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FORE-TECHNICAL & VOCATIONAL  
TRAINING INSTITUTE

# Trainees' Personality Development Office

## Manual

2018E.C

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## Introduction

Welcome to trainees' personality development office aims to direct trainees towards exploring and achieving their educational, interpersonal, career, and life goals. We guide the trainees through the academic experience from the time they first enter in to the institute until their final semester and help them align their academic and career pursuits. Psychologists at the trainee personality development center will help you navigate the educational system to clarify the process and help to select courses and programs to meet your short and long term goals.

The office provides comprehensive advising services, including life, career, and educational planning, interpretation of assessments, strategies to address academic difficulties, programs to develop student success skills and job readiness. Trainee personality development office services organize training, and awareness workshops. Trainees consult full-time professional consultants at the "Trainees' Personality Development Unit" at Technical vocational Training Institute".

## **1.1. Purpose of Trainees' Personality Development office**

Purpose of the trainee's personality development office at Technical and Vocational training institute aims to support the academic, career, personal, and social development of trainees. It provides a safe and confidential environment where trainees can seek guidance and counseling services to enhance their overall well-being and achieve their full potential.

## **1.2 Trainees' personality development office Mission:**

- ❖ To provide academic, psychological, and sociological assistance to institute trainees.
- ❖ For serving trainees by providing assistance and counseling to help them to solve their social, psychological, and academic problems.
- ❖ Building trainees self –esteem and supporting good behavior.
- ❖ Providing vocational and psychological counseling to trainees by guiding and helping them to achieve harmony in their academic life.
- ❖ To conduct preventive programs to raise trainees, awareness of social problems such as drugs and smoking... etc.
- ❖ Conduction research concerning the most common problems among trainees.

## **1.3 Objectives**

- ❖ To assist the trainees achieve their maximum potential by developing self-awareness and self-realization.
- ❖ To make available channels in optimizing the students' capabilities for achievement.
- ❖ To assist the trainees in making satisfactory adjustment in the Institute and in reaching responsible decisions in academic, personal and social areas of their lives.
- ❖ To develop a good working relationship between trainees, trainers', administrator and community.

## 1.4 Scope of Services

The Center offers a wide range of services, including individual and group counseling, career counseling, academic advisement, crisis intervention, and referral services. It collaborates with trainees, trainers, and other institute personnel to foster a positive and nurturing training environment.

## 1.5 Guiding Principles

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. 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.

Justice :- The counselor will be fair and impartial to all clients in the provision of counseling services

Fidelity :- The counselor will honour their commitment to the client(s) to enhance the trust placed in them.

Fees ;- The counseling services provided will be free except for referral cases

Informed consent :-The client has a right to be informed about the counseling procedure, goals and benefits of counseling so as to make an informed decision on whether or not to seek therapy.

Evaluation, assessment and interpretation of client's results:- Counselors will use assessment instruments as one component of the counseling process, taking into account the clients' personal and socio-cultural context. They will only utilize those testing and assessment services for which they are competent and take reasonable measures to ensure their proper use.

## **1.6. Principles of Counseling**

- ❖ 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.
- ❖ 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.
- ❖ Counseling is a continuous, sequential and an educational process.
- ❖ Counseling has a responsibility to society as well as to the individual.
- ❖ Counseling must respect the right of every person to accept or refuse the services it offers.
- ❖ Counseling is oriented around cooperation not compulsion.
- ❖ Counseling implies assistance given by persons in making wise decisions, plans, interpretations and adjustment in the critical situation in life.

- ❖ Counseling requires a comprehensive study of the individual in his cultural setting by the use of every scientific technique available.
- ❖ Counseling is focused on helping the individual realize and actualize his best self, rather than in solving isolated problems.
- ❖ Counseling to be effective must be scientifically evaluated.

## 2 Guidance and counselor roles and responsibilities

### 2.1 Functions

- ✧ Conducting individual and group counseling sessions to guide and assist trainees with academic and vocational development.
- ✧ Evaluating trainee's attributes and assisting them realizing their objectives.
- ✧ Developing and implementing counseling strategies with contemporary methods of mentoring.
- ✧ Identifying behavior problems and acting appropriately to remedy the situation.
- ✧ Paying attention to societal and cultural differences in all student matters.
- ✧ Completing evaluations, analyzing results, and providing purposeful feedback.
- ✧ Cooperating with training staff, and external partners.
- ✧ Advertising facilities and study programs to potential trainees.
- ✧ Implementing and facilitating training workshops.
- ✧ Refers clients to more qualified experts
- ✧ Makes reports, keep records and prepare needed materials for various guidance services.
- ✧ Follow-up clients.
- ✧ Assists in the planning, implementation, and evaluation of the different guidance services: Individual Analysis, Information, Testing, Placement, Follow-up, Research and Evaluation.
- ✧ Conducts research and evaluation to determine effectiveness of strategies and services implemented.
- ✧ Ensures gathering and recording of complete client data for the individual inventory.
- ✧ Keeps counseling records of trainees.

### 2.2. Guidance counselor's responsibilities to trainees

(American School of Counselor Association: Ethical Standards for School Counselors)

(Adopted 1984; revised 1992, 1998, 2004 and 2010)

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

### **2.3. Responsibilities to Self**

Professional Competence

Professional counselors:

- ❖ Function within the boundaries of individual professional competence and accept responsibility for the consequences of their actions.
- ❖ 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.

- ❖ 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.
- ❖ 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.
- ❖ 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 university Counseling journal articles; facilitating workshops for training staff on issues institute counselors are uniquely positioned to provide.
- ❖ 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.
- ❖ Maintain current membership in professional associations to ensure ethical and best practices.

(American School of Counselor Association: Ethical Standard for School Counselors)

## **2.4. Responsibilities to the Profession**

Professionalism

Professional counselors:

- ❖ 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.
- ❖ Conduct themselves in such a manner as to advance individual ethical practice and the profession.

- ❖ Conduct appropriate research, and report findings in a manner consistent with acceptable educational and psychological research practices and advocate for the protection of individual trainees' identities when using data for research or program planning.
- ❖ Clearly distinguish between statements and actions made as a private individual and those made as a representative of the counseling profession.
- ❖ 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)

## **2.5. Responsibilities to Colleagues and Professional Relationships**

- ❖ Establish and maintain professional relationships with faculty, staff and administration to facilitate an optimum counseling program.
- ❖ Treat colleagues with professional respect, courtesy and fairness.
- ❖ 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 trainees.
- ❖ Utilize related professionals, organizations, and other resources to whom the trainee may be referred.

(American School of Counselor Association: Ethical Standard for School Counselors)

## **2.6. Client right and responsibilities**

### **2.6.1 Clients rights**

(Joan Kaylor, MSEd, 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.(if possible)
- ❖ 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.

### 2.6.2 Clients responsibilities

(Joan Kaylor, MSEd, 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.

### **3. Services and Programs**

#### **3.1 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 trainees in their personal, social, academic, emotional, occupational and planning. New students are given orientation with the different services as well as the institute structural and professional capabilities. Trainees are also provided with information related to the existing rules and regulations governing trainee's behavior. The TVTI 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 trainees to pursue after studying.

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

- ❖ First-year Orientation Program
- ❖ Printed Materials (journal, brochures, pamphlets, etc.)
- ❖ Digital form
- ❖ Bulletin Board Announcements

#### **3.2 Inventory service**

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

every trainee. Through this service, the 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 trainees.

❖ 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 :- 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 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 trainees.

Trainees' Personality development office : Trainee Inventory Service Steps

1. Orientation and Information Dissemination

The Guidance Office informs trainees about the purpose of the inventory. Forms, instructions, and schedules are provided.

2. Distribution of Inventory Forms

Trainees receive the standardized inventory tool (e.g., personal data sheet, interest inventory, personality checklist, needs assessment form). The counselor explains how to fill out the forms properly.

3. Accomplishment of Inventory Forms

Trainees complete the forms honestly and completely. They may ask questions if clarification is needed.

4. Collection and Verification of Forms

The Guidance Office collects all accomplished forms. Staff checks for completeness and accuracy (missing items, signatures, etc.).

5. Data Encoding and Organization

Information is encoded into the system or filed manually. Trainee records are organized by batch, section, or training program.

6. Assessment and Initial Evaluation

Guidance counselors review the inventory results. Trainee strengths, needs, interests, and concerns are identified.

#### 7. Profiling and Report Preparation

A profile report or summary of findings is created for each trainee or group. Data may be used for counseling, program planning, and interventions.

#### 8. Feedback and Counseling (If Needed)

The counselor may schedule individual or group sessions based on results. Trainees with specific needs (academic, emotional, behavioral) are given support.

#### 9. Record Keeping and Confidentiality

All documents are stored securely and kept confidential. Access is allowed only to authorized personnel.

#### 10. Follow-Up and Updating

Inventory data may be updated as needed (mid-year or end-of-program). Follow-up services are provided for trainees who require continuous support.

### **3.3 Psychological testing**

Guidance Counselor/Facilitator use tests for assessment, placement and guidance, it assists the trainee to be knowledgeable about their self-knowledge, interests, needs, emotions and the like. Also, it collects information about the trainees to analyze and evaluate the concerned individual.

#### **CODE OF ETHICS AND PROVISIONS ON TESTING**

1. General Responsibility. Counselors take responsibility to inform the clients about the purpose of any evaluation and assessment instruments and procedures and the meaning of evaluation and assessment results.

2. Test Selection and Evaluation. Counselors have the competence to evaluate tests in terms of the

(a) appropriateness of the test to the purpose of testing;

(b) reliability and validity;

(c) appropriateness of level of difficulty to clients; and

(d) appropriateness of norms of norm-referenced tests.

3. Test Competence. Counselors using psychological tests and other assessment tools should only do so if they have undergone training in the use of these tools, familiar with the training requirements of different tests, and are conversant with the concepts of reliability and validity.

4. Purpose and Results of Assessment. Counselors take responsibility to inform clients about the purpose of assessment, the procedures involved, and the meaning of evaluation and assessment results.

5. Test Administration. Counselors administer psychological tests in accordance with standards or guidelines of testing procedures found in the Test Manual.

6. Administrative and Supervisory Conditions. Counselors ensure that evaluation and assessment instruments and procedures are administered and supervised under established conditions consistent with professional standards. They note any departures from standard conditions, and any unusual behavior or irregularities which may affect the interpretation of results.

### **Steps in Conducting Psychological Testing**

**1. Identification of Need for Testing:-** The counselor evaluates if a psychological test is necessary to better understand the trainee's concerns. Testing may be recommended for issues related to: Personality, Behavior, Mental health concerns, Academic difficulties, Career/interest assessment

2. Obtaining Consent ;The counselor explains:Purpose of the test, How results will be used, Confidentiality and privacy, The trainee (and parent/guardian if needed) signs a consent form.
3. Selection of Appropriate Test, Counselor chooses the test that fits the trainee's needs, such as:Personality test, Intelligence/ability test, Interest inventory, Behavioral assessment, Mental health screening
4. Scheduling the Testing Session, A testing date and time are set, The counselor ensures a quiet, distraction-free environment.
5. Administration of the Test; Counselor gives clear instructions before starting., Ensures standardized administration:Proper timing,Clear directions. No coaching or influencing answers, Observes the trainee's behavior during testing (notes may be relevant).
6. Scoring and Interpretation;Tests are scored according to standard scoring procedures. Counselor interprets results professionally and accurately.If needed, consultation with a licensed psychologist is done, especially for deeper psychological assessments.
7. Feedback Session With Trainee;The counselor explains the results in simple, clear language. Highlights strengths, areas of concern, and recommended steps. Answers trainee questions while maintaining sensitivity.
8. Development of Intervention or Action Plan Based on test findings, the counselor:Revises counseling goals, Suggests coping strategies, Recommends further counseling, support services, or referrals (if needed)
9. Documentation and Record Keeping;All test papers, consent forms, scoring sheets, and reports are filed securely.Results are treated as confidential and accessible only to authorized personnel.
10. Follow-Up;Counselor schedules follow-up sessions to monitor progress and adjust interventions based on test insights.

### **3.4 Counseling Service**

The Office of 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. TVTI 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 Trainee Personality Development Office (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.
- ❖ 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 intra-personal and inter-personal 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.

- ❖ trainees are required to visit the office before and after having their training for briefing, assessment, evaluation and career counseling.
- ❖ Interview sessions per student may take 10 to 20 minutes.
- ❖ Remarks of the session shall be properly logged.
- ❖ Trainees shall fill Counselor's Evaluation Form for proper recording and evaluation.

- ❖ Group Counseling

Group counseling aims to assist individuals with the same concern/s in understanding themselves so that they can work out and collectively address their concerns. Counseling extended to several people with similar concerns and desired common goal.

- ❖ The guidance counselor/facilitator identifies trainees with similar personal needs and concerns.
- ❖ The group of trainees meets with the guidance counselor /facilitator in the guidance office to ensure privacy and confidentiality.

- ❖ Before the mutual sharing, the guidance counselor /facilitator informs the nature and extent of confidentiality in group counseling.
- ❖ The member of the group discusses personal experiences pertaining to a specific concern through the help of the guidance counselor/facilitator.
- ❖ Schedules of visits to the guidance office shall be strictly observed.
- ❖ Schedules for group counseling sessions are predetermined.
  
- ❖ Career Guidance Activities

#### Goals and Objectives

To provide employment counseling to graduating students.

- ❖ To make available to students information on career pathing.
- ❖ To mould students to become more disciplined and responsible future citizens of the work/labor force through values development activities and other related pre- employment activities.

It is a program offer by trainee personality development office to help the trainees choose the right career path based on their educational and professional choices. There are planned activities given to all level to prepare them real world of work and career.

- ❖ Conducts career counseling/advising
- ❖ Facilitates/scouts opportunities for job placement
- ❖ Conducts job fair
- ❖ Provides internet links
- ❖ Initiates programs and training (career orientation)

#### Counseling Service Steps

1. Referral or Request for Counseling

The trainee requests counseling voluntarily or is referred by a trainer, staff, or parent. Counselor logs the request in the service record.

## 2. Scheduling of Session

The counselor sets an appointment. Urgent cases (crisis, emotional distress) are prioritized.

## 3. Intake Interview

The counselor gathers basic information (concern, background, immediate needs). Establishes rapport and explains confidentiality.

## 4. Problem Identification

The trainee shares concerns in detail. The counselor clarifies issues and determines key problems to be addressed.

## 5. Assessment and Exploration

The counselor helps the trainee explore feelings, thoughts, behaviors, and contributing factors. Tools or inventories may be used if needed (e.g., stress scale, checklist).

## 6. Goal Setting

The counselor and trainee agree on clear, realistic counseling goals. Short-term or long-term goals may be set depending on the case.

## 7. Intervention / Counseling Process

Counselor applies appropriate counseling techniques (e.g., supportive counseling, cognitive-behavioral strategies, problem-solving).

Trainee participates actively in the process.

## 8. Action Plan Development

Counselor and trainee develop practical steps to apply outside the session. Strategies, coping skills, or behavior changes are outlined.

## 9. Follow-Up Sessions

The counselor monitors progress through scheduled follow-ups. Adjustments are made based on the trainee's development and needs.

## 10. Evaluation & Termination of Counseling

When goals are achieved, the counselor evaluates the outcome. The counseling relationship is formally and positively closed.

## 11. Documentation & Record Keeping

Counselor documents each session completely and confidentially. Records are secured and accessible only to authorized personnel.

### ❖ 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.

### ❖ Prohibited non-counseling 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.

### ❖ 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.

❖ **Group Work**

**Protecting Clients** In a group setting, counselors take reasonable precautions to protect clients from physical, emotional, or psychological trauma.

❖ **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.

❖ **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.

### **3.5 Referral for Counseling**

Faculty, Institute officials, trainees and concerned individuals may make referrals to the guidance office. Referrals are advisable to trainees who need assistance from the counselor/ facilitator who have learning difficulties, absenteeism, have difficulty with inter-personal relationships, manifest observable changes in behavior and the like.

- ❖ The guidance counselor/facilitator provides faculty members/ class advisers of counseling referral forms which are also available at TPDO.
- ❖ If the instructor/ professor see a need for counseling, referral for counseling is done.
- ❖ The guidance counselor/facilitator issues a call slip to the concerned trainee or through the class adviser.
- ❖ Individual or group counseling is conducted as scheduled.
- ❖ The guidance counselor/facilitator provides a copy of the counseling slip with counselor's remarks to the trainer concerned.
- ❖ Trainees shall answer a Counselor's Evaluation Form for proper recording and evaluation.

#### Referral for Further Assistance from Outside Agencies/ Organization.

Referral for further assistance from outside agencies/organization occurs when the guidance counselor/facilitator assesses and sees that the case at hand is beyond his/her capacity.

- ❖ In cases professional help is needed, further assistance is sought in coordination with outside agencies and organizations.
- ❖ A case conference between the TPDO personnel can be done to come up with the best appropriate decision regarding the case at hand.
- ❖ Institute officials and parents must be notified in writing.
- ❖ Faculty, concerned individuals, guidance counselor and members of the administration can initiate the referral process with due notification to the TPDO. They may assume responsibility of making referrals to outside agencies for further assistance.
- ❖ Available referral form from outside agencies is filled out by the adviser/ concerned trainer/ parent/ guidance counselor and concerned individuals that observed or felt the need to refer their student/s to outside agencies/organizations/individuals.
- ❖ Documents and procedures done for referrals are documented.

Circumstances under which referral may take place:

- ❖ The counselor believes that he or she cannot be objective with the client
- ❖ The client believes he or she cannot work with the counselor
- ❖ The needed attention or service is beyond the competency of the counselor
- ❖ The counselor is no longer available

Specialized attention is Guidelines in Referral:

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

Referral for Counseling Steps

## 1. Identification of Concern

A trainer, teacher, staff member, or peer notices a trainee showing signs of difficulty (behavioral, emotional, academic, or social). The trainee may also self-identify and request help.

## 2. Initial Observation and Documentation

The referrer notes specific behaviors, incidents, or concerns. Basic information about the situation is recorded objectively (no judgment, only facts).

## 3. Completion of Referral Form

## 4. Submission of Referral

The completed form is submitted to the Guidance Counseling Office. For urgent cases (e.g., crisis, safety risk), the referral is marked Immediate and submitted directly in person.

## 5. Screening and Prioritization

The counselor reviews the referral to determine urgency and appropriate action. Cases are prioritized (urgent, moderate, routine).

## 6. Documentation and Record Keeping

All referral documents and counseling notes are filed securely.

## 3. 6 Follow up service

Follow-up shall be conducted by the Office of trainee's personality development office to check the condition of the trainee/s, particularly those in very difficult condition in need of additional intervention/s. It also gives the office the opportunity to evaluate the effectiveness of its services.

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 TPDO respectively designated in their institute building or trainee Center Counseling Room. On the other hand, Virtual follow up will be facilitated through TPDO team which will be initiated by the in-charge Guidance Counselor.

#### Tools and Techniques use in Follow-up

1. Surveys, questionnaires, or interviews
2. Telephones, e-mail, telegram, whatssapp, zoom meeting

#### Counseling Follow-Up Service -Steps

##### 1. Identification of Cases for Follow-Up

The counselor determines which trainees require follow-up based on: Previous counseling sessions, Unresolved concerns, Action plans needing monitoring, Referrals recommending continued support

##### 2. Review of Counseling Records

Counselor reviews the trainee's past session notes, goals, and action plans. Checks progress indicators and previous recommendations.

##### 3. Scheduling of Follow-Up Session

The counselor contacts the trainee to set a follow-up appointment. Urgent or high-risk cases receive priority scheduling.

##### 4. Conducting the Follow-Up Session

Counselor discusses: Progress since the last session, Challenges encountered. Implementation of action plans, New concerns or needs, Trainee feedback is encouraged.

##### 5. Monitoring of Progress

Counselor evaluates the trainee's behavioral, emotional, academic, or social progress. Additional tools may be used if needed (checklists, monitoring sheets, feedback from trainers).

#### 6. Adjustment of Intervention Plan

Counselor modifies or enhances the action plan based on the trainee's situation. New strategies, coping skills, or support systems may be introduced.

#### 7. Coordination With Significant People (If Needed)

With consent, the counselor may coordinate with trainers, parents, or support staff to assist the trainee. Only relevant and non-confidential information is shared.

#### 8. Determination of Follow-Up Status

The counselor decides whether: More follow-up sessions are needed, Regular counseling should resume, The case is ready for closing

#### 9. Documentation

All follow-up interactions are recorded, including: Date and time, Concerns discussed, Progress observed, Plans and recommendations

#### 10. Case Closure (If Appropriate)

If goals have been achieved and concerns resolved, follow-up is formally closed. The trainee is informed and encouraged to return if future support is needed.

### **3.7 Research and evaluation service**

Research and Publication Responsibilities; When conducting research, counselors or other professional bodies are encouraged to contribute to the knowledge base of the counseling profession. In the event of conducting research:

- ❖ Researchers shall plan, design, conduct and report research findings in a manner that is consistent with pertinent ethical principles and scientific standards governing research undertaken with human research participants;
- ❖ Counselors shall support efforts of researchers by participating fully and willingly whenever possible;
- ❖ Counselors shall minimize bias and will respect diversity in implementing research programmes; and,
- ❖ Counselors shall take necessary precautions to protect research participants from adverse consequences of their participation.

### **3.8 Consultation**

It is a collaborative work with other qualified professionals for advice or opinion regarding the management or intervention plan of a specific case. These can be mental health practitioner, medical doctors, faculty, school administrators, parents, etc. to overcome the constraints or limitations in helping the counselee/s.

### **3.9 Trainee Development Program**

Provides structured activities and support services that foster the academic, personal, social, and career growth of all students. It ensures holistic development and prepares learners to become well-adjusted, responsible, and future-ready individuals. These programs promote trainees' overall development by offering opportunities for them to participate in activities that strengthen their leadership talents, improve their social skills, and deepen their involvement in institutional life.

The SDP aims to:

- ❖ Promote mental health, emotional stability, and positive behavior.
- ❖ Strengthen academic readiness and learning skills.
- ❖ Develop career awareness, planning, and life-skills preparation.
- ❖ Build leadership potential and social responsibility.

- ❖ Enhance students' personal values, confidence, and interpersonal skills.
- ❖ Personal–Social Development

## Major Components

### ❖ Personal-Social Development

Focus: Emotional wellness, behavior formation, and healthy relationships.

- Mental health education
- Self-awareness & self-esteem building
- Managing emotions & stress
- Anti-bullying and positive discipline programs
- Peer support programs

### ❖ Academic Development

Focus: Improving learning habits, motivation, and academic performance.

- Study habits and time management seminars
- Learning style assessments
- Academic counseling and mentoring
- Remedial and tutorial referrals
- Goal-setting and motivation workshops

### ❖ Career Development

Focus: Career awareness, exploration, preparation, and transition.

- Career orientation and pathways
- Interest, aptitude, and personality assessments
- College and scholarship information sessions
- Job-readiness training (résumé, interview skills)
- Career fairs

## ❖ Leadership and Life Skills

Focus: Developing responsibility, initiative, and practical competencies.

- Leadership training and team-building
- Values formation workshops
- Financial literacy
- Digital citizenship and online safety
- Community involvement and outreach programs

## ❖ Program Delivery Strategies

The personality development implements the SDP through:

- Classroom guidance sessions
- Counseling (individual and group)
- Workshops, seminars, and webinars
- Thematic campaigns (Mental Health Week, Career Week)
- Collaboration with trainers, parents, and community partners
- Online resources and digital platforms

## **4.Program mechanism**

### **4.1 Confidentiality and privacy**

To safeguard the confidentiality and security of student records, the following are implemented:

- ❖ The Office Trainee Personality Development (OTPD) collects and retrieves the Trainee Information Sheet (TIS), Trainee Information Updating Form (TIUF), Counseling Notes and other forms of clients and are placed in their respective cumulative records folder/envelop.
- ❖ The cumulative records are kept in a secured place to ensure the confidentiality and security of the records.
- ❖ Maintenance of Records. Guidance Counselors/Facilitators maintain records in sufficient detail to track the sequence and nature of professional services rendered and consistent with any legal, regulatory, agency, or institutional requirement. They secure the safety of such records and, create, maintain, transfer, and dispose of them in a manner compliant with the requirements of confidentiality and other articles of the Code of Ethics for Registered and Licensed Guidance Counselors and Guidance and Counseling.
- ❖ Access to Records - Guidance Counselors/Facilitators understand that clients have the right to access their counseling records. Disclosure of such information to others is allowed only through the clients' informed consent and/or if there are imminent changes or concerns to life properly.
- ❖ Confidentiality - The counselor must preserve and safeguard the confidentiality of the clients except: When disclosure is required to prevent clear and imminent danger to the client or others; When legal requirements demand that confidential matter be revealed.

### **4.2 Documentation and record keeping**

- ❖ Obtain permission from clients prior to recording sessions through electronic or other means.
- ❖ 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.
- ❖ 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.

### **4.3 Assessment and evaluation**

This service is designed to determine the effectiveness of a guidance programs or services implemented. To determine the quality services rendered and adequacy of facilities available.

- ❖ Counselor's evaluation forms are given to the trainees after every interview or counseling session. The forms are collected and tallied.
- ❖ Client feedback forms are also available in the TPDO. The forms are also dropped in a secured drop box.
- ❖ The results are forwarded to the TPDO

#### 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 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.

## 4.4 Appointment system

The Appointment System is a structured process used by the Trainee Personality Development Office (TPDO) to ensure organized, confidential, and efficient service delivery for students, parents, teachers, and staff. It helps manage counselor availability, reduce waiting lines, prevent schedule conflicts, and provide a supportive environment for all clients.

### Goals

- ❖ Provide a responsive scheduling framework for counseling services.
- ❖ Manage and track client traffic effectively.
- ❖ Uphold confidentiality, privacy, and professionalism.
- ❖ Reduce missed appointments and delays.
- ❖ Ensure a smooth workflow for all counselors and staff.

### Appointment Process Flow

#### Step 1 – Access the TPDO

Step 2 – Choose Service Category

Step 3 – Select Date and Time

Step 4 – Fill Out the Appointment Form

Step 5 – Submit Request

Step 6 – Attend the Counseling Session

Step 7 – Post-Session Documentation (Handled by Counselor)

## **4.5 Collaboration with Institute personnel**

Purpose of Collaboration

The Trainee Personality Development Office (TPDO) works closely with school personnel to ensure that students receive comprehensive support for their academic, personal, social, and emotional needs. Collaboration strengthens early identification of student concerns, coordinated intervention, and effective follow-up.

❖ Key Personnel Involved

- ❖ Trainer/Advisers – classroom observations, referrals, academic monitoring
- ❖ Department Heads – academic concerns and program-level challenges
- ❖ School Administrators – policy support, discipline cases, crisis response
- ❖ Trainee dean:- trainee cases, dormitory, cafeteria area monitoring
- ❖ School Nurse/Health Personnel – health-related cases, wellness programs
- ❖ Registrar/Records Office – student data access and verification
- ❖ Campus Security – safety and crisis management
- ❖ Parents/Guardians/if needed/ – reinforcement of interventions and behavior support

❖ Areas of Collaboration

- ❖ Trainers and other personnel may refer students showing academic difficulties, behavioral concerns, emotional distress, or noticeable changes in performance.
- ❖ Joint planning of strategies for students needing academic or behavioral support.
- ❖ Coordinated follow-up actions between counselors, trainers, and program heads.
- ❖ Implementation of Individual Intervention Plans (IIP) when appropriate.
- ❖ Counselors may brief staff on protocols for suicide prevention, bullying incidents, or other crises.
- ❖ PDO works with departments to organize: Seminars and workshops, Mental health awareness campaigns, Career guidance activities, trainee development programs
- ❖ Coordinate care for trainees with medical or psychological needs.
- ❖ Communication Channels
  - ❖ Email notifications
  - ❖ Memoranda and referral forms
  - ❖ Case conference meetings
  - ❖ Messaging platforms
  - ❖ Scheduled coordination meetings

## Appindex

### Trainees' personality development office

#### Referral form

Trainee name/Code \_\_\_\_\_ Date \_\_\_\_\_

Department \_\_\_\_\_ Year \_\_\_\_\_

Referred by \_\_\_\_\_

Pre-Referral Intervention Strategies and Response to

Intervention: \_\_\_\_\_

Reason for

Referral: \_\_\_\_\_

Specific Observable

Behaviors: \_\_\_\_\_

Referred by \_\_\_\_\_ Position \_\_\_\_\_

Date \_\_\_\_\_

Sig. \_\_\_\_\_

## **Trainees' personality development office**

### **External Counseling Referral Form**

Trainee Name: \_\_\_\_\_

Trainee ID: \_\_\_\_\_

Phone / Email: \_\_\_\_\_

Date: \_\_\_\_\_

Referring Counselor / Office: \_\_\_\_\_

Reason for Referral:

- Specialized/Long-term Care
- Psychiatric Evaluation
- Crisis / High Risk
- Substance Use
- Other: \_\_\_\_\_

Referred To (External Provider):

Name / Agency: \_\_\_\_\_

Contact: \_\_\_\_\_

Consent:

I authorize referral and limited information sharing.

Trainee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Counselor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Trainees' Personality Development Office**

## **Counseling Form**

Name of trainee: \_\_\_\_\_

Date: \_\_\_\_\_

Program, Year & Section: \_\_\_\_\_

Department: \_\_\_\_\_

Contact No.: \_\_\_\_\_

Problem(s)/ Concern(s)

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Action Taken/ Recommendation(s):

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Follow up:

Date(s): \_\_\_\_\_

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Guidance Counselor name \_\_\_\_\_

Sig \_\_\_\_\_

**Trainees' personality development office**

## **Counseling Informed Consent**

**Purpose of Counseling:**

Counseling is a confidential, collaborative process intended to support personal, academic, and emotional well-being.

**Voluntary Participation:**

Participation in counseling is voluntary. You may ask questions or discontinue counseling at any time.

**Confidentiality:**

Information shared in counseling is confidential and will not be disclosed without your written consent, except when required by law (e.g., risk of harm to self or others, abuse, or court order).

**Risks and Benefits:**

Counseling may involve discussing sensitive topics and may cause temporary emotional discomfort. Potential benefits include increased self-awareness, coping skills, and emotional support.

**Trainee Rights:**

You have the right to ask questions about counseling, request referrals, and access your records as permitted by law.

**Consent:**

By signing below, you acknowledge that you understand the information above and consent to participate in counseling services.

Trainee Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_