



TARLAC STATE UNIVERSITY  
STUDENT WELFARE SERVICES  
GUIDANCE AND COUNSELING

# GUIDANCE AND COUNSELING UNIT MANUAL

Resolution No. 118, s. 2021



Republic of the Philippines  
**TARLAC STATE UNIVERSITY**

Romulo Boulevard, San Vicente, Tarlac City

Tel. No. (045) 606-8101, (045) 606-8200

Official Website: <http://www.tsu.edu.ph> E-mail Address: [pres\\_office@tsu.edu.ph](mailto:pres_office@tsu.edu.ph)

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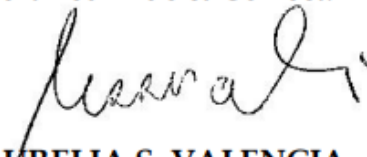
**EXCERPTS FROM THE MINUTES OF THE 124<sup>th</sup> REGULAR MEETING OF  
THE BOARD OF REGENTS OF THE TARLAC STATE UNIVERSITY  
HELD AT THE MANOR HOTEL BAGUIO CITY  
ON DECEMBER 13, 2021**

**Resolution No. 118, s. 2021**

**APPROVING THE FOLLOWING MANUALS UNDER THE  
STUDENT AFFAIRS SERVICES OFFICE OF THE TARLAC STATE  
UNIVERSITY:**

- 1. STUDENT DISCIPLINE MANUAL**
- 2. STUDENT ORGANIZATIONS MANUAL**
- 3. GUIDANCE AND COUNSELING MANUAL**
- 4. STUDENT PUBLICATION MANUAL**

Certified True & Correct:



**AURELIA S. VALENCIA**  
Board Secretary



## Foreword

The **Guidance and Counseling Unit** Manual was primarily the efforts of the Section Head, Guidance Counselors, and Associate Guidance Counselors dedication and commitment to provide professional and ethical practice of counseling and other related services to Tarlac State University students and personnel. The Guidance and Counseling Unit Manual contents, procedures, and guidelines are adapted from other existing local and foreign policies like CMO No. 9 S.2013, CMO No. 8 S. 2021, Republic Act 9258, American Counselors Association of 2014 (ACA), and American School Counselor Association of 2010 (ASCA), British Association for Counseling and Psychotherapy (BACP)-*Ethical Framework for Good Practice in Counselling & Psychotherapy*. Further, the process of adapting and integrating foreign policies was because there were no particular localized policies formulated and approved.

The Guidance and Counseling Unit Manual will further remind and guide the personnel and staff in their counseling practice.



## **VISION**

Tarlac State University is envisioned to be a premier University in the Asia-Pacific.

## **MISSION**

Tarlac State University commits to promote and sustain the offering of quality and relevant programs in higher and advanced education ensuring equitable access to education for people empowerment, professional development, and global competitiveness.

Towards this end, TSU shall:

1. Provide high quality instruction through qualified, competent and adequately trained faculty members and support staff;
2. Be a premier research institution by enhancing research undertakings in the fields of technology and sciences and strengthening collaboration with local and international institution; and
3. Be a champion in community development by strengthening partnership with public and private organizations and individuals.

## **CORE VALUES**

**E** -xcellence and Enhanced Competence  
**Q**-uality  
**U**-nity  
**I** - ntegrity and Involvement  
**T**-rust in God, Transparency & True Commitment  
**Y**-earning for Global Competitiveness



## THE SEAL

The unit conveys its two-fold function: *guidance* and *counseling*. These functions anchor the University's comprehensive guidance program designed to ignite, transform, and empower the clientele that it serves – the **students**.

Represented in yellow and red color complements and beholds the relevant purposes of the Tarlac State University's vision, mission and objectives in attending to the needs of its clients.

The yellow and red also illuminate the goal and purposes of the Unit. Hence, the foundational values of inculcating the spirit of love, compassion, courage, passion, power, and wisdom among students.

The two persons image symbolizes the end goal of transforming every student to flourish his unique personality and to live delightful happiness.

## Goal

The Guidance and Counseling Unit aims to holistically guide and transform students to discover the beauty of their body, soul, and spirit in order to understand themselves and the world for the common good.

## Objective

The Guidance and Counseling Unit is committed to assist students through the guidance and counseling services offered by well-trained and professional guidance counselors and staff to serve the students' interests; to provide substantial and meaningful activities to promote students' well-being and empowerment; to ignite students' enthusiasm to understand reality; gain knowledge and enlance themselves the good, beautiful and worthy; and to inculcate the values of love, peace, and unity to themselves and the world through individual and group activities.



### **The Counselor's Prayer**

O Lord, grant me to greet the coming day in peace. Help me to be a peaceful presence, especially to those who need to feel your presence. Help me in all things to rely upon your holy will. Throughout the day reveal your will to me as I work with students, educators, parents, and my administrators. Work through me, use me, love them through me, without them seeing me, but rather You. Teach me to treat all who come to me throughout the day with peace of soul, and with the firm conviction that your will governs all, for you are sovereign and in control of all things.

O Lord, guide my thoughts, words and actions. Help me to keep my focus on you, that You might be seen. In unforeseen events, let me not forget that all individuals and experiences are sent by you. Teach me to act firmly and wisely, without embarrassing others. Give me strength to bear the fatigue of the coming day and all that it shall bring. Direct my will, teach me to pray continually. May your Word be present always in me that I may not stray from your will, so that You may be honored by my life. Amen



## **The Counselor's Creed**

- I will not agree to help you go off the edge.
- I will not agree to help you become a robotized normal and adjusted person.
- I will not help you stay and wallow in the cesspool of your own making. All of these go against my values.
- I will help you to grow and become more autonomous, more resistant to enculturation, more loving to yourself, more excited, sensitive, and full, more free to continue becoming the authority for your own living.
- I cannot give you your dreams or “fix you up,” I simply cannot.
- I cannot make you grow or grow for you. You must grow for yourself.
- I cannot take away your loneliness or pain.
- I will not sense your world for you, evaluate your world for you, or tell you what is best for you in your world, for you have your own world.
- I cannot convince you of the crucial option to choosing the scary uncertainty of growing over the safe misery of not growing.
- I want to be with you and know you as a rich and growing friend; yet, I cannot get close to you when you choose not to grow.
- When I begin to care for you out of pity, when I begin to lose trust in you, then I am toxic, bad, and inhibiting for you and you for me.
- You bet, my helping is conditional; I will be with you, I will hang in there with you as long as I continue to get even the slightest hints that you are still trying to grow.
- If you can accept all these, then perhaps we can help each other.

(The philosophical propositions of Guidance and Counseling (Hugh Gunnison quoted by PGPA, 1978)



## **Counselor's Common Values Statements**

(American Counseling Association - ACA, 1988)

1. We believe in the worth and dignity of the individual and we value caring and respect of self and others.
2. We believe that positive change in people, organizations and societies can be facilitated. Positive change involves moving to higher levels of moral, ethical, spiritual, intellectual, physical, and interpersonal development. Working for a positive change is a major function of our profession.
3. We believe that we need to be aware of current and evolving knowledge, alternate ways of knowing, that can assist in facilitating change. We have a responsibility to acquire, utilize and disseminate new knowledge in our field. We have a responsibility to utilize both traditional and alternative methods of understanding. We have a responsibility to exert leadership in using and sharing our knowledge and skills.
4. We believe in a kind of leadership which requires a willingness to take risks, a readiness to take stands, and a responsibility to act on vital issues. This leadership style ensures that all populations served are empowered to reach their human potential.
5. We believe in fostering an integrative quality, interdependence and connected among people, organizations, and societies. Collaboration is a preferred mode of operation which fit the philosophical foundations on which the counseling and human development profession is based. Actions to accomplish identified goals, in some instances, involves the interpersonal coalition-building among professional and internal cooperation.





## **Principles of Counseling**

1. Counseling is based on the recognition of the dignity and worth of the individual and on his/her right to personal assistance in time of need.
2. Counseling is a 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 an 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 adjustment in the critical situation in life.
8. Counseling requires a comprehensive study of the individual 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.



## GUIDANCE AND COUNSELING SERVICES

### I. INDIVIDUAL INVENTORY SERVICE

This service consists of extensive information gathered about the students. It systematically collects, evaluates, and interprets data to identify the characteristics, potentials and needs of every student.

Through this service, the Guidance Counselors and Associate Guidance Counselors can get to know the client, facilitate the client's self-awareness or understanding and decision-making, ascertain appropriate avenues for clients to pursue, determine the best option for helping the clients, and assist significant others in understanding the clients.

The client can develop a deeper, fuller self-awareness, and create appropriate plans for improving the quality of his life based on self-awareness and understanding.

The following are the possible data gathering tools to be used in collecting important information to the students.

1. Individual Inventory and Problem Checklist
2. Test Results Administered (RIASEC/VPI/Psychological tests)
3. Individual Interview
4. Interview with significant others
5. Disciplinary Decision Records
6. Medical Records

- **Individual Inventory and Problem Checklist**

This consists of personal, educational, health, and social data or information of each individual. The data collected are evaluated and interpreted in order to identify the characteristics and potential of every client. Moreover, data are used in proper diagnoses, predicting progress and behaviors, accurate placement, and program evaluation.

- **Test Results Administered** (RIASEC / VPI/ Psychological and Medical test)

These are standard measures that can determine specific characteristics of each individual. Data are also used to proper diagnoses, predict progress and behavior and accurate placement.

- **Individual Interviews**

The Interviews are conducted by the counselor to collect information on the client's concerns, current status and certain personal traits

- **Interview with Significant Others**

The contents of interviews with parents, instructors, and others provide useful information.

- **Disciplinary Decision**

This record will help Counselor or Associate Guidance Counselor to know how the client behaved in campus.



- **Medical Records**

The Client's medical history may have implications for life activities, plans and goals of the students.

**Guidelines in a Face-to-Face Administration and Supervision of the Individual Inventory or Cumulative Record and Problem Checklist.**

The following steps must be considered before the administration of Individual Inventory and Problem Checklist Forms:

1. Set a schedule for administration per college level and section.
2. Secure written permission from the College Deans.
3. Inform the advisers or instructors regarding the schedule of administration.
4. Prepare the Cumulative Record and Problem Checklist Forms.
5. Administer the Cumulative Record and Problem Checklist Forms.

The following steps must be observed by the facilitator during the administration of Individual Inventory and Problem Checklist Forms:

1. Introduce himself or herself to the students.
2. Briefly discuss the objectives of the Guidance and Counseling Unit and its services.
3. Discuss the importance of administering the Cumulative Record and Problem Checklist.
4. Emphasize the significance of getting pertinent information to assist their counselors respond to the needs of students.
5. Inform the students that the information will be kept secured and confidential.
6. Give the instructions on how to answer the forms.
7. Encourage the students to be honest in answering.
8. Require them to use black ink.
9. Motivate students to ask questions when necessary.
10. Entertain questions if there are any.
11. Remind the students to review their answers and make sure that everything has been filled-up completely before submitting.
12. Allow 30-45 minutes in filling up or answering the forms. Provide time extension when needed.
13. Remind them to check if they have written their names and have signed the form.
14. Ask the students to submit the forms.

After the administration the following steps are expected to be initiated by any facilitator:

1. Count the number of forms received.
2. Make sure all forms are submitted before leaving or dismissing the class.
3. Thank the students for their time and invite them to visit the office for any concerns.



## **Guidelines in a Virtual Administration and Supervision of the Individual Inventory or Cumulative Record and Problem Checklist.**

The following steps must be considered before the administration of Individual Inventory and Problem Checklist Forms online.

1. Set a schedule for an online administration per college level and section.
2. Secure written permission from the College Deans.
3. Inform the advisers or instructors regarding the schedule of an online administration.
4. Prepare the online link for Cumulative Record and Problem Checklist Forms.
5. Administer Cumulative Record and Problem Checklist online.

The following steps must be observed by the facilitator during the online administration.

1. Introduce himself or herself to the students.
2. Briefly discuss the objectives of the Guidance and Counseling Unit and its services.
3. Discuss the importance of administering the Cumulative Record and Problem Checklist.
4. Emphasize the significance of getting pertinent information to assist their counselors respond to the needs of students.
5. Inform the students that the information will be kept secured and confidential.
6. Encourage the students to be honest in answering.
7. Motivate students to ask questions when necessary.
8. Entertain questions if there are any.
9. Allow 30-45 minutes in filling up or answering the forms. Provide time extension when needed.
10. Ask the students to submit the forms

After the administration, the following steps are expected to be initiated by any facilitator:

1. Thank the students for their time and invite them to visit the official FB page of the office or reach out their respective Guidance Counselors or Associate Guidance Counselors via MS Teams for their concerns.

## **Ethical Considerations in Individual Inventory Service**

Guidance Counselors and Associate Guidance Counselors are expected to engage in a carefully considered decision-making process, professional values, ethical principles, and professional ethical standards.

Guidance Counselors and Associate Guidance Counselors are mandated to ensure the proper administration and must respect the client's rights to know the result, interpretations, and the bases of conclusions and recommendations made from them and only appropriate, accurate, updated and comprehensive information should be used in helping the client.



## RESPECTING CLIENT RIGHTS

- **Multicultural/Diversity Considerations**

Counselors maintain awareness and sensitivity regarding cultural meanings of confidentiality and privacy. Counselors respect differing views toward disclosure of information. Counselors hold ongoing discussions with clients as to how, when, and with whom information is to be shared. (Section B Confidentiality and Privacy)

- **Respect for Privacy**

Counselors respect the privacy of prospective and current clients. Counselors request private information from clients only when it is beneficial to the counseling process. (Section B Confidentiality and Privacy)

- **Respect for Confidentiality**

Counselors protect the confidential information of clients. Counselors disclose information only with appropriate consent of the client or with sound legal or ethical justification. (Section B Confidentiality and Privacy, ACA 2014)

- **Explanation of Limitations**

At initiation and throughout the counseling process, counselors inform clients of the limitations of confidentiality and seek to identify situations in which confidentiality must be breached. (Section B Confidentiality and Privacy, ACA 2014)

## EXCEPTIONS

- **Serious and Foreseeable Harm and Legal Requirements**

The general requirement that counselors keep information confidential does not apply when disclosure is required to protect clients or identified others from serious and foreseeable harm or when legal requirements demand that confidential information must be revealed. Counselors consult with other professionals when in doubt as to the validity of an exception. Additional considerations apply when addressing end-of-life issues. (Section B Confidentiality and Privacy, ACA 2014)

- **Court-Ordered Disclosure**

When ordered by a court to release confidential or privileged information without a client's permission, counselors seek to obtain written, informed consent from the client or take steps to prohibit the disclosure or have it limited as narrowly as possible because of potential harm to the client or counseling relationship. (Section B Confidentiality and Privacy, ACA 2014)

- **Minimal Disclosure**

To the extent possible, clients are informed before confidential information is disclosed and are involved in the disclosure decision-making process. When circumstances require the disclosure of confidential information, only essential information is revealed. (Section B Confidentiality and Privacy, ACA 2014)



## INFORMATION SHARED WITH OTHERS

- **Subordinates**

Counselors make every effort to ensure that privacy and confidentiality of clients are maintained by subordinates, including employees, supervisees, students, clerical assistants, and volunteers. (Section B Confidentiality and Privacy, ACA 2014)

- **Interdisciplinary Teams**

When services provided to the client involve participation by an interdisciplinary or treatment team, the client will be informed of the team's existence and composition, information being shared, and the purposes of sharing such information. (Section B Confidentiality and Privacy, ACA 2014)

- **Confidential Settings**

Counselors discuss confidential information only in settings in which they can reasonably ensure client privacy. (Section B Confidentiality and Privacy, ACA 2014)

## RECORDS AND DOCUMENTATION

- **Creating and Maintaining Records and Documentation**

Counselors create and maintain records and documentation necessary for rendering professional services. (Section B Confidentiality and Privacy, ACA 2014)

- **Confidentiality of Records and Documentation**

Counselors ensure that records and documentation kept in any medium are secure and that only authorized persons have access to them. (Section B Confidentiality and Privacy, ACA 2014)

- **Client Access**

Counselors provide reasonable access to records and copies of records when requested by clients. Counselors limit the access of clients to their records, or portions of their records, only when there is compelling evidence that such access would cause harm to the client. Counselors document the request of clients and the rationale for withholding some or all of the records in the files of clients. In situations involving multiple clients, counselors provide individual clients with only those parts of records that relate directly to them and do not include confidential information related to any other client. (Section B Confidentiality and Privacy, ACA 2014)

- **Storage and Disposal after Termination**

Counselors store records following termination of services to ensure reasonable future access, maintain records in accordance with state laws and statutes such as licensure laws and policies governing records, and dispose of client records and other sensitive materials in a manner that protects client confidentiality. Counselors apply careful discretion and deliberation before destroying records that may be needed by a court of law, such as notes on child abuse, suicide, sexual harassment, or violence. (Section B Confidentiality and Privacy, ACA 2014)



## II. INFORMATION SERVICE

This service involves comprehensive and systematic collection and dissemination of information outside the individuals through various methods or techniques and programs in order to assist students in their personal, social, academic, emotional, occupational and spiritual planning.

The TSU Guidance and Counseling Unit descriptive materials and media are accumulated, organized, and disseminated through these kinds of information:

- **Personal-Social**  
How one can improve oneself or relationship with others.
- **Academic-Educational**  
Concerns on the educational setting that one is in or might consider.
- **Vocational-Occupational**  
Opportunities for students to pursue after studying.

The following are the major methods in doing the information service:

- First-year and Parents Orientation Program
- Homeroom Guidance or Classroom activities
- Seminars/ Workshops/Symposia or Lectures (*i.e.*, Study Habits, SALT, etc.)
- Printed Materials (journal, brochures, pamphlets, etc.)
- Bulletin Board Announcements

### **Guidelines in the Face-to-Face Administration and Supervision of the Information Service**

#### A. Homeroom Guidance or Classroom Lecture

a.1 Senior Guidance Counselor and Associate Guidance Counselors assigned in the college will plan and communicate the activity to the Dean and faculty members concerned.

a.2 Activities cover four (4) major areas: self-awareness or understanding, social awareness and orientation, career awareness and planning, and leadership.

a.3 Facilitate the session whenever a faculty is on-leave and no one will be in-charged of his or her class or during vacant time of students or when the College Dean and faculty members request for a preventive or an intervention purpose for a certain issue.

a.4 Instruct the students to evaluate the activity

#### B. Seminars/ Workshops/Symposia/Lectures

b.1 Determine the activity whether College and University -based seminars, trainings, or lectures.

b.2. Section Head, assigned Senior Guidance Counselors and Associate Guidance Counselors plan and organize the activity.

b.3 Secure activity and budget approval from the TSU key Officials and venue reservation from the concern custodian or director.



b.4 Communicate and coordinate the activity to all College Deans, faculty members, and students or participants.

b. 5 Conduct and adjourn the activity on time, make necessary announcements, and secure the students evaluation.

#### C. Printed Materials/Informational Materials

c.1 Guidance brochures and pamphlets are available in the guidance office or waiting area.

#### D. Bulletin Board Announcements

d.1 Assigned Senior Guidance Counselors or Associate Guidance Counselors update and post important announcements (ex. Job opportunities, schedule of Guidance Counselors).

### **Guidelines in a Virtual Administration and Supervision of the Information Service**

#### A.1 Virtual Homeroom Guidance or Classroom Lecture

a.1.1 Senior Guidance Counselor and Associate Guidance Counselors assigned in the college will plan and organize the virtual activity.

a.1.2 Communicate the virtual activity to the College Deans and faculty members via MS teams and Colleges official FB page accounts.

a.1.3 Facilitate the virtual activity through MS teams and provide a link for attendance and evaluation.

#### B. 1 College or University Webinars

b.1.1 Determine the activity whether College or University -based webinar

b.1.2 Section Head, Senior Guidance Counselors, and Associate Guidance Counselors will plan and organize the webinar.

b.1.3 Secure webinar budget and zoom approval from the TSU key Officials and venue reservation from the concern custodian or director.

b.1.4 Communicate and coordinate the webinar to all College Deans, faculty members, and students or participants through DMS, MS teams, and college FB page accounts.

b.1.5 Provide the webinar's registration links (via MS teams or Zoom) to the participants.

b.1.6 Conduct the webinar and provide links for participants attendance and evaluation.

#### C.1 Virtual information and dissemination

c.1.1 Assigned Senior Guidance Counselors or Associate Guidance Counselors will upload webinars activities and announcement.





## **Counselor's Strategies**

1. Guidance Counselors and Associate Guidance Counselors disseminate current and correct information to address students' needs and concerns.
2. Guidance Counselors and Associate Guidance Counselors conduct appropriate and relevant seminars on personal-interpersonal and academic/educational concerns of the students.
3. Guidance Counselors and Associate Guidance Counselors make catchy and trendy ways to inform students of guidance services.

## **Ethical Considerations in Information Service**

Guidance Counselors and Associate Guidance Counselors aspire to open, honest, and accurate communication and information. If the information is not self-explanatory, it should be explained to the clientele the limitations on the information provided.

Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services, e.g., students living at a low socio-economic status, students with disabilities and students from non-dominant language backgrounds. (Tenets of professional responsibility, ASCA 2010)



### III. COUNSELING SERVICE

Counseling service is based on the recognition of an individual's uniqueness, dignity, value and respect, and a right to personal assistance when needed. This service recognizes the need to offer individuals an opportunity for self-knowledge, self-development and problem reduction through individual or group counseling. The counseling service main purpose is to nurture a relationship leading to personal development and decision-making, based on an understanding and knowledge of oneself and the environment.

Moreover, this service is the "heart and soul" of the guidance program. It provides an opportunity for verbal interaction between the counselor and the client, with the sole aim of assisting the client to deal with a specific problem which could be physical, academic, emotional, personal, and social. Basically, it offers clients the chance to make decisions and solve problems. It has a direct link with other services, especially the referral service because when the special need arises, a counselor may have to refer a client to other specialists.

TSU Counselors facilitate clients' growth and development in ways that foster their interest and welfare and promote formation of healthy relationships. Trust is the cornerstone of the counseling relationship, and counselors have the responsibility to respect and safeguard the client's right to privacy and confidentiality.

The Guidance and Counseling Unit provides the following:

a) According to counseling generic goals

- **Developmental**  
When clients are assisted in preparing for their anticipated human growth and development in the physical, personal, emotional, social, cognitive and spiritual dimensions.
- **Preventive**  
When clients are helped to avoid experiencing undesired outcomes.
- **Enhancement**  
When clients are helped to identify, recognize, and enhance unused or underused talents, skills, and abilities.
- **Exploratory**  
When clients do not believe they have existing problems, they can be helped to explore other pathways.
- **Reinforcement**  
When clients are already taking actions for resolving their concerns, they may be given feedback, affirmation or modification can be the target.
- **Remedial**  
Clients are assisted to overcome or solve an already existing concern.



b) according to counseling areas:

- **Academic/Educational Counseling**  
Focuses mainly on school and academic concerns of the clients.
- **Pastoral Counseling**  
Combines religion and spirituality with secular counseling to promote health and wholeness. Training includes theology and behavioral science, conducted to those with moral-spiritual issues.
- **Vocational/ Occupational/Career Counseling**  
Focuses mainly on the selection or proper preparation of the clients for the world of work. Decisions on whether to pursue a degree or non-degree course, field of concentration for college or after college, and the appropriate school for a selected program of study.
- **Personal/Social Counseling**  
Focuses mainly on intrapersonal and interpersonal growth of the clients, it can be preventive, developmental, or remedial approach.

c) According to types of Participants:

- **Individual Counseling**  
The interaction between two people only-the counselor and the client.
- **Group Counseling**  
Counseling extended to several people with similar concerns and desired common goals.

### **Guidelines in Conducting Virtual Counseling**

1. Client are required to answer the Depression, Anxiety, and Stress Assessment (DAS) online.
2. Senior Guidance Counselors will reach out the client through MS teams and make a counseling schedule.
3. Senior Guidance Counselor will make necessary note on the counseling form to provide brief detail of the problem and action taken.
4. Senior Guidance Counselor will make a necessary follow up if needed.
5. Keep students' files secured and confidential.



## Ethical Considerations in Counseling Service

The Senior Guidance Counselors of the Guidance and Counseling Unit recognize that trust is the cornerstone of the counseling relationship. Counselors aspire to earn the trust of clients by creating an ongoing partnership, establishing, and upholding appropriate boundaries, and maintaining confidentiality.

### PROBITY IN PROFESSIONAL PRACTICE

- **Conflicts of Interest**

Conflicts of interest are best avoided, provided they can be reasonably foreseen in the first instance and prevented from arising. In deciding how to respond to conflicts of interest, the protection of the client's interests and maintaining trust in the practitioner should be paramount. (Ethical Framework for Good Practice in Counseling and Psychotherapy p.10 -BACP 2010)

### CLIENT WELFARE

- **Primary Responsibility**

The primary responsibility of counselors is to respect the dignity and promote the welfare of clients. (Section A Counseling Relationship, ACA 2014)

- **Records and Documentation**

Counselors create, safeguard, and maintain documentation necessary for rendering professional services. Regardless of the medium, counselors include sufficient and timely documentation to facilitate the delivery and continuity of services. Counselors take reasonable steps to ensure that documentation accurately reflects client progress and services provided. If amendments are made to records and documentation, counselors take steps to properly note the amendments according to agency or institutional policies. (Section A Counseling Relationship, ACA 2014)

- **Support Network Involvement**

Counselors recognize that support networks hold various meanings in the lives of clients and consider enlisting the support, understanding, and involvement of others (e.g., religious/spiritual/community leaders, family members, friends) as positive resources, when appropriate, with client consent. (Section A Counseling Relationship, ACA 2014)

### INFORMED CONSENT IN THE COUNSELING RELATIONSHIP

- **Informed Consent**

Clients have the freedom to choose whether to enter into or remain in a counseling relationship and need adequate information about the counseling process and the counselor. Counselors have an obligation to review in writing and verbally with clients the rights and responsibilities of both counselors and clients. Informed consent is an ongoing part of the counseling process, and counselors appropriately document discussions of informed consent throughout the counseling relationship. (Section A Counseling Relationship, ACA 2014)

- **Inability to Give Consent**

When counseling minors, incapacitated adults, or other persons unable to give voluntary consent, counselors seek the assent of clients to services and include them in decision making as appropriate. Counselors recognize the need to balance the ethical rights of clients to make choices, their capacity to give consent or assent to receive services, and parental or familial legal rights and responsibilities to protect these clients and make decisions on their behalf. (Section A Counseling Relationship, ACA 2014)



- **Mandated Clients**

Counselors discuss the required limitations to confidentiality when working with clients who have been mandated for counseling services. Counselors also explain what type of information and with whom that information is shared prior to the beginning of counseling. The client may choose to refuse services. In this case, counselors, to the best of their ability, will discuss with the client the potential consequences of refusing counseling services. (Section A Counseling Relationship, ACA 2014)

## **AVOIDING HARM AND IMPOSING VALUES**

- **Avoiding Harm**

Counselors act to avoid harming their clients, trainees, and research participants and to minimize or to remedy unavoidable or unanticipated harm. (Section A Counseling Relationship, ACA 2014)

- **Personal Values**

Counselors are aware of—and avoid imposing—their own values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor's values are inconsistent with the client's goals or are discriminatory in nature. (Section A Counseling Relationship, ACA 2014)

## **PROHIBITED NONCOUNSELING ROLES AND RELATIONSHIPS**

- **Friends or Family Members**

Counselors are prohibited from engaging in counseling relationships with friends or family members with whom they have an inability to remain objective. (Section A Counseling Relationship, ACA 2014)

## **Managing and Maintaining Boundaries and Professional Relationships**

- **Multiple Clients**

When a counselor agrees to provide counseling services to two or more persons who have a relationship, the counselor clarifies at the outset which person or persons are clients and the nature of the relationships the counselor will have with each involved person. If it becomes apparent that the counselor may be called upon to perform potentially conflicting roles, the counselor will clarify, adjust, or withdraw from roles appropriately. (Section A Counseling Relationship, ACA 2014)

## **Group Work**

- **Protecting Clients**

In a group setting, counselors take reasonable precautions to protect clients from physical, emotional, or psychological trauma. (Section A Counseling Relationship, ACA 2014)

## **Fees and Business Practices**

- **Bartering**

Counselors may barter only if the bartering does not result in exploitation or harm, if the client requests it, and if such arrangements are an accepted practice among professionals in the community. Counselors consider the cultural implications of bartering and discuss relevant concerns with clients and document such agreements in a clear written contract. (Section A Counseling Relationship, ACA 2014)

- **Receiving Gifts**

Counselors understand the challenges of accepting gifts from clients and recognize that in some cultures, small gifts are a token of respect and gratitude. When determining whether



to accept a gift from clients, counselors take into account the therapeutic relationship, the monetary value of the gift, the client's motivation for giving the gift, and the counselor's motivation for wanting to accept or decline the gift. (Section A Counseling Relationship, ACA 2014)

## **TERMINATION AND REFERRAL**

- **Competence within Termination and Referral**

If counselors lack the competence to be of professional assistance to clients, they avoid entering or continuing counseling relationships. Counselors are knowledgeable about culturally and clinically appropriate referral resources and suggest these alternatives. If clients decline the suggested referrals, counselors discontinue the relationship. (Section A Counseling Relationship, ACA 2014)

- **Values within Termination and Referral**

Counselors refrain from referring prospective and current clients based solely on the counselor's personally held values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor's values are inconsistent with the client's goals or are discriminatory in nature. (Section A Counseling Relationship, ACA 2014)

- **Appropriate Termination**

Counselors terminate a counseling relationship when it becomes reasonably apparent that the client no longer needs assistance, is not likely to benefit, or is without a client's permission, counselors seek to obtain written, informed consent from the client or take steps to prohibit the disclosure or have it limited as narrowly as possible because of potential harm to the client or counseling relationship. (Section A Counseling Relationship, ACA 2014)

- **Appropriate Transfer of Services**

When counselors transfer or refer clients to other practitioners, they ensure that appropriate clinical and administrative processes are completed and open communication is maintained with both clients and practitioners. (Section A Counseling Relationship, ACA 2014)

### **Abandonment and Client Neglect**

Counselors do not abandon or neglect clients in counseling. Counselors assist in making appropriate arrangements for the continuation of treatment, when necessary, during interruptions such as vacations, illness, and following termination. (Section A Counseling Relationship, ACA 2014)

## **RESPECTING CLIENTS' RIGHTS**

- **Respect for Confidentiality**

Counselors protect the confidential information of prospective and current clients. Counselors disclose information only with appropriate consent or with sound legal or ethical justification. (Section B Confidentiality and Privacy, ACA 2014)

- **Explanation of Limitations**

At initiation and throughout the counseling process, counselors inform clients of the limitations of confidentiality and seek to identify situations in which confidentiality must be breached. (Section B Confidentiality and Privacy, ACA 2014)



## EXCEPTIONS

- **Serious and Foreseeable Harm and Legal Requirements**

The general requirement that counselors keep information confidential does not apply when disclosure is required to protect clients or identified others from serious and foreseeable harm or when legal requirements demand that confidential information must be revealed. Counselors consult with other professionals when in doubt as to the validity of an exception. Additional considerations apply when addressing end-of-life issues. (Section B Confidentiality and Privacy, ACA 2014)

- **Confidentiality Regarding End-of-Life Decisions**

Counselors who provide services to terminally ill individuals who are considering hastening their own deaths have the option to maintain confidentiality, depending on applicable laws and the specific circumstances of the situation and after seeking consultation or supervision from appropriate professional and legal parties. (Section B Confidentiality and Privacy, ACA 2014)

- **Contagious, Life-Threatening Diseases**

When clients disclose that they have a disease commonly known to be both communicable and life threatening, counselors may be justified in disclosing information to identifiable third parties if the parties are known to be at serious and foreseeable risk of contracting the disease. Prior to making a disclosure, counselors assess the intent of clients to inform the third parties about their disease or to engage in any behaviors that may be harmful to an identifiable third party. Counselors adhere to relevant state laws concerning disclosure about disease status. (Section B Confidentiality and Privacy, ACA 2014)

- **Court-Ordered Disclosure**

When ordered by a court to release confidential or privileged information without a client's permission, counselors seek to obtain written, informed consent from the client or take steps to prohibit the disclosure or have it limited as narrowly as possible because of potential harm to the client or counseling relationship. (Section B Confidentiality and Privacy, ACA 2014)

## RECORD AND DOCUMENTATIONS

- **Permission to Record**

Counselors obtain permission from clients prior to recording sessions through electronic or other means. (Section B Confidentiality and Privacy, ACA 2014)

- **Permission to Observe**

Counselors obtain permission from clients prior to allowing any person to observe counseling sessions, review session transcripts, or view recordings of sessions with supervisors, faculty, peers, or others within the training environment. (Section B Confidentiality and Privacy, ACA 2014)

- **Assistance with Records**

When clients request access to their records, counselors provide assistance and consultation in interpreting counseling records. (Section B Confidentiality and Privacy, ACA 2014)

- **Disclosure or Transfer**

Unless exceptions to confidentiality exist, counselors obtain written permission from clients to disclose or transfer records to legitimate third parties. Steps are taken to ensure that receivers of counseling records are sensitive to their confidential nature. (Section B Confidentiality and Privacy, ACA 2014)



#### IV. CONSULTATION SERVICE

This service emphasizes that other people's opinions and decisions may have a positive impact on the program. It emphasizes that other significant persons who work with several people can contribute and may have a genuine interest in the students' welfare. Hence, it is important for the counselor to consult parents, TSU personnel, and other significant people. The counselor has to promote relations with other agencies or institutions, which helps establish contacts and effective communication networks for exchange of information and ideas with other beneficiaries.

In the consultation service, a Counselor and Associate Guidance Counselor conducts activities participated by an individual who's his or her expertise, knowledge and skill in a specific area is requested by another party or organization or in the school setting.

TSU Guidance and Counseling Unit provides the following consultation models:

**Prescriptive Model** The consultant is expected to validate the consultee's diagnosis and treatment plan or explore other options for defining and solving a specific problem.

**Collaboration Model** Consultant goals are to facilitate the consultee's self-direction and innate capacity to solve problems; the objective is to help individuals develop a plan for solving problems.

#### Face-to-Face and Virtual Consultation

##### a. Consultation with the University Administration

The Section head, Senior Guidance Counselors, and Associate Guidance Counselors consult to the University administration face-to-face or virtually using the Msteams or zoom to acquire relevant information necessary for the services and programs rendered to the students.

##### Example:

- Handling issues involving students and employees.
- Identifying/providing necessary programs for students who may be gifted, attention seeker and others.
- Integrating the Guidance and Counseling program into campus goals and objectives.

##### b. Consultation with Instructors or Personnel

The Section head, Senior Guidance Counselors, and Associate Guidance Counselors initiate a face-to-face or virtual consultation with the instructors, professors, and personnel to contribute expertise in human behavior and development for a team effort in planning and providing a productive learning environment (Gibson and Mitchell, 1999)

##### Example:

- Instructor's role in the guidance program
- Basic counseling skills for Instructor
- Learning Styles/Preferences of students





### **c. Consultation with Students**

The Unit services and programs offered are either face-to-face and virtually consulted to the students especially to the Supreme Students Council, College Student Councils, Peer Facilitators, and significant student organizations officers.

#### **Example:**

- First Year students and Parents Orientations, Leadership Trainings and other related office-students' activities

### **Senior Counselors and Associate Guidance Counselors skills in Consultation**

- a. Listing, observing and communication skills
- b. Problem solving skills
- c. Evaluation skills
- c. Facilitating, coordinating, planning, and motivating

### **Senior Counselors and Associate Guidance Counselors steps in the consultation process**

- Clarify the problem situation
- Determine desired outcome
- Develop ideas and strategies
- Develop a plan
- Specify the plan
- Confirm the consulting relationship

### **Ethical Considerations in Consultation Service**

The Guidance and Counseling Unit Counselors and Associate Guidance Counselors recognize that the quality of their interactions with colleagues can influence the quality of services provided to clients. They work to become knowledgeable about colleagues within and outside the field of counseling. Counselors develop positive working relationships and systems of communication with colleagues to enhance services to clients.

The Guidance and Counseling Unit staff adapted the following ethical considerations in providing consultation.

### **CASE CONSULTATION**

- **Disclosure of Confidential Information**

When consulting with colleagues, counselors do not disclose confidential information that reasonably could lead to the identification of a client or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization, or the disclosure cannot be avoided. They disclose information only to the extent necessary to achieve the purposes of the consultation. (Section B Confidentiality and Privacy, ACA 2014)



## PROVISION OF CONSULTATION SERVICES

- **Consultant Competency**

Counselors take reasonable steps to ensure that they have the appropriate resources and competencies when providing consultation services. Counselors provide appropriate referral resources when requested or needed. (Section D. Relationship with other Professionals, ACA 2014)

- **Informed Consent in Formal Consultation**

When providing formal consultation services, counselors have an obligation to review, in writing and verbally, the rights and responsibilities of both counselors and consultees. Counselors use clear and understandable language to inform all parties involved about the purpose of the services to be provided, relevant costs, potential risks and benefits, and the limits of confidentiality. (Section D. Relationship with other Professionals, ACA 2014)



## V. PREVENTION AND WELLNESS SERVICE

Prevention is one of the goals of Guidance and Counseling Unit and the rationale for many of the services and activities offered. Its' emphasis is what one can do to bring about healthy living as opposed to remediation. Students have a wide range of problems from stress, homesickness, career decision-making and relationship problems, to more serious concerns such as anxiety and depression.

Prevention and Wellness program supports TSU bonafide students in their personal efforts to improve and maintain good health and balance social living. Healthy students gain confidence and energy to live each day to the fullest. They are encouraged to become actively involved in their own wellness. Students recognize the impact of wellness on their personal and academic success.

The Guidance and Counseling Unit provides the levels of prevention.

### 3 levels of Prevention (Gibson and Mitchell, 1999)

- **Primary** -deals with individuals who are not presently afflicted by the disorders.
- **Secondary** -focuses on those who are experiencing early onset.
- **Tertiary** -deals with individuals already afflicted by the disorder and are being helped to manage it.

For the efficacy of the Prevention and Wellness program the counselors and Associate Guidance Counselors consider the following guidelines or strategies:

- Be implemented before on set of indicator/symptoms
- Consider the uniqueness of the population and their environment
- Consist of procedures that have been proven effective
- Have a strong group support even in the face of long-term goals

The following approaches or strategies that can be utilized in face-to-face or virtual activities by the Senior Guidance Counselors and Associate Guidance Counselors to promote Prevention and Wellness

- a. Organize seminars or webinar, training, and consultation
  - Stress Management
  - Anger Management
  - Positive Thinking
  - Spirituality
  - Self-awareness
- b. Facilitate a face-to-face or virtual individual and group counseling
- c. Conduct a face-to-face or virtual classroom lecture or homeroom guidance
- d. Recommend quieting activities applicable in a face-to-face and virtual approach
  - Meditation
  - Solitary Walking
- e. Create opportunities for creative expression



- Art and Painting Drive
- Poetry Writing
- Music Drive

f. Make a system of recognition and appreciation drive or program applicable in a face-to-face and virtual meeting. Guidance Counselors or Associate Guidance Counselors provide the link needed.

g. Encourage extracurricular and physical fitness activities

h. Adapt department of Health monthly programs

- ex. April - Prevention and Wellness Month  
May - Employee Wellness Awareness Month  
June - National Prevention and Wellness Month

### **Face-to-Face and Virtual Prevention and Wellness Program Guidelines**

1. Take time to develop a formal strategic plan with measurable goals or objectives.
2. Do not launch a wellness program without any support.
3. Select programs relevant to students' needs and interests.
4. Do not assume large budget, assess the needs and other details.
5. Programs or activities must be simple yet straight forward and meaningful.
6. Communicate the program or activity consistently and often.
7. Run regular reports and assess the wellness program for improvement.

### **Prevention and Wellness Interventions**

Clients with desperate situation more often seek help, and that help maybe sought from Counselors or matured individuals. It is not possible to stop the hopeless client wrong decisions, but it is possible to minimize the risk of the client's actions.

#### **The general guidelines:**

1. Conduct proper assessment.
2. Determine the seriousness of the threat.
3. Do not attempt to punish, threaten, bribe, or preach the clients.
4. Do not take client's responsibilities, leaving them with no sense of importance or dignity.
5. Don't argue with the clients.
6. Be direct and honest to all clients about their behavior and its consequences.
7. Encourage, support, and reinforce clients desire to grow.
8. Decide whether the duty to warn is applicable.
9. Always practice professional, legal and ethical manner.

#### **When dealing with a potentially suicidal client:**

1. Be aware of the warning signs.
2. Get involved, become available, and show interest and support.
3. Ask if he or she is thinking about suicide
4. Be direct, talk openly and freely about suicide.
5. Be willing to listen, allow expressions of feelings and accept the feelings.
6. Be non-judgmental, do not debate whether suicide is right or wrong, or feelings are good or bad and do not lecture on the value of life.
7. Do not ask why to avoid defensiveness attitude.
8. Offer empathy, not sympathy.
9. Do not act shocked or not to put distance from you.
10. Seek support and do not be sworn to secrecy.
11. Offer hope that alternatives are available and take action.



## **Ethical Consideration in Prevention and Wellness Service**

The Guidance and Counseling Unit counselors are aware of the possible legal implications when working with all clients. Due to the emotional and wide-ranging consequences, when working with those at risk the client's welfare is the counselor's priority.

The Guidance and Counseling Unit adapted the following guidelines:

- Avoid implementing programs that do not have any importance to the client's needs.
- Consider the developmental tasks of a particular age/group to enhance social and emotional aspect.
- Enhance the client's life skills to facilitate development and progressive maturation
- Facilitate effective coping mechanisms to facilitate resilience in the face of adversity
- Promote client's commitment and foster responsibility, care and wellbeing.
- Respect the client's right to be self-governing.
- Treat fairly all clients and provide of adequate services.
- Leave no clients unsure of how the program works.
- Avoid being negative or insulting the clients.
- Avoid program or activity on autopilot

Each person has the right to feel safe in school environments and that school counselors help create, free from abuse, bullying, neglect, harassment, or other forms of violence. (Tenets of professional responsibility, ASCA 2010)



## VI. REFERRAL

This is the tapping of agencies, organizations or individuals that may be of better assistance in the counselee's resolution of problems and attainment of his or her full potential.

The Guidance and Counseling Unit acknowledges that some problems and concerns are beyond the capability of its Guidance counselors and Associate Guidance Counselors and it is important to establish a referral network. This should consist of a team of well-trained and skilled professionals who have expertise in assisting referred individuals.

The Guidance and Counseling Unit recommends and provides the following consultants, circumstances, and guidelines in the referral process.

### **External Consultants:**

1. Medical-dental staff
2. Priests or Pastors
3. Lawyers
4. Psychiatrists
5. Clinical Psychologists
6. Social Workers
7. Instructors or Professors

### **Circumstances under which referral may take place:**

1. The counselor believes that he or she cannot be objective with the client
2. The client believes he or she cannot work with the counselor
3. The needed attention or service is beyond the competency of the counselor
4. The counselor is no longer available
5. Specialized attention is needed by the client.

### **Guidelines in Referral:**

1. Counselor has a valid reason for deciding on a referral
2. Counselor knows the specific area of concern requiring the referral
3. Counselor is familiar with where or what service is available, who renders them, and credentials of the external consultant.
4. Client has agreed to the referral and its terms.
5. External consultant knows the reason for the referral and accepted the case.
6. Counselor and client have agreed about the information that can be revealed to the external consultant.
7. Counselor introduces the referred party to the external consultant.
8. Counselor follows-up to ensure the referred party to the external consultant.
9. Counselor gives feedback and receives feedback from the external consultant regarding the progress of the client.
10. Counselor does not interfere with the work of the external consultant.
11. Counselor does not charge for referral.

### **Guidelines on accepting a referral:**

1. The appropriateness of the referral.
2. The likelihood that the referral will be beneficial to the client.
3. The adequacy of the client's consent for the referral.

### **Link for a Virtual Referral**

- [tinyurl.com/ReferralForm12](http://tinyurl.com/ReferralForm12)



## Ethical Consideration in Referral Service

If the referrer is professionally required to retain overall responsibility for the work with the client, it is considered to be professionally appropriate to provide the referrer with brief progress reports. Such reports should be made in consultation with clients and not normally against their explicit wishes.

### Appropriate Referrals

#### Professional School Counselors:

- a. Make referrals when necessary to outside resources for student and family support. Appropriate referrals may be necessary to inform both parents or guardians and students of applicable resources, and to make proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.
- b. Help educate about personal and social concerns for all students within the school counselor's scope of education and competence and make necessary referrals when the counseling needs are beyond the individual school counselor's education and training. Every attempt is made to find appropriate specialized resources for clinical therapeutic topics that are difficult or inappropriate to address in a school setting such as eating disorders, sexual trauma, chemical dependency, and other addictions needing sustained clinical duration or assistance.
- c. Request the release of information signed by the student and/or parents or guardians when attempting to develop a collaborative relationship with other service providers assigned to the student.
- d. Develop a reasonable method of termination of counseling when it becomes apparent that counseling assistance is no longer needed or a referral is necessary to better meet the student's needs. (Ethical Standard for School Counselors: A.5 Appropriate Referral-ASCA 2010)

### Termination and Referral

- **Competence within Termination and Referral**

If counselors lack the competence to be of professional assistance to clients, they avoid entering or continuing counseling relationships. Counselors are knowledgeable about culturally and clinically appropriate referral resources and suggest these alternatives. If clients decline the suggested referrals, counselors discontinue the relationship. (Section A Counseling Relationship, ACA 2014)

- **Values within Termination and Referral**

Counselors refrain from referring prospective and current clients based solely on the counselor's personally held values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor's values are inconsistent with the client's goals or are discriminatory in nature. (Section A Counseling Relationship, ACA 2014)

- **Appropriate Termination**

Counselors terminate a counseling relationship when it becomes reasonably apparent that the client no longer needs assistance, is not likely to benefit, or is being harmed by continued counseling. Counselors may terminate counseling when in jeopardy of harm by the client or by another person with whom the client has a relationship, or when clients do not pay fees as agreed upon. Counselors provide pretermination counseling and recommend other service providers when necessary. (Section A Counseling Relationship, ACA 2014)



## VII. FOLLOW UP SERVICE

This service is the formal and systematic monitoring of the individual progress of students who had undergone academic advising, counseling, referral, placement, or any special intervention program rendered is the follow-up service.

A continuous monitoring program provided by the Guidance and Counseling Unit designed to evaluate the effectiveness of the intervention procedures in relation to student progress and adjustments.

Moreover, the follow up service can be conducted in a face-to-face and virtual manner. In a face-to-face approach, counselor and the client will meet in Guidance and Counseling Office respectively designated in their college building or Student Center Counseling Room. On the other hand, Virtual follow up will be facilitated through Msteams which will be initiated by the in-charge Guidance Counselor with the assistance of the designated Associate Guidance Counselor/s.

### The following guidelines for follow-up

- **Personal Follow-ups** – can be extended to individuals who have been counseled, referred and placed.
- **Follow-up studies** – placement-related follow-up studies can take the form of research or evaluation when they are conducted to determine where graduates went after leaving, where drop-outs or school leavers went, reasons for dropping out or leaving the school, how well graduates are doing in their jobs etc.

### Purpose of Follow-Up

1. To ascertain the progress and status of students within the various courses and curricular areas.
2. To trace and learn former graduate's status and progress.
3. To evaluate the effectiveness of the programs or interventions rendered.
4. To discover courses levels at which most students' leavers and dropouts occur.
5. To obtain opinions concerning necessary modification of the program from the former students' experiences.

### Tools and Techniques use in Follow-up

1. Surveys, questionnaires, or interviews
2. MS teams, telephones, or e-mail

The Guidance and Counseling Unit initiative to obtain information through follow-up service can be used for improving the guidance services and establishing better institution and community relationships.





## VIII. RESEARCH AND EVALUATION SERVICE

This service is designed to determine the effectiveness of a guidance programs or services implemented. The Guidance and Counseling Unit encourages its Guidance Counselors and Associate Guidance Counselors to continue to find solutions to the problems of their clients and it is through active research that can upgrade their program and to ensure that they address the needs of the clients.

Moreover, the Unit expands the following terms for staff to understand the purpose of the service being provided.

- **Research**

- Service-oriented activity conducted to discover new knowledge, to advance current knowledge and to substantiate theory.

- The attempt to unearth the needs of the institutional strategies, techniques and interventions and discover different alternatives for attaining goals.

- **Evaluation**

- The determination of whether the services offered have attained their objectives and are meeting the needs of the clientele

- **Program evaluation**

- Program-oriented activity that seeks to collect relevant information to determine whether program goals are met in terms of outcomes as basis for the modification of the delivery of services

### **General Guidelines for Effective Evaluation**

- Recipients and implementors of the services and activities must be involved in the evaluation.
- Attainment of the goals of the program, service/activity must be the target of the evaluation.
- Evaluation must be properly planned; its goals must be clear.
- Results must be communicated to the parties concerned in a concise, clear and objective way.
- Findings must be used to improve the program, services or activities.

### **Ethical Consideration in Research and Evaluation Service**

**It is important to consider the following guidelines:**

- Deciding when to evaluate;
- Deciding what precisely to evaluate;
- Deciding to whom the evaluation is intended to serve;
- Deciding who should conduct the evaluation;
- Deciding what questions the evaluation should address;
- Planning the evaluation study;
- Deciding how to report the evaluation study; and
- Dealing with the ethical and interpersonal issues in evaluation.



## **Evaluation, Assessment, and Interpretation:**

- a. Adhere to all professional standards regarding selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for counselors and for which they are trained and competent.
- b. Consider confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.
- c. Consider the developmental age, language skills and level of competence of the student taking the assessments before assessments are given.
- d. Provide interpretation of the nature, purposes, results and potential impact of assessment or evaluation measures in language the students can understand.
- e. Monitor the use of assessment results and interpretations as well as take reasonable steps to prevent others from misusing the information.
- f. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized. (American School of Counselor Association: A. 9. Ethical Standard for School Counselors)

## **Personnel**



A fully functioning Office or Unit needs full-time head, guidance counselors, psychometrists, and clerk or secretary.

### **Section Head**

The Section Head is the overall leader of the Guidance and Counseling Unit. He or she is a registered guidance counselor and acts as manager, ensuring the provision and proper functioning of all the guidance personnel, activities, budget, and facilities. As a section head he/she delivers his/her specific roles or functions.

#### **The Section Heads Roles or Functions**

- Ensures the provision and functioning of all the Guidance Staff, activities, facilities and budget.
- Assesses the needs of clientele for program planning, evaluation and research.
- Provides the direction and motivation for Guidance Counselors and Staff.
- Prepares the medium and long-term plan of the University's Guidance and Counseling Unit.
- Supervises the activities and programs of all Guidance Counselors assigned to different colleges.
- Coordinates with all Deans in the implementation of guidance services and activities as well as for proper support.
- Ensures the proper implementation and evaluation of all Guidance Services.
- Makes sure that Guidance Counselors and Staff observe ethical standards in the extension of services.



## Guidance Counselor

The Counselors or Registered Guidance Counselors are considered important figures of the program, specialists who bring unique knowledge and skills to the program and play a vital role in the college where he/she is assigned.

The Guidance and Counseling Unit emphasizes the 5Cs information they need to understand.

As **Counselor**, he or she aims to help individuals overcome obstacles to their personal and educational or professional growth and move toward maximum development of their potential.

As **Coordinator**, he or she is able to identify tasks that should be done by other persons or agency and organize everything to facilitate the performance of such tasks. He/she must act as a liaison between the clientele and the resource person or agency for the purpose of collecting and disseminating information and providing the necessary services.

As **Consultant**, he or she acts an objective party, looking at the situation and suggesting helpful interventions without necessarily having a direct contact with the identified client whose needs are being addressed. He or she assists others to assess problems, find alternatives for dealing with them, and develop skills for effective work with the parties involved.

As **Conductor** of activities, he or she carefully plans and directly conducts certain activities that may promote the client's positive movement in life.

As **Change Agent**, he or she is involved in the process of organizational change. He or she acts as a catalyser, process helper, solution giver, resource linker, and stabilizer. The change agent works to overcome the status quo if it is no longer works or it has become inimical to the people by pointing out the problems and underscoring the need for change.

Also, he or she recognizes his/her other important roles and functions.

### Guidance Counselor's Roles or Functions

- Prepares and implements the guidance program.
- Administers and keeps a record of student cumulative records.
- Keeps counseling records of students.
- Administers and interprets psychological tests.
- Conducts counseling and intervention techniques to address the problem of the students.
- Conducts individual and group counseling.
- Acts as trainor or speaker in various training/seminar modules as the need arises.
- Keeps in contact with parents and students regarding their needs.
- Assists in placement activities of the unit.
- Conducts a follow up service regarding graduates of the university.
- Performs other duties as assigned.



## **Associate Guidance Counselors (Job Order)**

The Associate Guidance Counselors or Guidance Staff, are non-registered guidance counselors but, completed MA/MS in guidance and counseling program or with MA academic units earned and counseling trainings and seminars. He/she recognizes and delivers his/her assigned roles or functions faithfully.

### **Roles or Functions of an Associate Guidance Counselor**

- Assists in the planning, implementation, and evaluation of the different guidance services: Individual Analysis, Information, Testing, Placement, Follow-up, Research and Evaluation.
- Assesses needs of students as basis for programs and activities.
- Organizes and conduct homeroom guidance activities.
- Ensures gathering and recording of complete client data for the individual inventory.
- Holds consultation and coordination activities with students, parents, faculty and administrators.
- Places students in appropriate academic, social and career programs and settings.
- Helps administer and interpret psychological tests to students.
- Follow-up clients.
- Makes reports, keep records and prepare needed materials for various guidance services.
- Conducts research and evaluation to determine effectiveness of strategies and services implemented.
- Refers clients to more qualified experts.
- Does related tasks which may be assigned by the Director of the Guidance and Counseling Center.

### **Guidance Clerk**

The Unit Clerk of the office ensures proper transmission of messages and appropriate reception of visitors to the office. He or she takes care of clerical tasks.

#### **Guidance Clerk's Roles or Functions:**

- Performs various clerical duties such as typing of correspondence, reports, memoranda, etc.
- Maintains a systematic filing system for office and records.
- Maintains a logbook for all incoming and outgoing papers or communication.
- Answers telephone calls.
- Compiles data and statistics of basic kind related to the office.



## **The Personal Moral Qualities of The Counselor**

(BACP: Ethical Framework for Good Practice in Counseling Psychotherapy 2010)

The practitioner's personal moral qualities are of utmost important to clients. Many of the personal qualities considered important in the provision of services have an ethical or moral component and therefore considered as virtues or good personal qualities. It is inappropriate to prescribe that all practitioners possess these qualities, since it is fundamental that these personal qualities are deeply rooted in the person concerned and developed out of personal commitment rather than the requirement of an external authority. Personal qualities to which counselors are strongly encouraged to aspire include:

- Empathy** -The ability to communicate understanding of another person's experience from that person's perspective.
- Sincerity** -A personal commitment to consistency between what is professed and what is done.
- Integrity** -A commitment to being moral in dealings with others, personal straightforwardness, honesty and coherence.
- Resilience** -The capacity to work with the client's concerns without being personally diminished.
- Respect** -Showing appropriate esteem to others and their understanding of themselves
- Humility** -The ability to assess accurately and acknowledge one's own strengths and weaknesses.
- Competence** -The effective deployment of the skills and knowledge needed to do what is required.
- Fairness** -The consistent application of appropriate criteria to inform decisions and actions.
- Wisdom** -The possession of sound judgement that informs practice.
- Courage** -The capacity to act in spite of known fears, risks and uncertainty.



## **GUIDANCE COUNSELOR'S RESPONSIBILITIES TO STUDENTS**

(American School of Counselor Association: Ethical Standards for School Counselors)  
(Adopted 1984; revised 1992, 1998, 2004 and 2010)

- a. He or she has a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b. He or she is concerned with the educational, academic, career, personal and social needs and encourage the maximum development of every student.
- c. He or she respects students' values, beliefs and cultural background and do not impose the counsellor's personal values on students or their families.
- d. He or she is knowledgeable of laws, regulations and policies relating to students and strive to protect and inform students regarding their rights.
- e. He or she promotes the welfare of individual students and collaborate with them to develop an action plan for success.
- f. He or she considers the involvement of support networks valued by the individual students.
- g. He or she understands that professional distance with students is appropriate, and any sexual or romantic relationship with students whether illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age.

- **Maintenance of Standards**

Professional counsellors are expected to maintain ethical behavior at all times. (American School of Counselor Association: Ethical Standard for School Counselors)



## Responsibilities to Self

### Professional Competence

Professional counselors:

- a.** Function within the boundaries of individual professional competence and accept responsibility for the consequences of their actions.
- b.** Monitor emotional and physical health and practice wellness to ensure optimal effectiveness. Seek physical or mental health referrals when needed to ensure competence at all times.
- c.** Monitor personal responsibility and recognize the high standard of care as a professional, maintain trust on and off the job and refrain from activity that may lead to inadequate professional services or diminish their effectiveness.
- d.** Strive through personal initiative to stay abreast of current research and maintain professional competence in advocacy, teaming and collaboration, culturally competent counseling and school counseling program coordination, knowledge and use of technology, leadership, and assessment data.
- e.** Ensure a variety of regular opportunities for participating in and facilitating professional development for self and other educators and counselors through continuing education opportunities annually including: attending counseling conferences; reading *Professional School Counseling* journal articles; facilitating workshops for education staff on issues school counselors are uniquely positioned to provide.
- f.** Enhance personal self-awareness, professional effectiveness and ethical practice by regularly attending presentations on ethical decision-making for effective school counselors will seek supervision when ethical or professional questions arise in their practice.
- g.** Maintain current membership in professional associations to ensure ethical and best practices. (American School of Counselor Association: Ethical Standard for School Counselors)





## Responsibilities to the Profession

### Professionalism

Professional counselors:

- a.** Accept the policies and procedures for handling ethical violations as a result of maintaining membership in the Philippine Guidance and Counseling Association or Republic Act 9258.
- b.** Conduct themselves in such a manner as to advance individual ethical practice and the profession.
- c.** Conduct appropriate research, and report findings in a manner consistent with acceptable educational and psychological research practices and advocate for the protection of individual students' identities when using data for research or program planning.
- d.** Seek institutional and parent or guardian consent before administering any research and maintain security of research records.
- e.** Clearly distinguish between statements and actions made as a private individual and those made as a representative of the counseling profession.
- f.** Not to use their professional position to recruit or gain clients, consultees for their private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services. (American School of Counselor Association: Ethical Standard for School Counselors)

### Contribution to the Profession

Professional counselors:

- a.** Actively participate in professional associations and share results and best practices in assessing, implementing and annually evaluating the outcomes of data-driven counseling programs with measurable academic, career or college and personal or social competencies for every student.
- b.** Provide support, consultation and mentoring to novice professionals.
- c.** Abide responsibility by the ethical standards and adhere to the applicable laws and regulations. (American School of Counselor Association: Ethical Standard for School Counselors)



## Responsibilities to Colleagues and Professional Relationships

- a.** Establish and maintain professional relationships with faculty, staff and administration to facilitate an optimum counseling program.
- b.** Treat colleagues with professional respect, courtesy and fairness.
- c.** Recognize that teachers, staff and administrators who are high functioning in the personal and social development skills can be powerful allies in supporting student success. Counselors work to develop relationships with all faculty and staff in order to advantage students.
- d.** Utilize related professionals, organizations, and other resources to whom the student may be referred. (American School of Counselor Association: Ethical Standard for School Counselors)

### • Working in Teams

- a.** Professional relationships should be conducted in a spirit of mutual respect. Practitioners should endeavour to attain good working relationships and systems of communication that enhance services to clients at all times.
- b.** Practitioners should treat all colleagues fairly and foster equal opportunity.
- c.** Practitioners should not allow their professional relationships with colleagues to be prejudiced by their own personal views about a colleague's lifestyle, gender, age, disability, race, sexual orientation, beliefs or culture. It is unacceptable and unethical to discriminate against colleagues on any of these grounds.
- d.** Practitioners must not undermine a colleague's relationships with clients by making unjustified or unsustainable comments.
- e.** All communications between colleagues about clients should be on a professional basis and thus purposeful, respectful and consistent with the management of confidences as declared to clients. (American School of Counselor Association: Ethical Standard for School Counselors)

### • Sharing Information with other Professionals

Professional counselors:

- a.** Promote awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.
- b.** Provide professional personnel with accurate, objective, concise and meaningful data necessary to evaluate, counsel and assist adequately the student.
- c.** Secure parental consent and develop clear agreements with other professionals when a student is receiving services from another counselor or in order to avoid confusion and conflict for the student and parents/ guardians.
- d.** Understand about the "release of information" process and parental rights in sharing information and attempt to establish a cooperative and collaborative relationship with other professionals to benefit students.



**e.** Recognize the powerful role of allies that faculty and administration or can play in supporting students in stress, and carefully filter confidential information to give these allies what they “need to know” to students’ advantage. Consultation with other members of the counseling profession is helpful in determining need-to-know information. The primary focus and obligation are always on the student when it comes to sharing confidential information.

**f.** Keep appropriate records regarding individual students, and develop a plan for transferring those records to another professional counselor should the need occur. This documentation transfer will protect the confidentiality and benefit the needs of the student for whom the records are written. (American School of Counselor Association: Ethical Standard for School Counselors)



## **Student Peer Support Program**

### **PEER FACILITATORS CIRCLE**

Group of TSU students who has undergone necessary workshops and trainings to be certified members of the Peer Facilitators' Circle. They are screened and recognized by the Guidance and Counseling Center and are qualified in the recognition required and prescribed by the Student Development Office. The group is actively involved in the mission and implementation of students' activities and other students' programs organized and facilitated by the Guidance and Counseling Center. The organization also serves as the arm of the Guidance and Counseling Center in conducting counseling and students' lectures with the Guidance Counselors and Staff supervision. The group strives as well to be in the process of forming themselves as future leaders of the university.

#### **Peer Facilitators' Role or Functions**

- Lend active support to the Guidance and Counseling Center.
- Interact with other groups or organizations for empowering its members.
- Make need-based interventions for creating and sustaining an enabling environment in and outside schools.
- Act as role models by "practicing" what he or she "preaches".
- Keep abreast of new information and knowledge in respect of counseling concerns.

The Peer Facilitators may observe the following Dos and Don'ts:

#### **Dos:**

- Avoid conveying personal values, especially while discussing value laden issues.
- Respect the diversity of background of the peer members, their values and beliefs.
- Convince all the peer members that no idea or opinion is absurd or unwarranted
- Provide accurate and authentic information and peer members make their own decisions based on facts.
- Maintain confidentiality of information provided by the counselee.  
Provide information where the concerned peer member and clients may get professional help.
- Lead by example and continue to have the trust and confidence of peer members.

#### **Don'ts**

- Don't prescribe and provide treatment or therapy.
- Don't stigmatize or take advantage other peers and students.
- Don't conduct sessions in a personalized manner.
- Don't comment on things that cannot be changed.
- Don't reject or ridicule any point of view expressed by peer members, students or clients.
- Don't modify or manipulate facts for gaining an immediate acceptability of the peer group and clients.



## **CLIENTS RIGHTS**

(Joan Kaylor, MEd, NCC, Licensed Professional Counselor, LLC)

- Clients have the right to be treated with dignity and respect.
- Clients have the right to fair treatment, regardless of their race, religion, gender, ethnicity, age, education or disability.
- Clients have the right to have their information kept private. Only in an emergency, or if required by higher authorities can records be released without client's permission.
- Clients have the right to information in a language they can understand.
- Clients have the right to choose.
- Clients have the right to a disclosure statement from their counselors.
- Clients have the right to know about the complaint, grievance and appeal process.
- Clients have a right to refuse to participate.

## **CLIENTS RESPONSIBILITIES**

(Joan Kaylor, MEd, NCC, Licensed Professional Counselor, LLC)

- Clients have the responsibility to give their counselor information they need so that the counselor can deliver the best possible care.
- Clients have the responsibility to let their counselor know when the counseling plan no longer works for them.
- Clients have the responsibility to treat those giving them care with dignity and respect.
- Clients should not take actions that could harm the lives of their counselor or other clients.



## **WELCOME TO THE TARLAC STATE UNIVERSITY GUIDANCE AND COUNSELING CENTER**

We want to make your visit to the Guidance and Counseling of Tarlac State University as comfortable and as productive as we can. Your first meeting with one of our counselor will be an “intake interview.” The purpose of the intake is to help you clarify your concern and, if needed, discuss any additional service that might be helpful to you.

We are asking that you complete this form with important information to help you and your intake counselor in planning a course of action. There are many services and programs offered at Guidance Center including individual, couples and group counseling as well as educational workshops, support groups, and self-help resources. Subsequent counseling may or may not be with your intake counselor. If it becomes apparent during the intake session that you may need services that we do not offer, or cannot be offered in a timely way (due to the large demand for our services), the intake counselor will help you find other sources of assistance.

### **STATEMENT OF CONFIDENTIALITY**

Students often raise questions about the privacy of what is discussed in counseling. All Guidance Center staff adheres to very strict confidentiality standards. Any information or counseling records that you provide are strictly confidential, except in life threatening situations, cases of suspected child or elder abuse, or when release is otherwise required by law. In order to provide the best services possible, your counselor may consult with other counselors in the Center. Information about counseling will not appear on your academic record.

In order to protect your right to confidentiality, your written authorization is required if you want us to provide information about your counseling to another person or agency. If you have any questions, you may ask your intake counselor.

Please sign below to indicate that you have read the above statement regarding records, confidentiality and services.

\_\_\_\_\_  
Client's Signature

\_\_\_\_\_  
Date



## **CONFIDENTIALITY POLICY**

### **INTRODUCTION**

Confidentiality is one of the most fundamental ethical obligations owed by Guidance Counselors to their clients or counselees. It is necessary to protect clients, employees from the possibility of information about them being passed on to individuals or organizations who have no right to that information. It is also important to provide guidance to employees and volunteers on the extent to which confidentiality is to be preserved, circumstances in which it may be breached, and measures to be taken in either eventuality.

#### General Statements and Considerations

- All Guidance Counselors are expected to respect the right of clients and of other employees to privacy and confidentiality as far as possible within the constraints of legal requirements and the safety of other people.
- The basic right of the clients to know the extent and limitations of the confidentiality that they are being offered by the counselor, and to be told the circumstances in which the counselor may wish to breach confidentiality. The clients should be given the opportunity to discuss this with the counselor at the outset of their working together.
- Where it is thought necessary to pass on information to another individual or organization this will be on a strictly “need to know” basis. The consent of the client about whom the information is to be passed on will be sought if at all possible, and that the client will be informed that the information has been passed on and to whom it has been passed on, preferably in writing.
- This policy covers not only information given deliberately by the client concerned, or by other people about the client, but also information acquired accidentally or through observation.



## **Privacy of Information**

The Guidance and Counseling Center keeps a confidential record on each client. The record contains demographic information, an intake assessment, and summary notes regarding counseling sessions. It is the policy of the Guidance Center not to release any information regarding client's use of the services or personal matters discussed with the counselor. Information from client's record might be included in service evaluation or descriptive research. At no time will client's identity be disclosed.

### **Confidentiality is assured except for the following situations:**

1. Clients may authorize the Guidance and Counseling Unit to release records or other information to individuals of their choosing. This may be done only with expressed written consent.
2. Under ethical and legal requirements, counselors may break confidentiality in the event of clear and imminent danger to the client or another person.
3. The law requires that counselor disclose information regarding child or elder abuse or neglect. In certain legal proceedings, confidential information may be disclosed by a court order. This is a rare occurrence and would not happen without the client's knowledge.
4. If clients have questions about the policies on confidentiality and on release of information, they may discuss them with the counselor.