

GUIDELINES FOR EXAMINATION REGULATIONS

for

Counsellor with Advanced Federal Diploma in Professional Education and Training (PET)

Contents

1	INTRODUCTION	2
1.1	Purpose of the guidelines	2
1.2	Professional profile	2
1.3	Examination commission, head of the examination, examination experts, examination secretariat	3
2	INFORMATION WITH RESPECT TO OBTAINING THE DIPLOMA	4
2.1	Administrative Procedures	4
2.2	Fees to be borne by the candidates	4
2.3	Repeating and interrupting the examination	4
3	ADMISSION REQUIREMENTS	5
3.1	Tertiary level degree (ER 3.31a)	5
3.2	Professional practice of at least 6 resp. 8 years (Examination regulations 3.31b)	5
3.3	Evidence of counselling practice (Examination regulations 3.31c)	5
3.4	Evidence of supervision (ER 3.31d)	5
3.5	Evidence of self-experience as a client (ER 3.31f)	6
3.6	Evidence of Intervision (ER 3.31e)	6
3.7	Recommendations by the training supervisor (ER 3.31g)	6
4	EXAMINATION	6
4.1	Organization	6
4.2	Parts of the examination	7
4.3	4.3 Evaluation	14
5	TERMINOLOGY	15
6	ANNEX	16

1 INTRODUCTION

1.1 Purpose of the guidelines

On the basis of paragraph 2.21 of the examination regulations (ER) for Counsellors with Advanced Federal PET Diploma of 28 June 2013, the examination commission of the SGfB issues the guidelines for the examination regulations here below.

The purpose of the guidelines is to provide comprehensive information to all persons involved in the examination, in particular the examination candidates, the experts and the members of the examination commission. They are based on the examination regulations for Counsellors with Advanced Federal PET Diploma of 28 June 2013.

For a better understanding of the guidelines, previous consultation of the respective provisions of the ER is recommended.

The examination commission is entitled to update the guidelines as required. The State Secretariat for Education, Research and Innovation, SERI, should be informed about these updates.

The valid guidelines are available at www.sgfb.ch.

1.2 Professional profile

Further specifications of the professional profile mentioned in ER 1.12 can be found in the annex by means of the following documents: Charter of professional activities of the Counsellors with Advanced Federal PET Diploma:

- a) Charter of professional activities of the Counsellors with Advanced Federal PET Diploma
- b) specifications of the professional activities of Counsellors with Advanced Federal PET Diploma
- c) personal competencies of Counsellors with Advanced Federal PET Diploma
- d) description of Counselling
- e) code of Ethics for individual members of the SGfB entitled to call themselves «Counsellor SGfB»

Counsellors with Advanced Federal PET Diploma support an individual's own efforts to further develop their behavioural and experiential patterns and to improve their personal existential orientation and the interaction with people in their environment as well as to cope with their tasks in life. They operate in various counselling areas¹, in various counselling settings², applying various approaches to counselling³ and with their own counselling concept⁴ (cf. the description in annex d)

¹ Such as personality counselling and counselling in child raising, partnership, family, education, pregnancy, student and school situations and in coping with personal loss (grief counselling)

² Such as counselling for individuals, couples, families, groups and teams

³ Counselling procedures used in particular schools such as person-centered, transactional-analytical, individual-psychological, body-oriented, solution-oriented etc.

⁴ A systematic procedure formulated and motivated in writing, concerning their counselling activities. A counselling concept includes, in particular, statements about the basic attitude, theoretical references, objectives and methods and evaluation of the counselling activities in the corresponding counselling concept, with a well-founded explanation of the supporting theories.

The specifications of the professional activities in annex b are the substantive basis for the examination arrangements.

1.3 Examination commission, head of the examination, examination experts, examination secretariat

Examination commission

The duties of the examination commission are defined in paragraph ER 2.2. It transfers administrative tasks as well as the management of the organization and execution of the examination to an examination secretariat. A head of examinations is appointed for the execution of the examination.

Head of the examination

The head of the examination is responsible for a trouble-free execution of the examination in compliance with the examination regulations. In particular, s/he is in charge of the following duties:

- a) coordination of the organization in collaboration with the examination secretariat (announcement, registration, confirmations, involvement of experts, compensations, room reservations, filing)
- b) ensuring the correct execution of the examinations (organization and supervision of surveillance, checking the grades awarded, decision in special cases (illness, absences, etc.),
- c) collection and verification of the results (survey sheet). Assessment of critical cases
- d) accounting for the correct execution of the examination for the examination commission.
- e) a position statement for the examination commission in case of appeal

Examination experts

They are selected and trained, respectively prepared for their duties by the examination commission. They are commissioned to carry out the examination. They follow the legal guidelines, observe professional secrecy, and – in the case of personal interest or private connections with the candidates - are obliged to withdraw as experts.

They act correctly, i.e. they treat all candidates equally with respect to requirements, evaluation and time. They demonstrate a positive and respectful attitude towards the candidates.

Examination secretariat

The examination secretariat is responsible for

- The coordination, organization and planning of the examinations
- Carrying out administrative duties commissioned by the examination commission and the authority in charge
- The administrative implementation of the decisions taken by the examination commission and the authority in charge.

The examination secretariat is the contact point for experts, examination candidates, members of the examination commission, representatives of the State Secretariat for Education, Research and Innovation, SERI and other interested persons. It is entitled to carry out the duties mentioned in its official remit autonomously, whilst observing the

provisions of the examination regulations and the decisions of the examination commission and the authority in charge.

2 INFORMATION WITH RESPECT TO OBTAINING THE DIPLOMA

2.1 Administrative Procedures

The examination commission announces the examination in compliance with ER 3.11 of at least 5 months prior to the examination in the organs of the associations as well as on www.sgfb.ch.

Candidates can register for the examination by completing a form and providing information resp. annexes of all the documents mentioned in ER 3.2.

Following the final date of the registration, the examination secretariat sends the notification. In accordance with ER 4.13 this contains information about time and place of the examination and the aids permitted to the examination and those candidates are expected to bring to it. Included is also the list of the experts and the evaluation criteria of all parts of the examination.

2.2 Fees to be borne by the candidates

The examination fees of CHF 3'200.00 (registration fee included) and the fee for the entry in the registry and the issuing of the diploma are to be borne by the candidates. They cover the costs of the organization of the examination, the registration, the materials as well as the issuing, registration and awarding of the diploma.

Active members of the SGfB which take only part 3 of the examination pay a fee of CHF 1'800.00 (registration fee included).

Travel and hotel expenses as well as meals are to be borne by the examination candidates

2.3 Repeating and interrupting the examination

In compliance with ER 6.4, insufficient parts of the examination can be repeated twice. The examination commission lays down the examination fee for the repetition of each part of the examination. Candidates who have interrupted the examination are considered to have failed it.

3 ADMISSION REQUIREMENTS

The admission requirements are mentioned in ER 3.3. The following applies:

3.1 Tertiary level degree (ER 3.31a)

Copies of the certificates are to be presented together with the registration.

In compliance with ER 3.31, candidates without a tertiary level degree must provide evidence of 8 years of professional experience in counselling in the psychosocial field. Paragraph 3.2 describes in what way this evidence is to be provided.

3.2 Professional experience of at least 6 resp. 8 years (ER 3.31b)

For the six resp. eight years of professional experience with supporting functions in the psychosocial context, a written confirmation (statement established by the employer, declaration of independent professional activity, social time card, statement established by supervisors) has to be submitted.

Supporting functions in the psychosocial context are defined as a professional activity comprising a considerable amount of social interactions.

3.3 Evidence of counselling practice (ER 3.31c)

By these are meant experiences in counselling of

- individual people
- couples
- families
- groups

Evidence is to be provided with respect to

- at least 15 counselling processes with a total of at least 80 sessions

The notion of «counselling process» refers to the entire process of counselling starting with the establishment of a first contact and ending when the counselling process is concluded.

The evidence consists of an anonymous list of counselling sessions the candidate has carried out. With their signature, the candidates confirm that the information provided is correct.

3.4 Evidence of supervision (ER 3.31d)

- 30 hours of client oriented supervision by a supervisory trainer

Evidence is provided by means of a written statement by each accredited supervisor.

For the recognition of the supervisors the following criteria apply:

- a) they appear on the list of accredited supervisors (ER 2.21g)
- b) they possess the professional title SGfB counsellor and, in addition, a qualification for supervision (BSO recognition or an adequate qualification) or

- c) they possess a federal diploma as Counsellors with Advanced Federal PET Diploma as supervisor-coach or
- d) they possess a qualification as supervisor recognized by one of the training institution

3.5 Evidence of self-experience as a client (ER 3.31f)

- 30 hours of self-experience

Evidence is provided by means of a confirmation written by the appropriately trained specialist.

3.6 Evidence of intervision (ER 3.31e)

- 8 sessions of intervision⁵

Over a period of at least 2 years, candidates must have taken part in 8 sessions of an intervision group for counselling with a duration of at least 2.5 hours each. Evidence is provided by presenting the summary minutes of these sessions.

When there is no possibility to take part in an intervision group, evidence of an additional number of supervisions can be provided, in addition to the under paragraph 3.4 required supervision.

3.7 Recommendations by the training supervisor (ER 3.31g)

- At least 15 hours of training supervision
- Recommendation by training supervisor

The candidate is accompanied, for at least one year, in her/his professional activities by an accredited training supervisor during at least 10 sessions of 1.5 hours.

No more than 5 sessions can take place as group training supervision (at least 3 hours).

The training supervisor confirms the training supervision and recommends the candidate for the examination on the basis of the criteria laid down by the examination commission

4 EXAMINATION

4.1 Organization

Dates and registration documents are published at www.sgfb.ch. Candidates register by means of the registration form. Proofs of meeting the admission requirements mentioned in ER 3.31 are to be enclosed. Incomplete registration documents will be sent back.

The dates and part 1 and part 2 of the examination laid down by the examination commission are binding. Candidates who do not respect the dates will not be admitted to the examination.

⁵ Intervision takes place in a group, whose members address professional issues under their own responsibility and mutually support each other in the process.

4.2 Parts of the examination

The examination contains the following parts

Part of the examination		Type of examination	Time
1	Diploma thesis	written	handed-in previously
2	Counselling concept	written	handed-in previously
3	Counselling practice audio- or video recordings	oral	75 minutes incl. audio- or video recordings
4	Final colloquium	oral	90 minutes
Total examination time			2 hours 45 minutes

Part 1 of the examination Diploma thesis written

Task	<p>In the diploma thesis, the candidates critically address their own counselling practice and the theories, approaches, objectives and methods they have at their disposal and which they apply as well as the issue of quality assurance. The contents concern a description of a counselling process in the psychosocial field with an individual person, a couple or a group.</p> <p>The candidates should demonstrate that they are able to describe a complex counselling process, to reflect on it, evaluate it and to present themselves as competent, autonomously and responsibly operating counsellors.</p>
Structure	<ul style="list-style-type: none"> ▪ An overall survey presentation of a counselling process (5 pages text⁶) ▪ A concise presentation of each session (max. 1 page text per session) ▪ Detailed description of a counselling sequence including transcribed audio or video recordings (7 minutes) of the approaches, theories, methods and interventions chosen and applied, as well as their impact on the counselling process. In this presentation, the candidate's own perceptions and reflections should be interwoven (approx. 25 pages text) ▪ A theoretical discussion and reflection: on the one hand integration of the theory into the text (where necessary), with a separate presentation of a

	<p>specific issue on the other (6 pages text)</p> <ul style="list-style-type: none"> ▪ A critical analysis of their behaviour as a counsellor, the counselling style applied, the process of their own development as a counsellor and the findings for their own further development (10 pages) ▪ Bibliography and further references to sources <p>⁶ Indicative value</p>
<p>Evaluation criteria</p>	<p>The written diploma thesis must contain the following elements that can be evaluated</p> <ul style="list-style-type: none"> ▪ Survey presentation of the development of the counselling process ▪ Detailed presentation of at least one sequence of the process and the chosen and applied objectives, concepts, methods, procedures and interventions as well as their impact on the counselling process (in accordance with the audio or video transcripts) ▪ Theoretical analysis and reflection ▪ Analysis with their own personal counselling style and process ▪ The formal presentation of the diploma thesis <p>The evaluation is based on both formal criteria and content-related criteria.</p> <p>Formal criteria</p> <ul style="list-style-type: none"> ▪ The diploma thesis is complete in compliance with the prescribed structure ▪ The assertions are easy to understand and written in a linguistically correct language ▪ The presentation is clear <p>Content-related criteria</p> <ul style="list-style-type: none"> ▪ The topic and the questions are well grounded, relevant to professional practice and practice oriented ▪ The questions to be addressed have been formulated in a precise manner ▪ The practice situations described are appropriate to the topic and the questions ▪ The presentation of relevant theories and considerations are correct from a professional point of view ▪ The answers and conclusions refer back to the foregoing questions ▪ Concrete conclusions have been drawn on the basis of the answers ▪ The candidate has critically evaluated her/his work

Formal aspects	<p>The candidates must present a written declaration stating that they are the authors of the diploma thesis.</p> <p>The indication for the length of the diploma thesis is 60 pages text A4 (without bibliography and annex), font size 11, 1.5 line spacing.</p> <p>Sources are to be mentioned correctly. In addition, the bibliography must contain: author, date of publication, title, place and publisher.</p> <p>Three copies of the diploma thesis as well as a digital copy must be handed in within the period set by the examination commission.</p> <p>Candidates not respecting the deadline will not be admitted to the examination.</p>
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Part 2 of the examination Counselling concept written	
Task	<p>The candidates present a counselling concept that provides information regarding their professional activity.</p> <p>They explain by which vision on man they are guided, which theories, objectives and methods they apply and how they evaluate their professional activities.</p> <p>They are able to provide a theoretical basis for their interventions. Their ways of proceeding are guided by the problem resp. the questions of their clients; they explain by which theories they are guided, which methodological procedures they envisage and whether they apply them themselves in a competent manner.</p>
Structure	<ul style="list-style-type: none"> ▪ The counselling concept contains, in particular, statements with respect to the following topics: ▪ Personal and professional competencies: Qualification, Core competencies ▪ Vision of man, ethical principles/legal framework ▪ Approach to counselling ▪ Behaviour guiding theories ▪ Clients, target groups as well as delimitations ▪ General and specific counselling objectives incl. delimitations. ▪ Building relationships, voluntariness/ confidentiality ▪ Counselling methods ▪ Counselling process from initial contact to concluding session. ▪ File keeping, administration, marketing ▪ Professional quality assurance, evaluation, further education
Evaluation criteria	<p>The counselling concept provides a clear picture of the counsellor and his/her activity in the psychosocial field in accordance with the relevant approach to</p>

	<p>counselling.</p> <p>In the details, a precise and comprehensible presentation is articulated in accordance with the structure outlined.</p>
Formal aspects	<p>The indication for the length of the counselling concept is 15 to 20 pages text A4 (without annex), font size 11, 1.5 line spacing.</p> <p>Three copies of the counselling concept as well as a digital copy must be handed in within the period set by the examination commission. Powerpoint presentations are possible.</p> <p>Candidates not respecting the deadline will not be admitted to the examination.</p>

Part 3 of the examination Counselling practice Assessment on the basis of a counselling session with audio or video recordings

Task	<p>Prior to the examination, the candidates produce an audio or video recording of a counselling session and make a selection of two sequences of a total of 8 to 10 minutes</p> <p>When selecting the sequence(s) the following should be observed</p> <ul style="list-style-type: none"> ▪ The recording should show at least one intervention made by the counsellor ▪ If possible, the recording shows the changes in the client with respect to the counselling objective ▪ Please note: the experts assesses what they see and hear; what happened before or after only serves as background information <p>The candidates transcribe the selected counselling sequences. In addition, for the presentation of the relevant case, the candidate writes one A4 DIN paper. The presentation of the case contains information about</p> <ul style="list-style-type: none"> ▪ the client ▪ the client's problem(s) ▪ context of the session ▪ Objective of the counselling process <p>The candidate brings these materials to the examination, three copies of the written documents.</p> <p>In addition, the candidates bring the technical equipment necessary for playing the sequence.</p> <p>English-speaking candidates are entitled to submit an English-language audio or video recording, an English-language transcript, as well as an English-language case study (one A4 DIN paper).</p>
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Structure	<p>The examination has three phases:</p> <ol style="list-style-type: none"> 1. The candidates describe the counselling situation and outline the counselling process. The experts ask questions. (15 minutes) 2. The candidates show the selected counselling sequence 3. The experts ask questions about the selected counselling sequence, the counselling process and the counselling concept on which it is based. They give the candidates the opportunity to answer the questions according to their own counselling concept
Evaluation criteria	<p>Two experts pass their opinion on the selected counselling sequence. At least one expert represents the same approach to counselling as the candidate's.</p> <p>During the examination, the candidate explains the counselling sequence in the light of the respective counselling concept.</p> <p>General criteria: fundamental counselling competencies</p> <ul style="list-style-type: none"> ▪ Perception and reflection: The candidates <ul style="list-style-type: none"> - describe the counselling situation - perceive the client's needs and reflect on the counselling process - perceive themselves ▪ Communication and conversational competencies The candidates <ul style="list-style-type: none"> - establish and maintain contact - communicate clearly - apply conversation techniques - address and handle conflicts ▪ Shaping the counselling relationship The candidates <ul style="list-style-type: none"> - establish Professional relationships, shape them in a positive way and maintain them ▪ Role-consciousness The candidates <ul style="list-style-type: none"> - take on a clear role; describe and challenge it - recognize and respect the limits of their Professional activity ▪ Shaping the process and interventions The candidates <ul style="list-style-type: none"> - apply appropriate methods and shape interventions effectively
	<p>Approach-specific criteria</p> <p>The candidates</p> <ul style="list-style-type: none"> ▪ explain the selected procedure in the light of their own approach to counselling

	<ul style="list-style-type: none"> ▪ make further references with respect to their approach to counselling <p>The overall evaluation is based on both general and approach- specific criteria.</p>
Formal aspects	<p>For data protection the following measures are to be taken:</p> <ul style="list-style-type: none"> ▪ The client should be informed in advance about the objective and the purpose of the use of the recordings during the training programme and the examination ▪ The client's statement of consent for the use of the recordings is to be handed in together with the examination documentation ▪ In all documents presented for the examination, the client's name is changed ▪ All persons involved in the examination (secretariat, examination commission, examination experts and observers) are subject to professional secrecy ▪ The recordings are deleted within 6 months after the examination and its follow-up procedures <p>Part 3 of the examination lasts 75 minutes, including playing the audio or video recordings.</p>

Part 4 of the examination: Final colloquium

Task	<p>During the final colloquium, the candidates demonstrate that they are able to describe their own behaviour as a counsellor in a convincing manner, to reflect critically on it, provide plausible reasons for it based on theoretical principles, to evaluate it realistically and to draw conclusions for their further professional development.</p>
Structure	<p>The candidates present their counselling concept (approx. 10 minutes) and refer to it in the reflection about the practice example (part 3 of the examination). Powerpoint presentations are possible.</p> <p>The experts carefully examine the coherence between the parts of the examination presented in the written part (diploma thesis incl. transcript and counselling concept) and the counselling behaviour the candidates demonstrate in part 3 of the examination. They ask questions with respect to the relevant counselling behaviour and the statements made by the candidates as counsellors and discuss these with them.</p> <p>They invite the candidates to reflect on their behaviour and their statements, to provide reasons and to evaluate them, to identify necessary behavioural changes and to formulate conclusions with respect to their further professional development.</p>
Evaluation criteria	<ul style="list-style-type: none"> ▪ Presentation <p>The key concepts of the counselling concept have been presented in a</p>

	<p>clear and comprehensible manner. The candidates are able to provide further details with respect to individual aspects of the approach.</p> <ul style="list-style-type: none"> ▪ Communication The candidates communicate in a congruent, active and conscious manner that is appropriate to the situation. The statements are consistent and comprehensible. Their own positions are presented in a quiet manner and with conviction. The candidates respond adequately to experts' questions, criticism and proposals. ▪ Conceptual and analytical thinking Ideas and proposals are presented in a clear and descriptive manner. The argumentation is consistent, coherent and based on theory. ▪ Systemic, networked thinking In presenting ideas, reasons or arguments, the candidates take the context of the system into account. ▪ Flexibility and responding in a manner that is adequate to the situation The candidates can respond to unexpected situations or changed conditions in a flexible and appropriate manner. ▪ Self-reflection The candidates describe their own strengths, skills and limits and this demonstrate an awareness of their own resources. ▪ Professional ethics The candidates operate on the basis of reflected principles and are able to represent them.
<p>Formal aspects</p>	<p>For the presentation of the counselling concept, candidates can make use of a flipchart, pin board or video projector. It takes approx. 10 Minutes.</p> <p>The entire part of the examination takes 90 minutes.</p>

4.3 Evaluation

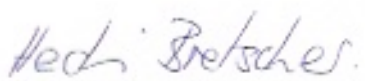
The evaluation takes place in compliance with ER 6.

Decree

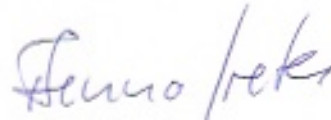
The guidelines for the examination regulations have been approved by the examination commission on 11 July 2013.

The German version of this document takes precedence over the English version.

Lucerne, 11 July 2013



Hedi Bretscher-Zeier
President of the SGfB



Benno Greter
President of the examination commission

February 2014

The examination regulations with the guidelines have been approved on June 2013 by the SERI in the federal languages German, French and Italian.

The approval by the SERI of the English examination is in process.

Editress

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5 TERMINOLOGY

Activities	Goal-oriented activities
Approach to counselling; Counselling procedures	The two terms are usually used interchangeably. Specific proceedings are often based on a founder figure or a <<school>>. Most often, the name derives from a central characteristic element: e.g. «transactional analysis», «person-centred approach» «solution oriented» «School». A counselling procedure resp.an approach to counselling is a sufficiently consistent, comprehensive, detailed, unambiguously worded, well-founded approach, which has attained a certain dissemination(Lit.: W. Mutzeck, Kooperative Beratung, 1997)
Charter	Presentation of all (goal-oriented) activities of a profession
Client	Customer or beneficiary emphasizes the service providing nature of the counselling process and the recipient's autonomy
(operational-) Competencies	Combinations of abilities, skills and attitudes that can be mobilized to meet a specific requirement, to deal with a situation or to carry out a specific action (in accordance with CH-Q), are made up of self, social and methodological competencies ⁷
Contract	<p>Describes the agreements and understanding as a basic notion in the counselling process between the counsellor and the client. It is based on equality and contains the objectives of the counselling process and the working methods, the mutual obligations, codes of behaviour and responsibilities as well as the services to be provided and the time schedule.</p> <p>The contract must be morally and legally permissible and be in agreement with the ethical principles (Code of Ethics).</p>
Counselling format	A counselling format is an institutionalized framework of professional counselling work (e.g. Counselling, supervision, coaching, organizational consulting; e.g. Beratung im psychosozialen Bereich, Supervision, Coaching) (Lit. F. Buer, Lehrbuch der Supervision, 1999)
Counselling concept	Planned and well-reasoned procedures set down in writing concerning counselling activities. The counselling concept contains, in particular, statements with respect to basic attitude, reference to relevant theories, objectives, methods and evaluation of the counselling activities within the relevant counselling concept. In addition to the application of the methods that are connected with each concept, at the diploma level, the underlying theories should also be explained in a well-founded manner

⁷ Competencies are the ability of an individual to mobilize and carry out the various elements of his/her knowledge and his/her abilities autonomously, implicitly or explicitly and in specific context. They include cognitive, functional, personal and ethical competencies (based on: Commission Staff Working Document of the Commission of the European Communities (2005): „Towards a European Qualification Framework for Lifelong Learning”).

Operations	Physical or mental operations
Performance criteria	Describe the requirements/measurable variables of the personal competencies as well as the professional and methodological competencies
Personal Competencies	Specific individual competencies such as self and social competencies
Professional and methodological competencies	In addition to the personal competencies for the execution of professional activities, the competencies necessary for structuring work processes in single steps and in appropriate contexts (methods, techniques, instruments, concepts and tools). The professional and methodological competencies find their expression in the professional activities.
Self competencies	A person's abilities to deal with her/himself (attitude, self-knowledge, self-assessment and personal motivation)
Social competencies	Personal abilities and attitudes, necessary for collaborating and dealing with other people.
Spheres of activity	Category of goal-oriented activities
Work agreement	This regulates, as part of the counselling contract, the collaboration with respect to rights and obligations and the services to be delivered between the parties concerned

6 ANNEX

- a) Charter of the professional activities of Counsellors with Advanced Federal PET Diploma
- b) Specifications of the professional activities of Counsellors with Advanced Federal PET Diploma
- c) Personal Competencies of Counsellors with Advanced Federal PET Diploma
- d) Description of counselling
- e) Code of Ethics for individual members of the SGfB entitled to use the title «Counsellor SGfB»