDENTIALITY

- 1<sup>st</sup> level - Professional use of information should never be used loosely in social conversation or in non-professional settings.
- 2<sup>nd</sup> level - Information that arises out of counseling relationship. Client should be informed that the information will originally be used for professional purposes and only in the client's best interest.
- 3<sup>rd</sup> level - When it is obvious that the client will not communicate in complete confidence except in cases of clear and immediate danger to human life.

## DUTY TO WARN

- when there is a clear and imminent danger in the form of a threat, a threat to harm oneself, or in threats or warnings which come from others (e.g., students, friends, classmates, relatives...etc.).

Example: Suicidal cases, child abuse, or client's violent tendencies to harm others. There is a need to ascertain the seriousness of the threat.

## BALANCING CONFIDENTIALITY AND DUTY TO WARN

- The counselor must become familiar with local policies and legal implications (court orders and subpoenas).
- The counselor should secure informed consent from client.
- It is best when the counselor can explain the necessity of breaking confidentiality – why the information should be shared, what is to be shared and with whom.
- One should inform parents especially when dealing with minors, school authority should also be informed.
- A written informed consent to disclose information will be considered signed by counselor, client and parent/legal guardian.
- Keeping parents and teachers informed without breaking confidentiality.  
The general progress of client and how parents and teachers can assist in the treatment plan may be considered.

## Job Description

1. A Guidance Counselor is assigned to a particular grade/year level(s). For the Elementary level, one permanent guidance counselor is assigned to each level – the pre-elementary (K1-K2), primary (G1-G4) and intermediate (G5-G6). For the secondary level, a guidance counselor is assigned to each year level and stays with the class to the next higher level.
2. Line of cooperation and coordination is open. A client (pupil/student) can seek the help of any counselors he/she is comfortable with. However, ethical principles dictate that this counselor notifies the assigned counselor for the client. The notice is as simple as telling the assigned counselor that the client is under his/her care. Any information on the helping relationship may be revealed only when the client gives permission to.

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# Guidance Center

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## Guidance Personnel

JOB TITLE : *Guidance Head*  
REPORTING TO : *College President, Principals*  
REPORTING TO HIM : *Guidance Counselors, Class Advisers, Subject Teachers, Peer Facilitators, Students*

### Main Tasks:

1. Establish policies and procedures for the implementation and evaluation of the effectivity of the Guidance Program.
2. Supervise (select place and evaluate performance) counselors through individual and small group conferences devoted to concerns about counseling.
3. Communicate the Guidance Program and Services to the school community (Administration and Staff, Faculty, Parents and Students).
4. Consult with appropriate school personnel about the developmental concerns of students and initiate the development of prevention-oriented developmental activities, comprehensive treatment and intervention plans.
5. Coordinate and consult about testing program, the reporting and interpretation of test results to Administration, Faculty and Parents, and the use of test data.
6. Coordinate and conduct research, follow-up, and evaluative studies of guidance and counseling programs and the academic programs.
7. Provide for the in-service training of teachers for their roles and functions on the Guidance Services.
8. Serve as a liaison with community referral agencies and personnel.

### Education:

Completed Masteral Studies in Guidance and Counseling and a graduate of AB/BS Psychology or Behavioral Science.

### Experience:

At least 5 years in guidance services or any related field.  
Registered Guidance Counselor  
Proficient in counseling, has good human relations, computer literate and unquestionable Christian attitudes.

TITLE : *Guidance Counselor (Preschool – Grade 6)*  
REPORTING TO : *Guidance Head*  
REPORTING TO HIM : *Class Advisers, Subject Teachers, Peer Facilitators, Students*

### Job Summary:

Assists in the implementation of the Center's Guidance and Counseling Programs. Monitors performance of the students and handles their human formation.

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## Guidance Center

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### Duties and Responsibilities:

1. Plans guidance and counseling programs.
2. Conducts academic and personal counseling of students and referrals made by coordinating department/s.
3. Conducts pre-counseling diagnostic interview to initiate a helping relationship that will enable students to examine and cope with their development concerns.
4. Conducts and analyzes surveys and studies of the gifted, non-achievers and other needs of special students.
5. Develop program for underachievers.
6. Conducts conference with parents regarding their child's behavior.
7. Prepares and maintain students' records and compiles materials for reference of all concerned.
8. Prepares and submits semestral reports on students' activities.
9. Administers entrance examination for pre-schoolers.
10. Engages in statistical research relative to student's behavior and performance in coordination with the Academic Affairs Department.
11. Assists teachers in fetching the pupils.
12. Monitors the attendance and academic performance of the pupils.
13. Substitute in the absence of pre-school and elementary teachers.
14. Coordinates with Personnel Office on test results of applicants.
15. Performs other related duties that may be assigned from time to time.

### Education:

Preferably with masteral units in Guidance and Counseling or a graduate of AB/BS Psychology or Behavioral Science.

### Experience:

2-3 years in guidance services or any related field.  
Proficient in counseling, has good human relations, computer literate and unquestionable Christian attitudes.

JOB TITLE : *Guidance Counselor (High School)*  
REPORTING TO : *Guidance Head*  
REPORTING TO HIM : *Class Advisers, Subject Teachers, Peer Facilitators, Students*

### Job Summary:

Assists in the implementation of the Center's Guidance and Counseling Programs.  
Monitors performance of the students and handles their human formation.

### Duties and Responsibilities:

1. Plans guidance and counseling programs.
2. Conducts academic, vocation/career and personal counseling of students and referrals made by coordinating department/s.

## **Guidance Center**

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3. Conducts pre-counseling diagnostic interview to initiate a helping relationship that will enable students to examine and cope with their development concerns.
4. Conducts and analyzes surveys and studies of the gifted, non-achievers and other needs of special students.
5. Conducts orientation for incoming students.
6. Conducts home visitation to students.
7. Monitors students' attendance and academic performance.
8. Participate in retreats to observe students' behavior.
9. Prepares and maintain students' records and compiles materials for reference of all concerned.
10. Prepares and submits semestral reports on students' activities.
11. Organizes and develops programs for support group like Student Service Team for high school students.
12. Assists the adviser for the implementation of RHGP (Revitalized Homeroom Guidance Program).
13. Assists in the admission of incoming students through entrance examinations and interview.
14. Coordinates with different agencies and NGO's for scholarship grants.
15. Coordinates with different colleges and universities for the application and testing requirements of 4<sup>th</sup> year students. (For 4<sup>th</sup> year Guidance Counselor)
16. Engages in statistical research relative to student's behavior and performance in coordination with the Academic Affairs Group.
17. Performs other tasks that may be assigned from time to time.
18. Conducts and evaluates psychological tests to teaching and office position applicants.
19. Administers and interprets psychological tests to students.

### Education:

Preferably with masteral units in Guidance and Counseling or a graduate of AB/BS Psychology or Behavioral Science.

### Experience:

2-3 years in guidance services or any related field.

Proficient in counseling, has good human relations, computer literate and unquestionable Christian attitudes.

JOB TITLE : *Guidance Counselor (College)*  
REPORTING TO : *Guidance Head*  
REPORTING TO HIM : *Class Advisers, Subject Teachers, Peer Facilitators, Students*

### Job Summary:

1. Plans guidance and counseling programs.
2. Conducts academic, vocation/career and personal counseling of students and referrals made by coordinating department/s.
3. Conducts pre-counseling diagnostic interview to initiate a helping relationship that will enable students to examine and cope with their development concerns.
4. Conducts and analyzes surveys and studies of the gifted, non-achievers and other needs of special students.
5. Conducts and assists in the orientation of incoming students.

## **Guidance Center**

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6. Conducts orientation to parents of incoming students.
7. Organizes seminars, workshops, trainings for the personal, vocation/career, and behavior development of the students. (coordinates with different speakers)
8. Conducts home visitation to students.
9. Monitors students' attendance and academic performance.
10. Participates in retreats to observe student behavior.
11. Prepares and maintain students' records and compiles materials for reference of all concerned.
12. Prepares and submits semestral reports on students' activities.
13. Prepares and submits narrative report on students' problems and development.
14. Organizes and develops programs for support group like peer facilitator/counselor, and student service team.
15. Conducts guidance hour for the development of the students.
16. Assists in the admission of incoming students through interviews and entrance examinations.
17. Coordinates with different agencies and NGO's for scholarship grants.
18. Coordinates with different high schools to encourage their students to enroll in CCC (school marketing/promotion).
19. Coordinates with different schools and companies for the job placement of the students.
20. Engages in statistical research relative to student's behavior and performance in coordination with the Academic Affairs Group.
  
21. Prepares academic, vocation/career, behavior formation, and personality modules for student's development.
22. Coordinates with testing agencies for the psychological test materials to be used by the students.
23. Administer, score, and interpret psychological test/s of the students.
24. Coordinates with different colleges/universities (like CEAP-school members) for students' interaction and development.
25. Performs other tasks that may be assigned from time to time.

### Education:

Preferably with masteral units in Guidance and Counseling or a graduate of AB/BS Psychology or Behavioral Science.

### Experience:

2-3 years in guidance services or any related field.  
Proficient in counseling, has good human relations, computer literate and unquestionable Christian attitudes.

# Guidance Center

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## THE GUIDANCE PERSONNEL

Guidance Head: Ms. Catherine V. Cerna, MGC, RGC, RPm

Preschool to Grade 1 Advocate: Ms. Maria Mae C. San Buenaventura, RPm

Grade 2 to 4 Advocate: Ms. Lorrie Mae E. Villa, RPm

Grade 5 to 6 Advocate: Mrs. Cecilia A. Guinto

Grade 7 to 8 and SHS Advocate : Mr. Johannes O. Magno

Grade 9 to 10 Advocate: Mrs. Ma. Christal Joy B. Flores, LPt

ESC/Voucher/TSS Processing: Mrs. Marissa Mae C. Mendoza

# Guidance Center

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**The Guidance Center Table of Organization**

**Rev. Msgr. Pedro Cañonero**  
College President

**Mr. Henry Santiago**  
VP for Academics

**Ms. Marilyn Segubience**  
SAS Chairperson

**Ms. Catherine Cerna**  
Guidance Head

**Mrs. Ma. Christal Joy Flores**  
Grade 9 to 10

**Ms. Maria Mae San Buenaventura**  
Preschool to Grade 1

**Ms. Lorrie Mae Villa**  
Grade 2 to 4

**Mrs. Cecilia Guinto**  
Grade 5 to 6

**Mr. Johannes Magno**  
Grade 7, 8 and SHS

**Ms. Paulyn Alcoriza**  
College

**Mrs. Marissa Mae Mendoza**  
ESC/Voucher/  
TSS Processing

# Guidance Center

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## Education Service Contracting Program

### RA 8545 GASTPE Law

Government Assistance to Students and Teachers in Private Education

- Policy of the State to promote quality education and make it accessible to all Filipino citizens.
- ESC aims to make quality junior high school education accessible by providing **financial assistance** to deserving elementary school graduates who wish to study junior high school in private schools.

### APPLICATION PROCESS

#### A. For Incoming Grade 7 Students:

**Attach the following requirements:**

1. Application Form
2. A photocopy of PSA Certified Birth Certificate
3. A photocopy of Grade 6 Report card
4. A photocopy of your latest Income Tax Return (ITR) or Certificate of Tax Exemption or Municipal Certification of Unemployment of Parents/Legal Guardian

#### B. For Transferees who are ESC Grantees (Grade 8-10)

- The ESC Grantee **must submit a certification** reflecting his/her **previous school-ESC ID and the ESC ID of the student.**
- **Grade 8-10 Transferees can no longer apply** for the grant since ESC Program is a contract that starts at Grade 7.

### SCREENING PROCESS

- All applications and documents submitted will be thoroughly reviewed by the Screening Committee.
- The Screening Committee assesses and selects applicants' **need and capability to sustain** secondary education in the school.
- All Qualified Applicants will be encoded in the PEAC Website and will be submitted to the Regional Office.
- ESC Grantees will be scheduled for an orientation and will receive a certificate as proof of their being grantees.

# Guidance Center

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## Senior High School Voucher Program

### Application Procedure

#### Create an Account

- Go to [ovap.deped.gov.ph](http://ovap.deped.gov.ph) and click "Apply Now".
- Provide a working email address and a password.
- Click the link that will be sent through email to activate the account.

#### Answer the Application Form

- Login to [ovap.deped.gov.ph](http://ovap.deped.gov.ph)
- Fill up the form
- After successful completion of the form, check your email to download and print the Confirmation Slip

#### Submit the Supporting Documents

- Follow the instructions on the Confirmation Slip on how to submit the needed supporting documents.
- The email address where the documents must be sent is [voucher.application@fape.org.ph](mailto:voucher.application@fape.org.ph)
- Monitor your OVAP account to see the status of your document submission, only those that have.
- “Complete” status will be included in the processing of applications.

#### Release of Results

- The PEAC shall process all complete applications and supporting documents.
- DepEd shall release the results on the specified date.
- Successful applicants may download their Qualified Voucher Recipient certificate through their OVAP account.

**Note:** All ESC Grantees do not have to apply. Current ESC Grantees are automatically SHS Voucher Recipients.

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# Guidance Center

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## Guidance Program for the New Normal SY 2020-2021

Our office caters eight significant services to our students which are the following: Individual Inventory, Information, Career Development, Placement, Testing, Counseling, Followup and Research and Evaluation Services. For decades now, we are still armed by this duty and also live by this responsibility to provide our students with the services that would eminently respond to their specific needs. However, due to unforeseen circumstances brought about by the rise of this Covid 19 incident, we had to adapt, adjust and remodify several office protocols including which services will better serve everyone – the students, their parents/guardians and our fellow employees, during this time of pandemic.

From the traditional face to face setup when dealing with our students, we have to evolve to online approach. From eight services, we had to streamline and focus on what are essentially needed at this time and we came up with these two: Information and Counseling Services.

Nonetheless, we need to point out that we are still going to provide the other services, but not all, to a reduced degree for we have to stringently abide by the IATF Guidelines regarding no face to face interaction, no mass gathering and practice of social distancing to assure the safety of the students, their parents/guardians and the Guidance Personnel.

### **Manner of Implementation: Information Service**

The Information Service by our definition is, *“It involves the creation of a clearing house of data about the school community, in general, and the guidance program, in particular. It provides for educational, vocational, psycho-spiritual and social information of orientation to parents and students; career orientations, published materials like books, brochures, pamphlets, posters and classroom guidance.”*

We remain faithful to this purpose but for this time, we are going to provide such educational, vocational, psycho-spiritual and social information to our students, their parents and co-employees through the use of several platforms such as:

- a. Emails
  - b. Facebook
  - c. Zoom or Google Meet (for webinars and watch parties)
- In coordination with the class advisers, we will reach out to our students (and their parents/guardians) through emails by sending them timely contents about the ‘Hows and Whys’ of our current condition and effective ways to adapt rather than resist the new normal. It may be in the form of snippets, articles, newsletters, etc.

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## Guidance Center

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- Using our official Facebook page, it will serve as our electronic bulletin board wherein:
  - our students will be able to see the announcements regarding our offered services, programs and other institutional activities.
  - we will post relevant and multifaceted information regarding our new normal situation, symptom education and self-enhancement techniques in relation to combating anxiety and building resiliency among others in addition to our already existing Media Awareness, Responsible Media Usage and Anti-Bullying Information Campaigns that we are annually providing to our students.
  - we will share watch parties of past webinars that tackle about the current presses and concerns that may have been encountered or presently being encountered by our students and their parents/guardians.
  - we will also incorporate our other services such as Career Development and Placement in educating and enlightening our students about career planning and pathing by also posting helpful video guides about career exploration, skills development and other related contents.
- Using Zoom or Google Meet in conducting appropriate webinars especially designed for students and for parents/guardians.

### **Manner of Implementation: Counseling Service**

Counseling Service is, *“It is the heart of the guidance program and services. It provides for the student a trusting and helping relationship enabling the experience of being cared for and wanted for what he/she really is. Its purpose is to establish a trusting and helping relationship with the counseling partners in order to create an environment where they can become more fully aware of themselves, establish personal meaning, develop and clarify their value system and achieve positive behavior modification.”*

The system of communication between the students, their parents/guardians and the Guidance Advocates, through the assistance of the class advisers, will employ the use of several media platforms such as:

- a. Emails
- b. Facebook Messenger
- c. Google Forms
- d. Zoom or Google Meet (for videoconferencing)
- e. Telephone

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## Guidance Center

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Before any counseling session will take place, a student referral will be initially done (except for 'virtual walk in' wherein the student might take the first move in reaching out to his/her Guidance Advocate and seek for counseling).

### **The Referral Process**

1. The person concerned (class adviser, subject teacher etc.) must completely fill in and submit an online Referral Form (now in Google Form) along with required attachments. The Google Form links will be made available to him/her through coordination with the Guidance Advocates via Facebook Messenger or through telephone.
2. The referred student/s will be contacted by the Guidance Advocate via Email, Facebook Messenger or through telephone and a counseling session will be scheduled. The student will be provided the option of which platform he/she will be more comfortable with or has better ease of access, either Web Counseling or Tele Counseling. Videoconferencing using Zoom or Google Meet may also be employed. The counseling session which will strictly last for a maximum of 50 minutes to an hour only per session will then proceed as scheduled.
3. After counseling, the Guidance Advocate will communicate the outcome and progress of the session to the referrer either through online or by telephone. Videoconferencing using Zoom or Google Meet may also be considered most especially if there is a further need for Parent-Referrer-Guidance Advocate discussion regarding the case at hand.
4. There might be a necessity to conduct additional counseling sessions with the student/s depending on the nature, gravity and progress of the case and when the need for it arises.
5. If the student failed to comply with the agreement (Behavioral Agreement or Contract) for three times, he/she will be referred to the Student Discipline through the class adviser.

### **Other Related Programs in Line:**

- We are open to conduct Debriefing Sessions to our co-employees who might be in need of this directive intervention. This procedure, which is not the same with Counseling, will primarily help them process the 'distressing event' we are all encountering right now which is the pandemic, reflect on its impact on their lives, identify triggers and normalize reactions, educate about coping and give support in integrating their potential improvement into their future performance.
- We will also launch our 'Online Kumustahan' program as part of our Building Resiliency Campaign and will cater to the rest of the CCC Community. Through this effort, we can

## Guidance Center

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help our colleagues deal with the strain and anxiety they are experiencing while at the same time, curtail its impact on their psychological, emotional and physical wellbeing. We will also utilize virtual platforms such as Facebook Messenger and Google Meet or Zoom for videoconferencing sessions.

- We will still provide our Tracer Study Google Form links to our alumni as part of our ongoing Followup Service.