#### **GUIDELINES ON THE EXAMINATION REGULATIONS**

for the

# **Advanced Federal Professional Examination for Counsellors in the Psychosocial Field**

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### 1. Introduction

#### 1.1 Purpose of the Guidelines

Based on section 2.21a of the Examination Regulations for the Advanced Federal Professional Examination for Counsellors in the Psychosocial Field published on 13 December 2017, the Examination Board of the Swiss Association for Counselling (SGfB) adopted the present Guidelines for the above-mentioned Examination Regulations. The Guidelines implement the provisions of the Examination Regulations and provide comprehensive information to all persons involved in the examination, in particular examination candidates, experts and members of the Examination Board. In order to better understand the Guidelines, it is advisable to consult the relevant provisions of the Examination Regulations in advance.

The Examination Board is empowered to update the Guidelines as necessary. The Swiss State Secretariat for Education, Research and Innovation (SERI) must be informed accordingly.

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

### 1.2 Occupational profile

The occupational profile contained in the Examination Regulations section 1.2 is described in detail in the following documents in the annex (see Website Annex Guidelines to the Examination Regulations Annex A–E):

- a) Charter of the professional activities of a professionally qualified psychosocial counsellor
- b) Specifications of the professional activities of a professionally qualified psychosocial counsellor
- c) Personal skills for a professionally qualified psychosocial counsellor
- d) Description of psychosocial counselling
- e) Code of Ethics for active members of the Swiss Association for Counselling (SGfB) with the right to award 'Counsellor SGfB' qualifications

Professionally qualified psychosocial counsellors support an individual's own efforts to develop their behaviour and experience patterns and to improve their personal mental state, their interaction with their relationship environment and their ability to cope with future life challenges. They work in different counselling fields<sup>1</sup>, in different counselling settings<sup>2</sup>, with different counselling approaches<sup>3</sup> and with their own counselling concept<sup>4</sup> (see also the description in Annex d).

The details of professional activities in Annex (b) form the basis for the content of the examination.

<sup>&</sup>lt;sup>4</sup> A documented and substantiated, planned course of action in relation to their counselling activities. The counselling concept includes in particular statements on the basic attitude, the theoretical reference, the objectives and methods and the evaluation of the counselling activity in the relevant counselling approach, with substantiated explanation of the underlying theories.





Individual counselling, parenting counselling, couples counselling, family counselling, educational counselling, pregnancy counselling, pupil counselling, learning counselling, addiction counselling, bereavement work, etc.

<sup>&</sup>lt;sup>2</sup> Such as individual, couple, family, group and team counselling

<sup>&</sup>lt;sup>3</sup> Counselling procedures of a particular school such as person-centred, transactional analysis, individual psychology, body-oriented, solution-oriented, systemic, etc.



# 1.3 Examination Board, Chief Examiner Examination Experts and Examination Secretariat

#### **Examination Board**

The duties of the Examination Board are defined in Examination Regulation 2.2. It may delegate administrative and management tasks relating to the organisation and conducting of the examination to an examination secretariat. It shall appoint an examiner to carry out the examination.

#### **Chief Examiner**

The Chief Examiner is responsible for the smooth implementation of the examination in accordance with the Examination Regulations. In particular, the Chief Examiner shall be responsible for:

- a) coordination of the organisational arrangements in collaboration with the Examination Secretariat (announcement, registration, confirmations, appointment of experts, compensation, room reservations, files storage)
- b) Ensuring that examinations are carried out correctly (organisation and control of supervision, examination of grades, decision on special cases for example involving sickness, absences, etc.)
- c) Collection and verification of the results (overview sheet). Examination of critical cases
- d) Accountability for the correct conduct of the examination, i.e. to the Examination Board
- e) in appeal cases presenting an opinion/statement to the Examination Board

#### **Examination experts**

The examination experts are elected and trained by the Examination Board and carry out the examinations on behalf of the Board. They are guided by legal principles and are subject to the obligation of confidentiality and – in the case of personal interest or private connections to the candidates – also the obligation to decline.

They shall act correctly, i.e. treat all candidates equally in terms of requirements, assessment and time. They are to fundamentally show a benevolent and respectful attitude.

#### **Examination Secretariat**

On behalf of the Examination Board and the sponsor, the Examination Secretariat is responsible for:

- Coordination, organisation and planning of examinations
- Completion of administrative work
- Administrative execution of decisions

The Examination Secretariat is the contact point for experts, examination candidates, members of the Examination Board, SERI representatives and other stakeholders. It shall be authorised to carry out the tasks defined in its role specifications independently, in compliance with the provisions of the Examination Regulations and the decisions of the Examination Board and the sponsor.









# 2. Information on obtaining the diploma

### 2.1 Administrative procedure

The Examination Board announces the examination according to the Examination Regulations section 3.11 at least five months in advance in the association bodies and on www.sgfb.ch.

Registration to take the examination must be made by means of a completed form and specifying or enclosing all the information or documents listed under the Examination Regulations section 3.2.

Registrations will be taken into account in the order in which they are received and their receipt will be briefly confirmed.

After the admission meeting of the Examination Board, the Examination Secretariat sends registration applicants their examination admission decision.

The announcement of the examination shall be sent out no later than four weeks before the examination. Pursuant to the Examination Regulations section 4.13, this contains information on the place and time of the examination, on the aids that are permitted and required, as well as the list of possible experts and the assessment criteria for the parts of the examination. Requests for withdrawal relating to experts must be submitted in accordance with the Examination Regulations Art. 4.14.

# 2.2 Fees to be paid by candidates

The fees to be paid by the candidates are set out in the Fees Regulations Examination Fees for Advanced Federal Professional Examinations (AFPE).

They cover the costs of organising the examinations, registration, materials and the issue, registration and awarding of diplomas.

Species	Costs CHF
Registration fee	
First examination	800
Retake	400
Examination fees First examination	
Active members (Examination parts 2 & 3)	2,300
'Sur dossier' (Examination parts 1 - 4)	4,600
Retake (per Examination part)	
Examination part (Examination part 1) Diploma thesis	600
Examination part (Examination part 2) Counselling concept	600
Examination part (Examination part 3) Counselling practice	1,700
Examination part (Examination part 4) Final colloquium	1,700

The registration fees will not be refunded in the case of deregistration.

Travel, board and lodging expenses are to be borne by the examination candidates.





# 2.3 Retaking and termination of the examination

Pursuant to the Examination Regulations 6.4, the unsatisfactorily graded parts of the test may be repeated twice within a five-year period. Candidates' cancellation of the examination shall be deemed to be a fail for the examination.

# 3. Conditions of acceptance

The conditions for acceptance are listed in the Examination Regulations 3.3. The following shall apply:

# 3.1 On completion of tertiary education (the Examination Regulations 3.31a)

Copies of certificates must be attached to the registration.

In the absence of a tertiary qualification, eight years of professional experience in a psychosocial context must be demonstrated in accordance with the Examination Regulations 3.31.

Proof and definition of psychosocial context must be carried out in accordance with section 3.2 below.

# 3.2 On work experience of at least six or eight years (Examination Regulations 3.31b)

Six or eight years of work experience in a psychosocial context must be verified by means of confirmation (usually by the employer, proof of self-employment, social hours time card or by supervisors).

The counselling function in a psychosocial context is deliberately kept open and states: Occupational activities with a significant proportion of social interactions (e.g. counselling, training, education, leadership/management).

# 3.3 Evidence of counselling practice in the psychosocial field (Examination Regulations 3.31c)

This refers to practising counselling of:

- Individuals
- Couples
- Families
- Groups

#### It shall be demonstrated that:

- At least 20 counselling processes with a total of at least 100 meetings, of which five must be counselling processes that included at least five dates each.
  - Three counselling processes are to be described as case studies on a maximum of two A4 pages per process. The following shall be verified: Case description, process and relationship structure, (hypotheses incl. justifications, interventions incl. justifications) and reflection.





The term 'counselling process' refers to the entire process of counselling, starting with the initial contact and ending with the completion of the counselling. This means that it comprises at least three counselling sessions.

The proof consists of an anonymised listing of the counselling sessions held. With their signature, the candidates confirm the accuracy of the information provided.





# 3.4 Evidence of client-related supervision (Examination Regulations 3.31d)

- Active membership SGfB at least 40 hours
  - 30 hours can be taken from the training context (in-person and/or online)
  - 10 hours must be spent in attendance following conferring of SGfB active membership
- Sur Dossier at least 40 hours
  - 30 hours can be taken from the training context
  - 10 hours must be spent in attendance after the last diploma

Hours refer to individual hours (60 minutes).

For group supervision, three hours count as one hour of individual supervision.

Confirmation by the appropriately trained professional.

# 3.5 Proving self-experience as a client (Examination Regulations 3.31e)

• 40 hours of self-experience in a single setting

Proof (validity without time limit) is provided by written confirmation by the respective specialist.

# 3.6 Proof of the Intervision Group (Examination Regulations 3.31f)

For at least two years at least eight meetings of an Intervision Group

Confirmation by the participants. (Examination Regulations 3.31f)

# 3.7 Proof of counselling competence-related supervision as teaching analysis (Examination Regulations 3.31 g).

The supervision of counselling competence is to be provided as follows:

- After taking up SGfB active membership; or
- Sur Dossier after the last diploma

The following evidence shall be required:

- At least 20 hours
  - Of which at least 10 hours in a single setting

Confirmation by a specialist with an AFPE diploma in psychosocial counselling, a professionally qualified supervisor or a professional with equivalent qualification/training.

Hours refer to individual hours (60 minutes).

For group supervision, three hours count as one hour of individual supervision.

The proofs must be documented in accordance with the registration form.

It is advisable to consider listed persons from the SERI/SGfB list.



#### 3.8 Recommendation for examination preparation

Examination preparation serves to prepare for the examination process and includes:

- Choice of audio or video recording
- Case presentation
- Testing
- · Questions for examination

The AFPE Examination Board recommends preparing for the exam with a specialist who holds a professional qualification in psychosocial counselling or a professionally qualified supervisor

The hours involved are not required to be demonstrated and cannot be linked to other acceptance conditions.

#### 4. Examination

# 4.1 Organisational matters

Dates, deadlines and registration documents are published on www.sgfb.ch. Registration takes place using the attached form.

Documentation on the conditions of acceptance referred to in the Examination Regulations 3.31 shall be provided.

The deadlines laid down by the Examination Board for examination parts 1 and 2 are binding. Failure to meet deadlines will result in non-admission to the examination.

# 4.2 Examination parts

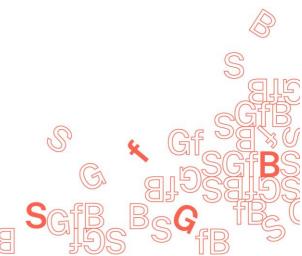
The examination comprises the following parts (Examination Regulations 5.1):

Examination part		Type of examination	
1	Diploma thesis	written	completed in advance
2	Counselling concept	written	completed in advance
3	Counselling practice Audio or video recording	Oral	75 minutes including audio or video recording
4	Final Colloquium	Oral	90 minutes
	Total examination time		2 hours 45 minutes

# 4.2.1 Examination part 1

Examination pa	art 1 Diploma thesis, written
Purpose	The diploma thesis contains the description of a psychosocial counselling process with an individual, a couple or a group. Candidates will deal with their own counselling practice, the hypotheses they have formed and the available and applied theories, approaches, objectives and methods and quality assurance in a differentiated way.
	The diploma thesis shows that the candidates are able to describe, reflect on and evaluate a complex counselling process independently and in a practice-oriented manner, and to present themselves as competent, independently responsible counsellors in the psychosocial field. The client's presentation contains the information relevant to the counselling process.  The procedures described depend on the problems or questions raised by the persons being counselled. The counsellor explains coherently which theories guide their approach, which methodological approach they see and to what extent they can apply this competently themselves.
Structure	<ul> <li>Scope of the diploma thesis 40–60 pages. See Formalities.</li> <li>Overview of a counselling process with at least three sessions in the field of psychosocial counselling (5 pages)<sup>6</sup>, including hypotheses.</li> <li>Compressed presentation of each session (max. 1 page per session)</li> <li>Description of a counselling sequence including the transcript of an audio or video recording (8–10 mins). This can be identical to the recording from examination part 3. This presentation should include the reflection of the applied approaches, theories, methods, interventions, as well as their effect on the counselling process and their own experience (25 pages)<sup>6</sup></li> <li>In-depth theoretical presentation of a thematic aspect of the counselling process (6 pages)<sup>6</sup></li> <li>Differentiated examination of the behaviour as a counsellor, the developed counselling style, the process of one's own development to become a counsellor and the insights for further development (10 pages)<sup>6</sup>)</li> <li>Literature references and sources</li> </ul>
	<sup>6</sup> Indicative





Assessment	
criteria	

The following elements will be assessed:

- Overview of the course of a counselling process
- Detailed description of at least one sequence of the process and course, the hypotheses formed, the agreed objectives, the applied theory concepts, methods, procedures and interventions, as well as their effect on the counselling process (according to audio or video protocol)
- Theoretical discussion and reflection
- Addressing of the personal counselling style and the process as a counsellor
- Formal design of the written diploma thesis

The assessment is based on formal and substantive criteria.

#### Formal criteria

- The diploma thesis is completed in accordance with the given structure.
- The statements are comprehensible and linguistically correct
- The presentation is clear

#### Substantive criteria

- The topic and the question(s) are well-founded, relevant for counselling and practice-oriented
- The questions to be dealt with are clearly formulated
- Practical situations described, if any, are appropriate for the subject of the question or the questions.
- The presentation of relevant theories and considerations is technically correct
- The answers and conclusions refer to the questions asked
- Based on the answers, concrete conclusions have been drawn.
- The work is critically evaluated
- Candidates are able to justify their interventions theoretically on the basis of their hypotheses. Their procedures depend on the problems or questions posed by the counselling subjects; they explain which theories guide their actions, which methodological approach they see and whether they apply it competently themselves. They also reflect possible options.

#### **Formalities**

The candidates confirm in writing that they have written thesis themselves. As a guideline for the scope of the diploma thesis:

40–60 A4 pages of text (excluding bibliography and appendix) using 11-point font and 1.5 line spacing.

Sources must be indicated correctly. The list of references (bibliography) must include: Author, year of publication, title, place, publisher.

The diploma thesis must be submitted in accordance with the Registration for Examination form by the deadline specified by the Examination Board. Failure to comply with the deadline shall result in non-admission to the examination.

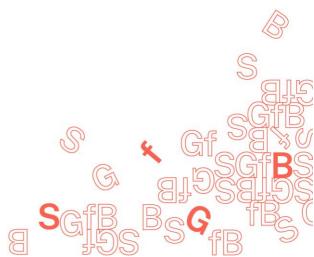
### 4.2.2 Examination part 2

Examination part 2

Counselling concept in writing



Purpose	Candidates draw up a personal counselling concept that provides information about their counselling activities and provides a tangible presentation of them as a counsellor.  In it, they explain which human image (populated with their own personality) guides them, what it is based on, and why this belief is shared. Also, which theories, objectives and methods they follow in the corresponding counselling approach and how they evaluate their counselling activities. The theoretical models are to be linked to their own work as a counsellor.
Structure	In particular, the counselling concept should include statements on the following topics:  • Qualifications and core competences • Human image, basic attitude, ethical and legal emphasis • Counselling approach, theories, model of action, clientele • Counselling objectives, methods of counselling, demarcations • Relationship-building • Record-keeping, Administration, Marketing, Evaluation, Quality Assurance, Resource Design, Economic Feasibility
Assessment criteria	The counselling concept should clearly and specifically present the self-image as a person undertaking counselling and the understanding of their own activity in psychosocial counselling.  Further explanations and details can be found in the evaluation sheet.
Formalities	Scope of the counselling concept: 15–20 pages (without table of contents, bibliography and appendix), A4 format, 11-point font, 1.5 line spacing, linguistically well-written (grammar, spelling), use of technical terms.  The counselling concept must be submitted according to the relevant form Registration for Examination by the deadline specified by the Examination Board. Failure to comply with the deadline shall result in non-admission to the examination.



#### 4.2.3 Examination part 3

# Examination part 3 Consulting practice assessment on the basis of a counselling session with audio or video recording

#### Purpose

Assessment based on a counselling session with audio or video recording. The recording should show at least two interventions by the counsellor.

The candidates transcribe the selected counselling sequence(s). This shows changes by the client relating to the counselling objective.

In addition, the corresponding case presentation is written as a maximum of one standard A4 page. The case presentation contains information on the clientele, concerns or problems, context of the session, purpose of the counselling.

In the run-up to the examination, the candidates make an audio or video recording of a counselling session and select one or two sequences of 8–10 minutes in total.

Zur Unterbrechung der Teile darf eine Pause zwischen 3 - 5 Sekunden zwischengeschaltet sein.

Diese Pause wird nicht zu den 8-10 Minuten gezählt.

# Teil 1 Teil 2

Teil 1 und Teil 2 dauern insgesamt zwischen mindestens 8:00 und maximal 10:00 Minuten. Eine Zeitunter- oder überschreitung ist nicht zugelassen.

#### Note:

The experts judge on the basis of what they see and hear; what happened before or afterwards serves as background information.

The case presentation on a maximum of one A4 page contains:

- Information on the clientele
- · Concerns or problems
- Context of the session
- Aim of counselling
- Length of selected sequence(s) and total time (without breaks)

#### The transcript

- The lines in the transcript must be numbered
- Notes or explanations on the transcript are not allowed. Also no separate notes or their use.

Candidates shall bring the audio or video sequence along with all the technical equipment needed to play the sequence to the examination. Transcript and case presentation are to be included in three versions.

English-speaking candidates are entitled to submit an English-language audio or video recording, an English-language transcript and an English-language case presentation for examination part 3.





Structure	The assessment is carried out in three stages: The candidates describe the counselling situation and the counselling process. The experts ask questions. The candidates show the selected counselling sequence. The experts ask questions about the presented counselling section, the counselling process and the underlying theoretical concepts. They give the candidates the opportunity to answer the questions in accordance with their own counselling concept.
Assessment criteria	<ul> <li>The selected counselling sequence shall be reviewed by two experts.</li> <li>In the examination interview, the candidate explains the counselling sequence in the context of the respective counselling concept.</li> <li>General criteria: Basic counselling skills</li> <li>Counselling situation: Provide a clear, situational assessment of the counselling situation</li> <li>Describe the relationship process</li> <li>Technical discussion on theoretical considerations</li> <li>Effectiveness of selected methods, policies and interventions</li> <li>Showing candidate's own counselling action and their reflection</li> <li>More detailed information can be found in the assessment sheet for part 3 Counselling Practice.</li> </ul>
Formalities	<ul> <li>For data protection, the following measures must be taken:</li> <li>The client is to be informed in advance of the aim and purpose of the use of the recordings in training and examination</li> <li>Together with the examination documents, the client's consent to the use of the recording is to be presented. 1 original, 2 copies</li> <li>All persons involved in the examination (Secretariat, Examination Board, Examination Experts, Observers) are bound by confidentiality</li> <li>Examination part 3 takes a total of 75 minutes, including the playback of the audio or video recording.</li> <li>A flipchart is available as a visual aid.</li> <li>The candidates themselves bring technical equipment for presenting the counselling sequence (audio or video) to the examination. The candidate himself/herself is responsible for the proper functioning and good audio quality and visibility (screen size min. 10 inch).</li> <li>Declaration of consent, case description (max. one A4 page) and transcript must be submitted as individual documents.</li> </ul>



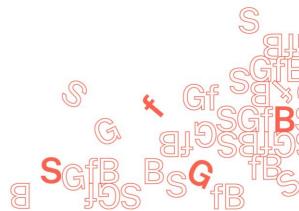
# 4.2.4 Examination part 4

Test part 4:	Final Colloquium
Purpose	In the final interview, the candidates demonstrate that they are able to describe their own behaviour as counsellors convincingly, to reflect on it critically, to justify it in a plausible and theoretical manner, to assess it realistically and to draw conclusions for their further professional development.
Structure	The candidates will present their counselling concept in 10 minutes. They then present their reflection on the practical example of examination part 3. The experts ask questions about the relevant counselling behaviour and the statements of the candidates as counsellors.  They ask the candidates to reflect on, justify and assess the behaviours and statements addressed, to identify appropriate behavioural changes and to formulate conclusions for their professional development.
Assessment criteria	<ul> <li>Presentation</li> <li>Professional identity and ethics</li> <li>Understanding of counselling in the field of application</li> <li>Flexibility and situational response</li> <li>Coherence</li> <li>Communication</li> <li>Conceptual analytical, systemic and networked thinking</li> <li>Self-reflection</li> <li>Marketing, Administration, Documentation</li> </ul>
	More detailed information can be found in the assessment sheet for Examination Part 4 Final Colloquium.
Formalities	The presentation of the counselling concept lasts 10 minutes. A flipchart is available as a visual aid. Candidates bring technical equipment for presenting the counselling concept to the examination. The candidate himself/herself is responsible for proper functioning.  The whole part of the test takes 90 minutes.

### 4.3 Assessment

The assessment is carried out in accordance with Examination Regulations Section 6.





#### **Decree**

The Guidelines for the Examination Regulations were published on 14 November 2023 by the Examination Board approved.

Zurich, Chair of the SGfB

Signed Signed

Marusca Klein Rachel Sondheimer
Chair of the SGfB Chair of the SGfB Examination Board

#### **Editor**

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**Address Examination Secretariat** 

SGfB – AFPE Examination Secretariat c/o FH SWITZERLAND Konradstrasse 6 8005 Zurich 062 562 84 48 www.sgfb.ch sekretariat@sgfb.ch

#### **Account**

To be found on the registration form.



### Definitions

Therapeutic alliance As part of the counselling contract, this therapeutic alliance stipulates

the co-operation between the parties in relation to rights and

obligations and the services to be provided.

Counselling approach, counselling procedures

The two terms are usually used synonymously. A particular procedure is often linked to a founding figure or a 'school'. Usually a central characteristic provides its name: e.g. 'transaction analytical', 'person-

centred', 'solution-oriented', 'school'.

A counselling process or approach is a sufficiently consistent, comprehensive, detailed, clearly formulated and well-founded approach to action, which has achieved a certain degree of wide use

(W. Mutzeck, Cooperative Consulting, 1997).

Counselling format A form of counselling is defined as an institutionalised framework of

professional relationship work (e.g. counselling in the psychosocial field, supervision, coaching, organisational counselling) (F. Buer,

Lehrbuch der Supervision, 1999).

Counselling concept A documented and reasoned plan for the provision of counselling. The

counselling concept includes in particular statements on the basic attitude, the theoretical reference, the objectives and methods and the evaluation of the counselling activity in the corresponding counselling approach. In addition to the application of the methods associated with the respective approach, the professional qualification level is also about providing well-founded explanation of the underlying theories.

Counselling process The term 'counselling process' means the whole process of a

counselling beginning with the initial contact and ending with the

conclusion of the counselling work.

Counselling

sequence counselling session.

Charter Presentation of all (target-oriented) activities of an occupation.

Technical and

methodological skills

In addition to personal competences<sup>7</sup>, the ability to structure work processes into individual steps and appropriate contexts (methods, techniques, instruments, concepts and tools) is required to carry out professional activities. The technical and methodological competences

The term 'counselling sequence' is used to refer to an excerpt from a

are expressed in the professional activities.

Actions Targeted activities.

Competences (to act) Combinations of abilities, skills and attitudes used to fulfil a specific requirement, to cope with a situation or to perform a specific action





<sup>&</sup>lt;sup>7</sup> Competences refer to the ability of an individual to combine and implement the different elements of his/her knowledge and skills on his/her own, implicitly or explicitly and in a given context. They include cognitive, functional, personal and ethical competences (based on: Working Document of the Commission Services of the European Communities (2005): 'Towards a European Qualifications Framework for lifelong learning').

(in accordance with CH-Q) consist of own, social and methodological

competences.

Client The client or beneficiary emphasises the service nature of the

counselling and the maturity of the beneficiaries.

Client-based supervision

The term 'client-related supervision' refers to supervision that focuses on reflecting and expanding the range of actions in counselling in a supervisor's psychosocial context and deepening

his/her awareness of the counselling process.

Counselling competence-related supervision

The term 'counselling competence-related supervision' as teaching analysis refers to supervision that focuses on training the counselling skills required to pass the AFPE in the field of psychosocial

counselling.

Examination preparation optional

When preparing for the exam, it is possible to prepare in a specific way. Contents: Professional introduction, examination procedure, possible examination questions, selection of tape excerpt and more.

Contract The basic concept in counselling is the agreements and

understanding reached between the counsellor and the clientele. It is based on equality and includes the objectives of the counselling and the way it works, the mutual obligations, rules of conduct and responsibilities, as well as the services and the timetable.

The contract should be morally and legally permissible and comply

with the ethical principles (code of ethics).

Performance criteria Describe requirements/measurements of personal competences as

well as technical and methodological competences.

Personal skills Skills linked to the person, in particular own personal and social

skills.

Psychosocial context The counselling function in the psychosocial context is deliberately

kept open and means: professional activities with significant proportions of social interactions (e.g. counselling, training,

education, leadership).

Own competences A person's ability to deal with themselves (attitude, self-awareness,

self-esteem and personal motivation).

Social competence Personal skills, views and attitudes that are necessary in relation to

working together and interacting with others.

Supervision Supervision is a form of counselling that accompanies individual

teams, groups and organisations in reflecting on and improving their personal, professional or voluntary activities. Depending on the target agreement, the focus is on working practice, the role and relationship dynamics between supervisor and client, collaboration in

the supervisor's team or organisation, etc.

Source: <a href="http://lexikon.stangl.eu/2497/supervision/">http://lexikon.stangl.eu/2497/supervision/</a>
© Online Lexicon of Psychology and Pedagogy



Activities Physical or mental activities in accordance with the Charter.

Areas of activity Class of targeted activities as defined in the Charter.

# 6. Annex

- a) Charter of the professional activities of a professionally qualified psychosocial counsellor
- b) Specifications of the professional activities of a professionally qualified psychosocial counsellor
- c) Personal skills for a professionally qualified psychosocial counsellor
- d) Description of psychosocial counselling
- e) Code of Ethics for active members of the Swiss Association for Counselling (SGfB) with the right to award 'Counsellor SGfB' qualifications

