



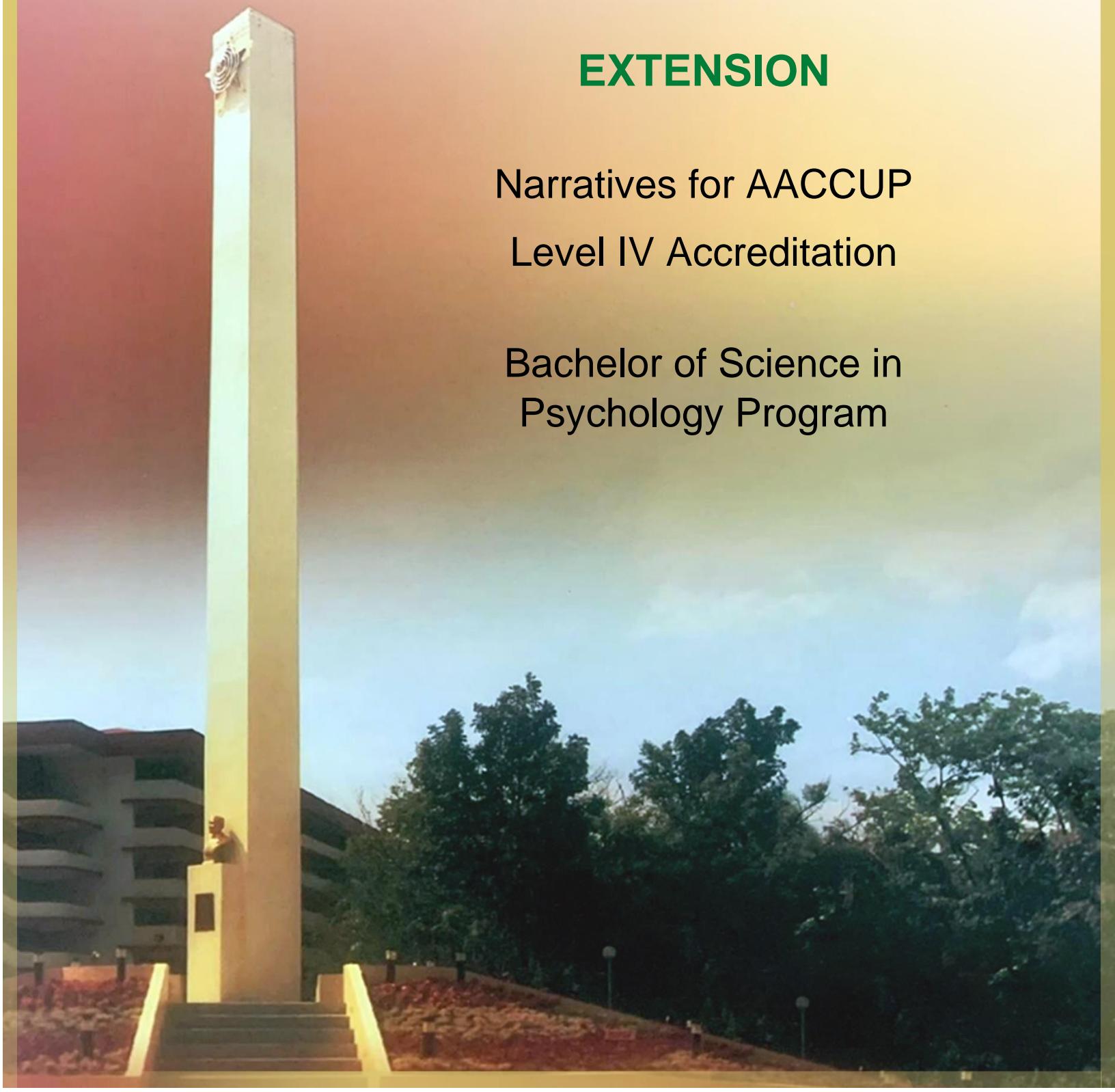
Polytechnic University of the Philippines

College of Social Sciences and Development
Department of Psychology

EXTENSION

Narratives for AACCU
Level IV Accreditation

Bachelor of Science in
Psychology Program





Polytechnic University of the Philippines

College of Social Sciences and Development
Department of Psychology

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1. Introduction

Polytechnic University of the Philippines (PUP), the country's 1st Polytechnic U, offers an array of extension services. Guided by its vision, the PUP administration believes that a strong extension service program would surely be one important facet in transforming the university into an epistemic community.

Since its inception in 1904, PUP has pioneered in extension work and partnered with well-meaning organizations, and institutions on community-based projects to help marginalized people improve the quality of their lives.

PUP imparts extension services through an educational process that applies knowledge to critical needs, issues, and opportunities, bringing transformation, empowerment, and self-reliance to a larger community.

PUP's strong workforce and pool of experts in various fields envision the process of institutionalizing engagement and involvement in the extension service program and make it a major thrust of the university, being the center of knowledge that contributes to the attainment of the country's sustainable development goals. The extension program is conducted, not as a part of an academic requirement, but as a service and an outreach program toward the improvement of a community's quality of life. As such, the Commission on Higher Education (CHED) has mandated State Universities and Colleges (SUCs) to have an Extension Office. To effectively serve the community then, the PUP under the Office of the Vice President for Research Extension Planning and Development (OVPREPD) established an Extension Management Office (EMO) and formulated its manual as approved by a BOR Resolution No. 741, a series of 2010.

The University has published said extension manual which has seven (7) Chapters. Briefly, the following are the contents of said Manual:

Chapter 1 introduces the University Extension Agenda and the PUP Framework on Community Extension Service. It has also introduced the Salin Kaalaman Tungo sa Kaunlaran (SKTK) as the university's flagship program in extension.

Chapter 2 presents the objectives of the university extension program, the University extension organizational structure, the functions of each center, as well as the the duties, and responsibilities of officials and staff.

Chapter 3 enumerates the processes and procedures in the university extension program proposal development, implementation, monitoring, and evaluation. Flowcharts have been provided to better describe the different processes involved in the holistic approach to extension management.



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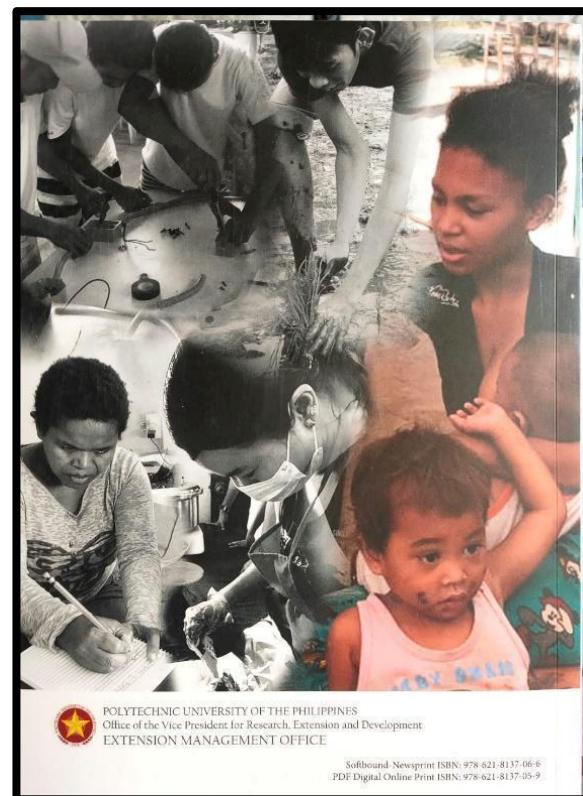
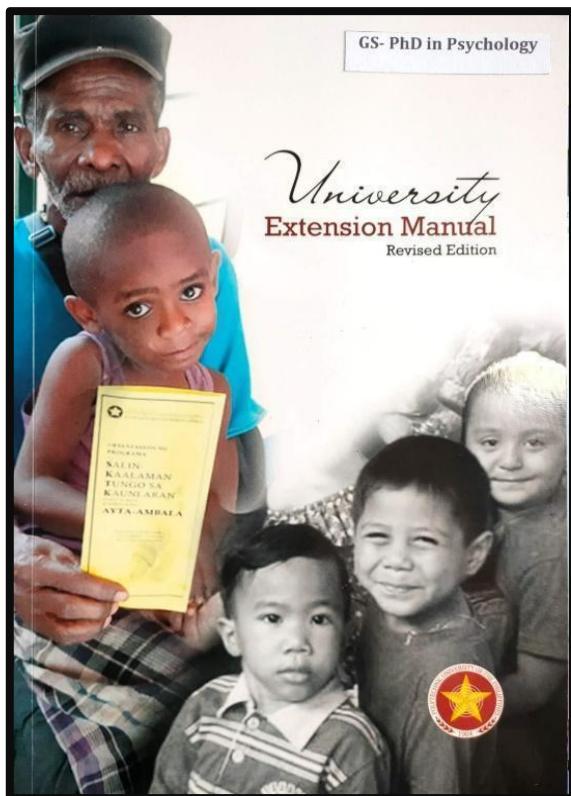
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Chapter 4 introduces the EMO, and the Community Relations and Outreach Services (CROS). CROS is the arm of the university in reaching out to the communities by providing basic and short-term services to its people. Significant outreach services that benefit the community, inside and outside of the university, are outlined in this chapter.

Chapter 5 presents the mandate of the Center for Inclusivity and Diversity which hopes to advocate and champion the causes of the marginalized and underserved groups.

Chapter 6, on the other hand, has provided an idea of the Flagship Extension Program of the University, the Salin Kaalaman Tungo Sa Kaunlaran (SKTK). This flagship program highlights the extension efforts of the EMO specifically, in collaboration with the various colleges, branches, and offices of the university.

Lastly, **Chapter 7** explains the funding, incentives, and other support mechanisms in all extension undertakings. It also elucidates the fiscal responsibility of persons accountable for the extension funds.

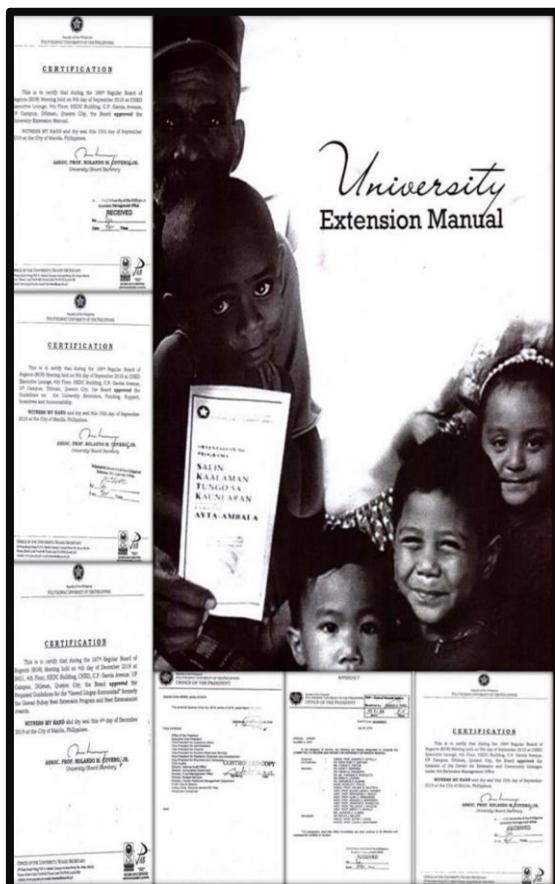




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Asia Pacific Journal of Multidisciplinary Research, Vol. 4, No. 4, November 2016

Helping Hand: The Salin Kaalaman Tungo sa Kaunlaran Extension Program of Polytechnic University of the Philippines Among the Beneficiaries of the Pilot Centers in Sta. Mesa, Manila, Philippines

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Date Received: July 8, 2016 ; Date Revised: September 5, 2016

Abstract - One of the four-fold functions of State Universities and Colleges in accordance by their mandates was to provide assistance to communities; this was achieved thru conducting different skills and development trainings in partnership with Local Government Units (LGUs). This study was conducted to assess the current Extension program of the Polytechnic University of the Philippines (PUP). Some 74 beneficiaries from the 23 centers of Sta. Mesa, Manila were identified through the use of purposive sampling. The data gathering made use of aided surveys. Weighted Mean and Pearson Product Moment of Correlation was used to treat and process statistical data. Findings revealed that the Extension Services conducted by the PUP Salin Kaalaman Tungo sa Kaunlaran Extension Program (SALIN) were highly effective regarding Information Dissemination, Staff and Officials, Trainings and Programs, Trainers and Speakers, Programs, Accommodation and Venue and the personal impact of the Extension Program to the Beneficiaries. Satisfaction rating on the extension program was also high. Further, this study found out that as respondents are satisfied with the implementation of SALIN, the greater the chance of positive assessment on the effectiveness of the project. The study also disclosed problems and recommendations identified by the respondents. In addressing the research gaps, this study further identified recommendations to enhance capabilities of program implementers such as better execution in the delivery of extension services, fund sourcing and forging linkages or networking.

Keywords: Higher Educational Institution, Extension Program, Descriptive Method, Community Development, Philippines

INTRODUCTION

Pursuant to the pertinent and existing provisions of the Republic Act 7722, the Commission on Higher Education (CHED) mandated all Higher Education Institutions (HEIs) to conduct their four-fold functions; Instruction, Research, Extension and Production. These four-fold functions, through evolving convergence and interaction, helped to strengthen the structure of society using community development and involvement [1]. In line with the Commission's thrust to mobilize knowledge and

technology empowerment, HEI's had been actively conducting research and extension programs and projects. These extension programs, particularly, were technology and knowledge transfer and application.

According to Magasayay, Extension program, as defined in the House Bill No. 758, was a set of projects, used in community outreach and resources extension based on an organization or institution's goals, vision, objectives and mission by special arrangements to a person [2]. Moreover, Dart,

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PUP's Extension Programs are the products of collaborative arrangements with other universities, industries, and non-governmental organizations, among others, through various engagements.

EXTENSION PROGRAMS OF THE POLYTECHNIC UNIVERSITY OF THE PHILIPPINES

EXTENSION PROGRAMS	DESCRIPTION
Capacity Building Program	Technical assistance and advisory services through the conduct of trainings, seminars, workshops, symposia, lecture series, exchange programs, and other non-credit course.
Continuing Professional Education	A type of education that is conducted for participants in various professional fields that consists of updated knowledge and other pertinent information that will help these individuals to attain a broader understanding of their chosen industry.
Communication, Information, and Media Services	Communication and/or dissemination of knowledge and skills to particular client groups through various means such as person-to-person contact, radio, television, print,

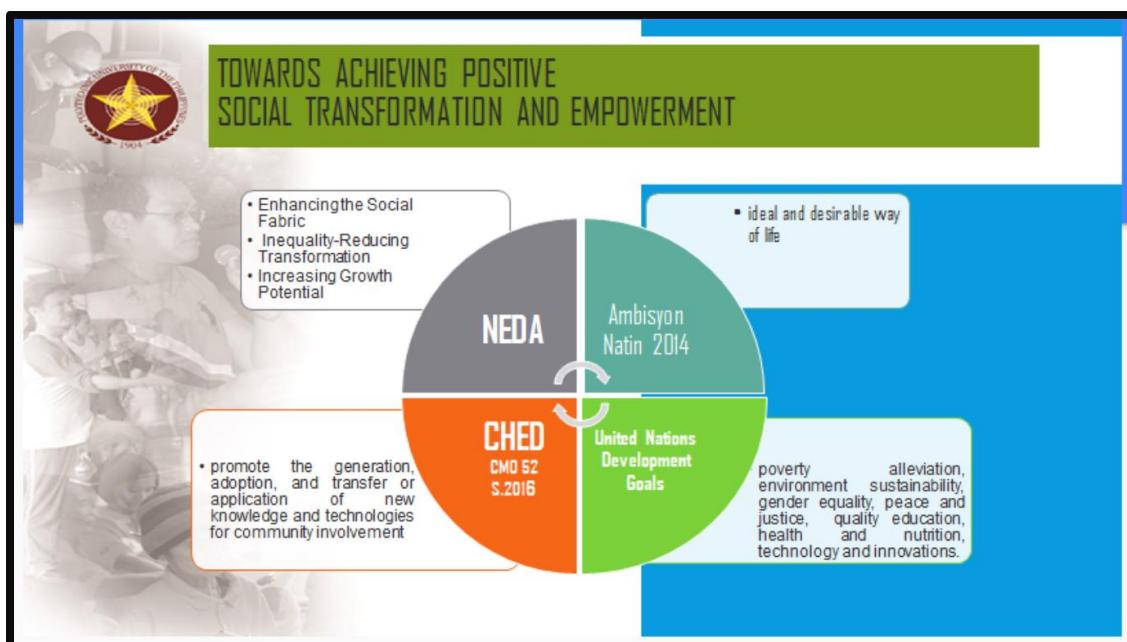


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Technology Transfer Utilization and Commercialization	communication technology, and other forms of media. The process of circulating, promoting, and marketing research outputs and technologies to potential users.
Community Development and Outreach Program	These can be extension activities conducted in areas outside the university/college, e.g., community-based social services, pilot projects, mobile clinics, etc.



A full copy of the University Extension manual may be accessed through this link:

https://drive.google.com/file/d/1msaC8FZM6ADjSjsv_riDLQeF3EndqxHW/view?usp=sharing

1.1. History and Rationale of the Extension Program of the Bachelor of Science in Psychology Program

1.1.1. The Extension Function of Higher Education Institutions

In line with the Constitutional mandates for the advancement of education¹, Republic Act No. 7722² provided for the establishment of the CHED, which Declaration of Policy echoes the policy of the State to “protect, foster and promote the right of all citizens to affordable quality education at all levels and shall take appropriate steps to ensure that education shall be accessible to all. xx” The creation of CHED paved the way

¹ Article II, Section 17 and Article XIV of the 1987 Philippine Constitution

² Republic Act No. 7722; An Act Creating The Commission on Higher Education, Appropriating Funds Therefor And For Other Purposes



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for various programs aimed at fulfilling the same; one such program of CHED is the development of the Extension Functions of Higher Education Institutions (HEIs).

Extension, as defined by CHED, refers to “*the act of communicating and transferring knowledge and technology to specific sectors and target clientele (as distinguished from those enrolled in formal degree programs and course offerings) to quality of life, at the same time enhance the HEI’s academic and research programs.*”³

In furtherance of this vision, the PUP established its very own EMO, tasked as the leading unit of the University in the design and conduct of extension work. The EMO’ vision-mission is “*designed to actively participate in the pursuit of social and community development to contribute to the empowerment of its beneficiaries, partner barangays and government and private organizations in collaboration with its partner colleges, branches, and campuses through relevant and responsive extension programs designed to address their needs.*”⁴ Such a task of the EMO was formulated, bearing into consideration, the vision-mission of the University as a whole.

Under the EMO, the various Colleges and Departments undertake their respective Extension Programs, all aimed for the benefit of its partner-beneficiaries, and with the end goal of contributing to the development of society, and upholding the people’s right to education.

1.1.2. The Bachelor of Science in Psychology Program’s Extension Program in line with the University’s Vision and Mission

The Bachelor of Science in Psychology Program’s (BSPP) Extension Program – PsyKalinga is in line with the University’s mission⁵, to wit:

“*Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities through a re-engineered polytechnic university by committing to:*

- ***provide democratized access to educational opportunities for the holistic development of individuals with global perspective;***
- ***offer industry-oriented curricula that produce highly-skilled professionals with managerial and technical capabilities and a strong sense of public service for nation building;***
- ***embed a culture of research and innovation;***

³ CHED CMO No. 8 series of 2008

⁴ <https://www.pup.edu.ph/research/emo/>

⁵ <https://www.pup.edu.ph/about/vm>



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- continuously develop faculty and employees with the highest level of professionalism;
- engage public and private institutions and other stakeholders for the attainment of social development goal;
- establish a strong presence and impact in the international academic community.” (emphasis supplied)

Likewise, the Extension Function of the BSPP is aligned with the University's Ten Pillars⁶:

- Pillar 1:** Dynamic, Transformational, and Responsible Leadership
Pillar 2: Responsive and Innovative Curricula and Instruction
Pillar 3: Enabling and Productive Learning Environment
Pillar 4: Holistic Student Development and Engagement
Pillar 5: Empowered Faculty Members and Employees
Pillar 6: Vigorous Research Production and Utilization
Pillar 7: Global Academic Standards and Excellence
Pillar 8: Synergistic, Productive, Strategic Networks and Partnerships
Pillar 9: Active and Sustained Stakeholders' Engagement
Pillar 10: Sustainable Social Development Programs and Projects
(emphasis supplied)

1.1.3. The Department of Psychology's Role under CSSD-HAGKANLUNGAN

The CSSD-HAGKANLUNGAN is the extension services program of the College of Social Science Department (CSSD) in convergence with the departments of Sociology, Psychology, Economics, Cooperatives, and History. Its mission: “to promote an integrated and interdisciplinary community extension services program as one college, one university, one nation.”

The Bachelor of Science in Psychology Program (BSPP), being one of the Departments under the CSSD, fully believes in and supports the mission-vision of the University and of CHED. As such, it participates in the provision of extension services at the College level. The CSSD-HAGKANLUNGAN provides the following extension services:

- a. Training and Development Program
- b. Resource Speaker on
 - i. Cooperative management standards;
 - ii. Training of Trainers;

⁶ Id.



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- iii. Economics and statistical updates;
- iv. Historians and tourist landmarks orientations;
- v. Social Analysis and Awareness Seminar including gender equality;
- vi. Psychological-related seminars (like stress management, anger management, and others)
- c. Collaborations and partnerships for conferences (local, national, and international)
- d. Adopt a community program
- e. Relief operations and other community needs assistance

Taking into consideration all of the above mentioned, the BSPP formulated its Extension Program **PsyKalinga patterned after and subsumed under the CSSD-HAGKANLUNGAN**. The extension services of the Program encompass topics and are related to the field of Psychology, for which the faculty and students are trained. The extension program of the Department also bears in mind the role and duty of the Academe under the Implementing Rules and Regulations of the Mental Health Act (R.A. 11036)⁷ and other relevant laws and issuances.

Pursuant to Section 16 of the IRR of said Act, every academic institution shall create its own program for the provision of mental health services, not only for its primary stakeholders but at the community level. Such services shall “*encompass wellness promotion, prevention, treatment, and rehabilitation*” and “*shall be inclusive and responsive to the needs of the vulnerable population*.”

The thrust of the BSPP is to establish an extension program that is fully functional and responsive to the needs of its beneficiaries. Its goal is to provide strong and quality psychosocial services for the benefit of its partner-beneficiaries and to capacitate the communities and partner-beneficiaries through a sustainable transfer of skills and knowledge of Psychology related topics and skills.

1.1.4. Collaboration between Extension and Outreach

Outreach is Extension's partner in nurturing the community, assessing the needs of the community, and preparing programs for the community. While extension must be a sustainable transfer of skills, knowledge and technology, outreach, as a one-time activity, focuses on the provision of the community's needs. The CROS, under the EMO, aids the BSPP extension services in this way.

⁷ *Implementing Rules and Regulations of R.A. No. 11036 Otherwise Known as The Mental Health Act*



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Pamantasang Una sa Pagmamalasakit

PUP Lingap Komunidad

PUP-EMO-Community Relations and Outreach Services

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BSPP, in partnership with CROS, provided Extension-Outreach services to the ICAN Foundation, a new partner beneficiary of the BSPP Extension Program.

1.1.5. Extension Program in the Context of the COVID-19 Pandemic

During the advent of the COVID-19 Pandemic in 2019 and its necessary consequences of the nationwide lockdowns and travel restrictions, the extension program was faced with many challenges, perhaps most disadvantageous of which is the inability of the Program to reach its partner-beneficiaries and conduct its face-to-face extension-related activities.

1.1.5.1. Problems Identified and Lessons Learned

Aside from the challenges brought about by the Covid-19 pandemic, there was a shift involving the heads, not only within the PUP system but within the offices of our partner beneficiaries. This led to the rise in problems in terms of ensuring sustainability. Likewise, a review of previous services offered by the BSPP showed that many of the interventions and activities related to Psychology are at best, a transfer of knowledge, but not of skills and technology. Further, there was also a need for educational and skills advancement for the faculty members. This move was necessary to develop competency for the members of the department in providing Psychological services for their beneficiaries.

Taking all these in mind, the BSPP formulated a revised program (*to be discussed below in 1.1.5.3. Next Steps*). In addition, the BSPP learned the importance and necessity of Needs Analysis and a Memorandum of Understanding/Memorandum of Agreement in order for the department to provide services to its beneficiaries based on the community's needs. The BSPP will identify the needs that will be best served utilizing the expertise of the department.



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1.1.5.2. Best Practices in Light of the Limitations Brought About by the Pandemic

Notwithstanding the predicaments brought about by the COVID-19 pandemic, the BSPP had the following best practices:

1. Coordination with and extension services for existing partner-beneficiaries were continued whenever possible.

Title of Activity: Barangay Justice System for Barangay 629
Date: November 20, 2021, Saturday | 1:00 to 5:00 PM
Venue: Zoom

Summary of Attendees:

- Organizers composed of faculty from the Psychology Department and student volunteers
- CSSD Hagkanlungan Members
- Representatives and resource person from the PUP College of Law
- Barangay 629 Barangay Captain and Lupon Members
- Faculty members mainly from CSSD
- PUP students, mainly from the Department of Psychology

(Please see attached complete list of attendees in annexes)

Rationale for the Activity:

Barangay 629 is an adopted community of the University. As part of the extension program of the CSSD Hagkanlungan, and by virtue of the Memorandum of Agreement signed between CSSD Hagkanlungan and said Barangay, the various Departments under the College extend their extension services to the community.

One of the requests of the Barangay is the provision of Barangay Justice System Training for its *Lupon* members. As such, the CSSD Hagkanlungan, with the help of the Department of Psychology, undertook such task.

The CSSD Hagkanlungan requested the help of the College of Law. The College of Law in turn provided the resource person for said training. The event itself was organized and hosted by the Department of Psychology, with the assistance of Prof. Narciso Cabanilla of the History Department as focal person for Barangay 629.

It is also the aim of the CSSD Hagkanlungan to link Barangay 629 to the university's College of Law for a separate Memorandum of Agreement under the College of Law Extension Program, so that the Department of Psychology may focus on services that are more relevant to its expertise.

Objective of the Activity:

As aptly put by the Prof. Lorraine Charmayne Manansala, the Department of Psychology recognizes that there can be no complete mental health without peace, order, and harmony within the community. Critical in addressing mental health concerns is to ensure that the other needs of the community are responded to such as their food security, physical health, livelihood, and in this particular instance, the betterment of the Barangay justice system. Likewise, we recognize that a multidisciplinary approach must be taken to ensure that all the needs of the community are





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A full documentation of the activity may be accessed here:

https://drive.google.com/drive/folders/1gP7_QkTHAMej3UcEHArAIA-5J40PlZ21?fbclid=IwAR2lvzb7nnAFVMICERVGfqlBF_VeddDCf4bwKR_cTY5oO9s43esEdzC5FhM

2. Trainor's training for the BSPP faculty on the topic of Psychological First Aid (PFA), context-specific to Disaster Response.

The PFA training is aligned with objective number 3 of the BSPP Extension Program, that is, to develop and build the capacity, knowledge, and skills, as well as strengthen human resources for the effective delivery of services. As a partner of Extension, PUP-CROS is looking into tapping the Department and its faculty for the delivery of PFA in their quick response outreach activities, especially in times of disasters and emergencies.

While mental health professionals are competent in the theoretical foundations of psychosocial interventions, there was a need to review and enhance how emergency response is actually done, and how these interventions are given on the ground. Thus, the Medical Action Group (MAG), a Non-Government Organization composed of professionals and students across various health fields, was invited to train the BSPP faculty in PFA, context-specific to disaster response. MAG specializes in working directly with communities. Among their mandates is disaster and emergency response and intervention in their partner areas should the need arise. Among the most notable are their interventions in areas in Eastern Samar affected by Typhoon Haiyan; disaster quick response in areas affected by Typhoon Glenda; and relief, medical, and psychosocial missions to internally displaced communities in conflict areas like Cotabato, Basilan, and Zamboanga.



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OFFICE of the VICE PRESIDENT for ACADEMIC AFFAIRS
COLLEGE OF SOCIAL SCIENCES AND DEVELOPMENT
Department of Psychology

01 July 2021

Edeliza Hernandez, RN
Executive Director
Medical Action Group

Dear MS. HERNANDEZ:

Greetings!

Under CHED CMO No. 8 series of 2008, Higher Educational Institutions (HEIs), such as the Polytechnic University of the Philippines, have been mandated to create Extension Programs. Extension, as defined by CHED, refers to "the act of communicating and transferring knowledge and technology to specific sectors and target clientele (as distinguished from those enrolled in formal degree programs and course offerings) to enable them to effectively improve production, community and/or institutions, and quality of life, at the same time enhance the HEI's academic and research programs."

As such, the various departments and colleges of PUP undertake to deliver extension services to partner communities, organizations, and LGUs, among others.

The Department of Psychology, in particular, is under the process of strengthening our extension services. To reach this goal, one of our targets is to capacitate our faculty in various topics and skills, so that we may effectively fulfill the thrust of sustainable transfer of knowledge and technology.

In line with this, we humbly ask for your assistance in providing us with a resource person for the topic Psychological First Aid. Besides the training itself, sharing of your organization's experiences in disaster response would also be of great help.

Further, we would also like to request for the PFA to be contextualized specific to disaster response, and the Taal situation since we are looking into sending faculty members there as responders.

The event is requested to be scheduled on the 2nd week of July, upon the availability of the resource person. The webinar will be held via Zoom.

We are looking forward to hearing from you!
Thank you and stay safe!

Respectfully,

MARIA LAYA T. LARA, RPM
Extension Coordinator, Department of Psychology, College of Social Sciences and Development
Polytechnic University of the Philippines
2nd Floor Room N202, North Wing, PUP A. Mabini Campus, Anonas Street, Sta. Mesa, Manila 1016
Trunk Line 335-1787 or 335-1777
Website: www.pup.edu.ph

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COLLEGE OF SOCIAL SCIENCES AND DEVELOPMENT
Department of Psychology

Noted By:

LORRAINE CHARMAYNE S. MANANSALA, MPSY, RPM
Chairperson, Department of Psychology, College of Social Sciences and Development
Chief, Center for GAD Focal Point System, Gender and Development Office
Polytechnic University of the Philippines

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POLYTECHNIC UNIVERSITY OF THE PHILIPPINES
DEPARTMENT OF PSYCHOLOGY

PFA TRAINING MEETING
JULY 8, 2021
3:00 PM – 4:00 PM

Attendees:

Psychology Department

- 1) Lorraine Charmayne Manansala Enriquez, Chairperson
- 2) Maria Laya T. Lara, Extension Coordinator

Medical Action Group (MAG)

- 1) Mercedita De Joya
- 2) Edel Parducho

Purpose:

Leveling off of PFA training to be provided by MAG

Proceedings:

- Introduction of attendees
- Clarification of the purpose for PFA training
- Discussion of basic flow and content of training

Consensus:

- There will be two (2) sets of PFA training

1) PFA Training for Disaster Response

Date: July 13, 2021, 1 - 5 PM
Target Audience: Psych faculty and Outreach

What PFA for?

- context specific to disaster response (Taal outreach activity)
- Crash Course of PFA principles with focus on psychosocial activities
- that may be provided to beneficiaries (fit for 1 day intervention), linking & referral

2) PFA Training

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DEPARTMENT OF PSYCHOLOGY

Date: No date yet (2 day training)
Target Audience: faculty from different departments are encouraged to join, especially those with zero to minimal experience with PFA

What PFA for?

- In depth training on PFA
- may be used for any type of disaster/emergency/crises response (for all situations)

Other matters:

- look at possible partnership with MAG for implementation of Mental Health Act at Barangay Level for Extension Program

NOTED BY:

Lorraine
Prof. Lorraine Charmayne Manansala, MPsy, RPm
Chairperson, Department of Psychology



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Department of Psychology

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  POLYTECHNIC UNIVERSITY OF THE PHILIPPINES
DEPARTMENT OF PSYCHOLOGY

PFA TRAINING MEETING
JULY 13, 2021
9:15 AM – 10:15 AM

Attendees:

Psychology Department Faculty

- 1) Lorraine Charmayne Manansala Enriquez, Chairperson
- 2) Airavie Joy Austria, CROS
- 3) Maria Laya T. Lara, Extension Coordinator
- 4) Prof. Timothy Morales
- 5) Prof. Krisette Romero

PUPPSA

- 1) Yuri Andrew Consignado
- 2) Marcel Pesimo
- 3) Ma. Leila Lynn Samson

Purpose:

- Run through of training program
- Preparation of materials

Proceedings:

- Polishing and finalization of training flow
- Presentation of final program
- Clarification on designations/assignments of committee members
- Ensuring preparation and availability of materials such as certificates, Zoom link, and evaluation form
- Sending of invites to PUP - Sto. Tomas and Sta. Rosa Branches/Campuses

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DEPARTMENT OF PSYCHOLOGY

Three screenshots of a Zoom meeting interface showing participants and their video feeds.

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DEPARTMENT OF PSYCHOLOGY

NOTED BY:


Prof. Lorraine Charmayne Manansala, MPsy, RPm
Chairperson, Department of Psychology

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COLLEGE OF SOCIAL SCIENCES AND DEVELOPMENT
DEPARTMENT OF PSYCHOLOGY

**PSYCHOLOGICAL FIRST AID:
CRASH COURSE ON DISASTER RESPONSE**

July 13, 2021 | 1:00PM | via Zoom Cloud Meeting

Program

Doxology & National Anthem	PUP Bagong Himig Serenata
Opening Remarks	Prof. Maria Laya Lara, RPm
Inspirational Message	Dr. Raul Roland Sebastian, <i>Dean</i> College of Social Sciences and Development
Brief Introduction of Medical Action Group (MAG)/Background and Objectives	Ms. Mercidita de Joya, <i>Program Manager</i> Medical Action Group
Introduction of Speakers	Prof. Krisette E. Romero, RPm
Psychological First Aid: Orientation, Activities, and Processing	Mr. Edel Ronnie Parducho <i>Program Coordinator, MAG</i>
Open Forum	Ms. Justice Fernandez, RPm <i>Program Staff, MAG</i>
Awarding of Certificates	Prof. Maria Laya Lara, RPm <i>Facilitator</i>
Closing Remarks	Prof. Krisette E. Romero, RPm
Imno ng PUP	Prof. Lorraine Charmayne Manansala, MPsy, RPm <i>Chairperson, Department of Psychology PUP Manila</i>
	PUP Bagong Himig Serenata
	Prof. Krisette E. Romero, RPm <i>Emcee</i>



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The collage consists of nine screenshots from a Zoom meeting. The first two screenshots show the title slide: "Overview of Psychological First Aid in Disasters" with a brain icon and a medical kit icon, and a quote in Tagalog: "...lang para sa mga propesyonal... professional counseling... psychological debriefing... pagtatanong kung bakit nangyari ang krisis sa kanila... pinipilit ang tan para sabihin ang kanilang damdamin o reaksyon-sa-pangayari. Subalit handang pakigangan ang mga kwento." The next two screenshots show a slide titled "Reminders" with a bulleted list: "PREPARE • Look • Listen • Link • Refer, refer, refer..." and a small graphic of a path leading to a goal. The following two screenshots show a slide titled "Other tips and reminders" with a bulleted list: "• Be present • Listen actively • Ask questions • Encourage sharing • Normalize emotions • Encourage self-care". The last two screenshots show the participant list and a message from Josefine Colob PUP-SRC to everyone: "Depression is often caused by traumatic circumstances requiring professional care. Do you have on-call professionals who are free of charge to assist us on this matter?".



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- 3. Alignment of the BSPP extension program with that of the University and the CSSD and development of its extension program by reviewing and restructuring the same (i.e., production of a program development plan, identification of more feasible objectives, ensuring faculty and student participation, among others)**

The photos below show the various meetings held by the BSPP relevant to the development and restructuring of the extension program.

POLYTECHNIC UNIVERSITY OF THE PHILIPPINES DEPARTMENT OF PSYCHOLOGY	
EXTENSION MEETING December 4, 2021	
Attendees: <i>please see picture/s attached</i>	
Agenda:	
<ol style="list-style-type: none"> 1. Update of planned activities 2. Other matters 	
Proceedings:	
<ol style="list-style-type: none"> 1. Update of planned activities <ol style="list-style-type: none"> a. Planned activities for Barangay 629 and ICAN Foundation as of date, subject to changes (<i>please see attached tables below</i>) 2. Other Matters <ol style="list-style-type: none"> a. Create Needs Assessment Form specific to Department <ol style="list-style-type: none"> i. Services must be what the department can provide b. Impact studies/research <ol style="list-style-type: none"> i. Work closely with research "arm" of Department to produce researches and impact studies c. Find beneficiary for own (department level) MOU/MOA <ol style="list-style-type: none"> i. 5% increase in trained beneficiaries/year ii. 10% increase in partnerships/year iii. 5% increase in partner communities/year d. CSSD TARGETS: <ol style="list-style-type: none"> i. Special Order needed per activity <ol style="list-style-type: none"> i. Include in SO regular fulltime faculty ii. Part timers are encouraged to join f. Budget <ol style="list-style-type: none"> i. Proposals for next activities ii. Liquidate past expenses if any iii. Special Disbursing Officer needed iv. Quarterly/Monthly extension meeting v. Answer google forms for draft extension plan and updating of expertise (pool of experts) 	

PARANGGAY 629				
ACTIVITY	TO DO'S	REMARKS	TARGET DATE	
Link Brgy to COL	COL meeting	Agenda: <ul style="list-style-type: none"> - November 20 Training on Katarungang Pambarangay (CSSD PSYCH event first time ever) - VAWC (COL) = Gender (Dept) - Child Protection Laws (COL) = Topics under Dept - Keep updated with faculty on MHA? - Other requests of Brgy. 	Week of October 11	DONE
	Meeting with Brgy	<ul style="list-style-type: none"> - details re Katarungang Pambarangay Psych related activities 		DONE
Katarungang Pambarangay Training/Webinar	Preparations	TO DO'S <ul style="list-style-type: none"> - Zoom and zoom tech team - AVP for anthem and invocation - certificates (for invited participants) - assign for welcome - remarks/inspirational messages/master of ceremonies - finalize program - evaluation - names of faculty for SO 	Week of November 8	DONE
	Conduct	<ul style="list-style-type: none"> - invite Brgy's webinar with COL speaker - evaluation - documentation - report 	November 20	DONE
Stress Management Seminar (Brgy requests on site)	Preparations	<ul style="list-style-type: none"> - speaker from faculty - program - certificates - evaluation - names of faculty for SO 	December/January	
	Conduct	<ul style="list-style-type: none"> - Lecture/Activity - evaluation - documentation - report 		
Help Barangay in MHA compliance	Planning/ Implementation	Develop Plan <ul style="list-style-type: none"> - DOH/Council guidelines compliant - What can be done in the meantime Study MHA <ul style="list-style-type: none"> - Report - Letter to speaker for MHA lectures for Faculty Letter to DOH requesting for guidelines <ul style="list-style-type: none"> - Faculty "Expert" Committee Draft Plan	2022	
	BHW PFA Training			2022
PFA training for BHWs (Brgy requests on site)			2022	
Psych Assessment/ Screening/ Counseling for COVID-19 affected			2022	



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Communication Tracking: 2021

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OFFICE of the VICE PRESIDENT for ACADEMIC AFFAIRS
COLLEGE OF SOCIAL SCIENCES AND DEVELOPMENT
DEPARTMENT OF PSYCHOLOGY

OFFICE MEMORANDUM
No. 08, Series of 2022

TO: **PSYCHOLOGY FACULTY MEMBERS**
(Signature)
FROM: **LORRAINE CHARMAYNE S. MANANSALA**
Chairperson

SUBJECT: **EXTENSION MEETING**

DATE: **9 FEBRUARY 2022**

Good day!

I would like to respectfully invite you to our department's extension and research meeting to be held on February 12, 2022 Saturday, at 8:00 PM via Zoom, to discuss the following:

1. Research production via Extension Program;
2. Feasibility of conduct of faculty capacity building related to strategic planning and creation of research and/or impact studies.

The zoom link will be cascaded prior to the meeting.

Your attendance is highly anticipated. Thank you very much!

2nd Floor Rm. 202 North Wing, PUP A. Mabini Campus, Anonas Street, Sta. Mesa, Manila 1016
Trunk Line: 335-1787 or 335-1777
Website: www.pup.edu.ph | Email: casd@pup.edu.ph

ISO 9001:2015 CERTIFIED
CERTIFICATE NUMBER: SCP0004130

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Communication Tracking: 2021

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COLLEGE OF SOCIAL SCIENCES AND DEVELOPMENT
DEPARTMENT OF PSYCHOLOGY

OFFICE MEMORANDUM
No. 10, Series of 2022

TO: **PSYCHOLOGY FACULTY MEMBERS**
(Signature)
FROM: **LORRAINE CHARMAYNE S. MANANSALA**
Chairperson

SUBJECT: **EXTENSION MEETING**

DATE: **FEBRUARY 24, 2022**

Good day!

I would like to respectfully invite you to our Department's extension meeting to be held on February 26, 2022, Saturday, at 5:00 PM via Zoom, to discuss the following:

1. Updates
 - a. Summary of Committee Meetings
 - b. Scheduled Extension Activities
 - i. March 5 Gender Mainstreaming with Barangay 629
 - ii. ICAN CHILDREN Needs Assessment
 - iii. Other scheduled activities
2. Finalization of Extension Program Plan and Program Development Plan focusing on:
 - a. Services
 - i. Sustainability of seminars/webinars
 - ii. Flagship services
 3. Subsequent Department Extension Meetings
 4. Accreditation
 5. Other Matters

The zoom link will be cascaded prior to the meeting.

Your attendance is highly anticipated. Thank you very much!

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COLLEGE OF SOCIAL SCIENCES AND DEVELOPMENT
DEPARTMENT OF PSYCHOLOGY

OFFICE MEMORANDUM
No. 07, Series of 2022

TO: **PSYCHOLOGY FACULTY MEMBERS**
(Signature)
FROM: **LORRAINE CHARMAYNE S. MANANSALA**
Chairperson

SUBJECT: **EXTENSION MEETING**

DATE: **7 FEBRUARY 2022**

Good day!

I would like to respectfully invite you to our department's committee extension meetings to be held in series this month of February. The respective committees shall have their meetings on the following dates:

February 12, 2022 Saturday, at 7:00 PM via Zoom
1. Needs Assessment Committee
2. Special Experts Committee

February 13, 2022 Sunday, at 5:30 PM via Zoom
3. Proposal and Memorandum Committee
4. Program Committee
5. Resource Person Committee

February 14, 2022 Monday, at 7:00 PM via Zoom
6. Technical/Logistics Committee
7. Information, Education, Communication Committee

February 15, 2022 Sunday, at 1:00 PM via Zoom
8. Certificate Committee
9. Evaluation Committee
10. Documentation Committee

The meetings will be held to discuss the following:

1. Expectations setting
2. Explanation and delegation of committee tasks
 - a. google drive folder for each committee
3. Delegation of head of committee (thru volunteer or informal election)
4. March 5 Activity

2nd Floor Rm. 202 North Wing, PUP A. Mabini Campus, Anonas Street, Sta. Mesa, Manila 1016
Trunk Line: 335-1787 or 335-1777
Website: www.pup.edu.ph | Email: casd@pup.edu.ph

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CERTIFICATE NUMBER: SCP0004130



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DEPARTMENT OF PSYCHOLOGY**

EXTENSION MEETING
Second Meeting
For Establishing Extension Committees
February 12, 13, 14 and 20, 2022

Attendees:

February 12, 2022, Saturday	February 13, 2022, Sunday	February 14, 2022, Monday	February 20, 2022, Sunday
Entenza, Christ Michael Guinto, Adrian R. Lara, Maria Laya Mata, Ma. Lorraine Chamayne Manda, Aimes Rose Morales, Timothy	Buhain, Cielito Camacho, Barbara P. Constantino, Corazon C. De Leon, Aurora Guinto, Adrian R. Lara, Maria Laya T. Marcos, Roff Gian Nacho, Ananice Nicole	Entenza, Christ Michael Guinto, Adrian Lara, Maria Laya Mata, Ma. Lorraine Chamayne Morales, Timothy Trinidad, Felicitas	Abadilla, Filippina Corazon Arcenal, Dori Buan, Adrian Nicole Bunao, Jocelyn De Guzman, Jeannette De Leon, Aurora Entrata, Prudence Fajardo, Dayang Manansala, Lorraine Chamayne Marzan Pricia Prudente Jr., Alexander Rafanan, Victoria Antonia

Agenda:

- Expectations setting
- Schedule of meetings
- Explanation and delegation of committee tasks
- Delegation of head of committee (thru volunteer or informal election)
- Other matters

Proceedings:

- Expectations setting**
 - Why so many Committees?
 - extension is a huge undertaking, 10 committees were created
 - for more or less even distribution of task
 - to encourage greater faculty participation
 - to have more available extension materials for easier conduct of activities later on
 - to prepare for accreditation
 - Structure and Process flow
 - FOR DECISION OF FACULTY: do we maintain the same committees for areas and activities OUTSIDE extension?

The Psychology Department's Extension Structure was designed taking into consideration, ease, expediency, and proper delivery of services. The overall management and supervision of the program is tasked to the Chairperson of the Department, the Extension Coordinator, and Assistant Extension Coordinator. Ten (10) committees were established and assigned separate tasks: Needs Assessment

1

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Committee (NAC); Special Experts Committee (SAC); Proposal and Memorandum Committee (PMC); Program Committee (PC); Resource Person Committee (RPC); Technical Committee (TC); Information, Education, Communication Committee (IECC); Certificate Committee (CC); Evaluation Committee (EC); and Documentation Committee (DC). The various committees are then supported by student and alumni volunteers.

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graph TD; DC[Documentation Committee] --- EC[Evaluation Committee]; CC[Certificate Committee] --- IECC[Information, Education, Communication Committee]; TC[Technical Committee] --- RPC[Resource Person Committee]; PC[Program Committee] --- PMC[Proposal Committee]; PMC --- SAC[Special Experts Committee]; SAC --- NAC[Needs Assessment Committee]; DC --- EC --- CC --- IECC --- TC --- RPC --- PC --- PMC --- SAC --- NAC;
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The various committees shall also work hand in hand for the achievement of the Department's overall Extension Program and the execution of each Extension activity. (Process flow to follow.)

- Subsequent committee meetings**

Tentative schedule of monthly meetings of whole faculty (for voting)
1st Week OR last week of the month
Saturday 7 PM – 8 PM OR Sunday 2 PM – 3 PM

Individual committees
may meet as needed
- Explanation and delegation of committee tasks**
 - delegation of tasks (please see table below)
 - time frame of tasks
 - templates have been created in one (1) month's time starting February 21, 2022 (March 21, 2022)
 - google doc has been created for each committee connected to Department's email
 - back up - USB with extension coordinator
 - Delegation of head of committee (thru volunteer or informal election)**
 - Extension coordinator and chair will inhibit
 - Prof. Adrian Guinto excused from leadership (will help and coach extension coordinator for upcoming accreditation)
 - Will heads of committees need SO? SO for Extension coordinator? (c/o Ma'am Lorraine)
 - Other matters**
 - encourage other faculty to join committee
 - encourage students to volunteer
 - extend limited extension capacity building is related to impact study and strategic planning, and human rights-based approach of delivery of services to the community, respectively
 - two (2) possible expert resource persons
 - budget thru proposal, if possible
 - involve students in the service
 - draft presentations/modules for topics covered by our extension services (long-term) for use also in other areas besides extension
 - next accreditation requires international linkages
 - look for international partner service-providers
 - decide on specific service
 - PFA fits all requirements of sustainability, this can be one flagship service. Another possible flagship service is on the area of children.
 - Draft separate programs for flagship service/s (c/o Laya)
 - Having an established program for a specific service with at least a target beneficiary will make it easier for us to partner with both local and international service-providers, and it may open doors in future funding
 - For sustainability of seminars/webinars
 - Create a series/short course of webinars with levels, patterned to program development plan of a partner-beneficiary (ex. Program plan is increasing self-esteem: start with personal development seminar/webinar and so on)
 - Create modules
 - ICAN open with research and impact studies

2

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DEPARTMENT OF PSYCHOLOGY**

GOOGLE DRIVE LINK FOR EXTENSION:
https://drive.google.com/drive/folders/1MnxMRjlvq4gCT64ak9QlNXyuBj24a_c?usp=sharing

- student participation and alumni participation
 - call for student extension volunteers and representatives
 - first meeting on March 12, 2022
 - As of even date, nine (9) volunteer sign-ups and thirteen (13) representative sign-ups
 - Attendees were class Presidents, extension volunteers and representatives
 - Shows enthusiasm in participating
 - Post extension activities for students who help in extension related activities
 - a. Humanitarian service / spirit of helping
 - b. Participating students during the meeting voted for Discord as platform for student extension communication
 - All faculty are welcome to join once it has been set up
- Delegation of head of committee (thru volunteer or informal election)
 - Extension coordinator and chair will inhibit
 - Prof. Adrian Guinto excused from leadership (will help and coach extension coordinator for upcoming accreditation)
 - Will heads of committees need SO? SO for Extension coordinator? (c/o Ma'am Lorraine)
- Other matters
 - encourage other faculty to join committee
 - encourage students to volunteer
 - extend limited extension capacity building is related to impact study and strategic planning, and human rights-based approach of delivery of services to the community, respectively
 - two (2) possible expert resource persons
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 - involve students in the service
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 - For sustainability of seminars/webinars
 - Create a series/short course of webinars with levels, patterned to program development plan of a partner-beneficiary (ex. Program plan is increasing self-esteem: start with personal development seminar/webinar and so on)
 - Create modules
 - ICAN open with research and impact studies

3



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a. Invite research team in meetings with ICAN
b. Memo for meetings (preparation c/o Laya, have Chair sign)
c. Minutes (preparation c/o Laya, have Chair sign)
d. Budget (have budget brochure with Sir Alex)
e. FOR URGENT ATTENTION
i. Budget
a. Standing of extension funds with the following (this is necessary before proposals can be drafted)
a. EMO
b. Department
c. Funds with budget (BUR)
b. When availability, can request budget
a. certification from IAO
c. carry over if still with budget
d. budget utilization*
ii. Equipment
a. Secure materials and equipment needed for the activity thru:
a. LONG TERM PLAN: proposal for logistics (ask c/o maam faye (draft) c/o Laya
i. If equipment will be used
ii. Make sure plans are anchored on EMO
iii. Alumni donation (deed of donation) c/o sir lim (goods not monetary donation) (MOA)
b. SHORT TERM PLANS:
i. EMO fund allocation
ii. Use other offices for small equipment like projector
iii. borrow from FAMO
iv. rent
v. In MOUs stipulate counterparts on logistics
vi. CROS
iii. We need a Special Disbursing Officer – regulars magpa SO (can have multiple SDOs)

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DEPARTMENT OF PSYCHOLOGY**

TASKS AND DUTIES	
Needs Assessment Committee	Special Experts Committee
<ul style="list-style-type: none"> Draft Needs Assessment Form specific to Psychology Department Tagalog translation of form (1 mo) lax Transfer the finalized form to google forms Update the form as necessary Conduct Needs Assessment (for larger group beneficiaries/activities, help of a focal person and enumerators may be secured) Prepare summaries of conducted assessments (terminal report) 	<ul style="list-style-type: none"> Draft comprehensive program for partner-beneficiaries according to needs gathered from needs assessments and/or meetings Produce program specific to beneficiary
Proposal and Memorandum Committee	Program Committee
<ul style="list-style-type: none"> Draft activity/budget proposals Assign a Special Disbursing Officer (in charge of liquidation also) Securing partners MOUs/MOAs Ensure compliance with proposals and MOUs/MOAs Draft MOU c/o laya Legal office – endorse by chair or dean 	<ul style="list-style-type: none"> Draft and finalize program for each activity Find host/meetee/facilitator Invite preliminary and closing speakers Communicate with and ensure attendance of invitees, including participants
Resource Person Committee	Technical/Logistics Committee
<ul style="list-style-type: none"> Find resource person/speaker/trainer (preferably from faculty) Draft invite letter Send invites Communicate with and ensure attendance of resource person/speaker Secure resource person/speaker/trainer presentation Secure and send out tokens/honorarium Alumni 	<ul style="list-style-type: none"> Secure online platform link, and/or venue Secure materials and equipment needed for the activity Create a google drive for AVPs
Information, Education, Communication Committee	Certificate Committee
<ul style="list-style-type: none"> Preparation of information, education, and communication (IEC) materials such as posters, brochures, presentations, infographics, etc. 	<ul style="list-style-type: none"> Create a template and revise design according to theme if needed, for the following <ul style="list-style-type: none"> a. Participant Certificates b. Organizer Certificate c. Overall/Department Certificate Signatories Sending out of certificates
Evaluation Committee	Documentation Committee
<ul style="list-style-type: none"> Draft evaluation form specific to Psychology Department Tagalog translation of form Transfer the finalized form to google forms Update the form as necessary Conduct evaluation of activity (for larger group beneficiaries/activities, help of a focal person and enumerators may be secured) Prepare pretests and posttests as needed for each activity Prepare summaries of evaluation 	<ul style="list-style-type: none"> Photo documentation Prepare minutes of meetings and activities Collect all necessary documents and evidence Create reporting template Terminal Report

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DEPARTMENT OF PSYCHOLOGY**

COMMITTEE MEMBERSHIPS AS OF FEBRUARY 14, 2022:

1 Needs Assessment	2 Special Experts Committee	3 Proposal Committee	4 Program Committee	5 Resource Person Committee
Prof. Aimee Rose A. Manda Prof. Adrian R. Guinto Prof. Christ Michael Entenza Prof. Richard Campos	Prof. Kristelle Romero Prof. Adrian Nicole S. Buan Prof. Timothy Morales	Prof. Maria Layla T. Lara Prof. Marivic Austria Prof. Loraine Charmayne Manansala Prof. Maria Corazon C. Constantino	Prof. Aimee Rose A. Manda Prof. Rolf Gian Marcos Prof. Adrian R. Guinto Prof. Geraldine F. Santos	Prof. Arianne Nicole Fernando Prof. Ma. Aurora P. De Leon Prof. Celito B. Buhain Prof. Barbara P. Camacho
Prof. Diane A. Oabil Prof. Victoria Antonia Rafanan	Prof. ZAILA CORTEZ DECIN	Prof. Felicitas C. Trinidad Prof. Kristelle Romero Prof. Richard Campos Prof. Loraine Charmayne Manansala Prof. Ma. Jeanette A. De Guzman Prof. Dorina M. Arcenal	Prof. Pricia Marzan Prof. Diane A. Oabil Prof. Marivic Austria Prof. Loraine Charmayne Manansala Prof. Ma. Jeanette A. De Guzman Prof. Kristelle Romero	Prof. Maria Layla T. Lara Prof. Pricia Marzan Prof. Marivic Austria Prof. Celito B. Buhain Prof. Barbara P. Camacho Prof. Alexander B. Prudente Jr.

6 Technical Committee	7 Information, Education, Communication Committee	8 Certificate Committee	9 Evaluation Committee	10 Documentation Committee
Prof. Felicitas C. Trinidad Prof. Kristelle Romero Prof. Diane A. Oabil Prof. Victoria Antonia Rafanan Prof. ZAILA CORTEZ DECIN Prof. Felicitas C. Trinidad Prof. Kristelle Romero Prof. Richard Campos Prof. Loraine Charmayne Manansala Prof. Ma. Jeanette A. De Guzman Prof. Dorina M. Arcenal	Prof. Timothy Morales Prof. Adrian Nicole S. Buan Prof. Adrian R. Guinto Prof. Marivic Austria Prof. Loraine Charmayne Manansala Prof. Ma. Jeanette A. De Guzman Prof. Kristelle Romero	Prof. Ma. Aurora P. De Leon Prof. Diane A. Oabil Prof. Marivic Austria Prof. Loraine Charmayne Manansala Prof. Ma. Jeanette A. De Guzman Prof. Kristelle Romero	Prof. Pricia Marzan Prof. Diane A. Oabil Prof. Marivic Austria Prof. Loraine Charmayne Manansala Prof. Ma. Jeanette A. De Guzman Prof. Kristelle Romero	Prof. Maria Layla T. Lara Prof. Pricia Marzan Prof. Marivic Austria Prof. Celito B. Buhain Prof. Barbara P. Camacho Prof. Alexander B. Prudente Jr.

CONCLUDED MEETINGS: Committees 1 – 10

February 12, 2022	February 13, 2022	February 14, 2022	February 20, 2022
7:00 – 8:00 PM 1 NAC	5:30 – 6:15 PM 2 SEC	7:00 – 8:45 PM 5 TEC 7 IECC 9 EC 10 DC	3:00 – 4:10 PM

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1.1.5.3. Next Steps: Ensuring Sustainability

1.1.5.3.1. Restructuring of the Department's Extension Program

As discussed above, the BSPP aimed to improve its extension program so that future challenges may be better met. Thus, a series of surveys, meetings, and consultations with the whole BSPP faculty were undertaken, the conduct of which produced the BSPP Extension Development Plan, Extension Program Plan, and a more effective manpower structure.

1.1.5.3.1.1. Development Plan

The Development Plan lists the renewed objectives of the BSPP's Extension Program, to wit:

Goals and Objectives

The vision and mission of the Psychology Department is to develop an extension program that is fully functional and responsive to the needs of its beneficiaries.



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In general, the objective of the Psychology Department Extension Program is to build upon and provide strong and quality psychosocial services for the benefit of its partner-beneficiaries.

Specifically, the objectives include

1. To review and strengthen existing extension activities;
2. To develop the systems and procedures of the extension program;
3. To develop and build the capacity, knowledge, and skills, as well as strengthen manpower for effective delivery of service;
4. To strengthen existing networks and partnerships, as well as establish new ones;
5. To develop the program, generate and mobilize resources; and
6. To deliver extension services to partner-beneficiaries

Likewise, an activity matrix based on the abovementioned objectives was formulated. The link to the full document “Psychology Department Extension Program Development Plan” may be accessed here:

[https://drive.google.com/drive/folders/1phTuBZdoWXEhBWRYZZoAAeJywvWSIfr
?usp=drive_link](https://drive.google.com/drive/folders/1phTuBZdoWXEhBWRYZZoAAeJywvWSIfr?usp=drive_link)

1.1.5.3.1.2. Program Plan

On the other hand, the Extension Program Plan is a detailed explanation of the BSPP’s Extension Program. It outlines the context in which the BSPP Extension operates, the rationale for its commitment to extension, the BSPP’s role under the University and CSSD-HAGKANLUNGAN Extension Program, a description of its sustainable services, target beneficiaries, the procedure for the availing of services, and resource development and mobilization.

The link to the full document “Psychology Department Extension Program Plan” may be accessed here:

[https://drive.google.com/drive/folders/1phTuBZdoWXEhBWRYZZoAAeJywvWSIfr
?usp=drive_link](https://drive.google.com/drive/folders/1phTuBZdoWXEhBWRYZZoAAeJywvWSIfr?usp=drive_link)

1.1.5.3.1.3. Structure of the Department (heads, committees, and student engagement)

Extension programs must be sustainable, thus the changing of focal persons in charge of running the extension program, as well as those of the partner-beneficiaries poses a serious challenge. To prepare for and mitigate the consequences, BSPP on its part created a structure designed to keep the Extension Program running. Likewise, the



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document termed “Pool of Experts” was also reviewed. A survey was participated in by the faculty member. Respective expertise were identified which became the basis, not only for effective resource persons but for the specific services which the BSPP can offer.

The link to the full documents “Process Flow and Structure” and “Pool of Experts” may be accessed here:

https://drive.google.com/drive/folders/1phTuBZdoWXEhBWRYZZoAAeJywavWSIfr?usp=drive_link

1.1.5.3.1.4. Extension Brochure

The BSPP also developed its very own brochure for future dissemination.

Let's Connect

✉ dpsych_chair@pup.edu.ph
✉ cssd@pup.edu.ph
🌐 <https://www.facebook.com/PUPCSSDExtensionServices>

⋮ ⋮ ⋮

Our Services

- **Training Services**
 - Psychological First Aid
 - Resilience Training
 - Stress Management
 - Mental Health Act
 - Peer Facilitator/ Counseling
 - Handling root issues of children in conflict with the law
- **Resource Speaker Services**
 - Suicide Awareness and Prevention
 - Employee Well-being
 - Substance Use and Abuse Awareness
 - Family and Social Relationships
 - Gender and Development
- **Collaborations and Partnerships**
 - Adopt-a-Community Program
- **Relief Operations and Other Community Needs Assistance**
 - Activities in Partnership with Community Relations and Outreach Services
 - Disaster Response

3 GOOD HEALTH AND WELL-BEING 4 QUALITY EDUCATION 5 GENDER EQUALITY 16 PEACE, JUSTICE AND STRONG INSTITUTIONS

PSYKALINGA
THE DEPARTMENT OF PSYCHOLOGY EXTENSION SERVICES



Polytechnic University of the Philippines

College of Social Sciences and Development
Department of Psychology

EXTENSION

Our Partners

- Correctional Institute for Women
- ICAN Foundation
- Joly Homes Foundation
- Barangay 629, Manila
- Cooperative Union of Mandaluyong City



About PsyKalinga

The Department of Psychology formulated an Extension Program namely PsyKalinga, patterned after, and subsumed under the CSSD-HAGKANLUNGAN. The extension services of the Department encompass topics related to the field of Psychology, for which the faculty and students are trained. It bears in mind the role and duty of the Academe under the implementing Rules and Regulations of the Mental Health Act and other relevant laws and issuances.

Pursuant to Section 16 of the IRR of said Act, every academic institution shall create its own program for the provision of mental health services, not only for its primary stakeholders but also at the community level. Such services shall encompass wellness promotion, prevention, treatment, and rehabilitation. It shall also be inclusive and responsive to the needs of the vulnerable population.

The thrust of the Psychology Department is to establish an extension program that is fully functional and responsive to the needs of its beneficiaries. Its goal is to provide strong and quality psychosocial services for the benefit of its partner-beneficiaries and to capacitate the communities and partner-beneficiaries thru a sustainable transfer of skills and knowledge of Psychology related topics and skills.



The Bachelor of Science Psychology Program developed its brochure showcasing its extension services, collectively called "PSYKALINGA." Its services as presented in the document includes its psychological training services, resource speaker services, collaborations and partnerships, as well as relief operations and other needs assistance that the BSPP offers to different sectors of the community. It also displays the local and international partnerships of PSYKALINGA.



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2. Extension Programs of the Department per Partner Beneficiary

PARTNER-BENEFICIARY	DURATION OF EXTENSION PROGRAM	MOU/MOA UNDER
CORRECTIONAL INSTITUTE FOR WOMEN (CIW)	2017 - 2022	CSSD – DEPARTMENT OF PSYCHOLOGY AND GRADUATE SCHOOL – MASTERS IN PSYCHOLOGY AND DOCTOR OF PHILOSOPHY IN PSYCHOLOGY
BARANGAY 629 <i>*Adopted Community</i>	2017 - present	CSSD - HAGKANLUNGAN
INTERNATIONAL CHILDREN'S ACTION NETWORK (ICAN)	2021 - present	CSSD - HAGKANLUNGAN
JOLY HOMES	2021 - present	CSSD - HAGKANLUNGAN
COOPERATIVE UNION OF MANDALUYONG CITY (CUMC)	2021 - present	CSSD - HAGKANLUNGAN

2.1. Mature Project/s

2.1.1. Correctional Institute for Women (CIW)

Inside the penal facilities, inmates face a variety of challenges that affect their overall mental well-being and their ability to become productive members of society once they leave confinement. Deprivations of ordinary prison life, as well as prolonged incarceration, create serious psychological risks; with many experiencing extreme stress, panic, anxiety, rage, depression, and suicidal ideations. This is brought about mainly by social withdrawal, isolation, and diminished self-worth and personal value.

The World Health Organization (WHO) pegs the incidence of mental and behavioral disorders at 450 million people worldwide, and that these disorders are especially prevalent in prison populations. According to WHO, disorders may be present before admission to prison and may be further exacerbated by the stress of imprisonment. The Organization also recognizes that mental disorders may develop during imprisonment itself as a consequence of prevailing conditions and also possibly due to torture or other human rights violations.

WHO found the following factors as contributory to the decline of mental health in penal facilities: various forms of violence, enforced solitude or conversely, lack of privacy, lack of meaningful activity, isolation from social networks, insecurity about future



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prospects (work, relationships, etc.), and inadequate health services, especially mental health services, in prisons.

Accordingly, it identified the benefits of promoting mental health in penal facilities as such; “(a) Addressing mental health needs will improve the health and quality of life of both prisoners and of the prison population as a whole. By promoting a greater understanding of the problems faced by those incarcerated, stigma and discrimination can be reduced. Ultimately, addressing these needs improves the probability that upon leaving prison, offenders will be able to adjust to community life, which may, in turn, reduce the likelihood of reoffending; (b) Prisons are difficult and demanding working environments for all levels of staff. A prison that is responsive to, and promotes the mental health of prisoners, is more likely to be a workplace that promotes the overall morale and mental health of prison staff; and (c) prison health cannot be addressed in isolation from the health of the general population since there is a constant interchange between the prison and the broader community, be it through the guards, the administration, the health professionals and the constant admission and release of prisoners.

Prison health must therefore be seen as a part of public health. Addressing the mental health needs of prisoners can decrease incidents of re-offending, reduce the number of people who return to prison, help divert people with mental disorders away from prison into treatment and rehabilitation and ultimately reduce the high costs of prisons.”

Based on the foregoing, WHO recommends the provision of mental health treatment and care. Among others, it specifically endorses; access to assessment, treatment, and (when necessary) referral of people with mental disorders including substance abuse, ensures the availability of psychosocial support, provides information/education to prisoners and their families on mental health issues, and encourages inter-sectoral collaboration.

One of the underlying principles of the 1977 UN Standard Minimum Rules (SMR) for the Treatment of Prisoners is that prison activities shall focus on the reintegration and rehabilitation of prisoners back into the community setting which is embodied in Rule 60, to wit;

(1) The regime of the institution should seek to minimize any differences between prison life and life at liberty which tend to lessen the responsibility of the prisoners or the respect due to their dignity as human beings.

(2) Before the completion of the sentence, it is desirable that the necessary steps be taken to ensure the prisoner a gradual return to life in society. This aim may be achieved, depending on the case, by a pre-release regime organized in the same institution or in



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another appropriate institution, or by release on trial under some kind of supervision which must not be entrusted to the police but should be combined with effective social aid.

The rights of detainees to healthcare are also enshrined in the following documents: UN Resolution 43/173; Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment and UN Resolution 45/111; Basic Principles for the Treatment of Prisoners.

There is no single cause of criminality, yet arguably, in the Philippine context, one of the roots is the poor economic and social conditions of the family and individuals. Factors such as lack of adequate education, lack of opportunities for livelihood and jobs, low skills and capacities, and continuous cycle of poverty and violence within the family and community contribute to the rising number of people resorting to criminality and consequently, to the rising number of detainees.

The current war on drugs also leads to intensive arrests, and hence, congestion in penal facilities. Overcrowded prisons can produce worsened health outcomes, degradation of psychological well-being, and increased risk of developing mental disorders. Costs for inmates to access medical and mental health care are also a concern since most prisoners enter prison as indigents.

While all human beings are vulnerable when deprived of their liberty, certain groups are at particular risk. One such group are female detainees. In 2016, World Prison Brief estimated the number of female prisoners in the Philippines to be 12,658 with a 12.4 female prison population rate (per 100,000 of the national population), making up 8.9% of the total prison population. The majority of sentenced female prisoners are detained in Manila's Correctional Institute for Women (CIW), governed by the Bureau of Corrections (BuCor) under the Department of Justice.

The United Nations Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders (the Bangkok Rules) complements the SMR in that it aims to address the particular needs of Women Prisoners including, but not limited to the provision of mental health care services so provided in Rules 6, 12 and 13 which states;

Rule 6

The health screening of women prisoners shall include comprehensive screening to determine primary healthcare needs and also shall determine:

x x x

- (b) Mental health-care needs, including post-traumatic stress disorder and risk of suicide and self-harm;

x x x



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- (d) The existence of drug dependency;
- (e) Sexual abuse and other forms of violence that may have been suffered prior to admission.

Rule 12

Individualized, gender-sensitive, trauma-informed, and comprehensive mental health care and rehabilitation programs shall be made available for women prisoners with mental health-care needs in prison or in noncustodial settings.

Rule 13

Prison staff shall be made aware of times when women may feel particular distress, so as to be sensitive to their situation and ensure that the women are provided appropriate support.

With these basic principles in mind, the BSPP of the Polytechnic University of the Philippines, with the aim of contributing to nation-building and to the development of each citizen, proposed to undertake a project entitled Empowering Persons Deprived of Liberty; A Life Skills Program (LSP) for CIW. The Department in particular recognizes its vital role in providing psychological services to vulnerable sectors, hence it chose the CIW as the recipient of the LSP. This is in line with the thrust of the University as reflected in its mission to provide more equitable access and opportunities to higher education for deserving and qualified Filipinos, optimization through efficiency and effectiveness of social, institutional, and individual returns and benefits derived from the utilization of higher education resources and as part of its strategic 8-point agenda, in particular Point 6; Institutionalizing Civil Society Engagement and Involved Extension Service Program which includes; (a) Engaging social issues in both discourse and practice; (b) Embedding a good social conscience in the sectors of PUP; (c) Expanding extension and community involvement; (d) Expanding academic and institutional linkages; and (e) Redefining our involvement in LGUs and their communities.

The Life Skills Program (LSP) emphasizes that the provision of mental health care and services for persons deprived of liberty (PDL) is a State responsibility and that the relationship between mental health professionals and PDLs is governed by the same ethical and professional standards as those applicable to individuals in the community. Moreover, the program aims to evaluate and care for the mental health of PDLs, including those with special needs.

The Bureau of Corrections (BuCor) recognizes and values the dignity of every PDL and guarantees full respect for human rights. The agency gears not only to provide humane treatment and safekeeping of the PDL but also for their personal growth and development, to prepare them for the time they go back to their families in the community.



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As such, the LSP supports BuCor's goal to rebuild a strong foundation of trust and confidence in the PDL and serve as one of the supplements to make them feel that they can still bloom, ensuring that the facility is not a place for punishment but for restoration and upliftment, in line with the current thrust for restorative and rehabilitative justice.

More specifically, the LSP is designed to improve the PDLs' post-release outcomes through the provision of life skills coursework and training. It is built around opportunities that reflect various elements of the penal surroundings, provide challenges (and fun), and is based on principles of skill-building and mastery, life skills, and mindfulness.

The LSP is designed to reduce recidivism and prepare the PDL for their return to society. It provides an integrated approach to CIW's programming. Specifically, the program provides social and life skills to support successful rehabilitation and reintegration. The goal is to achieve the offender's successful reintegration into the community and the family while providing knowledge and skills that will reduce the likelihood of recidivism.

The LSP aims to address those factors which have been identified as increasing the risk of offending i.e., Low Self Esteem, Impulsiveness, Inflexibility, and Lack of Focus.

Generally, the LSP's objectives are;

- 1) effective rehabilitation to facilitate successful reintegration into the community and the family;
- 2) reduce the likelihood of recidivism thru the provision of services which address gaps in life skills; and
- 3) Strengthen the psychosocial well-being of female inmates, for them to be able to cope with continuous detention and potential reintegration into community and family.

Specifically, the LSP is designed to help Persons Deprived of Liberty in terms of:

- Effectively coping with stress;
- Identifying and changing dysfunctional beliefs, thoughts, and patterns of behavior that contribute to their problems;
- Learning strategies for effective problem-solving and decision-making;
- Setting realistic short and long-term goals;
- Teaching social and life skills believed important towards building healthy self-esteem, adequate self-control, and reduced impulsivity; and
- Identifying and learning strategies for coping with stigma and the inevitable challenges faced by ex-offenders in today's society.



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The LSP supports BuCor's existing rehabilitative programs, with the aim to facilitate a planned, structured, and coordinated approach in the implementation phase.

The possible modules are:

- (Option 1) The activity-based module program includes: Meditation, Therapeutic Recreation, Fitness, Health & Wellness, and Expressive Arts.
- (Option 2) The program covers a variety of topics, including communication, anger management, goal setting, career exploration, job skills, time management, parenting and family skills, substance abuse and recovery, and entrepreneurship.

The LSP will make use of different techniques, taking into consideration the specific needs of each individual inmate, such as

- 1) Cognitive Behavioral Therapy - A problem-focused, therapeutic approach that attempts to help PDL identify and change dysfunctional beliefs, thoughts, and patterns of behavior that contribute to their problems. CBT teaches them how cognitive deficits, distortion, and flawed thinking processes can lead to criminal behavior.
- 2) Healing and Growth Tools:
 - a. Meditation and Mindfulness for inner healing
 - b. The healing gifts of spending time with Nature
 - c. The power of breathing
 - d. Dance as a creative expression of feelings
 - e. Using colors to balance the Chakras of the body

The Polytechnic University of the Philippines (PUP), through the Department of Psychology, signed a Memorandum of Agreement (MOA) with the Correctional Institution for Women (CIW) on October 1, 2018 in the CIW Conference Room. This is in response to its commitment to provide an array of extension programs and psychological services. Leading an Empowering Valuable Life: Uplifting and Protecting CIW is an extension initiative that is part of the University's Life Skills Program (LSP), which provides psychological services to vulnerable sectors.

Under the Memorandum of Agreement between PUP and the CIW, the BSPP faculty will assist CIW personnel in addressing and identifying the psychological and mental needs of Persons Deprived of Liberty (PDL) by providing psychological services such as training and seminars for more efficient prison management. At least twice per month, the University is expected to conduct services or activities.

PUP conducted preliminary research on correctional officers' psychological distress and psychological well-being. Training in mental health could enhance officers'



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knowledge, skills, and dispositions toward inmates with mental illness. This could enhance risk management, prisoner care, and interprofessional collaboration among healthcare providers and other professionals.





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2.1.1.1. Planning

Illustrated below is the timeline of the project indicating the activities conducted from 2018 to 2022. The memorandum of agreement between the Polytechnic University of the Philippines (PUP) and the Correctional Institution for Women (CIW) was signed in 2018. That same year, coordination meetings were held regarding the implementing rules and regulations of the extension program. During the first half of 2019, the project facilitators conducted their preliminary research among the correctional officers as baseline data. During the second half of 2019, the planned personnel training was conducted among the participants. However, due to the pandemic the following year the project was put on hold since the CIW facility was closed and a “no visiting” policy was implemented. Consequently, the post-assessment of the project was administered in 2021 due to the easing of the COVID-19 safety protocols.

PROJECT TIMELINE	ACTIVITIES CONDUCTED
2017	Needs Assessment
2018	Signing of Memorandum of Agreement
	Coordination Meeting on drafting the Implementing Rules and Regulations of the Extension Program
First half of 2019	Conduct preliminary research among the correctional officers as a baseline of data for the extension programs to be implemented.
2020	CIW was closed due to the COVID-19 pandemic as per the “No-visit policy of BJMP.”
June 2021	Signing of Memorandum of Understanding
March 2021	Gender and Development (GAD) and Violence Against Women and their Children (VAWC)
September 2021	Seminar on mental health and work ethics
November 2021	Basic Counseling
2021	Post-Assessment of the extension programs conducted
February 2022	Processing Interview

Attached below is the concept paper of the Life Skills Program (LSP) for the Correctional Institution for Women (CIW) participants. It comprises the title of the project, the category it falls under, rationale, objectives, and components.



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Office of the President of the Philippines



COMMISSION ON HIGHER EDUCATION

HEDC Bldg., C.P. Garcia Ave., UP Campus, Diliman, Quezon City

K to 12 Transition Project Management Unit

CONCEPT PAPER FOR INSTITUTIONAL DEVELOPMENT AND INNOVATION GRANTS

HEI Name	POLYTECHNIC UNIVERSITY OF THE PHILIPPINES		
HEI Type	State University and College		
Address	STA. MESA, MANILA		
Contact Number	(e.g. (02) 555-4321 or +63 987 65 43 210)		
Email	Enter email address here		
Contact Person	Last Name, First Name, MI	Designation	Enter designation

Limit the concept paper to two pages.

Project Title	Empowering Persons Deprived of Liberty: A Life Skills Program (LSP) for CIW	
Category	<input checked="" type="checkbox"/> Institutional Development <input type="checkbox"/> Institutional Innovation	
Rationale	<p>1. The faculty and members of the Psychology Department of Polytechnic University of the Philippines, with the aim of contributing to nation building and to the development of each citizen, proposes to undertake a project entitled Empowering Persons Deprived of Liberty: A Life Skills Program (LSP) for CIW (Correctional Institution for Women). The Department in particular recognizes its vital role in providing psychological services to vulnerable sectors, hence it chose the CIW as recipient of the LSP. The Life Skills Program (LSP) emphasizes that the provision of mental health care and services for persons deprived of liberty (PDL) is a State responsibility, and that the relationship between mental health professionals and PDLs is governed by the same ethical and professional standards as those applicable to individuals in the community. Moreover,</p>	



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	<p>the program aims to evaluate and care for the mental health of the PDLs, including those with special needs.</p> <p>2. The PUP Department of Psychology aims to provide effective rehabilitation to PDLs to facilitate successful reintegration into the community and the family; reduce the likelihood of recidivism thru provision of services which address gaps in life skills; strengthen the psychosocial wellbeing of female inmates, for them to be able to cope with continuous detention and potential reintegration into community; and establish a sustainable program.</p> <p>3. The rehabilitation program aims to help Persons Deprived of Liberty in terms of:</p> <ul style="list-style-type: none">• Effectively coping with stress;• Identifying and changing dysfunctional beliefs, thoughts, and patterns of behavior that contribute to their problems;• Learning strategies for effective problem solving and decision-making;• Setting realistic short and long-term goals;• Teaching social and life skills believed important towards building healthy self-esteem, adequate self-control and reduced impulsivity; and• Identifying and learning strategies for coping with stigma and the inevitable challenges faced by ex-offenders in today's society. <p>4. Under grant thrust on Inclusive Growth and Sustainable Development, the institution responds to the pressing issues of gender awareness, human rights, peace in the country and the region, along with other projects in line with the Sustainable Development Goals (SDGs) identified by the United Nations. Furthermore, to answer grant thrust on Global Competitiveness, with the goal to be at par with neighboring foreign HEIs within the ASEAN, and with HEIs in the rest of the world, the university aims to provide quality rehabilitation program to PDLs.</p> <p>5. Considering that a program will be developed, it will be utilized as part of the institution's program.</p>
Objectives	The BuCor recognizes and values the dignity of every PDL and guarantees full respect for human rights. The agency gears not only to provide a humane treatment and safekeeping of the PDL, but also for their personal growth and development, to prepare them for the time they go back to their families in the community. As such, the LSP supports BuCor's goal to rebuild a strong foundation of trust and confidence of the PDL and serving as one of the supplements to



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	<p>make them feel that they can still bloom, ensuring that the facility is not a place for punishment but for restoration and upliftment, in line with the current thrust for restorative and rehabilitative justice.</p> <p>More specifically, the LSP is designed to improve the PDLs post-release outcomes through the provision of life skills coursework and training. It is built around opportunities that reflect various elements of the penal surroundings, provide challenges (and fun), and is based on principles of skill-building and mastery, life-skills, and mindfulness.</p> <p>The LSP is designed to reduce recidivism and prepare the PDL for their return to society. It provides an integrated approach to CIW's programming. Specifically, the program provides social and life skills to support successful rehabilitation and reintegration. The goal is to achieve the offender's successful reintegration into the community and the family while providing knowledge and skills that will reduce the likelihood of recidivism.</p> <p>The LSP aims to address those factors which have been identified as increasing the risk of offending i.e., Low Self Esteem, Impulsiveness, Inflexibility and Lack of Focus.</p> <p>Generally, the LSP's objectives are;</p> <ul style="list-style-type: none">(1) effective rehabilitation to facilitate successful reintegration into the community and the family;(2) reduce the likelihood of recidivism thru provision of services which address gaps in life skills; and(3) Strengthen the psychosocial wellbeing of female inmates, for them to be able to cope with continuous detention and potential reintegration into community and family
Components	<p>The possible modules are:</p> <p>(Option 1) The activity-based module program includes: Meditation, Therapeutic Recreation, Fitness, Health & Wellness, and Expressive Arts.</p> <p>(Option 2) The program covers a variety of topics, including communication, anger management, goal setting, career exploration, job skills, time management, parenting and family skills, substance abuse and recovery, and entrepreneurship.</p>
	<p>The LSP will make use of different techniques, taking into consideration the specific needs of each individual inmate, such as:</p> <ul style="list-style-type: none">(1) Cognitive Behavioral Therapy - A problem-focused, therapeutic approach that attempts to help PDL identify and change dysfunctional beliefs, thoughts, and patterns of behavior that contribute to their problems. CBT teaches them how cognitive deficits, distortion, and flawed thinking processes can lead to criminal behavior.(2) Healing and Growth Tools;<ul style="list-style-type: none">a. Meditation and Mindfulness for inner healingb. The healing gifts of spending time with Naturec. The power of breathingd. Dance as a creative expression of feelingse. Using colors to balance the Chakras of the body



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2.1.1.2. Needs Assessment and Research as Basis for Provision of Services

Needs Assessment

On April 27, 2017, the BSPP held a meeting to discuss the conduct of a needs assessment at Correctional Institution for Women.

On May 11, 2017 the initial meeting took place at the Correctional Institute for Women facility. Since this is a Highly Secured facility, Initial Needs Assessment took place with supervision headed by CO1 Lucila E. Santos, 115 persons deprived of liberty were interviewed.

The assessment was conducted with the main objective of determining the needs of the institution, its personnel and the inmates. Further, to match the services needed with the pool of skilled faculty through mental health awareness, capability building and outreach.

According to the result of the Needs Assessment, most inmates did express their appreciation on the programs being provided by CIW particularly with regards to education, though only a few appreciate support groups and good governance, this is seen as essential. Most of the problems identified by them are the lack of essential needs such as food and hygiene kits, difficulty in water supply, space for rest, noise, schedule of visitation and bullying. For their personal growth, inmates have shared interest in having activities such as sports, livelihood related, other hobby lessons, also they wanted to build their confidence, have advise on how not to engage into drugs, family connection and provision for their basic needs.

When asked to rank what training needs are they more interested in, top on the list are about rebuilding relationships and on spirituality followed by coping with emotions, self-esteem, need for counseling, communication skills, assertive skills and lastly, how to manage cravings for drugs.

Research

Research title: Assessing Correction Officers' Psychological Distress and Psychological Well-Being: A Basis for an Intervention Program

Research proponent: Department of Psychology and CIW Correctional officers

Number of Respondents: 139 personnel

Research Design: Descriptive Research



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Research Instruments: Ryff's Psychological Well-being Scale & Kessler Perceived Stress Scale

Rationale:

The purpose of this study was to evaluate the psychological distress and psychological well-being in the workplace of correctional officers at the Correctional Institution for Women. This is a complex topic involving the connection between mental health and employment. According to Minayo et al., "From the perspective of risks and safety, we understand that while the work process constitutes a privileged locus of human accomplishment, it also produces (in the particular range relevant to the conditions under which it is exercised) physical and mental strain."

Working directly with the incarcerated population and being responsible for the custody of the convicted prisoner, correctional officers play a crucial role in the operation of penal institutions. This is an understudied group of professionals who work in total or confined institutions that are difficult to investigate.

The complexity of their activities is reflected in the characteristics of a control and surveillance institution and the stigma associated with its functions. They must be able to work in teams, exhibit focus, self-discipline, a proactive attitude, initiative, and the ability to handle adverse situations. These professionals are frequently exposed to tense situations, such as threats and aggression, as they maintain prison safety.

Extensive research is being conducted on psychological stress caused by the strain and bustle of work life. According to the World Health Organization, more than half of all industrialized employees consider their jobs "mentally taxing." Work that is isolated, monotonous, requires constant concentration, shift work, and work under threat of violence, such as in the penitentiary system, can have adverse psychological effects. Sleep disturbances, exhaustion, and depressive symptoms have been linked to psychological stress and overload. In addition, there is evidence of an increased risk of cardiovascular diseases, specifically coronary diseases, and hypertension. Recent emphasis on occupational stress reflects a more holistic approach that emphasizes organizational stress factors and their physiological, psychological, and behavioral responses. Such an approach highlights the relational nature of the concept, which attributes significance to individual perceptions as mediators of the work environment's stress impact.

The significance of mental health has been emphasized more frequently in recent decades as public knowledge and comprehension have increased. Psychological well-being and the absence of mental illness are now recognized as mental health components. Psychological well-being is a complex concept that pertains to the best possible psychological experience and functioning. It can be described as comprising resilience [coping, emotion control, healthy problem solving] in addition to hedonic



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(pleasure) and eudaimonic (meaning) happiness (Gross and Munoz, 1995; Ryff, 1995; Ryan and Deci, 2001).

According to the World Health Organization, a person with positive mental health is in charge of his strengths, manages his lifestyle and observes his stressors, can work successfully, and contributes to the growth of his community. Positive mental health plays a significant role because it enhances the capacity of individuals and groups to make decisions. It contributes significantly to their community and serves as a paradigm for society. This reduces the likelihood of psychologically adverse effects and promotes a healthy lifestyle or state of mind. (WHO, 2022)

Psychological well-being is the concept of living well; it consists of feeling pleasant and functioning well. Possessing psychological health requires experiencing both positive and negative emotions. Feeling good incorporates positive emotions such as happiness, contentment, interest, confidence, and affection. On the other hand, functioning effectively involves developing one's potential, having some control over one's existence, having a sense of purpose, and maintaining positive relationships (Huppert, 2019).

Results and Discussion

Table 1 Level of Psychological Well-Being of CIW Officers
(Baseline Data)

Psychological Well-Being	Mean Score	SD	Low (1.5 SD below the mean)	Percentage	High (1.5 SD above the mean)	Percentage
Autonomy	27.950	0.483	46	46%	47	47%
Environmental Mastery	28.400	0.480	38	38%	46	46%
Personal Growth	28.010	0.477	48	48%	44	44%
Purpose In Life	27.750	0.465	52	52%	45	45%
Positive Relations with Others	28.770	0.439	45	45%	44	44%
Self-Acceptance	27.750	0.488	47	47%	42	42%
Overall	168.630	0.113	51	51%	49	49%

Table 1 shows that mean scores were calculated to get the standard deviation and percentage of the scale of six well-being. The mean score of **Autonomy** is 27.950 with a standard deviation of 0.483 indicating that the respondents have a low score for autonomy. In **Environmental mastery**, the mean score is 28.400 with the standard deviation of 0.480 indicating that the respondents got a high score for environmental mastery. For **Personal Growth**, the mean score is 28.010 with a standard deviation of 0.477, indicating that the respondents got a high score for personal growth. In **Positive**



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Relations with Others, the mean score is 27.750 with a standard deviation of 0.465, indicating that the respondent got a low score in Positive Relations. **Purpose in Life**'s mean score is 28.770 with a standard deviation of 0.439 indicating a high score in Purpose. **Self-acceptance's** mean score is 27.750 with a standard deviation of 0.488, indicating that respondents got a low score in self-acceptance.

Table 2 Level of Psychological Distress of the CIW Personnel
(Baseline Data)

Range	f	Percentage	Verbal Interpretation
10 to 19	7	5.03%	Likely to be well
20 to 24	8	5.76%	Likely to have mild psychological distress
25 to 29	12	8.63%	Likely to have moderate psychological distress
30 to 50	112	80.57%	Likely to have severe psychological distress
Total	139	100%	

The weighted mean, frequency, and cumulative frequency were calculated to address the respondents' level of psychological distress. The mean scores were interpreted as follows: likely to be well (10 to 19); likely to have mild psychological distress (20 - 24); likely to have moderate psychological distress (25 – 29); and likely to have severe psychological distress (30 – 50). As shown in Table 2, seven respondents (5.03 percent) are likely to be well; fifteen respondents (5.76 percent) are likely to be experiencing mild psychological distress; twelve respondents (8.63 percent) are likely to be experiencing moderate psychological distress; and the majority of respondents, 112 (80.57 percent), are likely to be experiencing severe psychological distress during the COVID-19 pandemic. ***This finding showed that most CIW personnel suffered severe psychological distress.***

The abovementioned data served as the baseline for the Department of Psychology to ensure an effective and sustainable extension program.

2.1.1.3. Coordination

Memorandum of Agreement

The Memorandum of Agreement (MOA) between the Polytechnic University of the Philippines and the Correctional Institution for Women (CIW) was signed on October 1, 2018, by Dr. Nicolas Mallari, the former Dean of the College of Social Sciences and Development and CSUPT. Marites Luceno, the Acting Superintendent of CIW. The document was signed in the presence of Ms. Lucia Santos, the Corrections Technical Officer as well as Dr. John Mark Distor, the former Chairperson of the Department of Psychology. The MOA covers the expectations and goals of PUP and CIW in their agreed partnership.



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Department of Psychology

EXTENSION

DR. JOHN MARK S. DISPOR
Chair, Department of Psychology

MS. LUCIE E. SANTOS
Corrections Technical Officer

CSUPT MARITES D. LUCERO
Acting Superintendent

DR. NICOLAS T. MALLARI
DEAN

MEMORANDUM OF AGREEMENT

KNOW ALL MEN BY THESE PRESENTS:

This Memorandum of Agreement (MOA) made and entered into by and between:

The POLYTECHNIC UNIVERSITY OF THE PHILIPPINES through the College of Social Sciences and Development with principal office address at A. Mabini Campus, Sta. Mesa, Manila represented its Dean, DR. NICOLAS T. MALLARI, herein referred to as "UNIVERSITY".

and

The Correctional Institution for Women, Barangay Addition Hills Nueve de Pebrero St., Mandaluyong City, Metro, Manila represented herein by its Bureau of Corrections General Director, CSUPT Marites D. Luceño, herein referred to as "INSTITUTION".

WITNESSETH THAT:

WHEREAS, one of the objectives of the UNIVERSITY is to provide extension service programs to its target beneficiaries as it is dedicated to extending its expertise to the community through the College of Social Sciences and Development through the CSSD EXTENSION SERVICES to implement the project dubbed as CSSD Extension Program;

WHEREAS, the UNIVERSITY has chosen Correctional Institution for Women, Barangay Addition Hills Nueve de Pebrero St., Mandaluyong City, Metro, Manila as its extension partner through which Correctional Institution for Women may tap qualified administrative staff and faculty members of the UNIVERSITY, where the latter will serve as consultants, resource speakers, and/or trainers to conduct trainings to help improve the quality of life of the constituents of said community;

WHEREAS, Correctional Institution for Women has signified its intention to partner with the UNIVERSITY on collaborative undertakings and area where the expertise of the UNIVERSITY shall be utilized, subject to pertinent policy and guidelines of the UNIVERSITY and the terms and conditions provided herein.

NOW THEREFORE, for and in consideration of the foregoing premises, both Parties mutually agree as follows:

A. The UNIVERSITY shall:

1. Identify training needs of Correctional Institution for Women;
2. Design such program related to the needs of Correctional Institution for Women;
3. Conduct trainings necessary to the needs of the Correctional Institution for Women;
4. Work collaboratively with the organization through its Officials and designated representatives;
5. Make available the expert services of its qualified administrative staff and faculty members from the college to Correctional Institution for Women;



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[Handwritten signatures]

6. Provide training materials, venue and other resources needed in the conduct of the trainings, subject to government audit and accounting rules and regulations; and
7. Conduct monitoring, feedback and progress report which shall be provided to both Parties.
8. Perform and administer psychological testing that involves assessment and evaluation of inmates.
9. Provide counselling and psychotherapy and do researches and other related activities.

B. The Correctional Institution for Women:

1. Work collaboratively with the UNIVERSITY on the sound implementation of the CSSD Extension Program;
2. Regularly coordinate with the UNIVERSITY on feedbacks of the community for a more sustainable program;
3. Ensure participation of the community stakeholders in the trainings, seminars and workshop provided by the UNIVERSITY; and
4. Provide the UNIVERSITY the right to conduct post-training evaluation and similar studies in the course of the implementation of the project.

C. OTHER TERMS AND CONDITIONS

1. This Agreement shall take effect immediately upon signing hereof by the respective authorized representatives of the Parties and shall continue to be effective until the accomplishment of the purpose stated herein.
2. Any of the terms and conditions in this Agreement may be amended through a written agreement mutually agreed by both Parties; *Provided further, that the Correctional Institution for Women and the UNIVERSITY reserve the right to withdraw their participation in this Agreement upon a written notice to the other, and upon mutual terms and conditions agreed upon by the Parties herein.*
3. The UNIVERSITY shall own, solely and exclusively, the copyright and all copyrights to any written or otherwise copyrightable material developed under this MOA. Where the logos of the UNIVERSITY and Correctional Institution for Women are used on the above-referenced signage, logos of each party will be of equal size.

IN WITNESS WHEREOF, the Parties herein set their hands and affixed their signatures on this _____ day of _____ 2018 at _____, Philippines.

**POLYTECHNIC UNIVERSITY
OF THE PHILIPPINES**

By:

Dr. NICOLAS T. MALLARI
Dean, College of Social Sciences and
Development

Correction Institution for Women

By:

CSUPT. MARITES D. LUCEÑO
Acting Superintendent

SIGNED IN THE PRESENCE OF:

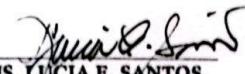
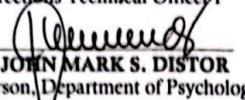
[Handwritten signature]

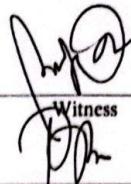


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Department of Psychology

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MS. LUCIA E. SANTOS
Corrections Technical Officer

DR. JOHN MARK S. DISTOR
Chairperson, Department of Psychology



Witness

Witness

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES
CITY OF _____)

BEFORE ME, a Notary Public for and in the City of _____ personally appeared Dr. Nicolas T. Mallari and Atty. Benjamin C. Delos Santos with _____ ID No. _____ issued at _____ on _____, and _____ ID No. _____ issued at _____ on _____, respectively, known to me and to me known to be the same persons who executed this instrument and acknowledged to me that the same is their free and voluntary act and deed and those of the entities they respectively represent.

This document consists of three (3) pages including the page where this Acknowledgement is written, and the parties signed at the left margin of each and every page hereof.

.01 OCT 2018

WITNESS MY HAND AND SEAL on _____ 2018 at the City of _____, Philippines.

Doc No. 254
Page No. 1/2
Book No. 00000
Series of 2018.

NOTARY PUBLIC

ATTY. NICOLAS T. MALLARI
NOTARY PUBLIC - QUEZON CITY
AM Adm. Not Criz. I.P. 1100 1-12-17 Until 12-31-2018
IBP O.R. No. 110-1374 Jun. 2017 up to Dec. 2018
PTR O.R. No. 022408 C 1-3-18
Romulo St. 27 TBL # 125-37-1000
MCLE V-0019299 valid from Oct 15/2016 until Oct 14/2019/Pasig City
Address: 31-F Harvard St., Cubao, Q.C.



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Memorandum of Understanding

In 2021, the BSPP Extension Program, made the collective decision to assign the CIW Project specifically to the faculty members likewise teaching in the Master of Arts in Psychology (MAP) and Doctor of Philosophy in Psychology (PhD Psychology), under the Graduate School (GS). This was done to ensure sustainability of the Project, considering the challenges faced in terms of providing continuous service to the beneficiaries of CIW. The following points were considered in this decision:

1. The rotation/changing of heads of both the PUP and the CIW makes communication harder, thus sustainability a challenge. In this light, the former Chairperson of the Department of Psychology, Dr. John Mark S. Distor, as well as the faculty members most active in the actual provision of services and who are among the first to communicate and establish relations with the CIW administration, are now more connected with the GS – MAP and PhD Psy Programs. Thus, it was deemed best to safeguard the rapport already built;
2. The COVID-19 Pandemic, and more importantly, the confidentiality required in serving the CIW PDL population, limits the number of visitors in the CIW. Besides a limited allowed number of faculty, students are also not generally allowed to participate due to this confidentiality and safety concerns;
3. The faculty members who also teach under the GS are better equipped to meet the Psychosocial needs of the CIW partner-beneficiaries due to their expertise and long experience; and
4. The continuous advancement of the University-wide extension services effectively directs a broader population of community beneficiaries be reached. Thus, the BSPP also undertook to develop its Extension Program and participate in community development by extending its number of Projects (as of 2023, the BSPP has a number of new beneficiaries that it actively serves, where students are more able to participate).

Taking all these into consideration, a Memorandum of Understanding was drafted anew and approved on June 3, 2021 assigning, this time, not only the CSSD – BSPP, but also GS – MAP and PhD Psychology as service providers for the CIW Project. It is important to note that the faculty members of the MAP and PhD Psychology are all under the roster of faculty of the BSPP as well.



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JUNE 3

MEMORANDUM OF UNDERSTANDING

KNOW ALL MEN BY THESE PRESENTS:

This Memorandum of Understanding (MOU) made and entered into by and between:

The POLYTECHNIC UNIVERSITY OF THE PHILIPPINES, a state university created and existing under the Philippine law, with principal address at A. Mabini Campus, Sta. Mesa, Manila and represented by its Vice President for Research, Extension and Development, DR. ANNA RUBY P. GAPASIN, herein referred to as "UNIVERSITY".

and

The CORRECTIONAL INSTITUTION FOR WOMEN, with principal address at CIW Compound, Correctional Rd. 9 de Pebrero St., Barangay Addition Hills, Mandaluyong, Manila represented herein by its Superintendent, Corrections Technical Superintendent Virginia S. Mangawit, RSW, herein referred to as "INSTITUTION".

WITNESSETH THAT:

WHEREAS, one of the objectives of the UNIVERSITY is to provide extension service programs to its target beneficiaries as it is dedicated to extending its expertise to the community through the College of Social Sciences and Development (CSSD) - Psychology Department and Graduate School – Master of Arts in Psychology (MAP) and Doctor of Philosophy in Psychology (PhD Psychology) programs to implement the project dubbed as **Psychology Extension Program**;

WHEREAS, the UNIVERSITY has chosen CORRECTIONAL INSTITUTION FOR WOMEN (CIW), Mandaluyong, Manila as its extension partner through which the Institution may tap qualified administrative staff and faculty members of the UNIVERSITY, where the latter will serve as consultants, resource speakers, and/or trainers to conduct trainings to help improve the quality of life of the constituents of said Institution;

WHEREAS, CIW has signified its intention to partner with the UNIVERSITY on collaborative undertakings and area where the expertise of the UNIVERSITY shall be utilized, subject to pertinent policy and guidelines of the UNIVERSITY and the terms and conditions provided herein.

NOW THEREFORE, for and in consideration of the foregoing premises, both Parties mutually agree as follows:

A. The UNIVERSITY shall:

1. Collaborate in identifying training and psychosocial intervention needs of CIW;
2. Design such psychoeducation and capability training program related to the needs of CIW;
3. Conduct trainings necessary to the needs of the CIW;
4. Provide Mental Health services as deemed necessary, subject for scheduling;
5. Work collaboratively with the organization through its Officials and designated representatives;
6. Make available the expert services of its qualified faculty members from the University to CIW;

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CTSupt. VIRGINIA S. MANGAWIT
Superintendent, Correctional Institute for Women

DR. ANNA RUBY P. GAPASIN
Vice President for Research-Extension and Development, PUP



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7. Conduct research, monitoring, feedback and progress reports which shall be provided to both Parties adhering to ethical guidelines as applicable to the services being offered including confidentiality purposes.

B. The CIW:

1. Work collaboratively with the UNIVERSITY on the sound implementation of the Extension Program;
2. Regularly coordinate with the UNIVERSITY on feedbacks of the community for a more sustainable program;
3. Provide training materials, venue and other resources needed in the conduct of the trainings, including logistics (if necessary);
4. Ensure participation of the community stakeholders in the trainings, seminars and workshop provided by the UNIVERSITY; and
5. Provide the UNIVERSITY the right to conduct post-training/service evaluation, research and similar studies in the course of the implementation of the project.

C. OTHER TERMS AND CONDITIONS

1. This Agreement shall take effect immediately upon signing hereof by the respective authorized representatives of the Parties and shall continue to be effective until the accomplishment of the purpose stated herein.
2. Any of the terms and conditions in this Agreement may be amended through a written agreement mutually agreed by both Parties; *Provided further*, that the CIW and the UNIVERSITY reserve the right to withdraw their participation in this Agreement upon a written notice to the other, and upon mutual terms and conditions agreed upon by the Parties herein.
3. The UNIVERSITY shall own, solely and exclusively, the copyright and all copyrights to any written or otherwise copyrightable material developed under this MOU. Where the logos of the UNIVERSITY and CIW are used on the above-referenced signage, logos of each party will be of equal size.

IN WITNESS WHEREOF, the Parties herein set their hands and affixed their signatures on this _____ day of February 2021 at _____, Philippines.

POLYTECHNIC UNIVERSITY OF THE PHILIPPINES	CORRECTIONAL INSTITUTION FOR WOMEN
By:	By:
DR. ANNA RUBY P. GAPASIN Vice President for Research, Extension and Development, PUP	CTSupt. VIRGINIA MANGAWIT Superintendent, CIW
SIGNED IN THE PRESENCE OF:	
 DR. JOHN MARK S. DISTOR Chairperson, Psychology Program	 CTInsp. KRISTINE B. CENAL, DMD Deputy Superintendent for Reformation

DR. ANNA RUBY P. GAPASIN
Vice President for Research, Extension and Development, PUP

Karen
Witness

Jeanne
Witness

CTSupt. VIRGINIA MANGAWIT
Superintendent, Correctional Institute for Women



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Department of Psychology

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DR. ELMER G. DE JOSE Dean, Graduate School	CO1 CZYIARA IRIBR. BALABIS Chief, Behavior Modification
DR. NICOLAS T. MALLARI Dean, College of Social Sciences and Development	CCINSP Jocelyn SARTORIO
PROF. AIMIE ROSE A. MANDA Faculty, Department of Psychology	
PROF. GERALDINE F. SANTOS Faculty, Department of Psychology	Witness



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<p style="text-align: center;">ACKNOWLEDGMENT</p> <p>REPUBLIC OF THE PHILIPPINES <u>CITY OF MANILA</u>)</p> <p>BEFORE ME, a Notary Public for and in the City of <u>CITY OF MANILA</u>, personally appeared DR. ANNA RUBY P. GAPASIN and CTSUPT. VIRGINIA S. MANGAWIT with _____ ID No. _____ issued at _____ on _____, and _____ ID No. _____ issued at _____ on _____, respectively, known to me and _____ to me known to be the same persons who executed this instrument and acknowledged to me that the same is their free and voluntary act and deed and those of the entities they respectively represent.</p> <p>This document consists of three (3) pages including the page where this Acknowledgement is written, and the parties signed at the left margin of each and every page hereof.</p> <p style="text-align: right;">03 JUN 2021</p> <p>WITNESS MY HAND AND SEAL on _____ 2021 at the City of <u>CITY OF MANILA</u> Philippines.</p> <p style="text-align: right;">NOTARY PUBLIC</p> <p>Doc No. <u>252</u> Page No. <u>51</u> Book No. <u>11</u> Series of <u>2021</u></p> <p>ATTY. MELCHOR A. PELLERA Notary Public for Manila Notarial Commission No. 2020-065 Until December 31, 2021 Attorney's Roll no. 70069 IBP Life Member No. 016835 PTR No. 9822299, 1/5/21, Manila MCLE Compliance No. VI-0006794</p> <p>DR. ANNA RUBY P. GAPASIN Vice President for Research, Extension and Development, PUP Superintendent, Correctional Institute for Women</p>	
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2.1.1.4. Implementation, Monitoring, and Evaluation

Gender Sensitivity Workshop

The Department of Psychology conducted Gender and Development (GAD) and Violence Against Women and their Children (VAWC) training in March 2021. Even though the invisible antagonist known as COVID-19 posed a threat, the faculty still conducted the kick-off workshop. Ensuring everyone's safety by keeping masks on and avoiding direct contact. Since physical access to PDLs was restricted, the event was conducted in the open area typically used as a waiting area for guests.

The first group of 35 CIW Officers, comprising six individuals, comprehended the significance of mental health, given the nature of their work, which requires a stable and focused mind. The CIW staff could consider their work ethic as government employees and public servants.

The original plan called for all 265 CIW personnel to complete the workshop, but the other batches have been paused due to the lockdowns. During the pandemic, coordination and communication have been challenging. This reduces the time available to facilitate extension services and meetings.

Due to health and safety concerns, not all of the speakers could physically enter the facility. Even though Internet connectivity has been an issue, the BSPP continued to implement the program schedule. It utilized a pre-recorded lecture, pausing only as faculty members to allow Prof. Manda to facilitate the activities and answer queries from the participants.

Ms. Flora C. Arellano, Ms. Aimee Rose A. Manda, RPm, ICAP-III, and Ms. Geraldine F. Santos, RPsy, RPm, professors at Polytechnic University of the Philippines (PUP) conducted the said 3-day Gender Sensitivity Seminar and Workshop on March 16, 17 and 18, 2021. The was made possible through the support of CIW Superintendent and GAD Chairman CTSSupt Virginia S Mangawit, RSW.



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All participants were able to understand the differences between sex and gender. They also learned how to become more sensitive to gender differences.

This activity yielded an excellent level of customer service shown by the positive feedback from clients.

The activity was concluded with an evaluation by the participants to determine the effectiveness of the same and to gather suggestions and/or comments.



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FACEBOOK POST – CIW Public Information Office



Correctional Institution for Women - Public Information Office ...

March 19 ·

Ms. Flora C. Arellano, Ms. Aimee Rose A. Manda, RPm, ICAP-III and Ms. Geraldine F. Santos, RPsy, RPm, professors of Polytechnic University of the Philippines (PUP) conducted a 3-day Gender Sensitivity Seminar and Workshop on March 16, 17 and 18, 2021 among forty-five (45) CIW officers.

All participants were able to understand differences between sex and gender. They also learned how to become more sensitive to gender differences.

The Honorable Speakers will return next week for the continuation of GAD seminar workshop on Republic Act 9262, the Anti-Violence Against Women and Children (VAWC) Act.

This activity was made possible through the support of our very own CIW Superintendent and GAD Chairman CTSSupt Virginia S Mangawit, RSW.

#ciwcares

#GenderAndDevelopment

-Reforming Lives, Community Thrives-

Mental Health and Work Ethics Seminar

The BSPP held a seminar for the Correctional Institution for Women (CIW) personnel on Mental Health and Work Ethics with the theme "LEVEL UP CIW! - LEading a Valuable and Empowering Life: Uplifting and Protecting CIW". Prof. Aimee Rose A. Manda, a Registered Psychometrician and an International Certified Addiction Professional - III (supervisor level) led the session on mental health, while Dr. Pricila B. Marzan, a registered Psychologist, spoke on work ethics. Other Psychology Program faculty members contributed to the theme's realization, including Prof. Geraldine Santos, Dr. Christopher Sasot, Prof. Richard Campos, and Prof. Adrian Guinto. Correctional officers and employees with vital roles in the prison system attended the seminar.

The seminar on mental health and work ethics was held last September 29, 2021 with 44 attendees for the second batch. The topic on Mental Health was delivered in the morning by Dr. Aimee Rose Manda and Dr. Geraldine Santos. Other faculty members co-facilitated the seminar especially in the conduct of group activity. Topics presented include the nature of mental health, factors that affect mental health and ways on how to assess and achieve psychological well being of a person. Activities were given to better



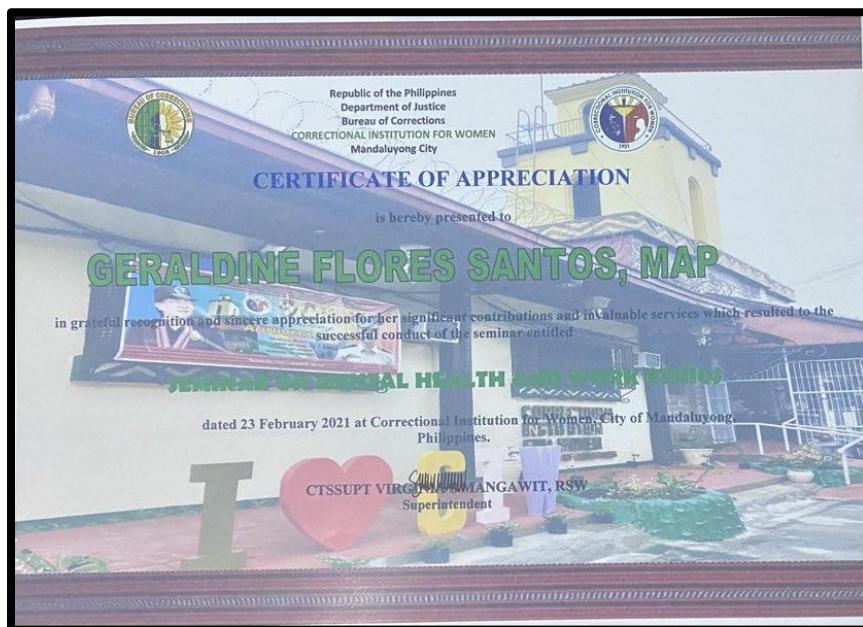
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understand some stressors, challenges experienced by the participants and some possible coping strategies to use.

The afternoon session was facilitated by Dr. Priscila Marzan with the topic on Work Ethics. Workplace ethics are the set of values, moral principles, and standards that need to be followed by both employers and employees in the workplace. It is the set of rules and regulations that need to be followed by all staff of the workplace. Topics presented in the seminar include examples of Ethical and Unethical Behaviors in The Workplace, How to Solve Unethical Issues at the Workplace, ethics in public service, Expectations from the Public Servants in Governance, and how to developing a strong Work Ethic.



MANILA BULLETIN

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National, News

CIW-PUP partnership on psychological needs of female prisoners



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Generally, the whole day activity yielded an overall mean rating of 3.77 (Very High). Below are some of the specifics:

Item	Mean	Interpretation
1. I acquired new skills or knowledge in relation to topic discussed	3.94	Very High
2. Information could be applied to practice	3.91	Very High
3. The lecture description was accurate	3.97	Very High
4. The teaching format/length was suitable to content	3.76	Very High
5. The teaching level was appropriate to audience	3.79	Very High
6. The quality of the facilities was adequate for learning	3.50	Very High
7. Presenter for this session was able to:		
a. Express ideas clearly	3.79	Very High
b. Present useful examples	3.94	Very High
c. Use audiovisual aids	3.82	Very High
d. Respond/Clarified content in response to questions/comments	3.76	Very High
e. Provide Handouts	3.26	High
Overall Mean	3.77	Very High

Participants considered the discussion on ethics (common ethical conduct as displayed by some of the Public Servants) and the activities done in the topic on mental health were the parts that they liked most. When asked what other topics they want for the next sessions, some proposed the following: How to know and prevent Depression/anxiety/mental illness; human behavior; Personality Development; Counseling tools and Techniques; How to deal with PDL's with mental illness; and understanding behavior of persons deprived of liberty.

Basic Counseling

A Special Order was issued last November 17, 2021 to authorize some administrative employees and faculty members namely: Dr. John Mark Distor, Dr. Christopher Sasot, Dr. Priscila Marzan, Dr. Aimee Rose Manda and Dr. Geraldine Santos to facilitate the Basic Counseling Techniques among CIW employees on November 11-12, 2021. It was held at the CIW Overseer Office and was attended by 16 participants. The objective of this training is to train the frontliners the basic counseling ideas and skills to help them respond effectively concerning PDL's psychological, emotional, and personal issues.



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Republic of the Philippines
POLYTECHNIC UNIVERSITY OF THE PHILIPPINES
OFFICE OF THE PRESIDENT

PUP - Central Records Section
Received by: Arlene Linganay
Date: 11/12/21 Time: 5:30pm

PUPCTS No. 2021-521176

November 17, 2021

SPECIAL ORDER
No. 3061, s. 2021

In the interest of the service, the herein-named officials and administrative employee, PUP Graduate School, this University, were authorized to conduct on official time the Basic Counseling for the Correctional Institute for Women Employees on November 11-12, 2021:

1. DISTOR, JOHN MARK S. 4. MANDA, AIMEE ROSE A.
2. SASOT, CHRISTOPHER F. 5. SANTOS, GERALDINE F.
3. MARZAN, PRICILA B. 6. PATINO, YEHLEEN CESCA M.

They are required to submit their certificate of participation and a report on the proceedings to the Human Resource Management Department in thirty (30) working days upon completion of this activity.

[Signature]
MANUEL M. MUHI, D. Tech.,
President

CONTROLLED COPY

Copy furnished
Office of the President
Executive Vice-President
Vice-President for Academic Affairs
Vice-President for Administration
Vice-President for Finance
Vice-President for Student Affairs and Services
Vice-President for Research, Extension and Development
Vice-President for Branches and Campuses
COA Auditor
Director, Internal Audit Office
Director, Accounting Department
Director, Fund Management Office
Director, Budget Services
Director, Human Resource Management Department
Dean, PUP Graduate School
Director, Chief, Payroll Section
Acting Chief, Records Section/201 files
Personnel Concerned

/smdc

2nd floor South Wing PUP A. Mabini Campus Anonas Street, Sta. Mesa, Manila
Phone: (Direct Line) 716-1143; Telefax: 7162644 (Trunk Line) 3351-777/787 local 201/202/658/659
Website: www.pup.edu.ph e-mail: president@pup.edu.ph

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VAB
IRB 0001-2015 CERTIFIED

Speakers in this training were Dr. Aimee Rose Manda and Dr. Pricila Marzan. Topics covered includes: Basic Counseling Skills, Describe the concept and importance of counselor style, characteristics of effective counselors, the potential benefits and problems of counselor self-disclosure, examples of dual relationships, transference and counter-transference, elements of non-verbal communication, types of reflective listening, basic competence in reflective listening, describe and demonstrate asking open-ended questions, affirming, summarizing, and rolling with resistance, identify at least two effective counseling strategies for each stage of change.



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Based on the evaluation, the training got an overall mean rating of 3.81 (Very High). Participants were asked to rate the aspects of training using the following scale: 1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree.

Item	Mean	Interpretation
1. I acquired new skills or knowledge in relation to topic discussed	3.94	Very High
2. Information could be applied to practice	4.00	Very High
3. The lecture description was accurate	3.94	Very High
4. The teaching format/length was suitable to content	3.88	Very High
5. The teaching level was appropriate to audience	3.94	Very High
6. The quality of the facilities was adequate for learning	3.88	Very High
7. Presenter for this session was able to:		
a. Express ideas clearly	3.94	Very High
b. Present useful examples	3.88	Very High
c. Use audiovisual aids	3.94	Very High
d. Respond/Clarified content in response to questions/comments	3.94	Very High
e. Provide Handouts	2.67	High
Overall Mean	3.81	Very High

Participants appreciated the activities on Relay and listening on counseling and the comprehensive explanation of the counseling process. When asked what other trainings they would like to have in the future, majority preferred the following topics: personality development, stress management anger management and computer literacy.

To continue this undertaking, the BSPP conducted a processing interview among personnel and selected Persons Deprived of Liberty (PDLs) on Wednesday, February 23, 2022. This is still in line with CIW and PUP's objective to provide life skills training among them. This interview enabled PUP to get feedback regarding the activity/workshops that PUP facilitated as part of our monitoring system as indicated in the MOA which serves as basis for possible impact study.

Budget/Funding for the above-mentioned activities

The PUP released the updated Implementing Guidelines for Internally Funded, as well as Externally Funded Extension Projects on February 15, 2021, and October 20, 2022 respectively.



Polytechnic University of the Philippines

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**Republic of the Philippines
POLYTECHNIC UNIVERSITY OF THE PHILIPPINES
OFFICE OF THE PRESIDENT**

EXECUTIVE ORDER
No. 16, Series of 2021

TO : ALL CONCERNED

SUBJECT : IMPLEMENTING GUIDELINES FOR INTERNALLY FUNDED EXTENSION PROJECTS

DATE : February 15, 2021

SECTION 1: RATIONALE AND PURPOSE

To implement the University Policy on Extension Support, Funding and Incentives indicated in the University Extension Manual as approved by the Board of Regents in September 2019, this set of guidelines which specific and clear provisions of the internally – funded extension projects is hereby presented.

SECTION 2: DEFINITIONS

2.1 Extension Support Funding refers to the financial assistance awarded to an extension project proposal from an eligible party as enumerated in Section 4. The grant may cover, wholly or partially, all the operating expenses in the conduct of extension project activities as approved by the university budget office.

2.2 Extension Project Proposal Evaluation Committee (EPPEC) refers to the Committee that evaluates the content of the extension proposal for possible funding of the University. A set of guidelines on evaluation of extension project proposals will be used by the said Committee.

2.3 Internally Funded Extension Projects refers to the extension project funded by the University submitted by a particular college or branch to the Extension Management Office that is aligned with the University Extension Agenda.

2.4 Extension Project Proposal refers to the submitted projects that can be carried out for a sustainable period by a college or branch to the Extension Management Office for institutional funding.

SECTION 3: CALL FOR EXTENSION PROPOSAL

Through formal correspondences and media postings in various University publication platforms including those online, OV/PRED, thru the EMO, shall invite faculty and staff from all PUP units to submit extension project proposals for possible funding. The call for proposals starts on the last quarter of the year.

The Extension Project Proposal must be submitted to the Extension Evaluation and Monitoring Center (EEMC) every last week of February of the succeeding year.

2nd Floor South Wing PUP A, Makati Campus Anonas Street, Sta. Mesa, Manila
Phone: (Direct Line) 87162644; Telefax: 87161140 (Trunk Line) 5335-1777/178 Local 201/202/658/659
website: www.pup.edu.ph; e-mail: president@pup.edu.ph

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CERTIFICATE NUMBER: SCP004130

**Republic of the Philippines
POLYTECHNIC UNIVERSITY OF THE PHILIPPINES
OFFICE OF THE PRESIDENT**

EXECUTIVE ORDER
No. 28, Series of 2022

TO : ALL CONCERNED

SUBJECT : GUIDELINES FOR EXTERNALLY-FUNDED EXTENSION PROJECTS

DATE : October 20, 2022

**Article 1
PURPOSE**

To institutionalize the process of evaluation and approval of all Extension Project Proposals that are funded externally stipulated in the University Extension Manual which was approved by the PUP Board of Regents in September 2019, this set of guidelines on externally-funded extension projects is hereby presented.

**Article 2
SCOPE**

This policy shall apply to all faculty and administrative staff of the university with externally funded extension project proposals.

**Article 3
GENERAL PROVISION**

Section 1 Definition of Terms

1.1. Extension Project Proposal Evaluation Committee (EPPEC) refers to the body that evaluates the content of externally-funded extension project proposals based on an approved set of guidelines.

The committee is composed of the following:
Chair : Director of the Extension Management Office
Co-Chair : Head, Extension Evaluation and Monitoring Center
Members : Chief of Extension Support Center
Chief of Extension and Community Linkages Center
Extension Management Cluster Coordinator

1.2. Externally-Funded Extension Projects refer to the extension project funded by an organization and/or institution that is not part of the university. The externally-funded project that is aligned with the University Extension Agenda is submitted by a particular college or branch to the Extension Management Office.

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The full copy of the Implementing Guidelines for Funding may be accessed through this link:

https://drive.google.com/drive/folders/17HbLBdBptCKvqYhhkbEtk4_5caAyCjX?usp=sharing

Under the Agreements between CSSD – BSPP, GS – MAP, GS – PhD Psych (collectively called here as PUP) and CIW, the funding for the CIW Project is external, that is, the PUP shall provide its services *alone*, while the counterpart of the CIW is to provide for the logistics, venue, and food for the activities. Thus, for the CIW Project, the PUP did not avail of any funding from the University.

Although there is available funding subject to approval of the EMO, internal funding for government agencies is generally not approved because such government agencies have their own funding for their projects. Put another way, government partner - beneficiaries provides the funding as their counterpart, while the PUP provides its services. The University has always encouraged availment of internal funding and utilization of extension budget. In this light, to maximize the utilization of internal funding, the BSPP broadened its partner – beneficiaries to non-government groups as well.

Copies of the documents for utilization of extension funding budget extension utilization may be accessed through this link:

https://drive.google.com/drive/folders/14jSI48Z3P2I96tcta0UDFw_2JmWphq9A?usp=sharing

2.1.1.5. Impact Studies

IMPACT OF THE PUP MA IN PSYCHOLOGY EXTENSION PROGRAM TO THE CORRECTIONAL INSTITUTE FOR WOMEN OFFICERS

BY: CHRISTOPER F. SASOT, PHD, LPT, RPM, CHRA
GRADUATE SCHOOL

MARCH 2022

EXECUTIVE SUMMARY

On April 27, 2017, the Psychology Program held a meeting to discuss the conduct of a needs assessment at Correctional Institution for Women.

On May 11, 2017 the initial meeting took place at the Correctional Institute for Women facility. Since this is a Highly Secured facility, Initial Needs Assessment took place with



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supervision headed by CO1 Lucila E. Santos, 115 persons deprived of liberty were interviewed.

The assessment was conducted with the main objective of determining the needs of the institution, its personnel and the inmates. Further, to match the services needed with the pool of skilled faculty through mental health awareness, capability building and outreach.

According to the result of the TNA most inmates did express their appreciation on the programs being provided by CIW particularly with regards to education, though only a few appreciate support groups and good governance, this is seen as essential. Most of the problems identified by them are the lack of essential needs such as food and hygiene kits, difficulty in water supply, space for rest, noise, schedule of visitation and bullying. For their personal growth, inmates have shared interest in having activities such as sports, livelihood related, other hobby lessons, also they wanted to build their confidence, have advise on how not to engage into drugs, family connection and provision for their basic needs.

When asked to rank what training needs are they more interested in, top on the lists are about rebuilding relationships and on spirituality followed by coping with emotions, self-esteem, need for counseling, communication skills, assertive skills and lastly, how to manage cravings for drugs.

For a number of years, the Polytechnic University of the Philippines (PUP), through the Bachelor of Science in Psychology Program (BSPP) have been providing services to the Correctional Institution for Women such as seminars and outreach.

The current study focuses on the impact of the services provided by the CIW, particularly on the last five years (2017 to present).

PROGRAM DEVELOPMENT

The Polytechnic University of the Philippines, through its Memorandum of Agreement with the Correctional Institution for women, focused on capacity building training particularly technical assistance and advisory services through conduct of trainings, seminars, workshops, symposia, lecture series, exchange programs, and other non-credit course to their officers and employees. Specifically, these programs are Mental Health and Wellness programs for communities, institutions and organizations in line with RA 11036, otherwise known as the Mental Health Act, Capability Training, Leadership and Team-Building, Program development, and Resource speakership of topics and issues concerning mental health these programs started from 2017 up to the present.

AGENCY HISTORY



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CIW was born via the signing of Act No. 3579 on November 1929, which authorized the transfer of all-women inmates of the Old Bilibid Prison in Manila to a new facility. Some 270 female inmates were transferred on February 1931 to a building in Mandaluyong (then part of Rizal) that was initially called the Women's Prison. It was later renamed to CIW "in keeping with emerging trends in penology, which emphasized correction rather than punishment." The original building was gutted by fire in 1982 due to faulty wiring and was reconstructed more than a year later.

Congestion, Expansion

CIW faced congestion problems as it welcomed an increasing number of inmates. Former BuCor officer-in-charge Celso Bravo narrated in a report: Dormitories with single beds had to be replaced with two bunk beds that could accommodate 4 people at a time. Common areas were converted into dormitories to give room to the growing population. Inmates said good-bye to some of their hallways and their mess hall to relieve the congestion problem.

In 2002, the National Statistical Coordination Board reported that CIW was actually the most congested facility among the 7 operating units under BuCor. While the New Bilibid Prison registered an 85% congestion rate (with 16,134 population but only 8,700 capacity), CIW posted a higher 90% congestion rate (with 951 population but only 500 capacity).

Expansion of the facility first came on June 16, 2003 with the construction of an extension building in Mandaluyong City. Then on September 18, 2007, it opened a branch in Mindanao – the Correctional Institution for Women in Mindanao (CIWM), a satellite prison under the supervision and direction of the Davao Prison and Penal Farm administration.

In 2013, President Benigno Aquino III signed Republic Act 10575, which modernizes the BuCor by "upgrading its facilities, increasing the number of its personnel, upgrading the level of qualifications of their personnel and standardizing their base pay, retirement and other benefits." This law aims to improve, among others, the 1:144 guard-to-inmate ratio in CIW.

While WICLs are placed in jails across the country, the largest women's prison is the Correctional Institution for Women (CIW) in Mandaluyong City. It has a capacity of 1,500, but its population as of March 1, 2021, is 3,364, according to Superintendent Virginia Mangawit.

125% Congestion rate in CIW, as of March 1, 2021

Majority of the crimes the women at CIW were accused of are drug-related, at 63.64%. This is followed by crimes against property, like robbery and shoplifting (19%), and crimes



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against persons, like murder and assault (13%). Most of the women in CIW are aged 40 to 59, at 1,798, followed by younger women aged 22 to 39, at 1,021.

Overall, detention centers for females in the Philippines are more crowded than male detention centers, according to criminal justice expert Raymund Narag. Most jailed women are mothers, he said in a webinar organized by University of the Philippines Institute of Human Rights (UP IHR).

Human Rights Watch reported in 2020 that the Philippines has the most congested penal system in the world. As of January 2021, the Bureau of Corrections reported a total congestion rate of 301%, which means the 7 Bureau of Corrections facilities are holding 4 times more inmates than their total capacity can handle.

Admission

According to Bravo's report, the Reception and Diagnostic Center, the receiving arm of BuCor, admits inmates and classifies them based on their security status (maximum, medium, minimum) for 60 days. Inmates undergo psychiatric, psychological, medical, and other examinations during this period.

Upon arrival at CIW, inmates are brought to the Receiving Office, where they will go through an inspection. Items like money will be taken and put in their prison record, while drugs and medicines will be given to a medical officer for dispensation. Then they will be photographed for identification purposes, given a haircut, and issued prison uniforms and equipment. They will then be taken into quarantine for 5 days.

CIW's approach to rehabilitation "involves religion, education, livelihood and social skills – all of which are needed for the inmates' preparation for their release." The facility provides a work program that "keeps the inmates busy, provides them money for their personal expenses and family, and helps them acquire livelihood skills."

CIW inmates were found to be engaged in handicraft, swine, poultry, and small scale vegetable production. Among the products produced by the inmates are solar powered lamps made especially for victims of Typhoon Yolanda in the Visayas.

CIW inmates get a P100-compensation "for various works in its agro-industrial projects," while those "involved in making religious articles and handicrafts are paid per piece by CIW's private contracting partner."

RESEARCH QUESTION

The present study explored the question "What experiences of CIW personnel in terms of the impact of the extension services provided by PUP MA Psychology Program?"



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MATERIAL

Semi-structured interview was used for data collection. Interview protocol was prepared for semi-structured interviews. The semi-structured interviews are the data gathering source in many qualitative research studies. In this technique face-to-face conversation has been done for gathering relevant information. Usually open ended questions are used. Like other interview it is also preplanned to some extent questions are prepared in proceeding further questions (Wengraf, 2004).

PARTICIPANTS PROFILE

Participants of the impact assessment were seven (7) Correctional Institution for Women (CIW) personnel, ages 25-64 who experienced exposure to the extension program of the University since 2017.

IMPACT OF THE PROGRAM

With the 5 years providing training programs centering in the upliftment of CIW personnel from 2017 to present, the researchers, through a qualitative one on one interview with seven (7) of the recipients of the extension program, identified the impact of the services provided.

Challenges

During the impact assessment, the participants also expressed challenges they experienced in the conduct of the extension program services.

1. Lack of Communication Skills

One of the challenges experienced by the CIW personnel is the lack of communication skills that somehow prevented them from expressing themselves well. This lead to their recommendation for PUP to provide training also on public speaking.

“Sakin po kasi hindi po ako nakikicommuicate sa loob so parang personal standards lang no talaga... and then, sa set motivation natin wala na ako nun.”

“Madalas po di ko mai express ang sarili ko. Parati kong iniisip ko tama po grammar ko, o hindi ba nakakahiya yung expression ko.”

2. Feelings of inadequacy

One of the major hindrance to the CIW personnel to fully participate in the extension program is their feelings of inadequacy that led to heightened level of consciousness.



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Also before going into the program it is evident that they are not comfortable in dealing with PDLs. This is shown in the following:

"And then, yung po yung ano yung mga challenges. Kasi sakin po gumagawa ako na ano unlike.... What if isusulat ko tapos hindi pala siva tama. So kailangan ganito ganito, Magresearch ka lang din. Bakit ba sila nagbibigay ng psychological mga programs, and then, siguro po sa iba sa napapansin ko sa loob nakikihalubilo po (sila sa mga other officers, minsan talaga. Super stressful yung makinig ka lang don sa PDL mayroon syang problem. So kailangan mong i-meet yung psychological needs nya. Pano ba."

"Mahirap po kasi talaga. Paq naqing good listener ka, parang malaking ano na yun, malaking factor na yun sa kanya. Yung makina observation ko lang po yun."

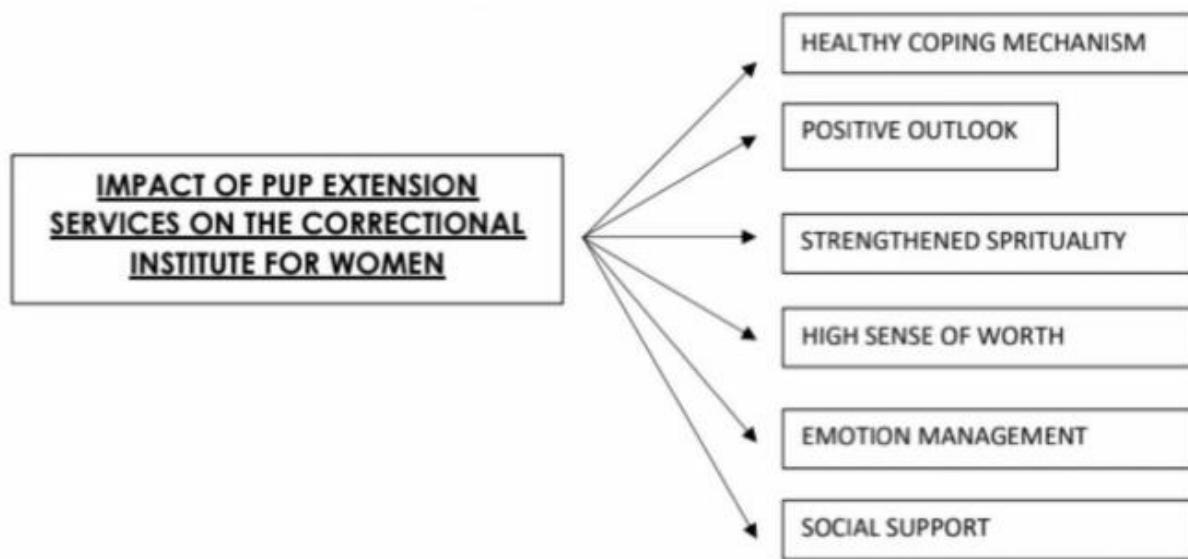


Figure 1: Impact of PUP Extension services on the Correctional Institute of Women

Figure 1 shows the impact of PUP Extension services on the Correctional Institute of Women Personnel.

Following are the major themes extracted: healthy coping mechanism, positive outlook, Strengthened spirituality, high sense of worth, emotion management and social support.



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Healthy Coping Mechanism

Citing professional ethics and counseling seminars, participants learned and applied their learning in their daily dealings with personal, as well as professional life, such as dealing with PDLs. These are exemplified by the following quotes:

"Tayo pala dapat individualy marunong tayo papaano natin masolusyunan ang problema sa kalungkutan, lahat ng problema sa buhay"

"We have to find means and ways, kasi tayo naman ang makakasolve"

"Madalas, pag magagalit na ako, naalala ko na lahat ng tao pala may pinagdadaanan. So ginagawa ko yung mga techniques na aking natutunan, lalo na yung mindfulness at breathing exercises."

Positive Outlook

Another salient impact to the CIW personnel is the development of a positive outlook in life. The program, which mostly focusing on capacitating the participants in uplifting their own lives, transcended to their own life's perspective and outlook. The following quotes reflect this:

"Isa sa mga valuable na natutunan ko is how to make yourself happy, hindi tayo malubog a kalungkutan. Malaki po ang naitulong sa akin"

"Magkaroon ng positive outlook. Yan ang magandang paraan para mas makapag function ng tama at maayos."

"Pagsubok lang ito. Yan ang parati kong sinasabi sa sarili ko, para kayanin ang mga pagsubok."

"Happy positive outlook. Yan ang mahalaga. Pero syempre diba wag toxic positivity"

Strengthened Spirituality

Though not directly the purpose of the extension program, the participants experienced renewed and strengthened. Psychology, which fosters positivity, rational cognition, and emotional regulation, is reflected through the attribution of situations and offering their ethical and proper behavior to God. Reflections on this are shown in the following data extracts:

"Marerealize mo talaga na si Lord talaga ang sandalan, Kaya kailangan mo talagang gawin ang tama at magtiwala sa kanya".



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"Merong blessing si Lord sa atin. Kayo, blessing kayo, kasi naging daan kayo, kasi dahil sa inyo naayos yung Sistema natin"

"I try my best to be virtuous. Maayos na tao. Ayoko ng gulo. Pero sa mga problema it will bring God. Yan yung natutunan at tumanom sa akin at mga kasamahan ko sa mga nakaraang training natin. Yan ang gusto ni Lord."

High Sense of Worth

One of the salient result is the development of a high sense of worth. Through the instillment of ethics, proper behavior and positive outlook, the CIW officials developed a high sense of worth, which in turn, they also teach to the inmates. Here are some of the sample text:

"Iba yung taong may pakinabang ka sa mundo. Naramdaman ko yun at lalo ko ngayon sya pinapamuhat."

"Sabi ko sa mga inmate. Women empowerment. Gender and development. Pantay pantay lang ang babe at lalaki sa trend natin ngayon. Kayang kaya nyong sumabay at maging maayos."

"May sense of worthiness. Dignity. Iba pa rin yung taong may pakinabang sya sa mundo. Yan ang sobrang halagang natutunan ko. Somehow kasi minsan iba yung tingin mo sa sarili mo. Ngayon mas confident na talaga ako sa sarili ko."

"Dahil medyo may edad na ako, lalong natanim sakin yun, sinsabi ko sa kanila, "madevelop nyo ang sarili nyo"."

"Huwag abusuhin ang pagkatao, Pede naman tayo matuto at mag grow."

Emotion Regulation

The role of a CIW personnel is challenging and always stressful. This in turn, make them better employees of the Institution. This impact is further exemplified in the following texts:

"Lawakan yung pang unawa. Maging mabait kahit sino man sila. Mahalaga yun, na magpakatao. Bago mo gawin, kahit na naiinis ka, magnilay ka muna."



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"Magpakumbaba kayo. Wala ng pride pride. Lahat tayo tayo, kaya kailangan intindihin natin ang bawat isa, lalo na yung mga nararamdaman nila"

"Magpa sensya tayo, mas isipin natin yung kapwa natin at yung nararamdaman natin."

Social Support

An extension of the effect of changed perspective and outlook, the CIW personnel shown a different way of looking at inmates and their fellow personnel. After the participants attended the extension program, they now see people around them as allies, and they also see themselves as someone who can give and offer support. These are shown in the following texts:

"I have to be friend with inmates. At yun ang ginagawa at sinisikap kong gawin, kasi narealize ko na yun talaga ang role ko at yun din ang kailangang kailangan nil ana pede kong ibigay."

"Mag open up para hindi lumubog sa depression. Kami kami ang nandito, at nararamdaman naming ang isat isa, kaya alam ko na kaya nila akong intindihin at tulungan."

"Ineencourage ko sila sa problema. Alam ko na Malaki ang maitutulong ko para di sila lumubog at malugmok."

"Sila ang magbigay ng feedback sayo (pertaining to counselor). Kasi dun nila maibuga ang kanilang problema'.

RECOMMENDATIONS

Given the nature of the Psychology program, the extension services. Based on the result of the study, the following recommendations are made:

1. Continue monitoring the progress of the program
2. Further collaborate with CIW for new and improved services.
3. Extend services to other members of the Bureau of corrections
3. Recommend other services, particularly public speaking and other graduate school programs.



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ASSESSING CORRECTION OFFICERS' PSYCHOLOGICAL DISTRESS AND PSYCHOLOGICAL WELL BEING: A BASIS FOR AN INTERVENTION PROGRAM

BY: RICHARD M. CAMPOS, MPsy. IOP, RPm
DEPARTMENT OF PSYCHOLOGY

AUGUST 2022

Research Proponent: Department of Psychology and Correctional Institution for Women
Correctional officers

Project Title: Leading an Empowering Valuable Life: Uplifting and Protecting CIW
(LEVEL UP CIW)

Project Proponent/s: Department of Psychology and Correctional Institution for Women

Project Duration: 2018 - 2022

Brief Description:

The Polytechnic University of the Philippines (PUP), through the Department of Psychology, signed a Memorandum of Agreement (MOA) with the Correctional Institution for Women (CIW) on October 1, 2018 in the CIW Conference Room. This is in response to its commitment to provide an array of extension programs and psychological services. Leading an Empowering Valuable Life: Uplifting and Protecting CIW is an extension initiative that is part of the University's Life Skills Program (LSP), which provides psychological services to vulnerable sectors.

Under the Memorandum of Agreement between PUP and the CIW, the BSPP faculty will assist CIW personnel in addressing and identifying the psychological and mental needs of Persons Deprived of Liberty (PDL) by providing psychological services such as training and seminars for more efficient prison management. At least twice per month, the University is expected to conduct services or activities.

PUP conducted preliminary research on correctional officers' psychological distress and psychological well-being. Training in mental health could enhance officers' knowledge, skills, and dispositions toward inmates with mental illness. This could enhance risk management, prisoner care, and interprofessional collaboration among healthcare providers and other professionals.



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PRELIMINARY RESEARCH AS BASELINE DATA

Research Title: Assessing Correction Officers' Psychological Distress and Psychological Well-Being: A Basis for an Intervention Program

Research proponent: Department of Psychology and CIW Correctional officers

Number of Respondents: 139 personnel

Research Design: Descriptive Research

Research Instruments: Ryff's Psychological Well-being Scale & Kessler Perceived Stress Scale

Rationale:

The purpose of this study was to evaluate the psychological distress and psychological well-being in the workplace of correctional officers at the Correctional Institution for Women. This is a complex topic involving the connection between mental health and employment. According to Minayo et al., "From the perspective of risks and safety, we understand that while the work process constitutes a privileged locus of human accomplishment, it also produces (in the particular range relevant to the conditions under which it is exercised) physical and mental strain".

Working directly with the incarcerated population and being responsible for the custody of the convicted prisoner, correctional officers play a crucial role in the operation of penal institutions. This is an understudied group of professionals who work in total or confined institutions that are difficult to investigate.

The complexity of their activities is reflected in the characteristics of a control and surveillance institution and the stigma associated with its functions. They must be able to work in teams, exhibit focus, self-discipline, a proactive attitude, initiative, and the ability to handle adverse situations. These professionals are frequently exposed to tense situations, such as threats and aggression, as they maintain prison safety.

Extensive research is being conducted on psychological stress caused by the strain and bustle of work life. According to the World Health Organization, more than half of all industrialized employees consider their jobs "mentally taxing." Work that is isolated, monotonous, requires constant concentration, shift work, and work under threat of violence, such as in the penitentiary system, can have adverse psychological effects. Sleep disturbances, exhaustion, and depressive symptoms have been linked to psychological stress and overload. In addition, there is evidence of an increased risk of cardiovascular diseases, specifically coronary diseases, and hypertension. Recent emphasis on occupational stress reflects a more holistic approach that emphasizes organizational stress factors and their physiological, psychological, and behavioral responses. Such an approach highlights the relational nature of the concept, which



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attributes significance to individual perceptions as mediators of the work environment's stress impact.

The significance of mental health has been emphasized more frequently in recent decades as public knowledge and comprehension have increased. Psychological well-being and the absence of mental illness are now recognized as mental health components. Psychological well-being is a complex concept that pertains to the best possible psychological experience and functioning. It can be described as comprising resilience [coping, emotion control, healthy problem solving] in addition to hedonic (pleasure) and eudaimonic (meaning) happiness (Gross and Munoz, 1995; Ryff, 1995; Ryan and Deci, 2001).

According to the World Health Organization, a person with positive mental health is in charge of his strengths, manages his lifestyle and observes his stressors, can work successfully, and contributes to the growth of his community. Positive mental health plays a significant role because it enhances the capacity of individuals and groups to make decisions. It contributes significantly to their community and serves as a paradigm for society. This reduces the likelihood of psychologically adverse effects and promotes a healthy lifestyle or state of mind. (WHO, 2022)

Psychological well-being is the concept of living well; it consists of feeling pleasant and functioning well. Possessing psychological health requires experiencing both positive and negative emotions. Feeling good incorporates positive emotions such as happiness, contentment, interest, confidence, and affection. On the other hand, functioning effectively involves developing one's potential, having some control over one's existence, having a sense of purpose, and maintaining positive relationships (Huppert, 2019).

INTERVENTIONS CONDUCTED TO ADDRESS THE NEEDS OF THE EXTENSION PROGRAM AMONG THE CIW PERSONNEL

Mental Health and Work Ethics Seminar

The BSPP held a seminar for the Correctional Institution for Women (CIW) personnel on Mental Health and Work Ethics with the theme "LEVEL UP CIW! - LEading a Valuable and Empowering Life: Uplifting and Protecting CIW". Prof. Aimee Rose A. Manda, a Registered Psychometrician and an International Certified Addiction Professional - III (supervisor level) led the session on mental health, while Dr. Pricila B. Marzan, a registered Psychologist, spoke on work ethics. Other Psychology Program faculty members contributed to the theme's realization, including Prof. Geraldine Santos, Dr. Christopher Sasot, Prof. Richard Campos, and Prof. Adrian Guinto. Correctional officers and employees with vital roles in the prison system attended the seminar.

The seminar on mental health and work ethics was held last September 29, 2021 with 44 attendees for the second batch. The topic on Mental Health was delivered in the



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morning by Dr. Aimee Rose Manda and Dr. Geraldine Santos. Other faculty members co-facilitated the seminar especially in the conduct of group activity. Topics presented include the nature of mental health, factors that affect mental health and ways on how to assess and achieve psychological well being of a person. Activities were given to better understand some stressors, challenges experienced by the participants and some possible coping strategies to use.

The afternoon session was facilitated by Dr. Pricila Marzan with the topic on Work Ethics. Workplace ethics are the set of values, moral principles, and standards that need to be followed by both employers and employees in the workplace. It is the set of rules and regulations that need to be followed by all staff of the workplace. Topics presented in the seminar include examples of Ethical and Unethical Behaviors in The Workplace, How to Solve Unethical Issues at the Workplace, ethics in public service, Expectations from the Public Servants in Governance, and how to developing a strong Work Ethic.

Generally, the whole day activity yielded an overall mean rating of 3.77 (Very High). Below are some of the specifics:

Item	Mean	Interpretation
1. I acquired new skills or knowledge in relation to topic discussed	3.94	Very High
2. Information could be applied to practice	3.91	Very High
3. The lecture description was accurate	3.97	Very High
4. The teaching format/length was suitable to content	3.76	Very High
5. The teaching level was appropriate to audience	3.79	Very High
6. The quality of the facilities was adequate for learning	3.50	Very High
7. Presenter for this session was able to:		
a. Express ideas clearly	3.79	Very High
b. Present useful examples	3.94	Very High
c. Use audiovisual aids	3.82	Very High
d. Respond/Clarified content in response to questions/comments	3.76	Very High
e. Provide Handouts	3.26	High
Overall Mean	3.77	Very High

Participants considered the discussion on ethics (common ethical conduct as displayed by some of the Public Servants) and the activities done in the topic on mental health were the parts that they liked most. When asked what other topics they want for the next sessions, some proposed the following: How to know and prevent Depression/anxiety/mental illness; human behavior; Personality Development; Counseling tools and Techniques; How to deal with PDL's with mental illness; and understanding behavior of persons deprived of liberty.

Gender Sensitivity Workshop

March 16-18, 2021



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Ms. Flora C. Arellano, Ms. Aimee Rose A. Manda, RPm, ICAP-III, and Ms. Geraldine F. Santos, RPsy, RPm, professors at Polytechnic University of the Philippines (PUP) conducted a 3-day Gender Sensitivity Seminar and Workshop on March 16, 17 and 18, 2021 among forty-five (45) CIW officers.

The GAD seminar workshop as per Republic Act 9262, the Anti-Violence Against Women and Children (VAWC) Act was made possible through the support of CIW Superintendent and GAD Chairman CTSSupt Virginia S Mangawit, RSW.

All participants were able to understand the differences between sex and gender. They also learned how to become more sensitive to gender differences.

This activity yielded an excellent level of customer service shown by the positive feedback from clients.

The activity was concluded with an evaluation by the participants to determine the effectiveness of the same and to gather suggestions and/or comments.

The evaluation form consisted of five (5) questions. These questions and the answers of the participants are discussed in detail below:

For **Question (1)**, “Paano mo mailalarawan ang nilalaman at proseso ng ating pagsasanay sa paksang tinalakay?”, the participants were given the choices “Masaya”, “Sakto Lang”, and “May Problema.” Thirty-one (31) participants answered “Masaya”, two (2) participants answered “Sakto Lang”, and one (1) participant answered “May Problema”.

Question (2) asked the participants “Ano ang natutunan mo sa ating paksang tinalakay?”, to which thirty-five (35) participants answered:

1. “Equal Rights of Men and Women.”
2. “As a criminology student, ako ay may paahayaw na kaalaman na tungkol sa R.A. 9262 pero sa paksang tinatalakay ay nairefresh sa akin ang natutunan ko noong ako ay nag aaral pa at mas nadagdagan pa ang kaalaman ko tungkol sa mga karapatan ng babae.”
3. “As a BS-Chemistry student, wala akong gaanong background sa VAWC and its a great opportunity na nalaman ko yung rights ko as a woman.”
4. “Natutunan ko kung anong rights ng babae at lalaki sa realidad at sa pang araw-araw na pamumuhay.”
5. “Ang kahalagahan ng mga kababaihan at nang iba pang kasarian sa ating lipunan. kahalagahan ng mga karapatan ng kababaihan.”
7. “Ang aking natutunan sa paksang tinalakay ay ang pagkakaroon ng karapatan at kahalagahan ng mga kababaihan laban sa pang aabuso. Bilang isang babae,



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- nararapat lamang na bigyan ng hustisya ang mg naaabusong kababaihan sapagkat ang mga kababaihan ay likas na mahina base sa pisikal na aspeto.”
- 8. “Una, naging sensitive ako sa pagkakapantay ng lalake at babae, naiintindihan ko ang mga factors that affect one's personality.”
 - 9. “Natutunan ko ang kahalagahan ng bawat isa mapababae man o lalake ay dapat pantay ang pananaw at wala dapat mas malalamang at ang bawat isa ay may karapatan.”
 - 10. “Natutunan ko ang pagkakaiba ng "Gender" at "Sex", na ito ay pwedeng dulot ng pagpapalaki ng isang magulang sa mga anak sa pamamagitan ng pagpapakilala ng isang bagay o kaya nama'y pwede ring ito'y dulot ng mga taong nakapaligid. Sa usapang "VAWC", natutunan ko na ang isang batang nakakita ng pagmamlupit ay isang biktima na rin ng pang-aabuso.”
 - 11. “Pagkakapantay-pantay ng karapatan.”
 - 12. “Karapatan ng kababaihan.”
 - 13. “Dagdag kaalaman sa aking buhay bilang isang tao kung hanggang saan at tamang gawain ng bawat isa sa ating lipunan at pag respeto sa bawat isa.”
 - 14. “GAD is good all the time.”
 - 15. “Maitrato ng maayos ang kababaihan at maibigay ang kanilang karapatan.”
 - 16. “Nadagdagan ang aking kaalaman tungkol sa karapatan ng mga kababaihan o bawat miyembro ng pamilya.”
 - 17. “Natutunan ko ang mga karapatan ng bawat tao na maging pantay-pantay sa kung ano man ang kasarian at mga karapatan ng mga kababaihan at kabataan.”
 - 18. “I have learned that anyone can file a complaint against the offender not only the victim of abuse, and also I learned that R.A. 9262 covered the lesbians and gays.”
 - 19. “Hindi dapat isinasawalang bahala ang kakayahan ng mga babae subalit ito ang dapat respetuhin, pahalagahan at mahalin.”
 - 20. “Uri ng mga pang aabuso sa kababaihan at ang kanilang karapatan.”
 - 21. “Ang mas maging sensible sa bawat kasarian. Dapat ay may pang unawa at respeto sa bawas kasarian.”
 - 22. “Patungkol ito sa Equal Opportunity mapababae man o mapalalaki man. Equal Rights for Men & Women.”
 - 23. “Not to judge people but to understand.”
 - 24. “Na ang babae ay may equal rights as men do. Na may batas na handang tumulong sa mga babaeng naabuso o mga bata.”
 - 25. “In this 3 days seminar, I were able to educate myself the Gender existing in our society, getting aware that we have this different gender and to respect and accept them. VAWC also informed us the rights of women and children being abused physically, mentally etc. and so far the LGBTQI community that they also have certain rights.”
 - 26. “Natutunan ko ang kahalagahan ng pantay na pag trato sa kapwa babae man o lalaki.”



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27. "Madami, lalo na sa karapatan ng mga kababaihan at pagsasama ng mag-asawa tungo sa maayos na pagkaka intindihan."
28. "Marami po akong natutunan at naintindihan gaya ng pagkakaiba ng Gender at gayun din ang mga batas sa R.A. 9262 "VAWC". Nalaman ko din ang ibang hakbang at clarification ng abuse sa mga kababaihan. "
29. "Knowing the difference between sex and gender and respecting it."
30. "Dapat may equality sa lahat ng indibidwal babae man o lalake at sa mga gawaing bahay o sa trabaho."
31. "Kung ano ano ang mga uri ng pang aabuso sa kababihan."
32. "Sex vs Gender Roles, Social Institutions which affect Gender Roles, R.A. 9262 and Gender Stereotyping."
33. "Marami po akong natutunan sa tinalakay na kung saan nabigyan ang bawat isa as a partner ng karapatan na may kasamang respeto at pantay na pananaw sa buhay."
34. "Malawak ang usaping Gender-sensitivity, emphasized ang pantay na karapatan ng lalake at babae."
35. "Iba't ibang klase ng pang aabuso at paksang sensitibo sa mga babae."

Question (3) asked, "Sa iyong plagay, maaari mo bang maisakatuparan ang mga natutunan mo bilang babae, para sa iyong pamilya at sa ating workplace? Ipaliwanag.", to which twenty-nine (29) participants answered:

1. "Opo. maari pong maiapply ang nilalaman ng VAWC law sa ating kababaihan at kung paano tayo/sila maproteksyunan."
2. "Maisasakatuparan ko ang mga natutunan ko bilang babae kapag kinakailangan lalo na sa aking mga anak sa maaga nilang edad ay ipinaiintindi ko na mayroon silang karapatan na naaayon sa batas."
3. "Yes- since may mga kapatid, kaibigan and kamag-anak tayong mga babae pwede natung maiapply ang ating napag-aralan or maituro kasi hindi naman lahat may knowledge about VAWC.
4. "Oo. bilang babae sa panahon ngayon kaya na ring gampanan ang trabahong panlalaki."
5. "Bilang isang lalaki, mas lalo kong pagiibayuhin ang aking paggalang at pagbibigay ng importansa ang karapatan ng bawat babae sa aking pamilya, sa trabaho at lahat ng nakakasaalamuha ko."
6. "Sa aking palagay, masasakatuparan ko ang aking natutunan bilang isang babae para sa aking pamilya at trabaho sa mga pagkakataong kinakailangan., upang maiwasan ang bilang ng mga kababaihang nakakaranas ng pang aabusong pisikal, pinansya, at emosyonal. Ibabahagi ko ang aking natutunan at kaalaman sa aking pamilya at katrabaho."
7. "Opo, kasi naeducate ako sa aking mga karapatan bilang isang babe. Magagamit ko ito para hindi ako pagsamantahan o abusuhin ng kahit sino man lalo na po sa aking trabaho."



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8. "Opo. Naipaliwanag po ang karapatan ng bawat isa lalo na sa mga kababaihan na kung anong nararapat at sa hindi na. Maari din maibahagi sa aking pamilya at mga kakilala."
9. "Opo, dahil dito lumawak ang aking pang wunawa sa usapang indibidwal at legal."
10. "Opo. Tamang karapatan at pantay na karapatan."
11. "Oo maaaring maisakatuparan dahil ipinaliwanag ang bawat karapatan."
12. "Yes. Respeto lang sa bawat isa anoman ang katayuan natin."
13. "Yes like with regular prayer to the almighty God, you will learn to choose your next word carefully."
14. "Opo, para magkaroon ng pag uunawaan sa isa't- isa."
15. "Yes! Para sa aking pamilya, mahalaga na malaman ang usaping ito para maging aware din ang ating mga anak o pamilya sa mga dapat gawin."
16. "Opo. Upang maging maayos ang samahan tungo sa maayos na pagtatrabajo."
17. "Bilang lalaki, oo. Pwede itong maisakatuparan para sa pamilya at sa ating trabaho para ang bawat isa ay maging sensitibo mapaisip, mapasalita at gawa."
18. "Oo. Irespeto ang bawat isa at matutong gumalang sa opinyon ng ibang tao. Kausapin at intindihin sila sa maayos at mabuting paraan. Matutong makisalamuha at makisama."
19. "Opo, maaring isakatuparan ang aking natutunan sa paraan ng pag orient sa aking pamilya ng mga pang karapatan ng kababaihan and equality of gender sa trabaho, if I see or witness an abuse, I will call the attention of both victim and offender."
20. "Opo. Bilang babae, kailangan maging matapang at ipaglaban ang karapatan sapagkat ikaw, ako, tayong mga babae ay may kakayahan na maaaring maibahagi sa ikaunlad ng isang komunidad. Pagkat kung kaya ng mga lalaki, kaya rin natin."
21. "Opo. Palaging may respeto at sensitivo sa lahat ng bagay."
22. "Opo sapagkat maayos na naipaliwanag at nailathala ang mga karapatan at batas na maaaring sundan kung sakaling mai-counter ang mga pangyayari."
23. "Opo! Sa kagaya ko na isang ina, maganda at mabuti na malaman ko ang aking karapatan at mga paraan upang humingi ng tulong kung ako ay makakaranas ng pang aabuso."
24. "Opo, sa pamamagitan ng pagtrato mo sa kanila para pag isipan nila ang tama mong ginagawa. Iparamdam po ang pantay-pantay na trato wag iwawala ang respeto."
25. "Opo. Magiging aware sa pagtrato sa aking kasamahan. Kahit ano pa man ang kanyang gender preferences."
26. "Yes, kailangan lamang marespeto, maunawa at tanggapin ang LGBTQI at imantain ang thinking na men & women are equal."
27. "Opo, ito ay mga gabay para ako ay isa sa mga babae at magiging ina ng aking magiging pamilya na maging isang mabuting ina at asawa."



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28. "Opo. maexercise namin ang aming pantay na karapatan sa trabaho. Ang kakayahang kababaihan ay di dapat i-underestimate. Bigyang halaga ang mga karanasan at educational attainment naming mga kababaihan sa pamamahay, dapat na makita ang shared division of labor."
29. "Maaari pong maisakatuparan ang mga natutunan kahit bilang isang lalaki, sa pamamagitan ng pagiging patas at may respeto sa lahat ng kasama sa pamilya at trabaho."

For Question (4), "Naaangkop ba ang paksa na ating tinalakay para sa pagbabago ng ating pananaw at at pagwawasto ng mg gender stereotypes sa babae o lalake? Ikakaganda ng kinabukasan ng iyong pamilya?", the participants were given a choice between the answers "Oo" and "Hindi". Thirty-four (34) participants answered "Oo".

Question (5) asked "Nabigyang linaw ang iyong kaisipan na mahalaga ang pagiging mulat at gender-sensitive sa ating pang-araw-araw na buhay lalu na sa ating pamilya?", to which the following answers were given:

1. "Opo, maibabahagi ko po ito sa aking mga anak na babae karapatan nila kung sila ay may pamilya na."
2. "Nabigyang linaw ang aking kaisipan lalo na at madalas naiisang tabi ang emosyon o damdamin ng mga taong kasama o kabilang sa LGBTQ."
3. "Yes- I have a brother na member ng LGBTQC which is napakahalaga saking mabigyang linaw ang gender sensitivity kasi we don't know what they feel lalo na ay unril now mron pa ring discrimination na nagaganap."
4. "Oo. nalalaman kung anong roles mo sa realidad at sa pang araw-araw na pamumuhyay."
5. "Opo. hadil pinaka mahalaga sa lahat ay ang pagiging marespeto sa kahit anong kasarian dahil lata tayo ay anak ng Diyos at ginawa tayo ng Diyosna pantay-pantay."
6. "Mahalaga ang pagiging mulat at pagiging gender-sensitive sa ating pang araw-araw na buhay lalo na sa ating pamilya upang maiwasan ang hindi pagkakaunawaan."
7. "Oo. kahit dito nawawala ang gender stereotyping na sinasabi nawalan ng barricade between men & a women. Naimumulat tayo na lahat ay kawayang gawin ng lalaki mapatrabaho man ito ay kaya ding gawin ng babae."
8. "Opo. Pantay-pantay po ang pananaw ng bawat isa lalo na sa kasarian. Hindi po dapat ikahiya o ipahiya. Maaari po o sa panahon ngayon ay karamihan tanggap na sa lipunan."
9. "Opo, maging supportive at maintindihan sa ganitong usapin."
10. "Opo. Para maging maayos ang ating pamumuhyay."
11. "Nabigyang linaw ang aking kaisipan dahil sa magandang pagpapaliwanag ng ating speaker. Ang pagpapahalaga ng bawat karapatan ng isa't-isa."



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12. "Yes. Dito ko nalaman na marami pa pala akong dapat alamin at pagkukulang sa aking pagkatao nabilang ako ngunit saan man patungo ang ating mahabang pinag-usapan respeto parin ang dapat pairalin."
13. "Opo. Lalo na ang aming butihing speaker bagamat sa screen lamang namin siya napakinggan, dahil sa pandemya."
14. "Yes, para maitrato ng maayos ang mga kababaihan at mabigay ang kanilang mga pangangailangan."
15. "Oo dahil nadagdagan ang kaalaman tungkol sa mga bagay na tungkol dito."
16. "Opo, natuto tayo na hindi mapanakit sa kapwa, sa pamamagitan na sekswal, pisikal at emosyonal."
17. "Yes, to give respect to anyone no matter what gender we have especially the gays and lesbians who are new to our society to accept them as normal part of our environment."
18. "Oo. We gained knowledge kung ano ba ang pagkakaiba ng gender at sex."
19. "Oo. Maliwanag at naintindhan ang mga iba-ibang perwsonalidad ng bawat tao lalo na sa usaping sex at gender. Lalo na din sa mga iba't ibang pang aabuso at kung ano ang kanilang dapat gawin kung sila ay naabuso ng kanilang partner."
20. "Opo, (upang) ang pagrespeto sa bawat kasarian at pag unawa ay susi sa pagpapa unlad at pagmamahalan ng bawat isa sa isang pamamayan."
21. "Opo, ito ay nagbigay linaw saaking kaisipan."
22. "Oo. Napakahalaga ng pagtanggap sa isang tao lalo na ang LGBTQI Community at mainam na ipahayag sa pamilya ang nararamdam nila. Ipaintindi ang pinagdadaanan ng isang tao. "Accept them as a whole"
23. "Yes, kailangan maging mulat din ang pamilya/mga anak para makaiwas sa pang aabusong emosyonal sa ibang tao."
24. "Opo. Being gender-sensitive to others is the way to respect them especially sa mga kapatid natin sa LGBTQI community."
25. "Maging sensitive sa lahat ng katauhang naaangkop na usapin."
26. "Opo. Maliwanag ang mga halimbawang ibinigay upang maisawan ang tinatawag na stereotyping sa bawat gender. gayun din mai apply ang mga natutunan sa pang araw-araw na buhay at maibahagi sa iba, mapa pamilya man o kakilala."
27. "Opo, malaki pong impact sa akin lahat ng ating natutunan."
28. "Oo. Bilang isang indibidwal, mahalaga na alam natin ang paglkakaiba ng lahat upang respetohin tayo at bigyang respeto ng iba."
29. "Opo, para alam mo ang iyong karapatan."
30. "Opo. Nalaman ko na hindi pagiging abnormal/disorder ang pagiging bakla o tomboy."
31. "Yes, malaking tulong sa pagpapalaki sa anak at sa pag perform ng trabaho."
32. "Opo, napakahalaga na magkaroon ng kaalaman sa gender-sensitive sa ating pang araw-araw na kung saan magiging gabay ito para maging mabuting asawa at ina. Maibahagi natin ang pantay na karapatan sa pamilya."



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33. "Opo. Dapat mulat tayo sa katotohanan na ang mundo natin ngayon ay nag eexcile maging bukas tayong tanggapin ang 3rd sex sa ating lipunan. Kilalanin ang kanilang karapatan at respetuhin ang kanilang pagkatao."
34. "Opo. nabigyan ng linaw sa pamamagitan ng pakikinig sa mga sitwasyon ng mga kasama sa bahay at bigyan ng halaga ang lahat sa sinasabi nila. Suggestion: Sana ituro sa elementarya (school) ang VAWC Law para malaman ng mga senior grade sa elementarya ang VAWC, kasi di lahat ng estudyante makakapagpatuloy sa high school at kolehiyo para kahit mag asawa na at di natuloy sa pag aaral paglaki ng estudyante ay alam niya ang karapatan niya sa batas."

Summary of Results

The total number of participants who participated in the evaluation is thirty-four (34). Their responses are summarized:

Question 1

	Masaya	Sakto Lang	May Problema
No. of responses	31	2	1
Total number of answers	34		

Question 2

Learnings

1. VAWC Law
2. Difference between the terms "gender" and "sex"
3. Gender equality
4. Gender sensitivity
5. Women's rights
6. Respect for SOGIE

Total number of answers 34

Question 3

Learnings

- All 29 participants answered that they may and will apply their learnings from the seminar

Total number of answers 29

Question 4

	Oo	Hindi
No. of responses	32	0
Total number of answers	34	

Question 5



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Learnings

- All 34 participants answered that the topic discussed was well understood and that they were given clarity regarding topics under gender equality and gender sensitivity

Total number of answers 34

Comments/Suggestions

1. Sana ituro sa elementarya (school) ang VAWC Law para malaman ng mga senior grade sa elementarya ang VAWC, kasi di lahat ng estudyante makakapagpatuloy sa high school at kolehiyo para kahit mag asawa na at di natuloy sa pag aaral paglaki ng estudyante ay alam niya ang karapatan niya sa batas."

Total number of comments/suggestions 1

To summarize, the majority of the participant-beneficiaries appeared satisfied by the activity. Most, if not all of them have also shared the knowledge they gained and how they may apply this knowledge.

RESULTS AND DISCUSSION

Table 1 Level of Psychological Well-Being of CIW Officers
(Baseline Data)

Psychological Well-Being	Mean Score	SD	Low (1.5 SD below the mean)	Percentage	High (1.5 SD above the mean)	Percentage
Autonomy	27.950	0.483	46	46%	47	47%
Environmental Mastery	28.400	0.480	38	38%	46	46%
Personal Growth	28.010	0.477	48	48%	44	44%
Purpose In Life	27.750	0.465	52	52%	45	45%
Positive Relations with Others	28.770	0.439	45	45%	44	44%
Self-Acceptance	27.750	0.488	47	47%	42	42%
Overall	168.630	0.113	51	51%	49	49%

Table 1 shows that mean scores were calculated to get the standard deviation and percentage of the scale of six well-being. The mean score of **Autonomy** is 27.950 with a standard deviation of 0.483 indicating that the respondents have a low score for autonomy. In **Environmental mastery**, the mean score is 28.400 with the standard deviation of 0.480 indicating that the respondents got a high score for environmental mastery. For **Personal Growth**, the mean score is 28.010 with a standard deviation of



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0.477, indicating that the respondents got a high score for personal growth. In **Positive Relations** with Others, the mean score is 27.750 with a standard deviation of 0.465, indicating that the respondent got a low score in Positive Relations. **Purpose in Life**'s mean score is 28.770 with a standard deviation of 0.439 indicating a high score in Purpose. **Self-acceptance's** mean score is 27.750 with a standard deviation of 0.488, indicating that respondents got a low score in self-acceptance.

Table 2 Level of Psychological Distress of the CIW Personnel
(Baseline Data)

Range	f	Percentage	Verbal Interpretation
10 to 19	7	5.03%	Likely to be well
20 to 24	8	5.76%	Likely to have mild psychological distress
25 to 29	12	8.63%	Likely to have moderate psychological distress
30 to 50	112	80.57%	Likely to have severe psychological distress
Total	139	100%	

The weighted mean, frequency, and cumulative frequency were calculated to address the respondents' level of psychological distress. The mean scores were interpreted as follows: likely to be well (10 to 19); likely to have mild psychological distress (20 - 24); likely to have moderate psychological distress (25 – 29); and likely to have severe psychological distress (30 – 50). As shown in Table 2, seven respondents (5.03 percent) are likely to be well; fifteen respondents (5.76 percent) are likely to be experiencing mild psychological distress; twelve respondents (8.63 percent) are likely to be experiencing moderate psychological distress; and the majority of respondents, 112 (80.57 percent), are likely to be experiencing severe psychological distress during the COVID-19 pandemic. ***This finding showed that most CIW personnel suffered severe psychological distress.***

The abovementioned data served as the baseline for the Department of Psychology to ensure an effective and sustainable extension program.

POST ASSESSMENT RESEARCH

Table 3 Level of Psychological Distress of the CIW Personnel
(after a series of interventions)

Range	f	Percentage	Verbal Interpretation
10 to 19	42	30.21%	Likely to be well
20 to 24	75	53.96%	Likely to have mild psychological distress
25 to 29	20	14.38%	Likely to have moderate psychological distress
30 to 50	2	1.44%	Likely to have severe psychological distress
Total	139	100%	



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The weighted mean, frequency, and cumulative frequency were calculated to address the respondents' level of psychological distress. The mean scores were interpreted as follows: likely to be well (10 to 19); likely to have mild psychological distress (20 - 24); likely to have moderate psychological distress (25 – 29); and likely to have severe psychological distress (30 – 50). As shown in Table 3, the respondent's level of psychological distress is mild psychological distress with a reported frequency of 75 (53.96%) followed by likely to be a well mental condition.

Table 4

Interpretation and Mean Scores of the Respondents' Psychological Well-Being

Psychological Well-Being	Mean	Std. Deviation	First Quartile (25% of the Scores)	Interpretation
Autonomy	27	5.17	23.5	High Scorer
Environmental Mastery	26.38	6.92	21	High Scorer
Personal Growth	34.43	5.95	30.5	High Scorer
Positive Relations	32.81	6.29	27	High Scorer
Purpose in Life	32.57	5.14	28.5	High Scorer
Self-Acceptance	28.05	4.62	24.5	High Scorer
Overall	30.20	3.46	27	High Scorer

Legend: <22 – low, 23-29 – average, and 30> – high

This table displays the dimensions and standard deviation of the psychological well-being of CIW personnel. It consists of the following: The **Autonomy** dimension has a mean score of 27 and a standard deviation of 5.17, indicating a high interpretation; the **Environmental Mastery** dimension has a mean score of 26.38 and a standard deviation of 6.92, indicating a high interpretation; the **Personal Growth** dimension has a mean score of 34.43 and a standard deviation of 5.95, indicating a high interpretation; and the **Positive Relations** dimension has a mean score of 32.81 and a standard deviation of 6.29, indicating a high interpretation. The average score of the twenty-one (21) respondents is above the first quartile of the data, with 67 having a mean score of 30.20 and a standard deviation of 3.50.

According to Ryff (2014), these results indicate that the respondents have a purposeful engagement in life, an awareness of their talents and abilities, and enlightened self-awareness. In addition, they have a positive outlook on their well-being, contentment, benefits, interests, utility, and quality of life (Burris et al., 2009, cited in Ludban, 2015). According to Karapinar et al. (2019), employee well-being has substantial implications for the workplace and other aspects of an employee's existence. The study conducted by Arbiol et al. (2021) found that employees' psychological well-being is high because they believe their colleagues treated them appropriately during the pandemic. According to the



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psychological well-being theory, a person's psychological health depends on his positive functioning in numerous life domains. In addition, according to the study by Johal and Pooja (2016), an individual should have healthy relationships with others, be dominant over the environment, embrace himself and his past, have a purpose and meaning in his life, experience personal growth, and be able to make independent decisions.

According to Knebel (2020), as employees enhance themselves, so does their environment. In addition, an article from Sling, Inc. (2020) stated that employees endeavor to maintain a positive outlook regardless of the circumstances. Indeed, they occasionally feel frustrated, but if they remember their purpose, their positive attitude will be fueled by enthusiasm, which will benefit all aspects of the business. In addition, the respondents had the highest mean and standard deviation on the Personal Growth dimension, with 34.43 and 5.95, respectively.

The extension program conducted by the Department of Psychology accomplished its goals by reducing the stress the staff working in corrections reported feeling and by assisting the personnel in reaching a high level of psychological well-being. It is undeniable evidence of the sustainability and efficiency of the Department's research-based extension program, a testament in and of itself. The extension program run by the Department of Psychology successfully accomplished its goals by reducing the amount of stress the corrections staff felt they were under through appropriate interventions. This suggests that CIW Personnel have a feeling of continual development; regard themselves as developing and expanding; are open to new experiences; realize their potential; observe self- and behavior-improvement through time; and progress in ways that demonstrate more self-awareness and efficacy. CIW Personnel are open to new experiences; realize their potential; perceive themselves as developing and expanding. According to Bankston (2020), a person's genuine character can be seen when faced with adversity. On the other hand, adversity can show a person a side of themselves that they might not have been aware of before the condition in which they find themselves. It appears that CIW workers have a positive outlook on their well-being and the quality of their lives, indicating that they are pleased with their lives despite the COVID-19 pandemic.

2.2. Summary of New/On-going Projects

As a product of the re-planning and development of the BSPP Extension Program, the following Extension Projects are currently underway. Planning, coordination, provision of extension-related services, and other activities are continuously undertaken. Hence, this part only introduces and briefly summarizes the planned Program for each partner-beneficiary.⁸

⁸ What are included here are the activities relevant to the BSPP only. Activities of other Departments with the respective partner-beneficiaries under the CSSD are excluded.



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All the pieces of evidence for the activities so far conducted may be accessed through the following links:

BARANGAY 629

https://drive.google.com/drive/folders/1GUUfcSv6BVUkkQ8BsvYWUFYW_roHau9?usp=sharing

ICAN

https://drive.google.com/drive/folders/1XcDsxBwo_cQXO5Y8Zt0leV675hPLhEnR3?usp=sharing

JOLY HOMES

<https://drive.google.com/drive/folders/1JIGvYuG3C-n3Zhe2405MwaKyxMRZIEjy?usp=sharing>

CUMC

<https://drive.google.com/drive/folders/19ea6S4Zw3ctngp0mPjaLfawk97IUEzi3?usp=sharing>

2.2.1. Barangay 629

Barangay 629 is an adopted community of the University. As part of the extension program of the CSSD Hagkanlungan, and by virtue of the Memorandum of Agreement signed between CSSD - Hagkanlungan and said Barangay, the various Departments under the College extend their extension services to the community.

Some of the activities already conducted and/or planned are the following:

TIMELINE	ACTIVITIES CONDUCTED/PLANNED	BRIEF DESCRIPTION OF THE ACTIVITY
2017	Needs Assessment	On March 10, 2017, Dr. Nicolas Mallari, the former dean of the College of Social Sciences and Development, made a request letter addressed to Hon. Luisito Buenaventura, the Barangay Captain of Barangay 629. Dr. Mallari requested that a needs assessment survey be conducted in order for the college to determine the needs of the community. The needs assessment will be the basis for the training seminars and/or intervention programs that will be conducted at the barangay.
	Coordination Meetings re partnership between CSSD and the Barangay	Since 2017, coordination meetings between the CSSD and Barangay 629 are regularly conducted. Such coordination meetings discuss plans for activities and funding, among others.
	Project Proposal of the Literacy Program	As per the planned Literacy Program, Prof. Rodrigo Lopiga was the resource speaker in the BSPP tasked to conduct a seminar about addiction counseling and training in counseling skills.
2018	Memorandum of Agreement	The Memorandum of Agreement between the Polytechnic University of the Philippines and Barangay 629 was signed by Dr. Nicolas Mallari, the former PUP Dean of the College of Social Sciences and Development, and Hon. Luisito Buenaventura,



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		<p>the Barangay Captain of Barangay 629. The MOA covers the expectations and goals of the Polytechnic University of the Philippines and Barangay 629 in their agreed partnership. The document was signed in the presence of Prof. Marlon Agoy-Agoy, the former chairperson of the PUP Department of History as well as Prof. Norie Maniego, the chairperson of the Department of Economics.</p>
2021	Barangay Justice System Webinar	<p>One of the requests of Barangay 629 is the provision of a Barangay Justice System Training for its Lupon members. The CSSD Hagkanlungan took the necessary steps to respond to this request. The Department of Psychology, represented by Prof. Maria Laya Lara coordinated with the College of Law.</p> <p>The College of Law was more than willing to provide assistance and designated a member of their faculty to be the resource speaker. The event itself was organized and hosted by the Department of Psychology, with the assistance of Prof. Narciso Cabanilla from the History Department who serves as the focal person for Barangay 629.</p> <p>It is also the aim of the CSSD Hagkanlungan to link Barangay 629 to the university's College of Law for a separate Memorandum of Agreement under the College of Law Extension Program in order for the Department of Psychology to focus on services that are more relevant to its expertise.</p> <p>Chairman Buenaventura of Barangay 629 made a formal request addressed to Dean Raul Sebastian through Dr. Angelita Villaruel, the PUP Extension Coordinator of the College of Social Sciences and Development on November 8, 2021. He requested the college to provide trainings and seminars for the Sanggunian members and Lupon members.</p>
-	Monitoring and Evaluation	<p>The projects of the BSPP with the Barangay are still ongoing; therefore, the monitoring and evaluation of activities are likewise continuous.</p>
-	Plans for Impact Study and/or Research	<p>A proposal for an impact study and/or research is being planned by the BSPP for Barangay 629. This proposed impact study will be organized and conducted by the faculty members of the BSPP with the assistance of the CSSD, EMO and OVPRED.</p> <p>Since Barangay 629 is an adopted community of the CSSD, the impact study/research may not necessarily be the end of BSPP's extension services, but may serve as basis for replanning should the community still be in need of assistance in the area of mental health.</p>



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2.2.2. International Children's Action Network (ICAN)

International Children's Action Network (ICAN) is an international cooperation NGO that works to improve the abilities of children affected by poverty, conflicts, and disasters and to improve the local environment by bringing together what each person can do.

The Convention on the Rights of the Child was adopted by the United Nations General Assembly in 1989 and entered into force in 1990 to ensure the basic human rights of children internationally. In accordance with the Convention on the Rights of the Child, ICAN conducts activities to realize a society in which children are appropriately protected and can grow toward independence.

ICAN was established on April 1, 1994 (incorporated July 25, 2000) when a company employee who visited the Philippines saw the current situation of children and thought, "There must be something I can do."

Some of the activities already conducted and/or planned are the following:

TIMELINE	ACTIVITIES CONDUCTED/PLANNED	BRIEF DESCRIPTION OF THE ACTIVITY
2021	Letter of request for CSSD assistance	A letter dated December 8, 2021, was sent by ICAN executive director Ms. Maritess Cangao to Prof. Zandro Estela, Director of the PUP Extension Management Office, expressing gratitude to the university for considering them as one of the partner institutions in the Social Services and Development Program. As initially communicated with Mam Angelita Villaruel, the CSSD extensionist, they are requesting the college specifically the Department of Psychology to conduct Outreach Activities like an Art Class as well as Rapid Assessment and Social investigation for ICAN children on January 27, 2022.
2022	Consultation Meeting	On January 27, 2022, at 9 am, a consultation meeting was attended by ICAN executive director Ms. Marites Cangao with the KALYE youth group and CSSD Dean Raul Sebastian, CSSD extensionist Dr. Angelita Villaruel, Cooperatives faculty Prof. Casiana Payumo, CSSD admin Ms. Liza Baldonado, and Psychology faculty Prof. Malaya Lara. The agenda of the meeting was about the Child Care Center. Prof. Lara requested for an individual interview on the children for profiling purposes, via Zoom or online agreed to be done on February 4, 2022, with 18 kids and 10 personnel of ICAN facilitating the child care.



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	Initial Needs Assessment for employees	<p>The program was conducted through the Zoom platform and started at 10:00 in the morning of February 4, 2022. After beginning with the opening prayer, Chairperson Lorraine Manansala gave her welcome remarks and explained the objectives of the activity for the day. Afterwards, Asst. Prof. Entienza facilitated the introductions and "Getting to Know" activity. Then, Mrs. Laya Lara gave a short presentation on the Psychology Department Extension Program. Ms. Cangao, the ICAN Head, also gave a presentation on the ICAN program for children. The main activity was the Focus Group Discussion headed by Mrs. Lara who facilitated the discussion with the staff of the ICAN Foundation. Finally, Assoc. Prof. Sumuway-Villaruel gave her closing remarks. The program ended at 1:00 in the afternoon.</p>
	Outreach and Community Needs Assessment	<p>The CSSD Outreach and Community Needs Assessment of Department of Psychology and other Colleges was held in ICAN Center San Mateo Rizal on May 4, 2022 attended by 39 participants from ICAN Center (18 children, 10 social workers and house parents, and 11 youth street children under the livelihood program) together with Chair of Psychology Department, Faculty of Psychology Department, Faculty from Department of History, Sociology and Economics. The said program was held for the purpose of needs analysis that was beneficial in creating a sustainable program for the ICAN Center.</p> <p>The activity started at 8:00 am and ended at 2:00 pm. The Department of Psychology was tasked to provide the main activity for the children which was paint by numbers, a kumustahan session held by Mr. Adrian Guinto for the participants and focus group discussion for the participants with the assistance of the Department of Sociology and Economics.</p> <p>The initial outreach and community needs assessment was not only about providing group dynamics activity but also to be able to establish rapport between CSSD and ICAN Center in promoting sustainable programs for the center. Furthermore, there has been a poster to launch and promote the said activity and aside from the program, there has been relief assistance from the Department of Sociology that has been distributed.</p>
	ICAN Request for assistance in Strategic Planning and Strategic Planning Workshop	<p>The ICAN Center for Children Philippines, Inc. sent a letter last May 13, 2022, addressed to Dr. Raul Roland Sebastian, Dean of College of Social Sciences and Development thru Dr. Rolan J. Malvar, the Director of</p>



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	<p>Extension Office Management of the Polytechnic University of the Philippines asking for assistance in their upcoming evaluation and strategic planning and development program dedicated for both of their staff and children. In response to said letter, the PUP and Extension Office Management set a planning workshop dated May 20, 2022, as a response to the proposed agenda to discuss collaboration efforts between ICAN and PUP.</p> <p>The strategic planning between ICAN and PUP was attended by the ICAN team, and PUP representatives Mr. JP Dalupang, and Dr. Angie F. Sumaway-Villaruel. The agenda was to accomplish the 5 workshop activities prepared by PUP Faculty for the ICAN team. The program started at 9:15 am after the registration and ended at 3:30 pm. The program started with opening ceremonies including opening prayer and welcome remarks from the ICAN team. Afterwards, Mr. JP Dalupang initiated a Kumustahan activity among the attendees to acquaint and know their current moods and get to know each other. The following activity held by Dr. Angie F. Sumaway-Villaruel facilitated a leveling-off expectation and introduced the first workshop activity to be done that day. The second workshop facilitated by Mr. JP Dalupang was about the use of SWOT analysis and problem trees in order to identify the needs of the community and be able to align projects in accordance with what the community must have. Before the group proceeds with the remaining workshop, they have a lunch break followed by a simple icebreaker in the afternoon. As the group proceeds with the afternoon workshop, the ICAN team gains experience in outlining program objectives based on the needs of the community, a calendar of activities indicating yearly and quarterly activities, and lastly the importance of rubrics for program monitoring and evaluation. In line with these activities, the ICAN team discussed their synthesis and output for the day which will be beneficial in creating the 3- 5 year strategic plans for ICAN.</p> <p>The team has been able to craft a 3- 5 years strategic plan for ICAN Center for June 22 to May 2025 dedicated to DSWD. The team that crafted the strategic plan was composed of staff of the ICAN CHILD CARE CENTER department and the chairpersons of the Department of Sociology, Psychology, History, Cooperatives and Economics, and guest faculty</p>
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	<p>extensionist from the College of Engineering Prof. Aldion Almacha, College of law registrar Prof. Michael S. Pechardo, Faculty extensionist Elisor Guieb and CSSD Faculty Extensionist Associate Professor Angelita S. Villaruel were held at San Mateo Rizal, ICAN Center.</p> <p>The finished matrix was focused mainly on the following areas of development summarized below:</p> <ol style="list-style-type: none">1. Strengthening Organizational Development of Center Team (administration, educators, social workers, ally staff [foundation staff], and house parents)2. Improve Center Team's Health and Wellness;3. Promote programs and activities for Children's Empowerment;4. Nurture a Nature-Friendly, Inclusive, and Safe Place; and5. Building support services for the expansion and improvement of infrastructure of ICAN Center and facilities. <p>The planning session lasted for two meetings, May 20 and June 6 2022 having a whole day session.</p>
Job Analysis and Consultation	<p>A special order (SO) was issued by the University to the respective personnel who were authorized to conduct specified activity on official time with the title CSSD Extension Program with ICAN Foundation face-to-face meeting, Job Analysis, and Consultation on July 27, 2022, involving the chairperson of the department of Psychology- Asst. Prof. Lorraine Charmayne Manansala and some of the faculty members namely: Aira Joy Austria, Timothy Morales, Christ Michael Entienza, Girlie Rose Antonio, Leonel Enriquez, and Rafael Chinchilla.</p> <p>The July 27, 2022 activity was held in ICAN center, San Mateo Rizal. Registration and breakfast were scheduled from 9:30 am to 10:30 am followed by the opening ceremonies such as prayer, songs, introduction activity, and solidarity messages from both the Department of Psychology and College of Engineering. Right after was the presentation of the whole PUP-ICAN program which was presented by the ICAN officer-in-charge. There was the splitting of two groups for each department i.e Psychology and Engineering. The agenda of the Psychology department was to:</p>



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		<ol style="list-style-type: none">1. Fill up form employees profile.2. Facilitate Focus Group Discussion3. Conduct Job Analysis Workshop <p>while the College of Engineering was to do:</p> <ol style="list-style-type: none">1. Ocular Inspections2. Organizational profiling3. Interview <p>Beneficiary Profile</p>
	Memorandum of Agreement	The Memorandum of Agreement between the Polytechnic University of the Philippines (PUP) and ICAN was signed by Dr. Anna Ruby Gapasin- the PUP Vice President for research, Extension, Planning and Development and Mr Hiroyuki Fukuta, the Project Manager of ICAN foundation notarized last May 11, 2022 in the City of Manila. It was also witnessed by the Dean of College of Social Sciences and Development- Dr. Raul Roland Sebastian and other officials from both sides. The MOA covers the expectations and goals of PUP and ICAN Foundation in their agreed partnership.
	Drafting of Memorandum of Agreement between ICAN and BSPP specifically	The BSPP drafted a Memorandum of Agreement between the department and ICAN foundation to specify the assistance that the department and faculty members could provide to the beneficiaries of ICAN most specialty the children and its staff. This is still in the coordination stage and has not yet been submitted for approval.
2023	Coordination Meeting	<p>January 18, 2023</p> <p>Another letter dated January 5, 2023 was sent by ICAN executive director Ms. Maritess Cangao to Dr. Rolan Malvar, director of PUP Extension management office, thru Dr. Angelita Villaruel- Extension Management Coordinator thanking the PUP team for the previous assistance and collaboration demonstrated to them. The letter stated that they are requesting a follow-up discussion on January 18, 2023 regarding the next steps of Consultation and Extending Expert Service from the Department of Psychology.</p> <p>The program of activities specifically for day 1 last January 18, 2023, was attended by the selected faculty members of the Department of Psychology wherein the team went to the ICAN center, San Mateo Rizal. The event started with an opening prayer and song followed by welcome remarks from Ms. Marites E. Cangao, ICAN's Country representative, and some introduction for both teams. There was an assessment workshop for the children tasked to Prof. Jasper Christian L Gambito, the History chairperson. Another agenda was</p>



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		<p>a consultation for two specific kids facilitated by Dr. Pricilla Marzan, a Psychology faculty member.</p> <p>The general objectives of the visit were to understand children's issues and how to develop them as future nationalist/productive persons, and also to help foster parents and ICAN staff to develop and enhance their capacity in handling children's safety.</p> <p>A special order (SO) was issued by the University to the respective CSSD personnel who were authorized to conduct on official time with the title "Community Need Assessment and Psychological Assistance to ICAN Child Care Center" on January 18 and 19, 2023 involving some of the Psychology faculty members with their specific tasks as facilitators and documentation-Ma. Aurora De Leon, Zaila Decin, Adrian Guinto, Ma. Corazon Constantino and Dr. Pricila Marzan.</p>
-	Monitoring and Evaluation	The projects of the BSPP with the Barangay are still ongoing; therefore, the monitoring and evaluation of activities are likewise continuous.
-	Plans for Impact Study and/or Research	A proposal for an impact study and/or research is being planned by the BSPP for ICAN. This proposed impact study will be organized and conducted by the faculty members of the BSPP with the assistance of the CSSD, EMO and OVPRED.

2.2.3. Joly Homes

The PUP – Salin Kaalaman tungo sa Kaunlaran (SKTK) and CSSD Hagkanlungan Extension Services program launched a Capability Development Project for South Ville 7 Credit Cooperative Officers with the assistance of Joly Homes Foundation Inc. This project was conducted in seven separate activities starting from August to November 2022.

This was implemented by the PUP College of Social Sciences and Development (CSSD) and the focal persons for each department. The target group is Southville 7 Credit Cooperative Officers, volunteer staff, and active members of a pilot community.

The program was conducted in order to expand, sustain, and professionalize the target group's credit services, to assist in the management of their goods and services, to aid them in their social enterprise marketing skills, to teach various stress management techniques, as well as to point out that there is life after the relocation of the target group to the nearby provinces of Metro Manila especially during the lockdown because of the pandemic. The following are the 7 training programs implemented: Financial Literacy, Social Entrepreneurship, Stress Management, Personal/Member Relation, Cooperative Ideology and Identity, Business Management, and the Cooperative Standards Mandate.



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Some of the activities already conducted and/or planned are the following:

TIMELINE	ACTIVITIES CONDUCTED/PLANNED	BRIEF DESCRIPTION OF THE ACTIVITY
2021	Memorandum of Agreement	<p>The Memorandum of Agreement between the Polytechnic University of the Philippines and Joly Homes Foundation was signed on June 22, 2021, by Dr. Anna Ruby Gapasin, the Vice President for Research, Extension, and Development, and Dr. Melissa Navarra, the Executive Director of Joly Homes Foundation. The MOA covers the expectations and goals of the Polytechnic University of the Philippines and Joly Homes Foundation in their agreed partnership.</p>
2022	Needs Assessment	<p>A total of 18 respondents answered the Google Form for the training needs assessment for Southville 7 Credit Cooperative (SV7CC). There are 14 (77.78 %) females and 4 (22.22 %) males. 5 respondents (27.78 %) are members of the Board of Directors while there are one (5.56%) of each for the rest of the positions.</p> <p>The top six topics are financial literacy (77.78 %), business management (72.22 %), cooperative identity and ideology (33.33 %), social entrepreneurship (27.78 %), stress and anger Management (27.78 %), and personal relations (27.78 %).</p>
	Formal request for assistance from CSSD	<p>The results revealed that 10 respondents (55.56 %) run their own businesses. These businesses are as follows: sari-sari store, bigasan, online selling, tindahan ng putas, tindahan ng lutong ulam, tindahan ng siomai at bigasan, tindahan ng frozen meat at lutong ulam, and pag-aalaga ng manok.</p> <p>Chairperson De Mesa of the Southville 7 Credit Cooperatives made a formal request addressed to Dean Raul Sebastian and Dr. Angelita Villaruel, the PUP Faculty Extensionist of the College of Social Sciences and Development on January 27, 2022. He requested resource persons specializing in the following topics: Basic Accounting for Cooperatives, Financial Literacy, Business Management, Cooperative Identity and Ideology, Social Entrepreneurship, Personal Relations, and Stress Management. This was based on the Training Needs Assessment conducted by the faculty members from the college. The request letter was noted by Dr.</p>



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	Navarra, the Executive Director of Joly Homes Foundation.
Coordination Meeting	<p>On May 16, 2022, PUP President Manuel Muhi issued a special order assigning a list of faculty members as the official facilitators of the Joly Homes project. The faculty members are as follows: Dr. Angelita S. Villaruel, Dr. Hilda F. San Gabriel, Assoc. Prof. Rimando L. Felicia, Ms. Virginia Danganan, Prof. Rebecca E. Palma, Ms. Maria Laya Lara, Asst. Prof. Lorraine Manansala, Assoc. Prof. Louie C. Montemar, Mr. John Paolo Dalupang, Assoc. Prof. Zandro T. Estella, Asst. Prof. Michael S. Pechardo, Assoc. Prof. Abraham Camba, Assoc. Prof. Casiana Payumo, Asst. Prof. Jasper Christian Gambito, Asst. Prof. Narciso Cabanilla, Mr. Mejedin Tena, Ms. Dorren Arrenque, Assoc. Prof. Arlene Queri, Ms. Lyza Pagapulan, Ms. Anna Lisa Baldonado, Ms. Crisiel Mendina, and Mr. April dela Cruz.</p> <p>On May 30, 2022, the Extension Management Office facilitated an online coordination meeting among the CSSD facilitators about the Joly Homes program. The Zoom meeting started at 4:30 pm and they discussed the PUP, Joly Homes Foundation, and Southville 7 Credit Cooperative program, the training needs of the participants including the scheduling of the seminars. They adjourned at 5:30 pm.</p>
Stress Management Seminar	<p>On September 9, 2022, the seminar on stress management was conducted face-to-face at South Ville 7 Credit Cooperatives, Calauan, Laguna. This was headed by the Chairperson of the Department of Psychology, Asst. Prof. Lorraine Charmayne Manansala. She was accompanied by Mr. Charlton Agos, Prof. Corazon Cabigao, and the Department of Sociology Chairperson John Paolo Dalupang. It was also attended by Chief Zenaida Bonaobra, Chief Raquel Arevalo, and the Extension Management Cluster Coordinator Dr. Mercy Manalo with the assistance of PUP CALAUAN CAMPUS and Angelita Villaruel.</p> <p>Mr. Charlton Agos was the resource speaker at the event and he discussed mental health, stress, and coping among 41 participants. He also conducted an interactive activity and workshop as the second part of his seminar. The first activity involves determining one's stress triggers. In the second activity, Mr. Agos showed a 4-quadrant matrix called "The Prioritization Matrix" and the participants have to list down tasks</p>



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		<p>depending on how urgent or important they are. This can help the target group learn how to prioritize their tasks and duties much more efficiently. The last workshop is a coloring activity and the participants were tasked to color a mandala. This will not only develop and show the participants' creativity but also help them relax and lessen their stress levels. Chairperson Lorraine Manansala and Mr. Charlton Agos were then given the Certificate of Recognition as the concluding part of the event. The face-to-face seminar ended at 5:00 in the afternoon.</p> <p>The evaluation form of the stress management seminar was answered by the participants at the end of the event. A 5-point Likert scale was used to assess the rating of the speakers in terms of the relevance, usefulness, effectiveness, and clarity of the speaker's presentation. The equivalent of having a rating of 5 is excellent, 4 is very satisfactory, 3 is satisfactory, 2 is fair, and 1 means the speaker needs improvement. The overall rating of the speakers in the stress management seminar is 4.8. Positive comments were also given by some of the participants who expressed their gratitude to the speakers in the evaluation form.</p>
-	Monitoring and Evaluation	The projects of the BSPP with Joly Homes are still ongoing; therefore, the monitoring and evaluation of activities are likewise continuous.
-	Plans for Impact Study and/or Research	A proposal for an impact study and/or research is being planned by the BSPP. This proposed impact study will be organized and conducted by the faculty members of the BSPP with the assistance of the CSSD, EMO and OVPRED.

2.2.4. Cooperative Union of Mandaluyong City (CUMC)

The Cooperative Union of Mandaluyong City (CUMC) was originally registered under the Cooperative Development Authority on October 21, 2002, and was again registered under RA 9520 last March 22, 2010. The said cooperative union is located at 795 M. Coronado St., Hulo, Mandaluyong City and its membership shall come from Mandaluyong City. There are 34 primary cooperatives in Mandaluyong City that are member-affiliates of the CUMC.

Cooperative Unions are in charge of cooperative education, advocacy, and research to deepen the capability of cooperative managers, officers, and members for cooperative development both for organizational capability and Management skills.



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That all Cooperative unions, federations, cooperative development offices, and other education institutions are required to be accredited as official training providers under the approval of the Cooperative Development Authority as a regulatory agency. Pursuant to Article 44 of Republic Act 9520 (RA 9520) and Section 6 of Rule 7 of its Implementing Rules and Regulations (IRR), this Authority hereby adopts and promulgates these Guidelines on the Accreditation of Cooperative Training Providers.

The PUP College of Social Sciences and Development and the Bachelor of Science Psychology Program spearheaded an extension project entitled: "PUP EMO SKTK AND CSSD HAGKANLUNGAN: A Capability Development Program for the Member Primary Cooperatives Trainers of Cooperative Union of Mandaluyong City (CUMC) on Personality Development."

Some of the activities already conducted and/or planned are the following:

TIMELINE	ACTIVITIES CONDUCTED/PLANNED	BRIEF DESCRIPTION OF THE ACTIVITY
2022	Needs Assessment	Twenty-seven people answered the needs assessment survey and the results show that most (22.2%) are between the ages of 16-20 years old and the rest are older. 70.4% are female, 59.3% are married, 48.1% are college graduates, 40.7% are government employees, and 44.4% have a monthly income of more than Php 30,000. The majority of them (59.3%) are interested in learning about business finance and budgeting when it comes to one's livelihood, 53.8% intend to learn more about developing one's skills and managing one's time properly , and 66.7% are interested in knowing more about stress management .
	Letter of Request for CSSD assistance	In their letter, there are five requested trainings for April 2022 until August 2022. Series of Activities April Effective Communication Skills College of Arts and Letter: Prof. Argie Hifarva May Personality Development CSSD Department of Psychology: Prof. Leonel Enriquez June Computer Literacy: power point presentation and preparation CCISD: Prof. Carlo Inovero July Financial literacy



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		CBA: Dr. Henry Prudente July Basic Bookkeeping CAF: Prof. Editha Peralta
	Coordination Meetings	<p>On April 19, 2022, Prof. Villaruel-Sumuway conducted an online meeting among the project members, facilitators, and CUMC officers. The Zoom meeting started at 4:30 pm and they discussed their capability training with the CUMC recipients, the Memorandum of Agreement signing, the request letter, the training needs assessment, and the schedule of the training. They adjourned at 5:50 pm.</p> <p>On May 11, 2022, Prof. Villaruel-Sumuway headed another online meeting among the project facilitators. The Zoom meeting started at 3:00 in the afternoon and the discussion centered on the training needs assessment and continued with the requested budget for the project, the Memorandum of Agreement, and the scheduling of the seminars. They adjourned at 4:15 pm.</p>
	Personality Development	<p>On November 11, 2022, the PUP Extension Management Office in collaboration with the College of Social Sciences and Development - Department of Psychology led the start of the seminar on Personality Development for the members of the Cooperative Union of Mandaluyong.</p> <p>The seminar was conducted at the Mandaluyong Negosyo Center, right inside the vicinity of the Mandaluyong City Hall. There were 50 participants and the resource speaker was a faculty member of the Department of Psychology, Prof. Leonel Enriquez.</p> <p>The first part of the seminar was an ice breaker that was intended to allow the partners to get to know each other better.</p> <p>The lecture started with identifying problems in communication. The speaker shared the importance of listening and communicating using the right words, proper gestures, and even understanding non-verbal forms of communication.</p> <p>The plaque of appreciation for the PUP organizers and resource speaker was presented in the morning by Ms. Mila Robles, CUMC Chair.</p> <p>The second half of the program was processed in the afternoon by Prof. Ma. Aurora P. De Leon, likewise a</p>



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		<p>faculty member of the Department of Psychology. The activity given by the resource speaker in the morning involved answering questions as honestly as the participants can. The audience actively participated in the discussion, sharing their valuable insights as well.</p> <p>Before the activity ended, the members of CUMC expressed their appreciation for the opportunity of having the seminar and even requested another project with the department. Dr. Villaruel, as part of her closing remarks, gave them the assurance that she will find time to sit down with the officials of both institutions and discuss the possibility of another seminar in the future.</p> <p>The evaluation form of the Personality Development seminar was answered by the respondents at the final part of the event. A 5-point Likert scale was used to assess the rating of the resource speaker in terms of the relevance, usefulness, effectiveness, and clarity of the speaker's presentation. The equivalent of having a rating of 5 is excellent, 4 is very satisfactory, 3 is satisfactory, 2 is fair, and 1 means the speaker needs improvement. The overall rating of the speaker in the Personality Development seminar is 4.3 which is considered very satisfactory. Positive comments were also given by some of the participants who expressed their appreciation towards the speaker and the organizers of the event.</p>
2023	Coordination Meetings	<p>On January 13, 2023, PUP CUMC Assessment and Evaluation minutes of the meeting were submitted by Dr. Angelita Sumaway-Villaruel.</p> <p>The meeting's agenda included updates on the Public offering for San Juan, planning and reports, and renewal of CTE. In addition, talks on the need for a pool of qualified trainers were also given attention. Recommendations for training programs that were mentioned in the previous meeting were mentioned again and are as follows: 1. communication skills; 2. computer literacy; 3. financial literacy; 4. bookkeeping; and 5. personality development.</p> <p>Certain training issues were also tackled during the discussion. It was reported that some of the participants did not complete the training course. Announcements of the training should be made 2 weeks prior to the event. Some of the participants did not accomplish the evaluation form.</p> <p>The next meeting was given a temporary schedule on either the 8th or 9th of February 2023. This will be for the</p>



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		presentation on developments based on the strategic planning.
-	Monitoring and Evaluation	The projects of the BSPP with the Mandaluyong Cooperatives are still ongoing; therefore, the monitoring and evaluation of activities are likewise continuous.
-	Plans for Impact Study and/or Research	A proposal for an impact study and/or research is being planned by the BSPP. This proposed impact study will be organized and conducted by the faculty members of the BSPP with the assistance of the CSSD, EMO and OVPRED.

True to BSPP's plans for the development of its Extension Program, especially with regard to ensuring sustainability, the BSPP is now stricter in the monitoring and evaluation of its Projects. Likewise, the BSPP is studying and continuously developing better monitoring and evaluation mechanisms. The tables below are examples of the Programs efforts to develop such mechanisms:

MONITORING SHEET

Project Title	Implementer	Type of Extension Project	Alignment to University Extension Agenda	Duration or Coverage/ Period Covered	No. of Years Implemented	Nature of Funding	Amount of Funding	No. Trainors/Facilitators	Number of Involved Faculty in the Project
CSSD SKTK-HAGKANLUNGAN: Capability Building for South Ville 7 Credit Cooperative & Joly Homes Foundation	CSSD- Department of Cooperatives and Psychology Department	Knowledge Transfer	Health, wellness, and safety	August 5, 2022 - present	1 year	Internal	Php 82, 885	10	26

Partner Community/ies (With Active MOA/MOU) May include partnership with LGU/NGO's	Number of Trained Beneficiaries					Current Status of Project. [1]Short Term Outcome, [2]Intermidary Outcome, [3]Longterm Outcome - Impact. [4] On-going	Training Post Evaluation		
	Male	Female	LGBTQ++	PWDS	Senior Citizen	TOTAL	Quality of the Training	Timeliness	Overall Average
Cooperating Agencies: JolyHome Foundation, Southville 7 Credit Cooperative	4	14	0	0	0	18	On-going	4.8	5 (Excellent) 4.8

MONITORING SHEET

Project Title	Implementer	Type of Extension Project	Alignment to University Extension Agenda	Duration or Coverage/ Period Covered	No. of Years Implemented	Nature of Funding	Amount of Funding	No. of Trainors/ Facilitators	Number of Involved Faculty in the Project
PUP EMO SKTK AND CSSD HAGKANLUNGAN: Capacity Development Seminar for the Member Primary Cooperatives Trainers of Cooperative Union of Mandaluyong City (CUMC) on Personality Development	PUP, Extension Management Office, Cooperative Union of Mandaluyong City, & BS Psychology Department	Knowledge Transfer	Health, Wellness, & Safety	April 2022 to August 2022	1 year	Internal	Php 245, 740 (Php 28, 100 for the Personality Development Seminar)	3	5

Partner Community/ies (With Active MOA/MOU) May include partnership with LGU/NGO's	Number of Trained Beneficiaries					Current Status of Project. [1]Short Term Outcome, [2]Intermidary Outcome, [3]Longterm Outcome - Impact. [4] On-going	Training Post Evaluation		
	Male	Female	LGBTQ++	PWDS	Senior Citizen	TOTAL	Quality of the Training	Timeliness	Overall Average
LGU of Mandaluyong City & Cooperative Union of Mandaluyong City	8	19			11	27	On-going	Very Satisfactory	4.3 4.3

Likewise, cognizant of the relationship between research and extension, that is, that extension should be a product of research, and research production one of the end goals of extension, the BSPP commits to improve on this area and fulfill said goal.



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EXTENSION

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