

# HANDBOOK IN GUIDANCE



## *ENHANCEMENT PROGRAM*

*With review materials in  
Guidance and Counseling  
for the GC Licensure  
Examination and Board  
Exam Results*

Prof. Wilfredo B. Mina, MSGC, RGC

## *FOREWORD*

Republic Act (R.A.) no. 9258 or the guidance and Counseling Law of 2004 enable the professional practice of Guidance and Counseling in the Philippines. Cognizant of this milestone development in the field of guidance and counseling, BSU has embarked on strengthening its Graduate Guidance Programs provide quality Counselor Education through the revision of its MA Guidance and Counseling Curriculum. The MAGC Curriculum is enhanced by the training and development programs such as its graduate Guidance Fora and seminar series. This noble undertaken has bore fruit. This is evident in the very impressive performance of BSU Graduate Guidance Counselors given by PRC last August, 2008. Official records show that BSU garnered 83 % passing rate compared to 70 % national passing rate. Sustaining this is the outstanding performance of BSU examinees who landed top 5 and top 9 during the recent Licensure given last August 2009 and again having a butting 100% passing rate during the recent 2010 GC Licensure and Board Examination last August 2010.

BSU recognizes its role in promoting the improvement, advancement, and protection of the guidance and counseling profession. BSU sustains this noble undertaking by networking and collaborating with its partners e.g. The Philippine Guidance and Counseling Association (PGCA-Car) CHED-CAR, DEP-Ed-CAR, DOLE-CAR in preparing, training and continuing professional education for MA Graduate Guidance students as well as those Counselors in service both licensed and not licensed.

The previous BSU Graduate Guidance For a seminar series has served as an avenue for the conduct of such inventions thereby immersing BSU Graduate students especially for the Guidance and Counseling majors in rich learning experiences out side the classroom. This has served a place and opportunity too for reaching out to guidance counseling practitioners clientele in CAR addressing current and emerging guidance and counselor concerns such as career and vocational guidance to mention a few and in helping them prepare in qualifying themselves become professional guidance counselors.

In the spirit of this framework and in pursuit to BSU Graduate School and CTE Extension Programs, this Graduate Guidance Forum and Assembly seminar series which serves as a Graduate School Guidance and Counseling Enhancement Program for GS MA in Guidance graduates and Prospective examinees to the GC Licensure has been designed and implemented. This noble academic undertaking has produced consistent outstanding performance results.

**Prof. Wilfredo B. Mina, MSGC, RGC**  
*Faculty (Counselor Educator), CTE and GS*  
*Benguet State University*

## **GUIDANCE**

- Definition of Terms
- Basic concepts and theories
- Principles of Guidance
- Tools and techniques

## **PHILOSOPHY**

- Definition of terms
- Four major areas
- Outline discuss major philosophies
- And their proponents
- Criticize and comment on the different

## **PSYCHOLOGY**

- Nature and scope
- Theories of human growth and development
- Structure of personality
- Interpret human nature
- Categorize and discuss different stages of development and

## **SOCIOLOGY**

- Social nature of man
- Point out culture and their characteristics
- Illustrate social process
- Explain the process and stages of socialization of an individual

PHILOSOPHY	PSYCHOLOGY	SOCIOLOGY
<p><b>-study of general and fundamental problems concerning matters such as existence, knowledge, truth, beauty, law, justice, validity, mind and language</b></p> <p><b>-from the Gk word “philosophia” which means love and wisdom</b></p>	<p><b>-science that seeks to measure , explain and sometimes change the behavior of man and animals</b></p> <p><b>From the Gk. Word science (logos) of the mind or soul (psyche)</b></p>	<p><b>-branch of the social science that uses systematic methods of empirical investigation and cli8nical analysis to develop and refine a body of knowledge about human social structure and activity</b></p> <p><b>-its goal is a social welfare</b></p>
BRANCHES	FIELDS OF BASIC RESEARCH	BRANCHES
<p><b>Metaphysics - investigates the nature of being and the world</b></p> <p><b>Epistemology - nature and scope of knowledge</b></p> <p><b>Ethics - moral philosophy concern on how a person should act</b></p> <p><b>Political Philosophy - study of government and relationship of individuals and communities to state</b></p> <p><b>Aesthetics - deals with beauty, art, enjoyment, sensory-emotional values, perception and</b></p>	<p><b>Research psychology - encompasses the study of behavior for use in academic settings, and contains numerous areas:</b></p> <p><b>Abnormal psychology - is the study of abnormal behavior in order to describe, predict, explain, and change abnormal patterns of functioning</b></p> <p><b>Biological psychology - is the branch of psychology that aims to understand how the structure and function of the “brain’ relate to specific behavioral and psychological processes</b></p> <p><b>Cognitive psychology - studies cognition, the mental processes underlying behavior. It uses information processing as a framework for understanding the mind</b></p> <p><b>Comparative psychology - refers to the study of the behavior and mental life of animals other than human beings. It is related to disciplines outside of psychology that study animal behavior, such as ethology.</b></p> <p><b>Developmental psychology - mainly focusing</b></p>	<p><b>History - focus on past events</b></p> <p><b>Political Science - focus on politics</b></p> <p><b>Economics - studies production, distribution and allocation of material</b></p> <p><b>Anthropology - focus on pre literate and peasants people</b></p> <p><b>Psychology - occurs within the individual</b></p> <p><b>Sociology - attempt to establish social context that influence people.</b></p>

**matter of taste and sentiments**

on the development of human mind through the life span, developmental psychology seeks to understand how people come to perceive, understand, and act within the world, and how these processes change as they age. This may focus on the intellectual, cognitive, neural, social, or moral development

**Logic - deals with patterns of thinking that leads from true premises to true conclusions.**

**Philosophy of mind- deals with the nature of mind and its relationship to the body is typified by disputes between dualism and materialism**  
**Philosophy of language is reasoned inquiry into the nature, origins and usage of language**

Health psychology

**Personality psychology-** studies enduring psychological patterns of behavior, thought and emotion, commonly called an individual personality

**Social psychology** is the study of the nature and causes of human social behavior and mental processes, with an emphasis on how people think towards each other and how they relate to each other

**Quantitative psychology** involves the application of mathematical and statistical modeling in psychological research, and the development of statistical methods for analyzing and explaining behavioral data.

**Applied psychology** encompasses both psychological research that is designed to help individuals overcome practical problems and the application of this research in applied setting.

**Clinical psychology** includes the study and application of psychology for the purpose of understanding, preventing, and relieving psychologically-based distress or dysfunction and to promote subjective well-being and personal development.

# I. GUIDANCE

A. PROPONENTS	DEFINITION
<p><b>Peter and Shertzer</b></p> <p><b>Jones</b></p> <p><b>Stoop and Worhiquist</b></p> <p><b>Hamrim</b></p> <p><b>Traxier</b></p>	<p>Process of helping the individual to understand himself and his word so he can utilize his potentials</p> <p>Personal help given to someone</p> <p>Continuous process of helping the individual develop to the maximum of his capacity in the direction most beneficial to himself and society</p> <p>Helping an individual become familiar with facts about himself</p> <p>Enabling each individual to understand his abilities</p>
<p><b>B. Concept</b></p> <p><b>Educational Construct</b></p> <p><b>Service</b></p>	<p>Mental image denote utilization of a point of view in order to help an individual</p> <p>Intellectual synthesis provision of experiences that help students to understand themselves</p> <p>Process of helping the individual to achieve a helping relationship</p>
<p><b>C. Importance and functions</b></p>	<p>When decisions are made</p> <p>Wherever no choices are to be made</p> <p>Time may not be favorable</p>
<p><b>D. Scope</b></p> <p><b>Vocational</b></p> <p><b>Educational</b></p> <p><b>Personal</b></p> <p><b>Recreational</b></p> <p><b>Civic</b></p> <p><b>Leadership</b></p>	<ul style="list-style-type: none"> <li>- assist individual to choose an occupation</li> <li>- success of students in career</li> <li>- help cope with personal concern</li> <li>- help them choose recreational activities</li> <li>- help them choose civic activities</li> <li>- training to perspective leaders</li> </ul>

<b>E. Basic Principles</b>	<p>Guidance is concerned primarily and systematically with the personal development of the individual</p> <p>The primary mode by which guidance is conducted lies in the behavioral process</p> <p>Guidance is oriented toward cooperation not compulsion</p> <p>Guidance is based upon recognizing the dignity and worth of individual as well as their right to self determination.</p> <p>Guidance is continuous, sequential educational process</p> <p>Guidance is preventive rather than curative.</p>
----------------------------	---

## II. PHILOSOPHY

PHILOSOPHY	DEFINITION	PROPONENT	KEY IDEAS
<b>Pragmatism</b>	Finds truth which is not dependent on personal insight or metaphysical realm	John Dewey	Usefulness of any belief at anytime might be contingent on circumstance.
<b>Existentialism</b>	Philosophy begins with the human subject not merely the thinking but the acting, feeling, living human being	Kierkegaard Sartre	Truth is subjectivity spiritual; Aesthetic Branch Nausea, contingency, bad faith
<b>Structuralism</b>	Clarify systems of signs through analyzing the discourses they both limit and make possible	Saussure	Decentering of man Language is no longer spoken by man to express a true inner self but language speaks man
<b>Moral and Political Philosophy</b>	Study of rules and values	Plato  Aristotle  Machiavelli  Hobbes  Rosseau	Ideal society run by a council of philosopher king  Humans are political animal  Sovereign does what is necessary and successful rather than what is morally praiseworthy  Human nature is essentially anti-social  Human nature is a kind of noble savage

<b>Realism</b>	Things have real existence outside the mind. Realist tend to believe whatever we believe now is only an approximation of reality and that every new observation brings us closer to understanding reality		
<b>Rationalism</b>	Emphasize the role and importance of human reason	Parmenides  Zeno  Plato  Descartes	It is impossible to doubt that thinking occurs  Motion is impossible  Nature of man triangle  Cogito ergo sum I think therefore I am
<b>Empiricism</b>	Prefers to base knowledge on senses  “Tabula Rasa”	Aristotle  Avicenna  Ibn Tufail	Implied  Described explicitly  Demonstrated in an experiment
<b>Skepticism</b>	Questions possibility of obtaining any sort of knowledge	Pyrrho  Sextus  Hume	Everything could be doubted  Reliability of perception maybe questioned  Two kinds of reasoning probable and demonstrative
<b>Idealism</b>	Nothing can be directly known outside of the minds of thinking being	Kant  Hegel	There are limits on what can be understood  Program of acceptance and reconciliation



### III. PSYCHOLOGY

#### LEARNING PROCESS

- Relatively permanent change in behavior potentiality
- Occurs due to experience and reinforced practice

#### TYPES OF LEARNING

Sensory	Cognitive	Affective
<p>Understanding the external world through senses and muscles</p> <p>Results into speed, precision and performance</p> <p>E.g PE, Vocational, laboratory</p>	<p>Development of Concept and Ideas</p> <p>Results into problem solving skills, acquisition and retention of facts.</p> <p>Process of overcoming difficulties that interfere with a goal</p>	<p>Involves experiences with in emotion</p> <p>Results into the assimilation of values, emotional reaction, sense of pleasure and satisfaction</p> <p>2 TYPES OF APPRECIATIVE EXPERIENCE</p> <ol style="list-style-type: none"> <li>1. Aesthetic – arts, music literature</li> <li>2. Intellectual – problem solving</li> </ol>

#### BASIC LEARNING THEORIES

Association	Cognitive
<p>Emphasize strengthening relationship between stimulus and the response</p> <p>Emphasize role of reinforcement</p> <p>Edward Thorndike Connectionism</p> <p>Ivan Pavlov Classical Conditioning</p> <p>B.F Skinner Operant Conditioning</p>	<p>Focus on the cognitive structure of men as a basis of learning</p> <p>Gestalt laws</p> <p>Lewin's Topological and Vectors Theory</p> <p>Jerome Bruner's Theory</p>

#### ASSOCIATION THEORIES

Thorndike	Pavlov	B.F Skinner
<p>- Basic premise that human activity is based on association between stimulus and response</p> <ol style="list-style-type: none"> <li>1. Situation affects individual</li> <li>2. Individual has a response to any situation</li> </ol>	<ul style="list-style-type: none"> <li>- base on adhesive principle</li> <li>- response is attached to a stimulus prior to response</li> <li>- conditioning occurs without reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>- base on feedback principle</li> <li>- reduction of satisfaction of a organic need or drive</li> <li>- increase probability of the occurrence of future responses of the kind that the organism emits.</li> </ul>

<b>3. There is a connection between situation and response</b>		
<b>Three Major Laws of Learning</b>	<b>Principles</b>	
<p><b>A) Law of Effect</b> - person tends to repeat what is satisfying but avoids otherwise</p> <p><b>B) Law of Exercise</b> - practice makes perfect</p> <p><b>C) Law of Readiness</b> - annoying when response is when prevented -satisfying when the person is prepared to respond or act he gives the response</p>	<p><b>A) Excitation</b> - law of acquisition - new stimulus can elicit conditioned response -</p> <p><b>B) Extinction</b> - Unlearning - conditioned response no longer elicited</p> <p><b>C) Stimulus Generalization</b> - Conditioned response is elicited by a similar stimulus</p> <p><b>D) Spontaneous Recovery</b> - Conditioned response which does not appear for someone reoccurs with further conditioning</p>	

### BF Skinner Theory of Operant Conditioning

<b>Definition</b>	<ul style="list-style-type: none"> <li>- Analyze reinforcing stimuli based on the law of effect</li> <li>- Emphasizes the effects of the subjects action among the causes of behavior</li> </ul>	
<b>Terms</b>	<ul style="list-style-type: none"> <li>• Reinforcement</li> <li>- Behavioural consequence that strengthens behaviour</li> </ul> <p><b><u>Positive Reinforcement</u></b></p> <ul style="list-style-type: none"> <li>- Increases the like hood that a particular response will occur</li> </ul> <p><b>Primary Reinforcement</b></p> <ul style="list-style-type: none"> <li>- Innately reinforcing e.g. sleep- sleep deprived</li> </ul>	<p><b><u>Negative Reinforcement</u></b></p> <ul style="list-style-type: none"> <li>- Increase like hood of occurrence by presenting or withdrawing a positive or a negative reinforcer</li> <li>- Strengthen behaviour by their removal</li> </ul> <p><b>Secondary Reinforcement</b></p> <ul style="list-style-type: none"> <li>- Power of reinforcement is acquired e.g. money, grades</li> </ul>



<p><b>4. Law of Similarity</b></p>	<ul style="list-style-type: none"> <li>- Perception of similar objects that tend to be related</li> </ul> <p style="text-align: center;"> AAAAA  BBBBB  CCCCC  ZZZZZ </p>
<p><b>5. Law of Pragnanz</b></p>	<ul style="list-style-type: none"> <li>- Of all the possible organizations that could be perceived from a visual stimulus the one that most likely occur is the best, simplest and most stable form</li> </ul>

<b>Lewin's Topological and Vector Theory</b>	
<b>Focus</b>	Psychological Field/Life of an individual
<b>Definition</b>	<p>Every object exist in a field of forces that move to change it, define it or give it a degree of stability and substance</p> <p>Behavior of individual at the given moment is a result existing forces operating simultaneously in his life space</p>
<p style="text-align: center;"><u><b>Internal Forces</b></u></p> <ul style="list-style-type: none"> <li>- <b>Ideas, expectation, feelings</b></li> </ul> <p><b>Motivation – Person continuously formulates goals and acts on psychological environment w/c simultaneously acts on the individual</b></p> <p><b>Teachers should transcend the tensions (needs of the learner, the learners abilities and learners perceived environment</b></p>	<p style="text-align: center;"><u><b>External Forces</b></u></p> <ul style="list-style-type: none"> <li>- Physical world, others, internal forces interacting with psychological environment</li> </ul>

<b>Jerome Bruner's Theory</b>	
<b>Focus</b>	What people do with information to achieve generalized insight and understanding
<b>Definitions</b>	<ul style="list-style-type: none"> <li>- Process of obtaining info that can replace or refine something previously known</li> <li>- Manipulation of info to fit new situations</li> </ul>
<p><b>1. Acquisitions</b></p> <p><b>2. Transformation</b></p>	

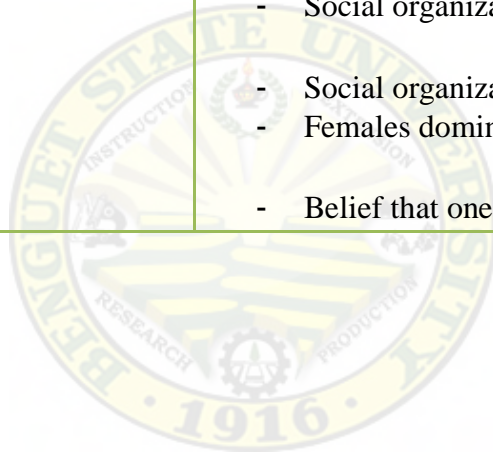
<p><b>3. Evaluation</b></p> <p><b>Instrumental conceptualism</b></p>	<p>- Check if learned material has been manipulated appropriately</p> <p><b>“ Learning at its best is thinking”</b></p>
--	---

## **IV. SOCIOLOGY**

<p><b>A. TYPES OF SOCIOLOGY</b></p> <p><b>1. Quantitative</b></p> <p><b>2. Qualitative</b></p>	<p>- <b>Statistically oriented attempt to determine numbers to represent behavioral pattern of people</b></p> <p>- <b>Concentrate instead on the meaning of what is happening to people</b></p>
<p><b>B. MAJOR SOCIOLOGICAL THEORIES</b></p> <p><b>1. Conflict Theory</b></p> <p><b>2. Critical Theory</b></p> <p><b>3. Feminist</b></p> <p><b>4. Functionalism</b></p> <p><b>5. Interpretative Sociology</b></p> <p><b>6. Social Constructionism</b></p> <p><b>7. Social Phenomenology</b></p> <p><b>8. Social Positivism</b></p> <p><b>9. Structural Functionalism</b></p> <p><b>10. Symbolic Interactionism</b></p>	<p>- Some group dominate or resistant to such domination</p> <p>- Aims to critique and change society</p> <p>- Focus on how gender inequality has shaped social life</p> <p>- How elements of society need to work together to function as a whole</p> <p>- Proposes that social, economic and historic research can never be fully descriptive one must approach it with a conceptual apparatus</p> <p>- Consider how social phenomena develop in particular social context</p> <p>- Alfred Schutz influenced development of social constructionism and ethnomethodology</p> <p>- Believe that social processes should be studied in terms of cause and effect</p> <p>- Social system paradigm addresses the functions that various elements of social system perform in regard to the whole system</p> <p>- Examines how shared meanings and social patterns are developed</p>

<p><b>C. SOCIOLOGICAL PARADIGMS</b></p> <ol style="list-style-type: none"> <li>1. <b>Conflict Paradigm</b></li> <li>2. <b>Functionalism</b></li> <li>3. <b>Interactionism</b></li> <li>4. <b>Darwinism</b></li> <li>5. <b>Positivism</b></li> </ol>	<ul style="list-style-type: none"> <li>- Focus on the ability of some group to dominate or resist such domination</li> <li>- Examines functions of various social system perform in regard to entire system</li> <li>- Meaning is produced through interaction</li> <li>- Sees a progressive evolution in social life</li> <li>- Social process to be studied in terms of cause and effect</li> </ul>
<p><b>D. SOCIAL INTERACTION</b></p> <p><b>Definitions</b></p> <p><b>Status</b></p> <p><b>Master status</b></p> <p><b>Role</b></p> <p><b>Role Set</b></p> <p><b>Role Conflict or Role Strain</b></p>	<ul style="list-style-type: none"> <li>- Rank or level of an individual</li> <li>- Has enormous importance in social identity</li> <li>- Behavioral aspect of status</li> <li>- Roles attached to a single status</li> <li>- Emotional stress resulting to inability to live up to role expectations</li> </ul>
<p><b>E. SOURCES OF ROLE CONFLICT AND ROLE STRAIN</b></p> <ol style="list-style-type: none"> <li>1. <b>Failures in Socialization</b></li> <li>2. <b>Personal Role Conflict</b></li> <li>3. <b>Intrarole Conflict</b></li> <li>4. <b>Interrole Conflict</b></li> <li>5. <b>Intrasender Conflict</b></li> <li>6. <b>Intersender Conflict</b></li> <li>7. <b>Role Discontinuity</b></li> </ol>	<ul style="list-style-type: none"> <li>- Inadequacy of social consciousness</li> <li>- Physical characteristics not consistent with role</li> <li>- Role has built in conflicting expectations</li> <li>- Brought about by conflicting roles</li> <li>- One person has contradicting expectations of one person</li> <li>- When people have one set of expectations of a person and others have contradictory set</li> <li>- Disruption radical shift from one role to another</li> </ul>
<p><b>F. AGENCIES OF SOCIALIZATION</b></p> <ol style="list-style-type: none"> <li>1. <b>Family</b></li> <li>2. <b>School</b></li> <li>3. <b>Peer Group</b></li> </ol>	<ul style="list-style-type: none"> <li>- Has the greatest impact</li> <li>- Venue for honing skills</li> <li>- People In regular interaction who share common</li> </ul>

<p><b>4. Media</b></p> <p><b>5. Workplace</b></p> <p><b>6. Church</b></p>	<p>interest of similar age</p> <ul style="list-style-type: none"> <li>- Impersonal communication directed to vast audience</li> <li>- Responsibility, authority, organization and team work</li> <li>- Concept of spiritually, morality and good values</li> </ul>
<p><b>G. GENDER SOCIALIZATION</b></p> <p><b>1. Hermaphrodite</b></p> <p><b>2. Transsexual</b></p> <p><b>3. Sexual Orientation</b></p> <p><b>4. Patriarchy</b></p> <p><b>5. Matriarchy</b></p> <p><b>6. Sexism</b></p>	<ul style="list-style-type: none"> <li>- Human with some combination of male and female internal and external genitalia</li> <li>- Feel they belong to the other gender regardless of biological nature</li> <li>- Heterosexual, bisexual, homosexual</li> <li>- Social organization which males dominate females</li> <li>- Social organization which <ul style="list-style-type: none"> <li>- Females dominate males</li> </ul> </li> <li>- Belief that one sex is superior to the other</li> </ul>



Republic of the Philippines  
Benguet State University  
**COLLEGE OF TEACHER EDUCATION**  
**GRADUATE SCHOOL**  
La Trinidad, Benguet

**GRADUATE GUIDANCE SERIES NO.6**  
Enhancement Program for Guidance Counselor

**PHILOSOPHY**

1. It deals with the nature of knowledge.
  - a) Epistemology
  - b) Axiology
  - c) Metaphysics
  - d) Philosophy
2. It deals with the nature of reality and existence.
  - a) Epistemology
  - b) Axiology
  - c) Metaphysics
  - d) Philosophy
3. It deals with the values/aesthetics/ethics.
  - a) Epistemology
  - b) Axiology
  - c) Metaphysics
  - d) Philosophy
4. Human spirit, soul or mind as the most important elements in life.
  - a) Idealism
  - b) Essentialism
  - c) Realism
  - d) Perennialism
5. The good, the truth and the beautiful are part of the unchanging universe.
  - a) Idealism
  - b) Essentialism
  - c) Realism
  - d) Perennialism
6. It aims to provide essential knowledge to survive natural world.
  - a) Idealism
  - b) Essentialism
  - c) Realism
  - d) Perennialism
7. Central aim is to develop the power of thought.
  - a) Progressivism
  - b) Existentialism
  - c) Reconstructionism
  - d) Perennialism
8. Cultivate an intensity of awareness in the learner.
  - a) Progressivism
  - b) Existentialism
  - c) Reconstructionism
  - d) Perennialism





9. School should promote social change.  
a) Progressivism  
b) Existentialism  
c) Reconstructionism  
d) Perennialism
10. Learning should center on child's interest and needs.  
a) Progressivism  
b) Existentialism  
c) Reconstructionism  
d) Perennialism
11. To know all things, to do all things and say all things.  
a) Rousseau  
b) Dewey  
c) Comenius  
d) John Locke
12. Tabula Rasa  
a) Rousseau  
b) Dewey  
c) Comenius  
d) John Locke
13. Man is naturally good but becomes evil through contact with society  
a) Rousseau  
b) Dewey  
c) Comenius  
d) John Locke
14. Learning by doing  
a) Rousseau  
b) Dewey  
c) Comenius  
d) John Locke
15. Human intelligence develops in a sequential manner.  
a) Socrates  
b) Hutchins  
c) Thorndike  
d) Piaget
16. I think therefore I am  
a) Plato  
b) Descartes  
c) Parmenides  
d) Zeno
17. Before you can understand the world first you have to understand yourself.  
a) Socrates  
b) Hutchins  
c) Thorndike  
d) Piaget
18. The unexamined life is not worth living.  
a) Socrates  
b) Hutchins  
c) Thorndike  
d) Piaget
19. Ideals are unchanging, perfect  
a) Aristotle  
b)  
c) Plato  
d)
20. Ideals are found inside the phenomena, the universals inside the particulars.  
a) Aristotle  
b) Descartes  
c) Plato  
d) Socrates



## SOCIOLOGY

21. Father of social psychology  
a) Janis  
b) Bandura  
c) Mischel  
d) Lewin
22. Social learning theory  
a) Janis  
b) Bandura  
c) Mischel  
d) Lewin
23. Group think  
a) Janis  
b) Bandura  
c) Mischel  
d) Lewin
24. Situation view of personality  
a) Janis  
b) Bandura  
c) Mischel  
d) Lewin
25. Process that prepares humans to function in the human life.  
a) Distinction  
b) Individuation  
c) Integration  
d) Socialization
26. Adolescence is concerned with developing values and self image.  
a) Response  
b) Action  
c) Content  
d) Context
27. The individual assumes full adult role and greater formal relationship  
a) Response  
b) Action  
c) Content  
d) Context
28. Self develop as a result of social interaction  
a) Role Theory  
b) Internalization Theory  
c) Symbolic Interaction  
d) Reinforcement theory
29. Self development as a result of cognitive evaluation of cost and benefit  
a) Role Theory  
b) Internalization Theory  
c) Symbolic Interaction  
d) Reinforcement theory
30. The individual learns to participate in various levels of organization of society  
a) Role Theory  
b) Internalization Theory  
c) Symbolic Interaction  
d) Reinforcement theory
31. May contradict main culture  
a) Subculture  
b) Transculture  
c) Counter culture  
d) Acculturation
32. Has the greatest impact on socialization  
a) Family  
c) Peers



- b) trasculture
33. Social organization dominates by males
- a) Partiarthy
  - b) Anarchy
  - c) Matriarchy
  - d) Oligarchy
34. Social organization dominated by females
- a) Partiarthy
  - b) Anarchy
  - c) Matriarchy
  - d) Oligarchy
35. Radical shift from one role to another
- a) Interrole Conflict
  - b) interseder Conflict
  - c) Intranseder Conflict
  - d) Role Discontinuity
36. Brought about by multiple role
- a) Interrole Conflict
  - b) interseder Conflict
  - c) Intranseder Conflict
  - d) Role Discontinuity
37. Ability to groups to dominate others
- a) Conflict Pradigm
  - b) Darmwinism
  - c) Fuctionalism
  - d) Positivism
38. Seen as a progressive evolution in social life
- a) Conflict Pradigm
  - b) Darmwinism
  - c) Fuctionalism
  - d) Positivism
39. One could simply refuse to perform certain roles
- a) Rationalization
  - b) Role Exit
  - c) Compartmentalization
  - d) Failure in Socialization

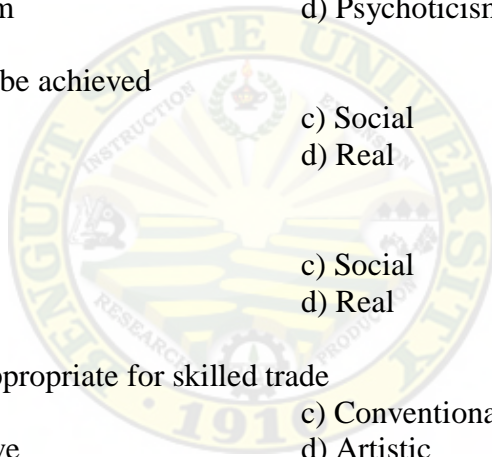


## PSYCHOLOGY

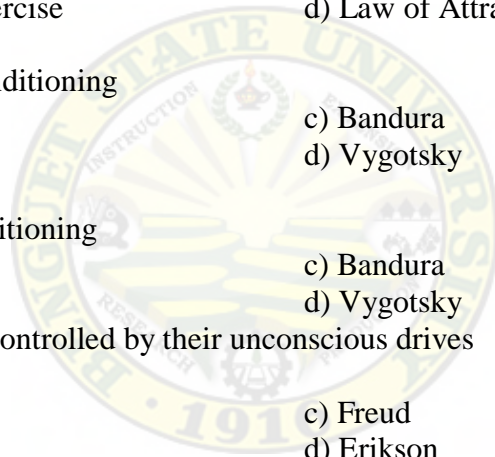
40. Division of duties in certain periods of time  
a) Rationalization  
b) Role Exit  
c) Compartmentalization  
d) Failure in Socialization
41. Psycho analytic  
a) Rogers  
b) Freud  
c) Perls  
d) Williamson
42. Non directive  
a) Rogers  
b) Freud  
c) Perls  
d) Williamson
43. Directive  
a) Rogers  
b) Freud  
c) Perls  
d) Williamson
44. Gestalt Therapy  
a) Rogers  
b) Freud  
c) Perls  
d) Williamson
45. Reality Theory  
a) Adler  
b) Glasser  
c) Ellis  
d) Berne
46. Rational Emotive  
a) Adler  
b) Glasser  
c) Ellis  
d) Berne
47. Transaction Analysis  
a) Adler  
b) Glasser  
c) Ellis  
d) Berne
48. Logo therapy  
a) Thorne  
b) Frankl  
c) Lazarus  
d) Skinner
49.  
50. Eclectic  
a) Thorne  
b) Frankl  
c) Lazarus  
d) Skinner
51. Personality is in a recognizable order  
a) Psychological  
b) Multiple expression  
c) Consistency  
d) Impacts behavior



52. Personality is displayed in more than just one behavior  
a) Psychological  
b) Multiple expression  
c) Consistency  
d) Impacts behavior
53. Personality is genetically based  
a) Behavioral  
b) Trait  
c) Humanist  
d) Psycho dynamic
54. Personality is a result of interaction between individual and environment  
a) Behavioral  
b) Trait  
c) Humanist  
d) Psycho dynamic
55. Involves directly attention on inner experiences  
a) Introversion  
b) Neuroticism  
c) Extraversion  
d) Psychoticism
56. Difficulty with dealing with reality maybe anti social.  
a) Introversion  
b) Neuroticism  
c) Extraversion  
d) Psychoticism
57. Future self to be achieved  
a) Personal  
b) Ideal  
c) Social  
d) Real
58. Self image  
a) Personal  
b) Ideal  
c) Social  
d) Real
59. Personality appropriate for skilled trade  
a) Realistic  
b) Investigative  
c) Conventional  
d) Artistic
60. Personality for scientific & laboratory jobs  
a) Realistic  
b) Investigative  
c) Conventional  
d) Artistic
61. Resolve unconscious conflict and mental distress  
a) Behaviorism  
b) Psychoanalysis  
c) Functionalism  
d) Humanism
62. Recollection of childhood experience  
a) Behaviorism  
b) Psychoanalysis  
c) Functionalism  
d) Humanism
63. Studies human mind throughout life span  
a) Personality  
b) Abnormal  
c) Cognitive  
d) Development



64. Studies Biological bases of behavior  
a) Personality  
b) Abnormal  
c) Cognitive  
d) development
65. Learning through senses & muscles  
a) Sensory  
b) Cognitive  
c) Affective  
d) Abstract
66. Learning than involves emotion and values  
a) Sensory  
b) Cognitive  
c) Affective  
d) Abstract
67. A person repeats actions that are satisfying  
a) Law of Effect  
b) Law of exercise  
c) Law of Readiness  
d) Law of Attraction
68. Practice makes perfect  
a) Law of Effect  
b) Law of exercise  
c) Law of Readiness  
d) Law of Attraction
69. Classical conditioning  
a) Pavlov  
b) Skinner  
c) Bandura  
d) Vygotsky
70. Operant conditioning  
a) Pavlov  
b) Skinner  
c) Bandura  
d) Vygotsky
71. Humans are controlled by their unconscious drives  
a) Jung  
b) Adler  
c) Freud  
d) Erikson
72. People are inherently rational and irrational  
a) Elis  
b) Berne  
c) Rogers  
d) Frankl
73. People can change despite unfortunate past  
a) Elis  
b) Berne  
c) Rogers  
d) Frankl
74. People work for wholeness  
a) Transactional  
b) Rational emotive  
c) Gestalt  
d) Trait & factor
75. People has both potential for good and evil  
a) Transactional  
b) Rational emotive  
c) Gestalt  
d) Trait & factor



76. Dream analysis

- a) Jung
- b) Erickson
- c) Adler
- d) Freud

77. Family Constellation

- a) Jung
- b) Erickson
- c) Adler
- d) Freud

78. Free Association

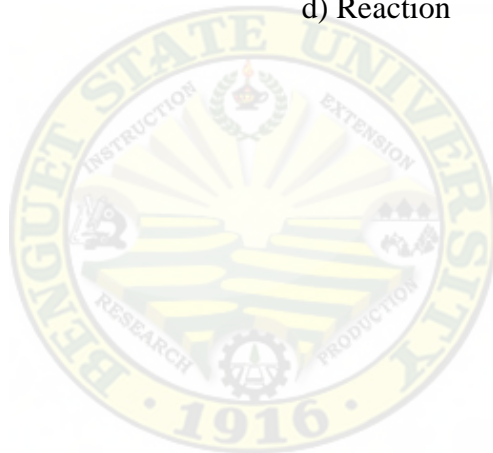
- a) Jung
- b) Erickson
- c) Adler
- d) Freud

79. Increase response without training

- a) Primary
- b) Secondary
- c) Tertiary
- d) Final

80. Strengthens behavior

- a) Stimuli
- b) Response
- c) Reinforcement
- d) Reaction



## GUIDANCE AND COUNSELING

81. Expression of emotional conflict  
a) Anxiety  
b) Adjustment  
c) Addiction  
d) Acting out
82. Program of an activity with clear objective  
a) Checklist  
b) Anecdotal Record  
c) Action Plan  
d) Appraisal
83. Being able to place oneself in the situation of others  
a) Emotional  
b) Empathy  
c) Sympathy  
d) Achievement
84. Informative principles of conduct  
a) Ethics  
b) Free will  
c) Experience  
d) Felt need
85. Inability to adjust the problems  
a) Anxiety  
b) Fear  
c) Maladjustment  
d) Frustration
86. Plan of action to define goals  
a) Behavioral  
b) Orientation  
c) Non-direct counseling  
d) Appraisal
87. Parent child relationship as root of anxiety  
a) Horney  
b) Williamson  
c) Gardner  
d) Freud
88. Multiple intelligence and learning style  
a) Horney  
b) Williamson  
c) Gardner  
d) Freud
89. The counselor identifies problem of counselee and direct final decision  
a) Horney  
b) Exploratory  
c) Gardner  
d) Interpretive
90. Establishment of rapport  
a) Working  
b) Exploratory  
c) Introductory  
d) Interpretative
91. Counselee led to see personality Development  
a) Working  
b) Exploratory  
c) Introductory  
d) Interpretative







**PHILISOPHICAL, PSYCHOLOGICAL  
AND SOCIOLOGICAL FOUNDATIONS  
OF GUIDANCE**

<b>KEY TO CORRECTIONS</b>				
<b>1. A</b>	<b>21. D</b>	<b>41. B</b>	<b>61. B</b>	<b>81. D</b>
<b>2. C</b>	<b>22. B</b>	<b>42. A</b>	<b>62. D</b>	<b>82. C</b>
<b>3. B</b>	<b>23. A</b>	<b>43. D</b>	<b>63. D</b>	<b>83. B</b>
<b>4. A</b>	<b>24. C</b>	<b>44. C</b>	<b>64. C</b>	<b>84. A</b>
<b>5. A</b>	<b>25. D</b>	<b>45. B</b>	<b>65. A</b>	<b>85. C</b>
<b>6. B</b>	<b>26. D</b>	<b>46. C</b>	<b>66. C</b>	<b>86. A</b>
<b>7. A</b>	<b>27. A</b>	<b>47. D</b>	<b>67. A</b>	<b>87. A</b>
<b>8. B</b>	<b>28. C</b>	<b>48. B</b>	<b>68. B</b>	<b>88. C</b>
<b>9. C</b>	<b>29. D</b>	<b>49. A</b>	<b>69. A</b>	<b>89. D</b>
<b>10. A</b>	<b>30. A</b>	<b>50. A</b>	<b>70. B</b>	<b>90. B</b>
<b>11. B</b>	<b>31. C</b>	<b>51. C</b>	<b>71. C</b>	<b>91. A</b>
<b>12. D</b>	<b>32. A</b>	<b>52. B</b>	<b>72. A</b>	<b>92. A</b>
<b>13. A</b>	<b>33. A</b>	<b>53. B</b>	<b>73. B</b>	<b>93. BONUS</b>
<b>14. B</b>	<b>34. C</b>	<b>54. D</b>	<b>74. C</b>	<b>94. C</b>
<b>15. D</b>	<b>35. A</b>	<b>55. A</b>	<b>75. D</b>	<b>95. D</b>
<b>16. B</b>	<b>36. B</b>	<b>56. D</b>	<b>76. D</b>	<b>96. A</b>
<b>17. A</b>	<b>37. C</b>	<b>57. B</b>	<b>77. C</b>	<b>97. C</b>
<b>18. A</b>	<b>38. B</b>	<b>58. A</b>	<b>78. D</b>	<b>98. A</b>
<b>19. C</b>	<b>39. B</b>	<b>59. A</b>	<b>79. A</b>	<b>99. A</b>
<b>20. A</b>	<b>40. C</b>	<b>60. B</b>	<b>80. C</b>	<b>100. C</b>

# GROUP PROCESS

*ANGELI BALDOVINO BUSTILLO, MA, RGC  
BENGUET STATE UNIVERSITY  
26 JULY 2009*

## LEARNING OBJECTIVES

At the end of the 4-hour seminar-workshop, participants will be able to:

1. Understand the fundamental principles of group process
2. Identify the different types of groups, elements of group process and the stage of group development
3. Differentiate between process and dynamics present in groups
4. Identify the steps in the experiential learning process or structured learning experiences and its proper implementation
5. Discuss some important ethical and professional issues in conducting group activities

## DEFINITION OF TERMS

- **GROUP**: a number of individuals bound together by a community of interest, purpose or function
- A **COUNSELING** group is characterized by interaction of the members and is functional and goal-oriented.

## TYPES OF GROUPS

- Group Guidance- refers to group activities that focus on providing information or experiences through a planned and organized group activity.
- Group Counseling- focuses on assisting counselees cope with their day-to-day adjustment and development concerns.
- Group Therapy- provides intense experiences for people with serious adjustment, emotional or development needs.
- T- Groups- represent the application of laboratory training methods to group work; are relatively unstructured groups in which the participants become responsible for what they learn and how they learn it
- Sensitivity groups- a form of t-group where self-insight is emphasized
- Encounter groups –a form of t-group where therapy is the focus; it stresses personal growth through the development and improvement of interpersonal relationships via experiential group process (Rogers ,1967)
- Task groups- are organized to meet organizational needs of clients through task forces to serve individual needs of clients through such activities as social action groups.
- Psychoeducation groups- emphasize cognitive and behavioral skill development in groups structured to teach these skills and knowledge.
- Minigroups- consists of one counselor and a maximum of four clients.
- In-groups- characterized by association mostly with peers who share the defining characteristic
- Out-groups- consist of those who are excluded from in-groups

- Social Networks- results from the choices that individuals make in becoming members of various groups



### GROUP PROCESS

- Represents the flow of the group from its starting point to its termination
- What is happening between and to group members while the group is working?

### GROUP DYNAMICS

- Refers to the social forces and interplay operative within the group at any given time; it describes the interaction of a group

## WHAT TO LOOK FOR IN GROUPS

- Two major ingredients: *CONTENT AND PROCESS*
  1. PARTICIPATION- amount of verbal participation among members
  2. INFLUENCE- High influence as manifested in capturing the attention of the group

Style of Influence:

- Autocratic- imposition of will
- Peacemaker- consistently avoids conflict
- Laissez faire- withdrawn and uninvolved
- Democratic- open to feedback and criticism

### 3. DECISION-MAKING PROCEDURES

- ü Does anyone make a decision and carry it out without checking with other group members?
- ü Who support other members' suggestions or decisions?

### 4. TASK FUNCTIONS- behaviors that are concerned with getting the job done

- ü Does anyone ask for or make suggestions as to the best way to proceed or tackle a problem?

### 5. MAINTENANCE FUNCTIONS- maintains a good, harmonious working relationship among members

- ü Who helps others get into the discussion?

### 6. GROUP ATMOSPHERE- something about the way a group works creates an atmosphere which in turn is revealed in a general position.

- ü Do people seem involved and interested? Is the atmosphere which one of work, play, taking flight, sluggishness, etc?

7. **MEMBERSHIP**- degree of acceptance in a group

ü Do some people seem to be “outside” the group? Do some members seem to be “in”?  
How those “outside” are treated?

8. **FEELINGS**- nonverbal cues e.g. tone of voice, facial expressions, gestures etc.

ü Do you see any attempts by the group members to block the expression of feelings, particularly negative feelings? How is this done? Does anyone do this consistently?

**NORMS** usually express the beliefs or desires of the majority of the group members as to what behavior should or should not take place in the group.

## STEPS IN THE EXPERIENTIAL LEARNING CYCLE (SLE)

### Step 1 **ORIENTATION**

The facilitator sets the mood with encouraging word and eases the participants into the activity

### Step 2 **INSTRUCTIONS**

The facilitator prepares the instructions and sees to it that they are clearly heard, understood and carried out by the participants

### Step 3 **EXPERIENCING**

Involves either self-assessment or interpersonal interaction as the “doing” or “experiencing” part of the experiential learning.

### Step 4 **DATA GATHERING AND ANALYSIS**

Involves finding out what happened within the individuals after the experiencing step at both cognitive and affective levels

**DATA ANALYSIS** is the systematic examination of commonly shared experiences; this is also the group dynamics phase of the cycle

### Step 5 **SYNTHESIS AND GENERALIZING** relevance of the activity to the everyday life; theoretical and research findings may also be included

### Step 6 **INTEGRATION**

Application to actual situations

### Step 7 **CLOSING REMARKS**

Brief remarks to end the structured learning experience.

## STAGES OF GROUP DEVELOPMENT

- *Corey and Corey, 1982*

1. Initial stage
2. Transition stage
3. Working stage
4. Final stage
5. Post group stage

- *Tuckman, 1963*

1. Forming
2. Storming
3. Norming
4. Performing

- *Klein, 1972*

1. Orientation & resistance
2. Negotiation & intimacy
3. Termination

## SOME IMPORTANT ETHICAL AND PROFESSIONAL ISSUES IN GROUP PRACTICE

### ISSUES BEFORE JOINING A GROUP

- ✓ Informed consent
- ✓ A clear statement regarding the purpose of the group
- ✓ Description of the group format, procedures and ground rules
- ✓ Psychological risks involved in group participation
- ✓ Background of the group leader

### ISSUES DURING THE GROUP ACTIVITY

- ✓ Freedom to exit
- ✓ Respect for member privacy
- ✓ Freedom from undue pressure in participation
- ✓ Observance of confidentiality
- ✓ Referral to other sources

### IMPORTANT ISSUES TO CONSIDER:

1. Confidentiality
2. Psychological risks in groups
3. Socializing among group members
4. The use of structured exercises
5. Sexuality in groups
6. Impact of leader's values in groups
7. Group leader's competence
8. Multicultural sensitivity

## GROUP PROCESS

### PRACTICE EXERCISE

1. Empty chair is a group technique used by which type of a group counselor?
  - a. Gestalt
  - b. Behavioral
  - c. Transactional analysis
  - d. Adlerian
  
2. In a closed group
  - a. There are certain “taboo topics” that may not be discussed
  - b. No new members may join after the first session
  - c. There are no women allowed
  - d. The group goals already have been achieved
  
3. Effective communication happens in groups when
  - a. Message receivers do not speak
  - b. Message receivers hear “you” messages
  - c. Message senders use “I” messages
  - d. Message senders use third person pronouns
  
4. Intellectualization occurs in the group when a member
  - a. Studies group counseling methods in class
  - b. Has an extremely high IQ
  - c. Corrects the grammar of other group members
  - d. Presents cognitive information without relating emotional content
  
5. Early in the life of a group
  - a. Norms are developed
  - b. Trust is developed
  - c. Cohesion take place
  - d. Goals are achieved
  
6. Which of the following is not a leadership style?
  - a. Authoritarian
  - b. Dynamic
  - c. Laissez-faire
  - d. Democratic
  
7. Group therapy differs from group counseling is that
  - a. Focuses more on the unconscious motivations of group members
  - b. Attempts to teach new behaviors to the members of the group



- c. Takes place mainly within educational setting
- d. Necessitates the use of co leaders

8. When members feel threatened by the group, they will most likely

- a. Use intellectualization
- b. Give useful feedback
- c. Take over the group leadership
- d. Respond in defensive manner

9. Leaders using nonverbal attending behavior to

- a. Demonstrate interest and caring
- b. End the monologue of a group member
- c. Set group norms
- d. Resolve conflict

10. Oral or written behavioral agreements in group counseling are referred to as

- a. Trust
- b. Issues
- c. Contracts
- d. Conclusions

11. Brainstorming is a process used by groups for problem solving. Which of these is not a characteristic of brainstorming?

- a. There is a time limit
- b. Ideas are critically evaluated
- c. Quantity of ideas are foremost
- d. Creativity overrides practicality

12. Power and conflict in groups are closely related. In which of the following circumstances does conflict exist?

- a. One member wants the other to do something and has enough power to make the do it
- b. One member wants the other to do something they don't want to do but lacks power to force them to
- c. One member wants the others to do something but lacks the power to force them; however they want to do it
- d. One member wants the others to do something they want to do and has the power to force them

13. Which of these is not a goal in personal growth groups?

- a. Self-enhancement
- b. Self-actualization
- c. Self-criticism
- d. Interpersonal effectiveness





14. Self-disclosure involves

- a. "war stories"
- b. Sharing self-knowledge with the group
- c. Dumping negative feelings on the group
- d. "letting it all hang out"

15. When a group member projects feelings deriving from the past relationships onto the therapist, it is called

- a. Counter transference
- b. Transference
- c. Reframing
- d. Confrontation

16. Role-playing is an effective technique used in group counseling. Which of the following is not a benefit of role-playing?

- a. Practicing new skills
- b. Identifying effective and ineffective behaviors
- c. Escaping from being one's self
- d. Prepare for real life situations

17. Conflict within the group setting

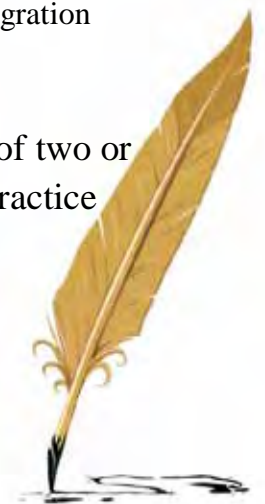
- a. Should be avoided at all costs
- b. Should be settled by those in power
- c. Negates the progress of the group
- d. Promotes group involvement

18. This is an integrative approach to group practice that tends to focus on differences, includes aspects from many approaches and is a collection of techniques

- a. Theory
- b. Psychoeducation group
- c. Technical eclecticism
- d. Theoretical integration

19. The underlying assumption of this path is that the synthesis of the best of two or more theoretical approaches offers richer possibilities than restricting practice to a single theory

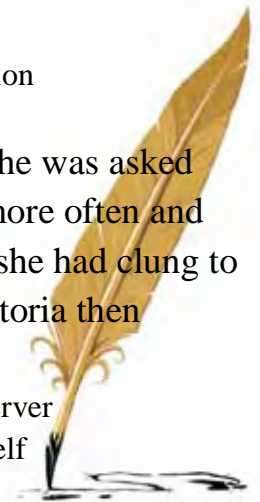
- a. Thinking dimension
- b. Technical eclecticism
- c. Theoretical integration
- d. Technique



20. Counselors who familiarize themselves with relevant research and the latest findings regarding mental health issues that affect diverse client populations
- a. Effective group leader
  - b. Diversity-competent group counselor
  - c. Professional group counselor
  - d. One of the above
21. This skill of a group leader calls on the insightfulness of the leader in finding ways of relating what one person is doing or saying to the concerns of another person
- a. Supporting
  - b. Linking
  - c. Empathizing
  - d. Facilitating
22. It is the dynamic and vital characteristic of leaders who know they are and what they want
- a. Self-awareness
  - b. Becoming aware of your own culture
  - c. Personal power
  - d. Presence
23. It is especially important because the group leader must not only keep the confidence of members but also get the members to keep one another's confidences
- a. Confidentiality
  - b. Informed consent
  - c. Psychological risks for members
  - d. None of the above
24. Leaders explore with the members during a screening or orientation session what the group process consists of and they are careful to ascertain whether the members understand what may be involved
- a. Involuntary membership
  - b. Debriefing
  - c. Personal risk
  - d. Informed consent
25. Rona is singled out by her group. Other members "gang up" on her, making her the object of hostility or other forms of negativity. Rona is the \_\_\_\_\_ of the group.
- a. Inadequate leader
  - b. Scapegoat
  - c. Confidant
  - d. Confederate
26. If you are planning to have this kind of group, it is essential that you have some idea about the rate of turnover of your members
- a. Open group
  - b. Cohesive group
  - c. Closed group
  - d. None of the above



27. A valuable and powerful tool in any group that can be misused especially when it is employed destructively to attack another
- a. Freedom
  - b. Courage
  - c. Confrontation
  - d. Collaboration
28. Some members use groups as a vehicle for expressing their problems in the hope that they will be understood and totally accepted. This misconception refers to the wrong notion that
- a. The goal of a group is that members will leave it feeling close and loving toward everyone in the group
  - b. Groups are for everyone
  - c. Working out my problems in the group will automatically solve my problems at home
  - d. Groups are artificial and unreal
29. A group composed of elementary school children might be kept to 3 to 4 members. A group of adolescents might be made up of 6 to 8 people. This consideration in forming a group pertains to
- a. Group composition
  - b. Group size
  - c. Frequency and duration of meetings
  - d. Length of a group
30. Both leaders and members may demonstrate a lack of these traits in a number of ways. Most common ones are not focusing on the speaker but thinking of what to say next, paying attention only to what people say explicitly and thus missing what they express nonverbally, and doing too much talking and not enough listening
- a. Attending and listening
  - b. Understanding nonverbal behavior
  - c. Genuineness and self-disclosure
  - d. Respect
31. Is the ability to tune in to what others are subjectively experiencing and to see their world through their eyes
- a. Genuineness and self-disclosure
  - b. Empathy
  - c. Sympathy
  - d. Caring confrontation
32. Victoria presented herself to the group as withdrawn and fragile. When she was asked how she would like to be different, she said she would like to speak out more often and more forcefully. In this way, she was able to challenge an old image that she had clung to and later on was able to experiment with a different type of behavior. Victoria then avoided
- a. Listening discriminately
  - b. Expecting disruptions in her life
  - c. Being just an observer
  - d. Categorizing herself



33. In an open group, during opening sessions it is best to
- Ask what the members want to do as an icebreaker
  - Let the members share what they have done during the weekends
  - Ask the members to state briefly what they liked the most on their last session
  - Introduce any new members to the group
34. To accept feelings and at the same time learn ways of constructively expressing them and dealing with them; to develop skills in making friends; and to channel impulses into constructive behaviors are examples of goals for
- Acting-out children
  - People with disabilities group
  - Substance abuse group
  - None of the above
35. The shared beliefs about expected behaviors about expected behaviors aimed at making groups function effectively
- Group standards
  - Group norms
  - Group techniques
  - Group models
36. "No matter what I say, you leaders never seem to think I'm doing it right. Why can't I just do it my way?" This comment refers to a member's
- Conflict with a co-member
  - Struggle for control
  - Confrontation with a leader
  - Challenge with a leader
37. Members are unwilling to initiate work. Members are extremely hesitant to express themselves. Members hide behind intellectualizations. Members say they do not have any problems the group can help them with. These are signs that:
- Trust is lacking
  - Anxiety heightens
  - Defensiveness is present
  - Fear of disclosure is present
38. Joaquin has fear of being rejected or accepted. Sometimes he feels that he does not have anything worthwhile to say, and lacks trust in the group. He gave these reasons whenever he was asked why he is
- Silent and not participating that much
  - Always not around
  - Impolite to his leader
  - Not interested anymore to be a part of that group
39. In working with children, patience, caring, playfulness and a good sense of humor, ability to tune in to and remember one's own childhood refers to
- Self-presentation
  - Personal assumptions
  - Professional qualifications
  - Personal characteristics



40. Patricia avoids siding with children or adolescents against their parents or a particular institution. Tina is
- Listening and remaining open
  - Maintaining objectivity
  - Preparing for sessions
  - Getting the attention of the children/adolescents
41. Professional qualifications refer to a leader or facilitator who is
- Knowledgeable of the literature and significant research pertaining to counseling children and adolescents
  - Trained in working with minors in groups before leading a group alone
  - Good in understanding the developmental tasks and stages of the particular age group
  - All of the above
42. This process will help a facilitator to focus efforts on critical group services needed by specific clients in a particular setting. This is a part of accountability process
- Develop a written proposal
  - Conduct a needs assessment
  - Obtain informed consent from the parents or guardians
  - Conduct pregroup interviews
43. Group members can gain from perspectives of two leaders. This can confer before and after a group and learn from each other. Many prefer this both for facilitating groups and for training and supervising group leaders. This model refers to
- Group process
  - Group techniques
  - Coleadership
  - Group work
44. The capacity of a leader or counselor to be spontaneously creative, approaching each group with fresh ideas
- Inventiveness
  - Creativity
  - Resourcefulness
  - Responsiveness
45. You are a counselor at a community mental health center. You run a substance abuse group for court-ordered offenders. You might expect
- Cohesion
  - Illiteracy
  - Incoherence
  - Resistance
46. In rational-emotive and cognitive-behavioral therapy groups, the focus is more on thoughts than on feelings. These techniques help people become aware of their
- Self-denial
  - Defenses
  - Self-talk
  - Depression



47. This refers to dynamics such as the norms that govern a group, the level of cohesion in groups, how trust is generated, how resistance is manifested and the various stages in group's development

- a. Group techniques
- b. Group process
- c. Group practice
- d. Group dynamics

48. This behavior characteristically involves the element of surprise: the person confronts and then quickly retreats. The confrontation has a sharp and cutting quality, and the person attacking withdraws, leaving the attacked person stunned.

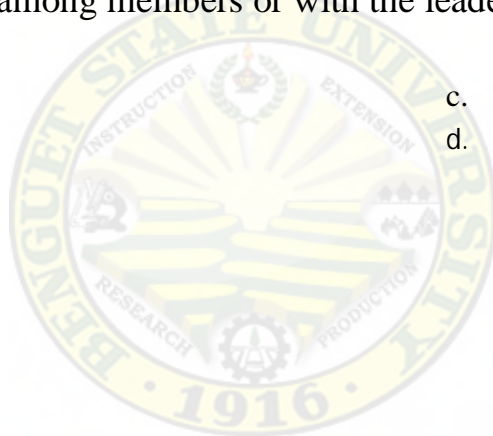
- a. Hostile behavior
- b. Aggressive behavior
- c. Passive-aggressive behavior
- d. Monopolistic behavior

49. A dimension of feedback that pertains whether it is written or spoken

- a. Form of delivery
- b. Source
- c. Content
- d. Valence

50. A group where conflict among members or with the leader is recognized, discussed and often resolved

- a. Working group
- b. Nonworking group
- c. Both working and nonworking group
- d. Group class



# GROUP PROCESS EXERCISE

## ANSWER KEY

<b>1. A</b>	<b>21. B</b>	<b>41. D</b>
<b>2. B</b>	<b>22. C</b>	<b>42. B</b>
<b>3. C</b>	<b>23. A</b>	<b>43. C</b>
<b>4. D</b>	<b>24. D</b>	<b>44. C</b>
<b>5. A</b>	<b>25. B</b>	<b>45. D</b>
<b>6. B</b>	<b>26. A</b>	<b>46. C</b>
<b>7. A</b>	<b>27. C</b>	<b>47. B</b>
<b>8. D</b>	<b>28. A</b>	<b>48. D</b>
<b>9. A</b>	<b>29. B</b>	<b>49. A</b>
<b>10. C</b>	<b>30. A</b>	<b>50. A</b>
<b>11. B</b>	<b>31. B</b>	
<b>12. B</b>	<b>32. D</b>	
<b>13. C</b>	<b>33. D</b>	
<b>14. B</b>	<b>34. A</b>	
<b>15. B</b>	<b>35. B</b>	
<b>16. C</b>	<b>36. B</b>	
<b>17. D</b>	<b>37. A</b>	
<b>18. C</b>	<b>38. A</b>	
<b>19. C</b>	<b>39. D</b>	
<b>20. B</b>	<b>40. B</b>	

# Career Development Theories

1. Need/Psychodynamic Theory	TENETS
<p><i>Proponent:</i> <i>Ann Roe</i></p>	<ul style="list-style-type: none"> <li>• Early childhood experiences are the root of career direction and satisfaction               <ol style="list-style-type: none"> <li>a. Parental climate:                   <ul style="list-style-type: none"> <li>-emotional concentration on the child</li> <li>- Avoidance of the child</li> <li>-Acceptance of the child</li> <li>-Loving parent</li> </ul> </li> <li>b. General cultural background and the socio economic status of the one's family likewise affect need hierarchy and need directions.</li> <li>c. Individual experiences lead to voluntary attention in particular direction which primarily determines the development of the interest, attitudes and personality variables.</li> </ol> </li>   <li>• Needs have a strong bearing on personal interests, self concept and personal information.               <ol style="list-style-type: none"> <li>a. Satisfaction of needs follows Maslow's Hierarchy.</li> <li>b. The intensity of needs and their satisfaction determine the degree of motivation that leads to accomplishment.</li> </ol> </li>   <li>• . Attention directedness is the major determinant of interest</li> <li>• . Occupation can be classified in two ways.               <ol style="list-style-type: none"> <li>a. Person oriented careers- derive satisfaction through interactions with other people such as: service, business contract, managerial, general culture, arts and entertainment.</li> <li>b. Non- person oriented careers- refers to working with ideas and things independently such as: technology, outdoor and science.</li> </ol> </li>   <li>• Occupational levels               <ol style="list-style-type: none"> <li>a. Professional and managerial</li> <li>b. Professional and non-managerial.</li> <li>c. Semi- professional and small business</li> <li>d. Skilled</li> <li>e. Semi skilled</li> <li>F. Unskilled</li> </ol> </li> </ul>



## 2. Life Space, Life Span Theory or self concept Theory

**Proponent:**

**Donald Super**

- . The process of career development involves developing and implementing occupational self concepts through synthesis and compromise.
- √ Self-concept- one's idea of the kind of person he/ she is
  - Self concept develops out of the interaction of inherited aptitude, physical make-up, opportunity to observe amid play roles.
  - People have different abilities, personalities, values, interest, needs and concept; therefore, each individual is unique.
  - Abilities and characteristics are so immense that everyone has the necessary qualifications to become successful in many occupations.
  - Self concept becomes increasing stables from late adolescences onward, and thus provides some continuity and adjustment.
  - Life stage with typical development tasks
    - a. Growth (birth-14 years)
      - Development of self concept, capacity, attitudes, interest, needs and general understanding of the work of work.
      - Learning to relate with others
      - Developing/ valuing non occupational roles
    - b. Exploratory (15-18)
      - Crystallization (14-18) - developing and planning tentative vocational goal.
      - Specification (18-21)- Firming the vocational goal
      - Implementation (21-24) - Training for and obtaining employment.
    - c. Establishment (25-26)
      - Stabilization (23-35)- working and confirming career choice
      - Consolidation (35-40)- Advancement in career
      - Advocacy (40-44)
    - d. Maintenance (45-64)
      - Stagnation- updating- innovation- continual adjustment process to improve position
    - e. Decline (65+)
      - Retirement- Specification- Disengagement- Death
      - Finding a good retirement place, keeping what one enjoys.
  - The Individuals' parental socioeconomic level, mental ability, education, skills, characteristics ( needs, values, interest, traits and self concepts) career maturity and the opportunities to which he/ she is exposed determine the nature of the career pattern.
  - The degree of satisfaction people attain from work is proportional to the degree to which they have been able to implement self concepts.

<p><b>3. Development Theory</b></p> <p><i>Proponent:</i> <b>Eli Ginsberg</b></p>	<ul style="list-style-type: none"> <li>• Four factors influence career development:: <ul style="list-style-type: none"> <li>a. Reality- ability to handle pressures and constraints in a chosen career path, to respond to the negative and positive challenges in work place.</li> <li>b. Educational process- proper educational preparation to succeed in the desired career.</li> <li>c. Emotional factor- emotional security that serves as a basis for determining satisfaction</li> <li>d. Individual values – what are cherished and esteemed that must be satisfied and smoothly settled for one to be happy.</li> </ul> </li> </ul> <p>. Stages of career development</p> <ul style="list-style-type: none"> <li>a. Fantasy stage – birth to 11 – enjoying and seeing one’s elf in an adult role without risks about possible careers in the process.</li> <li>b. Tentative period – 11- 17 <ul style="list-style-type: none"> <li>Interest (11-12) – focusing only on what one likes to do</li> <li>Capacity (12-14) beginning to check whether one has aptitudes to fulfill is desired.</li> <li>Value (14-17) – starting to look at intrinsic and extrinsic values.</li> <li>Transition (17-18) – realizing need to manage time and for concreteness and realistic vocation decision.</li> </ul> </li> <li>c. Realistic period – 18-24</li> <li>d. Exploration – selecting g a college course, considering the choice might change</li> <li>e. Crystallization – developing more definite ideas about what one wants to do and not to do. <ul style="list-style-type: none"> <li>Specification- making more definite decisions.</li> </ul> </li> </ul>
<p><b>4. The Generation Template Theory</b></p> <p><i>Proponent:</i> <b>Alexa P. Abrenica</b></p>	<p>. It is very important that one is able to choose what is related to his/ her abilities, competencies, interests and Personality so that one can meet the demands of the job, thereby, is more or less assured of a satisfying work life.</p> <p>. Socialization, positive experience and availability of successful models in one family are important ingredients in choosing a career.</p> <p>. The child is able to develop mental schemata by observing parents career of occupation.</p> <p>.Self efficacy will be formed if there is the presence</p>
<p><b>5. Learning Approach to career Development/ Social learning Theory</b></p> <p><i>Proponent:</i> <b>John Krumboltz</b></p>	<ul style="list-style-type: none"> <li>• The person growing up encounters all kinds of events in various settings (social, economic, cultural etc.) and learns from these experiences.</li> <li>• The interaction between receiving stimuli (learning experiences) and the reactions to the produced consequences will shape the individual into a unique person.</li> </ul> <p>3 types of consequences in shaping</p> <ul style="list-style-type: none"> <li>a. Self observation generalization- self statement evaluating one’s</li> </ul>

	<p>own actual performance in relation to learn standards</p> <p>b. Task approach skills- effort to project into the future self observation</p> <p>c. Actions-Implementation of behavior such as applying for a job</p> <ul style="list-style-type: none"> <li>• Four Factor that influence career choice <ul style="list-style-type: none"> <li>a. Genetic endowment and special abilities</li> <li>b. Environmental condition and events</li> <li>c. Learning experiences <ul style="list-style-type: none"> <li>2 types of Learning experiences <ul style="list-style-type: none"> <li>- Instrumental learning experience- The individual act on the environment to produce certain consequences</li> <li>- Associative learning experience- Individuals may hear of read statements that associate certain occupations with positive or negative characteristics.</li> </ul> </li> </ul> </li> <li>d. Emotional response</li> </ul> </li> <li>• People need the following when making career choice; <ul style="list-style-type: none"> <li>- Expansion of capabilities and interest</li> <li>- Preparation for changing work tasks</li> <li>- Empowerment to take action.</li> </ul> </li> </ul>
--	---

## Career Satisfaction Theories

<p><b>1. Trait-and factor theory</b>  <b>Proponent :</b>  <i>Frank Parsons</i></p>	<p><b>TENETS</b></p> <ul style="list-style-type: none"> <li>• Vocational development is a cognitive process and decisions are reached by reasoning</li> <li>• Everyone has an occupational choice</li> <li>• There is a single “right” choice for everyone.</li> <li>• Patterns of traits can be objectively identified and profiled to represent an individual potential.</li> <li>• High job satisfaction and performance are expected when individual’s traits match the factors or requirements of his/her job.</li> </ul>
<p><b>2. Personality Types and Work Environment Theory</b>  <b>Proponent:</b>  <i>John Holland</i></p>	<p><b>TENETS</b></p> <ul style="list-style-type: none"> <li>• Six types of work environment and six types of personalities <ul style="list-style-type: none"> <li>– Realistic  Work-mechanical, manual, technical, athletic, agricultural <ul style="list-style-type: none"> <li>– Tangible- using hands and manipulation of things</li> <li>– Concrete problem solving</li> <li>– Proactive predictable</li> </ul> </li> <li>Personality – unsociable, practical, materialistic, masculine <ul style="list-style-type: none"> <li>– Prefer to work outdoors with their hands, tool machines, plants and animals</li> </ul> </li> </ul> </li> </ul>

- Prefer dealing with concrete rather than abstract
- Present oriented

Possible occupations – farmer, firefighter

- Civil engineer, mechanical engineer,
- Carpenter, electrician

Closest type – conventional and investigative

Farthest type – Social

- Investigative

Work – Scientific and mathematical abilities, Intellectual, abstract and critical thinking

- Observing, abstract and critical thinking
- Logical-precise methodical procedures in problem solving

Personality – Not socially oriented, introvert, prefer scientific and theoretical tasks

- Prefer scientific and academic success
- Believe that the intellect is the tool needed to deal with the world

Possible Occupations – chemist, biologist, physicist

- Statistician, mathematician
- Dentist, physician, veterinarian, pharmacist

Closest type: investigative, realistic and artistic

Farthest type: enterprising

- Artistic

Work – creative skills in unstructured environment, imaginative, innovative, creative, original

- Expressive, abstract, aesthetic, subjective, impulsive introspective
- Feminine and sensitive

Personality – nonconforming, unconventional, avoid structured working settings, value freedom. Independence

- Prefer artistic, dramatic jobs, dislike masculine activities

Possible occupations – dancer, book editor, art teacher

- Fashion designer, graphic designer, actor, disc jockey, composer

Closest type: investigative and social

Farthest type: conventional

- Social

Work – Social, educational and therapeutic skills, cooperative, understanding, friendly

- Value interpersonal relationship, concern with prob-

lem and growth of people,

- Prefer people who are helpful, friendly, trustworthy
- Require verbal and social skills
- Usually in helping professions

Personality – cooperative, supportive, ethical, responsible

- Understanding, friendly, sociable, cheerful

Possible occupations – counselor, social worker, nurse

- Physical therapist, occupational therapist

Closest type: artistic and enterprising

Farthest type: Realistic

– Enterprising

Work- persuasive, manipulative, leadership skills, persuade others

- Effective speaker and use of word to persuade

Personality – ambitious, extroverted, domineering, assertive, self confident

- Value success in political and economic fields, lack scientific abilities
- Persuasive, extrovert, prefers sales and managerial jobs, need recognition and power

Possible occupations – sales person, travel agent, judge, lawyer, hotel manager, bank president

Closest type: social and conventional

Farthest type: investigate

– Conventional

Work – systematic organization and manipulation of data

- Keep records, file papers, copy materials, organize report
- Bookkeeping and accounting records, word processing, calculating and copy machine
- Clerical and organizational skills

Personality – methodical, practical

- Conforming, unimaginative
- Prefer structure
- Carry out activities in detail, lack artistic skills

Possible occupations – court clerks, bank teller, typist, book-keeper, time keeper

Closest type: conventional, enterprising

Farthest type: Artistic

• People with inconsistent personality patterns have:

- Lower job achievement and satisfaction
- Less stable vocational choices and personalities

- More difficulty making career decision
- Tendency to change themselves to fit the job

**3. Theory of Work Adjustment**

*Proponent:*  
*Rene Dawis*

**TENETS**

- Work adjustments is a result of the interaction between person(P) and his/her work environment (E)
- The degree to which the requirements (interactions) of the P and the E are met is called correspondence
- The process of achieving and maintaining correspondence is work adjustment, indicated by the satisfaction of P with the E, and by satisfaction of the work environment with the individual (individuals satisfactoriness)
- Tenure is the result of satisfaction, it is the principal indicator of work adjustment
- Four typical response styles of P and E  
Celerity – quickness of response  
Pace – intensity of response  
Rhythm – pattern of response  
Endurance – persistence of response

**4. Values-Based Holistic Approach to Career Development**

*Proponent :*  
*Duane Brown*

**TENETS**

- Human functioning is greatly and molded by an individuals' value orientation which becomes the basic for evaluating one's own actions of others, particularly in terms of how she/he and others must function.
- Values, rather than interests, play an important role in the career decision making process because they present a direction to a desired end state and have a central role in settings goals or expected outcomes.
- Two categories of Values
  - a. Life values
  - b. Work values
    - Achievements
    - Belonging
    - Concern for others
    - concern for the environment
    - creativity
    - financial prosperity
    - health activity
    - humility
    - independence
    - interdependence
    - objective analysis

# CAREER GUIDANCE

Prepared by:  
Wilmalyn A. Awingan, RGC

## CAREER RELATED TERMS

### Career

- § A lifelong calling or pursuit that includes a profession, an occupation, vocation or other calling that one pursues through a lifetime.
- § It may change if one is able to pursue interests and develop used potentials and aptitudes skills and abilities.

### Job

- § A specific kind of work or set of tasks or duties a person has to perform at the workplace from day to day, according to description and set of expectation
- § Example:
  - TI Post test Area
    - § Manipulating the IR Machine

### Life Career

- § The total series of roles and work experiences a person's engages throughout life, including the settings where they occur, like, schooling, continuing education, employment, leisure activities, volunteer work etc.

### Life career development

- § Self development over one's life span through the roles, settings and events in a person's life

### Life career planning

- § The consideration of and decision making done by which alternatives open in the occupational, educational and leisure areas of one's life are studied and selected.

### Life Skills

- § Skills that enable the person to cope up with the challenges and vicissitudes of life, including communication, decision making, resources, time management, and planning skills.

### Occupation

- § A group of similar jobs found in various organizations
- § Example:
  - Call center agents
  - Factory workers

## Profession

- § A career that requires specialized training and academic preparation.
- § Example:
  - Lawyer
  - Doctor
  - Teacher

## Vocation

- § The work that someone does because of a calling
- § Example:
  - Nun – social work
  - Priest – preaching

## Definition of career counseling

- § The process of helping an individual come up with a personal career plan by collecting, collating and evaluating various information about the self and the world of work to help the client meet his/her life goals and to take necessary steps to implement the plan.
- § Goals of career counseling
- § To assist the individual in the development, planning and the implementation of a personal life career, with focus on his/her personal aspirations and qualities
- § To help modify when course occupation desired by the individual requires aptitudes or abilities he/she does not have
- § To help prioritize among several equally attractive courses of action
- § To help select appropriate training/educational activities programs for the occupation/career desired
- § To help identify work settings that may promise the best fit between the client and the work

## CAREER GUIDANCE SERVICES

### Information service

- § It provides information to help the client to know more about the world of work and the factors that impinge upon it.
- § Examples:
  - Career week
  - Job fair
  - Seminar and workshops
  - Printed materials (career brochures, job trends, job openings)

### Individual inventory service

- § Involves helping client get to know more about him/her through varied assessment instruments.
- § Examples:
  - Psychological tests
  - Rating scales



- Health records
- Socio economic data

### **Counseling**

§ Helps the client make a personal career plan and a plan of action by discussing the relationship between discoveries about the world of work and the self

### **Placement**

§ It facilitates the entry into the proper setting, with due consideration of the outcomes of counseling, proper setting can include selection of appropriate training or educational institution.

### **Follow-up**

§ It assesses client's performance and satisfaction in the setting pursued

§ It involves helping the client make decisions necessary with regard to the training program, occupation and work setting pursued.



## CAREER GUIDANCE

- Rico, Troy and John were all machine operators in an ice plant, their career is considered to be as
  - Job
  - Profession
  - Vocation
  - Occupation
- Duane Brown: Value based holistic approach; \_\_\_\_\_: Personality type and work adjustment
  - Rene Dawis
  - Frank Parsons
  - John Holland
  - Anne Roe
- “I want to heal sick people just like my Dad because he’s a good Doctor”, the statement applies with the theory of
  - Learning approach
  - Generation Template
  - Development
  - Psychodynamic
- Yve Mendoza is a lawyer; her career is considered to be as
  - Job
  - Profession
  - Vocation
  - Occupation
- Over Demanding parents who leads to career orientation towards people is an example of
  - Emotional concentration
  - Avoidance of the child
  - Acceptance of the child
  - Loving Parents
- The proponent of psychodynamic theory
  - Anne Roe
  - Donald Super
  - John Holland
  - Alexa Abrencia
- After three years of working in probationary status, Liza achieved permanency which makes her satisfied with her career. This scenario can be applied in the career satisfaction theory of
  - Work Adjustment
  - Value-based holistic approach
  - Personality type and work adjustment
  - Learning approach
- The following are person oriented careers except
  - Arts and entertainment
  - service
  - Outdoor
  - Managerial
- A theory which proposed that parents are the first agent socialization
  - Development
  - Learning approach
  - Generation template
  - Psychodynamic
- Individual inventory service in career guidance involves the following except
  - psychological test
  - Rating Scale
  - Career brochure
  - Socioeconomic data
- “There is one person-one job relationship”, a belief in the theory of
  - Personality type and work environment
  - Trait and Factor
  - Work adjustment
  - Learning approach
- Among the following are possible occupation in a conventional work environment except
  - Bank teller
  - Court clerk
  - Account executive
  - Book Keeper

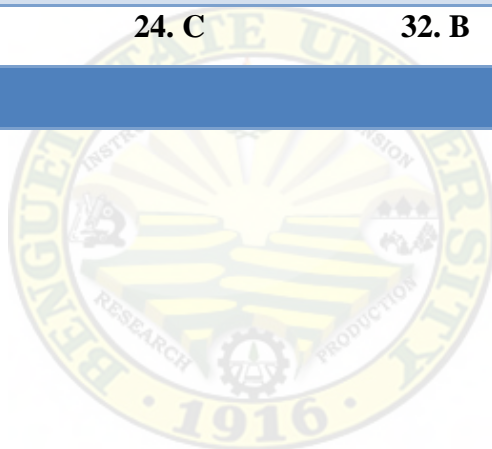
13. The exploration in the life span theory includes; crystallization, specification and \_\_\_\_\_
- A. Stabilization
  - B. Consolidation
  - C. Implementation
  - D. Stagnation
14. Life span theory: Donald Super; \_\_\_\_\_: John Krumboltz
- A. Psychodynamics theory
  - B. Learning approach
  - C. Development theory
  - D. Generation template theory
15. A life stage that involves the development tasks of advocacy is
- A. Growth
  - B. Exploration
  - C. Establishment
  - D. Maintenance
16. An occupational level that involves independent , varied responsibilities, an innovator is
- A. Professional and managerial
  - B. Professional and non-managerial
  - C. Skilled
  - D. Semi professional
17. At a young age Kiera already had that dream of becoming a nurse, at that life stage this situation applies
- A. Growth
  - B. exploration
  - C. Establishment
  - D. Maintenance
18. A theory in career development that involves development and implementing occupational self-concept
- A. Need
  - B. Life Span
  - C. General Template
  - D. Learning approach
19. Ana is inclined with the work of hair dressing and cutting, Ana's level of occupation is
- A. Semi professional
  - B. Skilled
  - C. Semi skilled
  - D. Unskilled
20. A factor that influence career development which involves proper education preparation to succeed in the desired career
- A. Reality
  - B. Education process
  - C. Education Factor
  - D. Emotional values
21. A theory in career development which involves reward and punishment
- A. Need
  - B. Development
  - C. Learning approach
  - D. General Template
22. Lalaine finished Bachelor of Science in Office Administration; she then applied for a position of an executive secretary, this situation applies the theory of
- A. Need
  - B. Development
  - C. Learning approach
  - D. General template
23. Lita is good in statistic what could be the possible work environment for her
- A. Realistic
  - B. Investigative
  - C. Artistic
  - D. Conventional
24. Dina is very much interested on machineries but because she's a girl, she opted to enroll in education a course which she believes that it intended for females, this situation applies the career development theory of
- A. Need
  - B. Life span
  - C. Learning approach
  - D. Generation Template

25. Ana has a personality of being cheerful and friendly since childhood, because of these she is inclined with a work environment which is
- A. Realistic
  - B. Social
  - C. Artistic
  - D. Conventional
26. Juana has a personality of being expressive and imaginative but at times she displays practicality and often carries out her activities in detail, this may lead to
- A. Satisfactory job environment
  - B. An easy way of making career decision
  - C. Lower job achievement and satisfaction
  - D. More stable vocational choice
27. "I believe that my intellectual capacity cannot be able to cope up with a course in college I would rather enroll two year skilled course". This situation applies career development theory of
- A. Need
  - B. Life span
  - C. Learning approach
  - D. Generation template
28. Innovation is a development task of what life stage
- A. Growth
  - B. Exploration
  - C. Establishment
  - D. Maintenance
29. At a young age Justine experienced to be comforted and cared by a nurse, when Justine reached college she enrolled in nursing. This scenario applies the career development of
- A. Need
  - B. Life span
  - C. Learning approach
  - D. Generation template
30. A service that provides information to help the client get to know more about the world of work and the factors that impinges upon it
- A. Information service
  - B. Individual inventory
  - C. Counseling
  - D. Placement
31. Benica enrolled in Nursing because her mother reiterated to her that it's the only course that will make them rich, but she wanted to take up civil engineering. This scenario applies to the guiding principle of career decision making that
- A. Career planning is for everyone.
  - B. Unexpected life changes may necessitate a change in the career path being pursued.
  - C. Significant others may strongly influence one's career moves.
  - D. Occupational fields have different branches that could allow people with differing capabilities.
32. Linda, a topnotch in the board exam for nursing is a family woman with three children all studying in high school, she is at the same time working as a call center agent. This applies the guiding principle in career decision making that
- A. Everyone is entitled to look into different possibilities to expand option
  - B. Career development starts from birth and ends when the person is no longer capable of functioning
  - C. Significant others may recognize that not all promotions are desirable

33. Roldan Dy, a Chief Executive Officer of a big corporation is applauded and respected by his relatives, friends and subordinates, this justifies that
- A. Career affects development of self-esteem and confidence
  - B. Career affects friendship, links and connection
  - C. Career affects attitude and values
  - D. Career affects lifestyle
34. Early childhood experiences are the root of career direction and satisfaction, a tenet in the theory of
- A. Need
  - B. Life span
  - C. Learning approach
  - D. Generation template
35. Loida is a tertiary teacher in a private institution, earning more than the salary of Geraldine a teacher in an elementary level. Comparing the clothes and leisure activities of the two, Loida spend more than Geraldine. This justifies that
- A. Career can affect lifestyle
  - B. Career can affect friends, links and connection
  - C. Career can affect attitude
  - D. Career affects values
36. It is the ability to relate appropriately and effectively with different types of people in diverse situations.
- A. Intelligence Quotient
  - B. Social Intelligence
  - C. Emotional Intelligence
  - D. Adversity Quotient
37. It is considered to be as the dominant factor in the decision making process
- A. Values
  - B. Self-efficacy
  - C. Interest
  - D. Attitude
38. Richard's first course is engineering after the first term he shifted to information technology, then he enrolled by the college of criminology, this situation is a career path can be explained by the flowing expect
- A. Lack of sufficient career information
  - B. Lack of knowledge about oneself
  - C. Lack of Knowledge about world work
  - D. lack of knowledge with the money wasted
39. The proponent of Trait and factor theory
- A. Frank Parsons
  - B. Rene Dawis
  - C. Anne Roe
  - D. Donald Super
40. The following includes work values except
- A. Achievement
  - B. Humility
  - C. Understanding
  - D. Privacy

## CAREER GUIDANCE

KEY TO CORRECTIONS				
1. D	9. C	17. A	25. B	33. A
2. C	10. C	18. B	26. C	34. A
3. B	11. B	19. C	27. B	35. A
4. B	12. C	20. B	28. D	36. B
5. A	13. C	21. C	29. A	37. C
6. A	14. B	22. C	30. A	38. D
7. A	15. C	23. B	31. C	39. A
8. C	16. A	24. C	32. B	40. C



# PSYCHOLOGICAL TESTING

## GC Board Examination Enhancement Seminar

### PSYCHOLOGICAL TEST

- ❖ A set of objective and standardized measure of a sample of behavior
- ❖ Keywords: Objectivity, Standardization, Sample of Behavior.

### KEY WORDS

- ❖ **OBJECTIVE** - absence of differences in and between human judges.
- ❖ **STANDARDIZED** - uniformity of procedures
- ❖ **Sample of behavior** - representative sample from which inferences & hypotheses are drawn.

### THEORETICAL FRAMEWORK

- ❖ A theory is a coherent set of ideas that helps to explain data and to make predictions.
- ❖ Researchers use theories as a tool to guide them in their observations and to generate new information.
- ❖ Theories, therefore, are the basis for all research.

### Theories of Intelligence

- ❖ **General Intelligence of the g factor** – as described by Charles Spearman. He concluded that intelligence is a general cognitive ability that could be measured & numerically expressed.

### Primary Mental abilities by Louis L. Turnstone

- ❖ Focused on seven different primary mental abilities
  1. Verbal Comprehension
  2. Reasoning.
  3. Perceptual Speed
  4. Numerical Ability
  5. Word Fluency
  6. Associative Memory
  7. Spatial Visualization

### Multiple Intelligence by Howard Gardner

- ❖ Visual-spatial
- ❖ Verbal-linguistic
- ❖ Bodily-kinesthetic
- ❖ Logical-mathematical
- ❖ Interpersonal
- ❖ Musical
- ❖ Intrapersonal
- ❖ Naturalistic
- ❖ Spiritual

### Triarchic Theory of Intelligence by Robert Sternberg

- ❖ Proposed what he refers to as “successful intelligence” which is comprised of three different factors:
  1. Analytical intelligence - problem-solving abilities

2. Creative intelligence - ability to deal with current problems using lessons from the past
3. Practical intelligence - ability to adapt to changing environment

### **Personality Theories**

- ❖ Trait Theories- prominent aspects of personality that are exhibited in a wide range of important social and personal contexts.

### **Gordon Allport: Traits as dispositions**

- ❖ Central traits - basic to an individual's personality
- ❖ Secondary traits - more peripheral
- ❖ Common traits - recognized within a culture and thus vary from culture to culture
- ❖ Cardinal traits - by which an individual may be strongly recognized

### **Raymond Cattell's two-tiered personality structure**

- ❖ Sixteen Primary Factors
- ❖ Five Secondary Factors

### **Lewis Goldberg's five-dimension personality model known as the "Big Five"**

- ❖ Neuroticism
- ❖ Extraversion
- ❖ Agreeableness
- ❖ Conscientiousness
- ❖ Openness to experience

### **John Holland's "RIASIC" model of personality used in vocational counseling**

- ❖ Realistic-physical, hands-on, tool-oriented, masculine
- ❖ Investigative-scientific, technical, methodical
- ❖ Artistic-writing, painting, singing
- ❖ Social-nurturing, supporting, helping, healing
- ❖ Enterprising-organizing, activating, motivating
- ❖ Conventional-clerical, detail-oriented

### **Myers-Briggs' personality topology based on Carl Jung**

- ❖ Introversion/extraversion
- ❖ Sensing/ Intuition
- ❖ Thinking/Feeling
- ❖ Judging/Perceiving

### **Social Learning Theory**

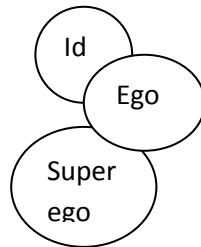
- ❖ Social Learning Theory focuses on two ideas. One is the relationship between cognition, behavior and the environment. The second is learning through modeling or observation. The four criteria for learning by observation are:
  - Attention
  - Retention
  - Production



- Motivation

### Psychodynamic Theories

- ❖ Personality is shaped by the interactions of the id, ego, and superego



### Behaviorist Theories

- ❖ Explain personality in terms of reactions to external stimuli initiated by Skinner with the proposition that people; behavior is formed by processes such as operant conditioning.

### Cognitive and Social-cognitive Theories

- ❖ Cognitivism- Behavior is explained as guided by conditions about the world
- ❖ Social learning theory- suggests that the forces of memory and emotions worked in conjunction with environmental influences.

### Humanistic Theories

- ❖ Focuses on subjective experiences of persons instead of factors that determine behavior.
- ❖ Proponents: Abraham Maslow & Carl Rogers

### Developmental Theories

#### *Theoretical Perspectives*

Psychodynamic Perspective Conscious VS Unconscious

Psychosocial Stages

Cognitive Perspective Assimilation and Accommodation

Information Processing

Learning Perspective Conditioning      Self-efficacy

Humanistic Perspective Self-Concept      Basic Needs

### USES OF TESTS

- Measure differences between individuals
- Make decisions about persons
  1. Classification
  2. Diagnosis and treatment
  3. Self-knowledge
  4. Program Evaluation
  5. Research

# CATEGORIES OF TESTS

## ADMINISTRATIVE ASPECT

1. Group Test- permits testing of many individuals at once
2. Individual Test- instruments which by their design and purpose must be administered one-on-one: allows observation of reactions and permits follow-up on an indefinite answer

## The Medium

1. Paper-and-pencil
2. Performance Tests
3. Physiological

## ITEM STRUCTURE

1. Objective- Multiple choice items
2. Subjective- Open-ended questions
3. Variations- Matching Items and essay

## Test Function

1. Diagnose
2. Predictions
3. Selection
4. Placement
5. Classification
6. Screening
7. Certification

## According to interpretative Framework

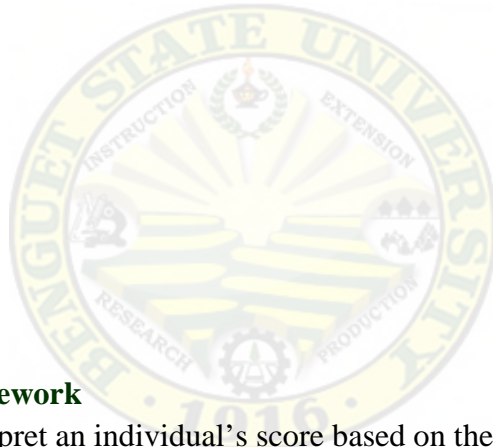
1. Norm-referenced tests- interpret an individual's score based on the results of a typical group of subjects for whom the instruments is designed
2. Criterion-referenced tests- used to ascertain an examinee's status with respect to some criterion (established performance standard)

## According to Responses

1. Verbal- respondents utilizes written or spoken language in response to the test item
2. Non-verbal- constructed in such a way that instructions are given orally and responses do not require the use of language
3. Performance- involve in the manipulation of objects, with minimal use of paper and pencil

## According to speed and power

1. Speed Tests- are those in which a subject must, in a limited amount of time, answer series of questions or tasks of uniformly low level of difficulty
2. Power Tests- have items which are more difficult and time limits are generous enough giving a large percentage of examinees to complete the items



## **According to Performance**

1. Test of Abilities- seeks to measure maximum performance
  - Intelligence Test
  - Aptitude Test
  - Achievement Test
2. Tests of Typical Performance- test that gauge a typical response; used to investigate not what the person can do best but what he usually does
  - Creativity Tests
  - Personality Tests
  - Interest Inventories
  - Behavioral Procedures
  - Neuropsychological Tests

## **Major Types of Test**

1. Personality Tests
2. Tests of Cognitive Abilities
3. Testy of attitudes, values and interests
4. Tests of Psychopathology
5. Tests that assess normal and positive functioning

## **SPECIFIC TYPES OF TESTS**

### **INTELLIGENCE TESTS**

- Provides a single score indicating the individual's general intellectual level
- Examples: S-B Intelligence Scale  
WAIS/WISC/WPPSI

### **APTITUDE**

- Measure the effect of uncontrolled learning
- Permits analysis of performance with regards to different aspects of intelligence
- Examples: DAT  
Primary Mental Abilities  
Gen. Aptitude Test Battery  
Armed Forces Qualification Test

### **ACHIEVEMENT TESTS**

- Designed to measure the effects of specific programs of instruction or training
- Relatively standardized set of experiences
- Used to assess the results of educational process

### **DIAGNOSTIC TESTS**

- Analyze the individual's strengths and weaknesses in a subject and to suggest causes of difficulties
- Example: Stanford Diagnostic Reading Test

## **PERSONALITY APPRAISAL**

1. Self-report Inventories- Woodworth Personal Data Sheet
2. Projective Techniques- Inkblot techniques
3. Other Assessment Techniques- verbal, sentence completion, pictorial and expressive techniques

### **Opinion and Attitude Measurements**

- Opinion Measurements are concerned with specific question
- Attitude Measurements are designed to measure single attitude or an individual's tendency to react favorably or unfavorably to a class of stimuli

## **ASSESSMENT OF VALUES**

- Examples:
  1. Study of Values Allport, et.Al)
  2. Work Values Inventory (Super)
  3. Moral Judgment Scale (Kolberg)
  4. Internal-External Locus of Control (Rotter)

## **INTEREST TESTS**

- Used in Occupational Testing in aid of occupational decision for selection and classification
- Stimulated by vocational and educational counseling

### **Non-test Techniques/Authentic Measures**

1. Objective Performance Tests
2. Situational Tests
3. Self-concept Assessment Tools
4. Behavior Modification Programs
5. Direct Behavior Observation
6. Ratings in Personality Assessment
7. Life-History Data Analysis
8. Environment Assessment

### **Sample and Population**

- ❖ Sample refers to the group of persons actually tested
- ❖ Population is a larger group from which the sample is drawn

### **Norms and the Interpretation of Raw Scores**

- ❖ Raw Scores- direct count/numerical report/measure of a person's test statistical framework
- ❖ Norms-test performance of the standardization sample expressed in a statistical framework

### **Purposes of Score Conversion**

1. Indicate the individual's relative standing in the normative sample thus permit an evaluation of performance in reference to other persons

2. Provide comparable measures that permit direct comparison of the individual's performance on different tests or different parts of the same test

### Normative Sample

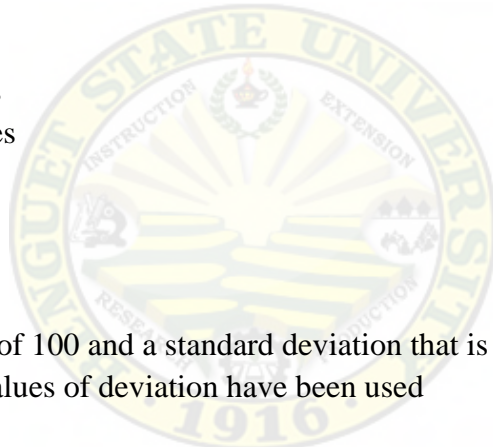
- ❖ Any form is restricted to the particular population from which it was derived
- ❖ Psychological test norms are in no sense absolute, universal or permanent
- ❖ Merely represent the test performance of the persons constituting the standardization sample

### Developmental Norms

1. Mental Age
2. Intelligence Quotients
3. Grade Equivalent Norms
4. Ordinal Scales

### Within-groups Norms

1. Percentile Norms
2. Standard Score Norms
  - Linearly derived Standard Scores
  - Normalized Standard Scores
    - a. T-Score
    - b. AGT Score
    - c. CEEB Scores
    - d. Stanine Scores
    - e. STEN Score
    - f. C Scale



### Deviation Intelligence Quotient

- ❖ Standard score with a mean of 100 and a standard deviation that is predetermined
- ❖ Comparable when similar values of deviation have been used

## Psychometric Properties

### RELIABILITY

- Refers to the degree to which test scores are consistent, dependable, or repeatable
- Acceptable reliability coefficients:
  - Internal Consistency- 0.95
  - Test-retest- 0.90
  - Alternate Form- 0.85

### Methods of Assessing Reliability

Method	Procedure	Coefficient	Problems
Test-retest	Same procedure, test given twice with time interval between testings	Stability	Many effect Practice effect Change overtime
Alternate Form	Equivalent test given with time between	Equivalence and stability	Hard to develop two equivalent tests; may

	testings		reflect change in behavior over time
International Consistency	One test given at one time only (test divided into parts slit-half)	Equivalence and internal consistency	Uses shortened forms (split-half); only good if traits are unitary; hard to compute by hand

## VALIDITY

- Degree to which a certain inference from a test is appropriate or meaningful
- Extent to which a test measures what it purports to measure.

### Types of Validity

Types	Purpose	Procedure	Types of test
Content	To compare whether the test items match the set of goals and objectives	Use panel of experts in content area; compare test blueprint	Survey Achievement Tests Criterion-referenced tests
Criterion: concurrent	To determine whether there is a relationship between a test and an immediate criterion measure	Correlate test scores with criterion measure	Aptitude tests Ability tests Personality tests Employment test
Criterion: Predictive	To determine whether there is a relationship between a test and a criterion measure to be obtained in the future	Correlate test scores with criterion measure obtained after a period of time	Scholastic aptitude Gen. Aptitude batteries Prognostic tests Readiness test Personality tests Intelligence test
Construct	To determine whether a construct exists and to understand the traits/concepts that make up the test	Conduct multivariate stat. analysis such as factor analysis	Intelligence test Aptitude test Personality test

### Test Construction

1. Specification of the purpose of the test and the target test population
2. Item Writing- items composed to cover a wide range of the construct
3. Item editing- checking of each item to establish face validity; weak or defective items are either revamped or discarded
4. Item try-out
5. Item Analysis- technical aspect
6. Standardization- raw score conversion

7. Validation- correlation process with appropriate criterion performance

## **ITEM ANALYSIS**

- ❖ The process or re-examining each item to discover its strengths and flaws
- ❖ Qualitative analysis includes the consideration of content validity and the evaluation of items in terms of effective item-writing procedures
- ❖ Quantitative analysis includes principally the measurement of item difficulty and item discrimination

### **Points to Consider**

- ❖ Difficulty level/percentage passing of an item
- ❖ Discriminability of each item
- ❖ Analysis of incorrect responses

## **TEST ADMINISTRATION**

1. Follow standard procedures to the minutest detail
2. Record any unusual testing condition, however, minor
3. Take testing conditions into account when interpreting test results

## **Checklist for Test Administrators**

1. Pre-testing procedures
2. Check on Test Knowledge
3. Management Details
4. Information for Examinees
5. Checklist of activities during testing

## **Evaluation and Interpretation of Test Results**

### **Types of Interpretations**

1. Descriptive: What kind of person is this man/woman?
2. Genetic: How did he get this way?
3. Predictive: How is he likely to fare in college?
4. Evaluative: What course should he take?

### **Communicating Test Results**

- Test results should not be transmitted routinely but should be accompanied by interpretative explanation by a professionally trained person.
- Results must be presented in qualitative description in simple terms.
- Take into account the characteristics of the person receiving the results and anticipate emotional response
- Present results in terms of probabilities rather than certainties
- Present results objectively and encourage the client to express reactions and feedback
- Interpret with special care results from tests in which clients can vary their responses
- Realize that the client may react emotionally and even irrationally, temper the approach with knowledge of the individual

## **Methods of Reporting Results**

1. Individual Sessions
2. Group Sessions
3. Oral Reports
4. Written Reports
5. Interactive Approaches
6. Video Approaches

## **PROBLEM AREAS**

1. Acceptance
2. Readiness of the client
3. Negative Results
4. Flat Profile

## **Ethical Standards and Legal Consideration**

- ❖ Ensure that the decisions made are in the best interest of all concerned and that the process is carried out in a professional manner

## **Six General Principles**

1. Competence
2. Integrity
3. Professional and scientific responsibility
4. Respect for people's rights and dignity
5. Concern for other's welfare
6. Social responsibility

## **Standard for Educational and Psychological Test**

1. Informal consent
2. Confidentiality
3. Privacy

## **CONFIDENTIALITY**

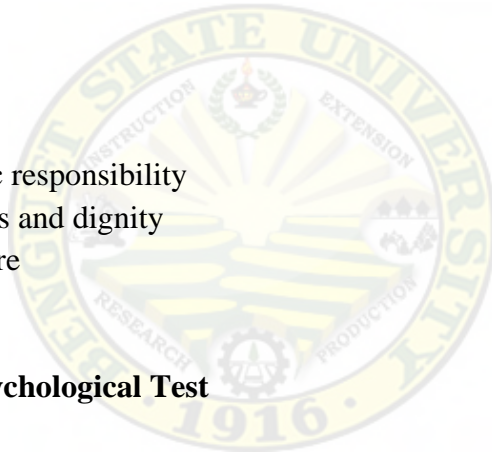
- Right of the examinee to have access to the findings of the test report which must be readily understandable, free from technical jargons
- Records must not be released without the knowledge and consent of the examinee

## **Protection of Privacy**

- A person should not be subjected to any testing program under false pretenses
- A right that is essential to insure dignity and freedom of self-determination

## **Testing Instruments and Procedures**

- Restrictions on the purchase of test materials to ensure:
  1. Security of Test Materials
  2. Prevention of misuse





**ORGANIZATION, ADMINISTRATION AND SUPERVISION OF GUIDANCE  
COUNSELING SERVICES AND PROGRAM DEVELOPMENT  
GC Board Examination Enhancement Seminar**

**THE PERSONNEL**

**GUIDANCE PERSONNEL**

***Guidance Director***

Roles: As a manager, ensuring the provision and the proper functioning of all the Guidance Personnel, activities, budget and facilities.

As a developer, assessing needs for program planning, research, evaluation, improvement and establishment of accountability.

As a leader, providing direction and motivation for personnel and program improvement.

***Qualifications:*** RA9258 stipulates a Master's Degree on Guidance and Counseling as a prerequisite for practice.

***Guidance Counselor***

Roles: The Counselor plays five major roles. These are called 5'Cs: Counselor, Coordinator, Consultant, Conductor of Activities and Change Agent.

***Qualifications:*** A Master Degree in counseling is a prerequisite for counselor. As stipulated in RA9258, a license is required for practice.

***Psychometrician***

This is a misnomer, since a psychometrician is one who constructs and develops tests. The correct term is psychometrist which refers to the person who is in charge of the testing program of the Guidance Office. In the Philippines, the one in charge of the testing activities of the school is usually called the Psychometrician.

Since psychological testing is covered by RA9258, the psychometrician must therefore meet licensure requirements of educational qualification and board passing.

***Researcher***

The researcher decides on the best methodology for gathering, organizing, and reporting data that the Guidance Director and Counselors believe to be necessary for understanding and responding to the needs of the clientele.

***Qualifications:*** Four-year Psychology, Counseling or Sociology background that helps her understand human needs.

***Secretary***

The Secretary ensures proper transmission of messages and appropriate reception of visitors to the office. She takes care of clerical tasks.

***Qualification:*** A two-year secretarial course would be sufficient, but a four-year course is preferable.

# THE SCHOOL PERSONNEL

## Head of the Institution

Roles:

Program Leader and Supporter  
Program Consultant and Advisor  
Resource Provider

## Classroom Teacher

Roles:

Listener-Advisor  
Referral and Reinforcing Agent  
Discover of Human Potential  
Career Educator  
Human Relations Facilitator  
Guidance Program Supporter

## Health Personnel

Roles:

- ❖ Identify children whose medical needs maybe related to social or emotional difficulties needing attention.
- ❖ Help in determining whether or to what extent physical ailments or defects are an obstacle to a student's performance, adjustment or anticipated development
- ❖ Refer students who may malingering or may frequent the clinic at specific times and days, perhaps in fear or avoidance of certain classes.

## GUIDANCE SERVICES

### INDIVIDUAL INVENTORY

The Individual Inventory Services (IIS) - sometimes called Individual Analysis-consists of all the information gathered about each individual in school. The information is usually stored in a Cumulative Folder where data accumulated about each student are kept while the student is still in school and up to a few years after. With technology getting more advanced, more affluent schools store the information in electronic files.

### INFORMATION

Gibson and Mitchell (1995) define the information Service as an activity whereby descriptive materials and media are accumulated, organized, and disseminated through individual advising or counseling or through planned group activities.

#### Major Vehicle of Information Dissemination

*Printed Information Material*

*Small Group Guidance/ Classroom Guidance Activities*

*Seminar, Symposia, Conference*

## **COUNSELING**

Counseling is the heart of Guidance Program. It is Counseling Service that integrates all the data gathered about the individual and his/her environment, in order for them to make sense.

Counseling is a goal-oriented relationship between a professionally trained, competent counselor and an individual seeking help for the purpose of bringing about a meaningful awareness and understanding of the self and environment, improving planning and decision making, and formulating new way of problem resolution and/or development growth.

## **CONSULTATION**

Consultation is the activity engaged in by the individual when his/her expertise is requested by another party or organization, usually to enable the latter to assist another- a third party or an organization.

### **Consultation Model**

- Provision Model
- Prescriptive model
- Collaboration Model
- Mediation Model

## **PREVENTION AND WELLNESS**

### **Prevention**

To be effective, a prevention program should:

- Be implemented before the onset of the indicators or symptoms of the disorder.
- Target populations, not individuals.
- Consider the uniqueness of the population and their environments and should therefore involve the assessment of a wide range of forces influencing the lives of the target population.
- Consist of procedures that have been proven effective.
- Have strong organizational support even in the face of long-term goals.

### **Wellness**

- Appropriate exercise, a good diet, and a stress-free lifestyle are considered important in any Wellness Program.
- Meditation, Yoga Zen, Autogenic Suggestions, Hypnosis were popular in the 1989s and 1990s. They are still used by some camps in the Philippines, but as observed, Filipinos are often enthusiastic about new activities and not always persistent. Stress Management programs were also very popular in the 1980s but soon had to be repackaged. Burnout Management came into the picture but did not catch as much fire as Stress Management.

## **REFERRAL**

- Referral is usually understood as the action taken by person within the institution who sees that a particular person needs counselor assistance.
- Referral also refers to the assistance rendered to clients or their significant others in obtaining services from other people or agencies that might be more effective in helping them.

## **PLACEMENT**

Placement is ensuring that people are in the right place at the right time. It has to do with helping the people find a place that will contribute to their physical, mental, emotional and spiritual health and well-being so that they can be happy, contributing members of the society.

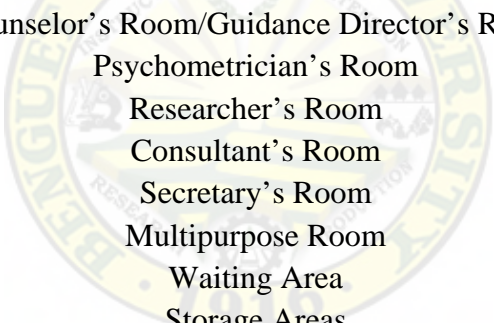
## **FOLLOW UP**

Ideally a service extended to anyone is followed-up to determine goal attainment and customer satisfaction. Follow-up Services help determine the status of the person who received assistance and what other assistance must be rendered so that the service is complete and holistic.

## **RESEARCH AND EVALUATION**

Research is a service-oriented activity conducted to discover new knowledge, and to substantiate theory. Program evaluation is a 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.

### **FACILITIES**



Counselor's Room/Guidance Director's Room  
Psychometrician's Room  
Researcher's Room  
Consultant's Room  
Secretary's Room  
Multipurpose Room  
Waiting Area  
Storage Areas

### **BUDGET**

## **PROGRAM DEVELOPMENT**

Program Development refers to all the activities involved in the planning implementation and evaluation of the entire Guidance Program or any of its services and activities.

## **DIFFERENT MODELS**

The Comprehensive Guidance Program Model  
The Teacher Advisor Program (TAP)  
Invitational Learning for Counseling and Development

## **STEPS FOR PROGRAM DEVELOPMENT**

- ❖ Study of the Real-Life Environment
- ❖ Needs Assessment
- ❖ Priority Setting

- ❖ Goal/Objective Formulation
- ❖ Resources Determination
- ❖ Strategies Identification
- ❖ Program Implementations
- ❖ Program Evaluation
- ❖ Recycling



## ORGANIZATION, ADMINISTRATION AND SUPERVISION OF GUIDANCE AND COUNSELING SERVICES AND PROGRAM DEVELOPMENT

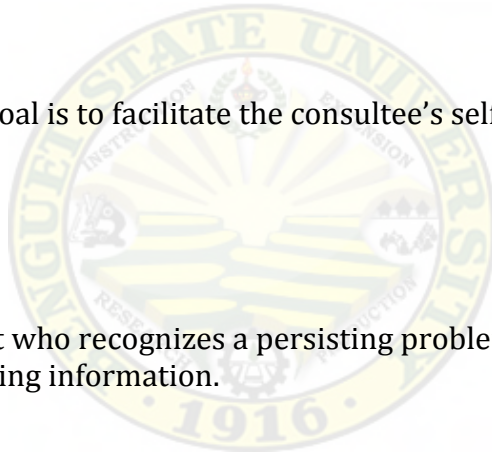
- \_\_\_\_\_ 1. Role of Guidance Director who ensures the provision and proper functioning of all Guidance Personnel, activities, budget and facilities.
- a. Manager          b. developer          c. facilitator          d. leader
- \_\_\_\_\_ 2. Role of Guidance Director who provides direction and motivation for personnel program improvement.
- a. Manager          b. developer          c. facilitator          d. leader
- \_\_\_\_\_ 3. Stipulates a Master's Degree on Guidance and Counseling as a prerequisite for practice.
- a. RA2968          b. RA9258          c. RA7268          d. RA9256
- \_\_\_\_\_ 4. Creating a formal structure that can accomplish the plans, staffing it with qualified people defining each person's role clearly, providing appropriate financial and career incentives.
- a. Controlling          b. Budgeting          c. Planning          d. Organizing
- \_\_\_\_\_ 5. Ensuring that plans are carried out and solving plan-related problems.
- a. Controlling          b. Budgeting          c. Planning          d. Organizing
- \_\_\_\_\_ 6. Role of guidance Counselor who aims to help people overcome obstacles to their personal and educational growth.
- a. Counselor          b. Coordinator          c. Change Agent          d. Consultant
- \_\_\_\_\_ 7. Role of Guidance counselor that must be involved in the process of organizational change.
- a. Counselor          b. Coordinator          c. Change Agent          d. Consultant
- \_\_\_\_\_ 8. One who constructs and develops test and who is in charge of the testing program of Guidance Office.
- a. Psychologist          b. Psychometrist          c. Psychosocialist          d. Physiologist
- \_\_\_\_\_ 9. Ensures proper transmission of message and appropriate reception of visitors to the office.
- a. Secretary          b. Messenger          c. Assistant          d. Receptionist
- \_\_\_\_\_ 10. He/She may help diagnose the development and educational need of the clientele purpose programs.
- a. Developmental Psychologist          b. School Counselor  
c. Developmental Counselor          d. School Psychiatrist
- \_\_\_\_\_ 11. Visit homes, talk to family members, and determine how children be helped best.
- a. Social Worker          b. DSWD          c. Reinforcing Age          d. Career Educator
- \_\_\_\_\_ 12. He/She communicates with students on an almost daily basis and is a position to establish a relationship based on a mutual trust and respect.
- a. Human Relation          b. School Teacher          c. Advisor          d. Guidance Counselor
- \_\_\_\_\_ 13. Help in determining whether or to what extent physical ailments are an obstacle to as student's performance.
- a. Health Personnel          b. Health Educator  
c. Discoverer of Human Potential          d. Guidance Program Supporter
- \_\_\_\_\_ 14. IIS means
- a. Individually Inventory System  
b. Information Inventory Services  
c. Individual Inventory Services  
d. Individually Inventory System



- \_\_\_\_\_ 15. Consist of all the information gathered about each individual in school.
- Information Analysis
  - Individually Analysis
  - Individual Analysis
  - Individual Inventory
- \_\_\_\_\_ 16. Systematically collects, evaluates, and interprets data to identify the characteristics and potential of every client.
- Information Analysis
  - Individual Inventory
  - Data Collector
  - IIS
- \_\_\_\_\_ 17. These are description of client's unusual or unexpected behavior in a given situation or event.
- Anecdotal Record
  - Anecdotal Reports
  - Anecdotal Information
  - Anecdotal Data
- \_\_\_\_\_ 18. Indicate the extent to which an individual possesses each of the characteristics or traits listed.
- Trait List
  - Rating Scale
  - Rate List
  - Individual Scale
- \_\_\_\_\_ 19. Are typically designed to direct the observer's attention to specific observable personality traits and characteristics of an individual.
- Director's List
  - Trait List
  - Checklist
  - Direct List
- \_\_\_\_\_ 20. Seek the client's response, usually in short, written essay, top a particular question or concern.
- Self-Expression Essay
  - Self-Description Essay
  - Client's Essay
  - Response Essay
- \_\_\_\_\_ 21. Another tool that enables the counselor to see the client through his/her eyes.
- Self-Expression Essay
  - Self-Description Essay
  - Client's Essay
  - Response Essay
- \_\_\_\_\_ 22. Another technique for recording the client's daily activities.
- Diary
  - Daily Schedule
  - Journal
  - Activity List
- \_\_\_\_\_ 23. Can be used to assess needs as a basis for establishing program objective and evaluate services and activities.
- Survey
  - Objective list
  - Journal
  - Questionnaires
- \_\_\_\_\_ 24. Enables the counselor to obtain specific information and to explore in-depth behavior or responses.
- Survey
  - Observation
  - Research
  - Structured Interview
- \_\_\_\_\_ 25. Help to determine social relationships, such as degrees of acceptance, roles, and interactions within groups.
- Interaction Techniques
  - Sociometric Techniques
  - Interacting Techniques
  - Sociometry Techniques
- \_\_\_\_\_ 26. An activity whereby descriptive materials and media are accumulated, organized and disseminated.
- Information Service
  - Organized Activity
  - Guidance Activity
  - Guidance Consultation

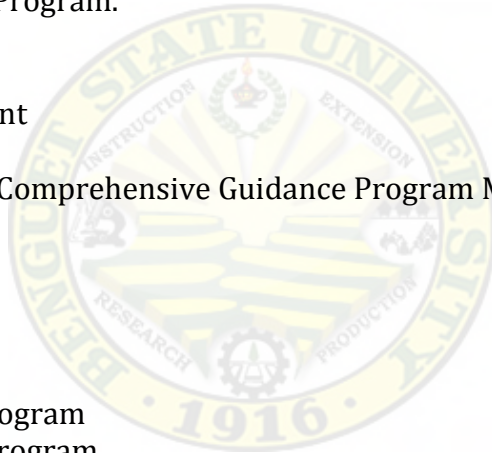


- \_\_\_\_\_ 27. Is a goal oriented relationships between a professionally trained, competent counselor and an individual seeking help.
- a. Counseling      b. Interaction      c. Guidance Activity      d. Developmental Activity.
- \_\_\_\_\_ 28. Type of counseling that focuses on the selection of the proper preparation for the world of work.
- a. Educational      b. Personal      c. Social      d. Vocational
- \_\_\_\_\_ 29. Type of counseling that can be extracted to anyone at any age and usually focuses on the interpersonal and intrapersonal growth of a person.
- a. Educational      b. Social      c. Environmental      d. Vocational
- \_\_\_\_\_ 30. Type of counseling focuses mainly on school or academic concerns, school selection, School entry, school adjustment, and school maintenance.
- a. Educational      b. Social      c. Environmental      d. Vocational
- \_\_\_\_\_ 31. Is the activity engaged in by the individual when his/her expertise is requested by another party.
- a. Counseling      b. Interaction      c. Consultation      d. Assisting
- \_\_\_\_\_ 32. Is used when a potential consultee encounters a problem which because of lack of time, interest and competence. He/She cannot define objectively.
- a. Provision Models  
b. Prescriptive Model  
c. List of solution  
d. Solving Strategy
- \_\_\_\_\_ 33. The consultant's goal is to facilitate the consultee's self-direction and innate capacity to solve problems.
- a. Provision Model  
b. Prescriptive Model  
c. Collaboration Model  
d. Mediation Model
- \_\_\_\_\_ 34. It is the consultant who recognizes a persisting problem; gathers, analyses, and synthesizes existing information.
- a. Provision Model  
b. Prescriptive Model  
c. Collaboration Model  
d. Mediation Model
- \_\_\_\_\_ 35. Refers to the assistance rendered to clients or their significant others in obtaining services from other people.
- a. Consultation      b. Recommendation      c. Referral      d. Counselor Assistance
- \_\_\_\_\_ 36. Eliminates the waste of precious time and possible harm by helping the counselor know what works and what does not.
- a. Observation      b. Research      c. Recommendation      d. Evaluation
- \_\_\_\_\_ 37. It requires systematic collection and analysis of data to determine the value of a program.
- a. Program Evaluation  
b. Systematic Collection  
c. Analytic Evaluation  
d. Data Collection





- \_\_\_\_\_ 38. It is usually conducted after the program activity or service has been completely drawn up.
- Formative Evaluation
  - Summative Evaluation
  - Program Evaluation
  - System Evaluation
- \_\_\_\_\_ 39. Is conducted during the planning and operation of a program, service or activity.
- Formative Evaluation
  - Summative Evaluation
  - Program Evaluation
  - System Evaluation
- \_\_\_\_\_ 40. A room that can accommodate about forty-five people would be useful especially in group activities.
- Multi-purpose room
  - Waiting Area
  - Researcher's Room
  - Confession Room
- \_\_\_\_\_ 41. Refers to all activities involved in the planning implementation and evaluation of the entire Guidance Program.
- Program Development
  - Service Development
  - Information Development
  - System Development
- \_\_\_\_\_ 42. He developed the Comprehensive Guidance Program Model
- Norman C. Gysbers
  - Roman C. Gysters
  - Norman C. Gysters
  - Roman C. Gysbers
- \_\_\_\_\_ 43. TAP means
- Teaching Advisor Program
  - Teaching Advising Program
  - Teacher Advisor Program
  - Teaching Advise program
- \_\_\_\_\_ 44. The goal of \_\_\_\_\_ is to provide an optimally inviting total environment.
- Intentional Learning
  - Invitational Learning
  - Professional Learning
  - Optimal Learning
- \_\_\_\_\_ 45. The four value-based assumptions regarding the nature of people and their potential and the nature of professional helping are respect, trust, intentionality and \_\_\_\_\_.
- Patience
  - Hardwork
  - Honesty
  - Optimism
- \_\_\_\_\_ 46. In strategy planning, strategies include methodologies, or procedures, and content – both the \_\_\_\_\_, or the Content and the Process.
- When and the Where
  - What and the How
  - When and the How
  - What and the Where



\_\_\_\_\_ 47. The purpose of this assessment is to gather factual data about the institution.

- a. Environment Assessment
- b. Needs Assessment
- c. Institutional Assessment
- d. Environmental Assessment

\_\_\_\_\_ 48. Identify the needs specific to target population. This information can help in the development of a relevant program that can be appreciated by and be useful to the client.

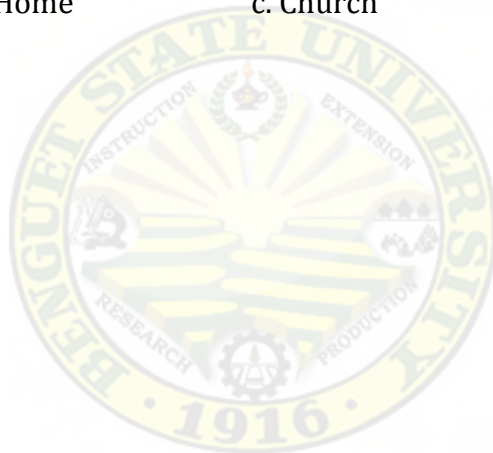
- a. Environment Assessment
- b. Needs Assessment
- c. Institutional Assessment
- d. Environmental Assessment

\_\_\_\_\_ 49. Invitational Learning concept was developed by

- a. Willy W. Purkey
- b. William W. Purkley
- c. Willy W. Purkley
- d. William W. Purkey

\_\_\_\_\_ 50. Studying the real-life environment zeroes in two main areas: the \_\_\_\_\_ and the people who are part of it.

- a. School
- b. Home
- c. Church
- d. Environment



**ORGANIZATION, ADMINISTRATION AND SUPERVISION OF GUIDANCE AND COUNSELING SERVICES AND PROGRAM DEVELOPMENT**

**KEY TO CORRECTIONS**

1. A
2. D
3. B
4. D
5. A
6. A
7. C
8. B
9. A
10.A
11.A
12.B
13.A
14.C
15.C
16.D
17.B
18.B
19.C
20.A
21.B
22.B
23.D
24.D
25.B
26.A

27.A
28.D
29.B
30.A
31.C
32.A
33.C
34.D
35.C
36.B
37.A
38.B
39.A
40.A
41.A
42.A
43.C
44.B
45.D
46.B
47.A
48.B
49.D
50.A



**PERFORMANCE OF SCHOOLS IN ALPHABETICAL ORDER**  
**August 2010 GUIDANCE COUNSELOR LICENSURE EXAMINATION**

SCHOOL	FIRST TIMERS					REPEATERS					OVERALL PERFORMANCE				
	PASSED	FAILED	COND	TOTAL	% PASSED	PASSED	FAILED	COND	TOTAL	% PASSED	PASSED	FAILED	COND	TOTAL	% PASSED
ANGELES UNIVERSITY FOUNDATION	1	0	0	1	100%	1	0	0	1	100%	2	0	0	2	100%
ANNUNCIATION COLLEGE	0	1	0	1	0%	0	0	0	0	0%	0	1	0	1	0%
ATENEO DE DAVAO UNIVERSITY	1	1	1	3	33%	0	0	0	0	0%	1	1	1	3	33%
ATENEO DE MANILA UNIVERSITY-Q.C.	3	1	0	4	75%	0	0	0	0	0%	3	1	0	4	75%
ATENEO DE NAGA	1	0	0	1	100%	0	0	0	0	0%	1	0	0	1	100%
BATAAN PENINSULA STATE COLLEGE-BALANGA (BATAAN POLY.SC)	0	1	0	1	0%	0	0	0	0	0%	0	1	0	1	0%
BENGUET STATE UNIVERSITY-LA TRINIDAD	2	0	0	2	100%	0	0	0	0	0%	2	0	0	2	100%
BUKIDNON STATE COLLEGE-MALAYBALAY	1	0	0	1	100%	0	0	0	0	0%	1	0	0	1	100%
BULACAN STATE UNIVERSITY (BULACAN COLL OF ARTS & TRADES)	2	0	0	2	100%	0	0	0	0	0%	2	0	0	2	100%
CAGAYAN STATE UNIVERSITY-CARITAN	2	0	0	2	100%	0	0	0	0	0%	2	0	0	2	100%
CAGAYAN STATE UNIVERSITY-TUGUEGARAO	6	4	0	10	60%	0	0	0	0	0%	6	4	0	10	60%
CAPITOL UNIVERSITY (CAGAYAN CAPITOL COLL.)	2	0	0	2	100%	0	0	0	0	0%	2	0	0	2	100%
CENTRAL COLLEGES OF THE PHILIPPINES	0	1	0	1	0%	0	0	0	0	0%	0	1	0	1	0%
CENTRAL LUZON STATE UNIVERSITY	1	1	0	2	50%	0	0	0	0	0%	1	1	0	2	50%
COR JESU COLLEGE (HOLY CROSS OF DIGOS)	1	0	0	1	100%	0	0	0	0	0%	1	0	0	1	100%
DE LA SALLE UNIVERSITY-DASMARIÑAS	0	1	0	1	0%	0	0	0	0	0%	0	1	0	1	0%
DE LA SALLE UNIVERSITY-MANILA	9	0	1	10	90%	0	0	0	0	0%	9	0	1	10	90%
DE LA SALLE-ARANETA UNIVERSITY,INC (GAUF)	1	0	0	1	100%	0	0	0	0	0%	1	0	0	1	100%
DON MARIANO MARCOS MEMORIAL STATE UNIVERSITY-AGOO	0	0	1	1	0%	0	0	0	0	0%	0	0	1	1	0%
FATHER SATURNINO URIOS UNIVERSITY (URIOS COLL)	1	0	0	1	100%	0	0	0	0	0%	1	0	0	1	100%
HOLY ANGEL UNIVERSITY	4	0	0	4	100%	0	0	0	0	0%	4	0	0	4	100%
HOLY TRINITY COLLEGE OF PUERTO PRINCESA	1	0	0	1	100%	0	1	0	1	0%	1	1	0	2	50%
KALINGA APAYAO STATE COLLEGE (KALINGA COMM. COLL.)	0	1	0	1	0%	0	0	0	0	0%	0	1	0	1	0%

LAGUNA COLLEGE OF BUSINESS & ARTS	1	0	0	1	100%	0	0	0	0	0%	1	0	0	1	100%
LAGUNA STATE POLYTECHNIC COLLEGE-SAN PABLO (SPCSAT)	0	3	0	3	0%	0	0	0	0	0%	0	3	0	3	0%
LAGUNA STATE POLYTECHNIC UNIVERSITY-LOS BAÑOS	0	1	0	1	0%	0	0	0	0	0%	0	1	0	1	0%
LYCEUM NORTHWESTERN	1	0	0	1	100%	0	0	0	0	0%	1	0	0	1	100%
MANUEL L. QUEZON UNIVERSITY	1	0	0	1	100%	0	0	0	0	0%	1	0	0	1	100%
MARIANO MARCOS STATE UNIVERSITY-BATAC	0	1	0	1	0%	0	0	0	0	0%	0	1	0	1	0%
MARIANO MARCOS STATE UNIVERSITY-LAOAG-COLL. OF EDUCATION	1	0	0	1	100%	0	0	0	0	0%	1	0	0	1	100%
MIRIAM COLLEGE (MARYKNOLL COLLEGE FOUNDATION,INC)	13	2	2	17	76%	0	0	0	0	0%	13	2	2	17	76%
NATIONAL TEACHER'S COLLEGE	0	1	0	1	0%	0	0	0	0	0%	0	1	0	1	0%
NORTHERN CHRISTIAN COLLEGE	0	1	0	1	0%	0	0	0	0	0%	0	1	0	1	0%
NORTHWESTERN UNIVERSITY	0	1	0	1	0%	0	0	0	0	0%	0	1	0	1	0%
NOTRE DAME UNIVERSITY	2	2	0	4	50%	0	0	0	0	0%	2	2	0	4	50%
PAMANTASAN NG LUNGSOD NG MUNTINLUPA (MPC)	1	2	0	3	33%	0	0	0	0	0%	1	2	0	3	33%
PANGASINAN STATE UNIVERSITY-URDANETA	0	0	0	0	0%	0	1	0	1	0%	0	1	0	1	0%
PHILIPPINE NORMAL UNIVERSITY-MANILA	14	3	1	18	78%	0	0	0	0	0%	14	3	1	18	78%
ROOSEVELT COLLEGE-SAINTA	2	1	0	3	67%	0	0	0	0	0%	2	1	0	3	67%
SAINT FRANCIS OF ASSISSI COLLEGE	0	1	0	1	0%	0	0	0	0	0%	0	1	0	1	0%
SAINT JOSEPH'S COLLEGE OF QUEZON CITY	2	2	0	4	50%	0	0	0	0	0%	2	2	0	4	50%
SAINT LOUIS UNIVERSITY	1	0	0	1	100%	0	0	0	0	0%	1	0	0	1	100%
SAINT MICHAEL'S COLLEGE-ILIGAN CITY	0	0	0	0	0%	0	1	0	1	0%	0	1	0	1	0%
SAINT PAUL UNIVERSITY-TUGUEGARAO	1	2	0	3	33%	0	0	0	0	0%	1	2	0	3	33%
SAN PEDRO COLLEGE-DAVAO CITY	0	0	0	0	0%	0	0	1	1	0%	0	0	1	1	0%
SILLIMAN UNIVERSITY	0	1	0	1	0%	0	1	0	1	0%	0	2	0	2	0%
TARLAC STATE UNIVERSITY (TARLAC COLLEGE OF TECH.)	2	0	0	2	100%	1	0	0	1	100%	3	0	0	3	100%
TECHNOLOGICAL UNIVERSITY OF THE PHILIPPINES-MANILA	0	1	0	1	0%	0	1	0	1	0%	0	2	0	2	0%
UNIVERSITY OF BOHOL	0	1	0	1	0%	0	0	0	0	0%	0	1	0	1	0%
UNIVERSITY OF ILOILO	0	0	0	0	0%	0	1	0	1	0%	0	1	0	1	0%
UNIVERSITY OF LA SALETTE-SANTIAGO	0	0	0	0	0%	1	1	0	2	50%	1	1	0	2	50%

UNIVERSITY OF MAKATI	0	2	0	2	0%	0	0	0	0	0%	0	2	0	2	0%
UNIVERSITY OF MANILA	0	1	0	1	0%	0	0	0	0	0%	0	1	0	1	0%
UNIVERSITY OF NEGROS OCCIDENTAL-RECOLETOS	1	1	0	2	50%	0	0	0	0	0%	1	1	0	2	50%
UNIVERSITY OF NORTHERN PHILIPPINES-VIGAN	1	0	0	1	100%	0	0	0	0	0%	1	0	0	1	100%
UNIVERSITY OF RIZAL SYSTEM-ANTIPOLO	0	0	0	0	0%	0	1	0	1	0%	0	1	0	1	0%
UNIVERSITY OF SAINT ANTHONY	1	0	0	1	100%	0	0	0	0	0%	1	0	0	1	100%
UNIVERSITY OF SAINT LA SALLE	7	0	1	8	88%	0	0	0	0	0%	7	0	1	8	88%
UNIVERSITY OF SAN CARLOS	1	1	0	2	50%	0	0	0	0	0%	1	1	0	2	50%
UNIVERSITY OF SANTO TOMAS	3	1	0	4	75%	0	0	0	0	0%	3	1	0	4	75%
UNIVERSITY OF SOUTHEASTERN PHILIPPINES-DAVAO CITY	0	2	0	2	0%	0	0	0	0	0%	0	2	0	2	0%
UNIVERSITY OF THE ASSUMPTION	0	1	0	1	0%	0	0	0	0	0%	0	1	0	1	0%
UNIVERSITY OF THE CORDILLERAS (BAGUIO COLL. FNDTN.)	1	0	0	1	100%	0	0	0	0	0%	1	0	0	1	100%
UNIVERSITY OF THE IMMACULATE CONCEPTION-DAVAO	0	1	0	1	0%	0	0	0	0	0%	0	1	0	1	0%
UNIVERSITY OF THE PHILIPPINES-BAGUIO CITY	0	1	0	1	0%	0	0	0	0	0%	0	1	0	1	0%
UNIVERSITY OF THE PHILIPPINES-DILIMAN	2	5	0	7	29%	0	0	0	0	0%	2	5	0	7	29%
WESLEYAN UNIVERSITY-PHILIPPINES-CABANATUAN CITY	1	0	0	1	100%	0	0	0	0	0%	1	0	0	1	100%
WEST VISAYAS STATE UNIVERSITY-LA PAZ	5	1	0	6	83%	0	0	0	0	0%	5	1	0	6	83%
XAVIER UNIVERSITY	1	0	1	2	50%	0	0	0	0	0%	1	0	1	2	50%

NOTHING FOLLOWS-----

Any discrepancy in the performance of schools listed above is entirely unintentional on the part of the Professional Regulation Commission but rather due to miscoding of school codes by the examinees themselves in the application forms. Concerned schools may write the Commission for correction.

Roll of Successful Examinees in the  
GUIDANCE COUNSELOR LICENSURE EXAMINATION

Held on AUGUST 26 & 27, 2010 Page: 3 of 5

Released on SEPTEMBER 1, 2010

Seq. No.	N a m e
1	ABARDO, SOLOMON MILLARE
2	ABRIA, AIZZA ARLIA SANTIAGO
3	ACOSTA, MARIA CHRISTINA FELICIANO
4	AGUAS, KARLA MARIE CORTES
5	ALCALA, GRACE BELLEZA DAPITON
6	ALCAZAR, JUANITO DIGO
7	AMORA, RHODORA CRUZ
8	ARANDIA, SHERYL SIERVO
9	ATAY, MICHELLE GAY MONTEZA
10	BADRINA, CHARLOTTE JONES CHAVEZ
11	BANGAYAN, SHEILA MARIE BAGAOISAN
12	BASCOS, JASMIN APELADO
13	BATINGAL, ANNA LYN MASING
14	BELLO, AMELIE TRINIDAD
15	BILBAO, CYNTHIA LOUISE FRANCISCO
16	BORBON, MARIA LOIDA FAYE CINCHES
17	CALIGNER, EDUARDO CIABO
18	CALIMAG, BABILYN TALOSIG
19	CAMBRI, JINKY JOSE
20	CASIÑO, AVYLENE NIETO
21	CASONO, APRIL JOY PENASO
22	CATUNGAL, JULIETA PIA
23	CAUYAN, JACLYN MARIE LOMIBAO
24	CLEOFE, MYREEN POLICARPIO
25	CONSTANTINO, JEROME BANTILING
26	CORDOVA, MARYVER ALCASID
27	COROÑA, RYAN BONDOC
28	CORPUS, CHRISDELL BALDOVINO
29	CRUZ, MA CELINA GUZMAN
30	CRUZ, TERESITA OCSAN
31	DALISAY, CRISTIE MARIE CEREZO
32	DATU, CHARIZZA CASAS
33	DELGADO, MARILET CASTILLO
34	DIGAMON, EVANGELINE CANDA
35	DULAWAN, ADESTY PAWID
36	ESPIRITU, MARIA TERESA DE JESUS
37	ESTACIO, RHENAN DIZON
38	FERRER, EMMANUEL ADONIS AQUINO
39	FLORES, GERALDINE LUNA
40	FRANCISCO, CINDERELLA RAYMUNDO
41	FUNELAS, DELIA CRUZ
42	GABRIDO, SUZZANE DELIMA
43	GAGAM, NELIA RAMIREZ
44	GICALDE, QUEENY LYN DEQUIÑA
46	GONZALES, MA AURORA EMETERIA PERONA
47	GUMABAY, RHEA VLANCE CABAUTAN
48	GUTIERREZ, MARIA CECILIA QUIMIO
49	HERNANDEZ, MIRA FAITH RIGONAN

50 INSIGNE, JOSIE ZAYAS  
51 JAPSON, JOCELYN KALASKAS  
52 JOVELLANOS, ANALOU CORPUZ  
53 LACSON, MARICEL CARPIO  
54 LAGADIA, CATHERINE DELOS SANTOS  
55 LORENZO, ROMEO LAVEGA  
56 LUALHATI, MARIA CORAZON MILLENDEZ  
57 MALAFU, ROLANDO FOOCAN  
58 MANALO, MA CONCEPCION OLVIDO  
59 MARABUT, MARIA ROSANNA MONICA VILLAREAL  
60 MARFIL, RODERICK EVANGELISTA  
61 MATA, KATHLYN ABADILLA  
62 MATA, MARIA LOURDES PALACPAC  
63 MENDOZA, SOPHIA ALMENIANA  
64 MIGUEL, CHARLYN ELCHICO  
65 MONGE, ARDEN MAY MIRAFLORES  
66 OCHAVO, LIBERTY LEDESMA  
67 OLIQUIANO, ARTHUR ORLINA  
68 ONG, RACHEL JOY CO  
69 ORTEGA, KARREN TANJUSAY  
70 PACETE, MARITES MENDOZA  
71 PADAMADA, NICOLA IRIS PALIUANAN  
72 PALACPAC, THERESE PALOMA  
73 PANLASIGUI, VIRGILIO SALVADOR ANDRES  
74 PAR, MIA MAILA MARALIT  
75 PARARUAN, ROCHELLE ANN VALENZUELA  
76 PEÑA, PAOLO ANGELO SANCHEZ  
77 PONCE, KAREN NERY  
78 PUBLICO, MARCO REYES  
79 RACADIO, MARIA CARMEL ABAD  
80 RAMON, TERREZYL CARVILLEDADA  
81 RIPOTOLA, ANALYN ROQUITA MURPHY  
82 RIVERA, JUNE ALVIZ  
83 RIVERA, LEILANIE BAUTISTA  
84 RODRIGUEZ, JUDY ANN MILA SABIO  
85 ROSAS, RICHEL VALENZUELA  
86 RUBIO, LEONORA CAMACLANG  
87 SABAS, DYRMA IGARTA  
88 SALAS, LAARNI DELA PEÑA  
89 SANIDAD, MARIA CECILIA ORTEGA  
90 SIAN, JULIAN JR CASIANO  
91 SONGDAY, ALOHA AMANGAN  
92 STA ANA, REYMILY ROSE RUANTO  
93 SULIT, MARIA DIONE ROBERTA DELFIN  
94 SUTHERLAND, MA KATRINA DE JESUS  
95 TABING, AMELIZA FLORES  
96 TAJONERA, CHRIS FELI JOY PORRAS  
97 TAN, TERRY ONG  
98 TIGLAO, LEILA MALABANAN  
99 TIGNO, MA ADORA CARLOS  
100 TIVIDAD, LANIELYN SALES  
101 TOLENTINO, LAARNI SEVILLA  
102 TOLENTINO, LARAMIE REBULADO  
103 TRANQUILO, AILEEN ALVAREZ



104 UBAS, RISALINA VELARDE  
105 UY, RICADELLE DEL ROSARIO  
106 VILLANUEVA, TERESA NAPAGAL  
107 VILLARUEL, MARIANNE PARAISO  
108 YULO, CHERRY JALANDONI  
NOTHING FOLLOWS-----

Manila, Philippines  
SEPTEMBER 1, 2010

Recommending Approval :

(orig. signed)  
LUZVIMINDA S. GUZMAN  
Chairman  
Board of Guidance and Counseling

APPROVED :

(orig. signed)  
NICOLAS P. LAPEÑA, JR.  
Chairman



Roll of Successful Examinees in the  
GUIDANCE COUNSELOR LICENSURE EXAMINATION  
Held in AUGUST 2008  
Released on SEPTEMBER 1, 2008

Seq. No.	N a m e
1	ALDAY, MYRA PATRON
2	AQUI, ANNA CHRISTINA SANTOS
3	ATILLO, ANALENE NATIVIDAD
4	AWINGAN, WILMALYN ADAG
5	BABANTO, RHEENA ESTER BANTULA
6	BACOSA, LEAH SIOSON
7	BASAWIL, CECILE AGUILAN
8	BAUTISTA, ANGELIE DOLIGOSA
9	BAUTISTA, MARIA THERESA MERCADO
10	BELTRAN, FLORY CAYABYAB
11	BUENAFE, FINI JOY PALACIO
12	BUSTILLO, ANGELI BALDOVINO
13	CABACUNGAN, NERISSA GONZALES
14	CABARON, LYNMARIE THERESE ARANETA
15	CADANO, KRISTINE CEPE
16	CALLO, FRANCES RUTH LOURDES SESPERES
17	CANLAS, CHERRY LOU DUQUE
18	CARDENAS, MARIA TERESA TABUÑAR
19	CARLOS, KRISTINA ROSE GUIAO
20	CHAN, CHERRY LO
21	CHUA, CLAUDINE SY
22	CIPRIANO, ADARNA MIRASOL
23	CORTEZ, MARIA DOROTHY ALONZO
24	CORTEZ, MARYROSE PICO
25	CUA, CYMBELINE CHAN
26	CUDEL, ANDREW DE LUNA
27	DAVID, ADONIS PACLEB
28	DE CASTRO, FRANCINE ROSE ASUNCION
29	DELA CRUZ, SHERILLYN DIZON
30	DIZON, MICHELLE MARIE CALIXTO
31	DIZON, STEPHANIE ROSE TOLENTINO
32	DOMENDEN, NHORLY URBIZTONDO
33	GAGNI, ELIZABETH MARFEL FORTES
34	GONZALEZ, MARIA MARGARITA CRISOSTOMO
35	HOGGANG, GERALDA PINOY-AN
36	IMBANG, LEI MARIE FENETE
37	JANAIRO, EFRAEM ABAD
38	JOSUE, MARY JOCELYN BALANGUE
39	JOVER, MURIEL MINERVA
40	KURZE, ANDREA ROBERTO
41	LAWAS, RICKY REMETIO
42	LEGASPI, ESTESA XARIS QUE
43	LINGALING, ROSALIE OSALVO
44	LOPEZ, JOCELYN BUENAVENTURA
45	LUBONG, MARICEL VELASCO
46	MAURICIO, CANDY DELA CRUZ
47	MEDINA, FERDINAND LABIOS
48	MENDOZA, ANNIE TANCIOCO
49	MORES, ELMERANDO TAGUIBAO
50	NAVAL, JEANETTE VICTORIA ALBANO
51	NAVAREZ, JOEL CASTILLO
52	NAYVE, MARY ANNE LOPEZ
53	NGO, MYRLINDA ROSE ABAD

54 OAEL, IRENE CULAS  
55 OCAMPO, MARICAR BERNARDO  
56 OIDE, CONCHITA LICUANAN  
57 PADSOYAN, REYNALYN TAYAWA  
58 PAELANO, AARON MAGNO  
59 PAJARILLAGA, FLERIDA SANTIAGUEL  
60 PANTALEON, JAYMEE ABIGAIL KLINEFELTER  
61 PAPAS, LOVELYN SISON  
62 PARCASIO, AURORA PAULO  
63 PAULO, MARY GRACE BLASICO  
64 PIDLAOAN, KAREN CUSTODIO  
65 PRE, JULIUS CUARESMA  
66 QUEMI, MARIFEL PONCE  
67 QUIAMNO, DIOSDADO JR BONDE  
68 QUIBA, CAROLYN CRUZ  
69 QUIBA, MENDELSON POLANTE  
70 QUINDOR, JUDYLYNN IGUBAN  
71 RIMANDO, KAREN ORTIGUERO  
72 ROGEL, ELNA MARTIN  
73 ROSAL, MANOL TABLADA  
74 SALDA, JESHANAH BASALONG  
75 SARABIA, JOSELITO SAÑADA  
76 SINDOL, ANNIE EVE DAVID  
77 STA ANA, OLIVER BALTAZAR  
78 TIMBOL, MA NANETTE CRUZ  
79 TOLEDO, CAROL MADLANGSAKAY  
80 TRAGICO, GIFT DEL CARMEN  
81 TRIGUERO, JANICE PUNZALAN  
82 VILLAREAL, RITA LORENZO  
83 VILLON, ALEXANDRA WANDA LOMOD  
84 YAMZON, MAY DAVID  
NOTHING FOLLOWS\_\_\_\_\_

Manila, Philippines  
SEPTEMBER 1, 2008

Recommending Approval:

LILY ROSQUETA-ROSALES  
Officer-In-Charge  
Board of Guidance and Counseling

APPROVED:

By Authority of the Chairperson:

RUTH RAÑA-PADILLA  
Commissioner  
Officer-In-Charge