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Face-to-face Training Curriculum 105



Co-funded by the
Erasmus+ Programme
of the European Union



Face-to-Face Training Curriculum



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Title:	Development of Face-to-Face Training Curriculum Modules of the F2F Training
,Intellectual Output- IO 5'	Development of Face-to-Face Training
Description	This paper describes the pedagogical structure and the modules of the SymfoS F2F training. The presentation of the individual contents of a F2F training will serve future facilitators of the SymfoS approach as a practical guide for conducting F2F training.
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Date of submission:	15.02.2021
Language:	English



Table of Contents

1. Introduction	4
2. Structure of the F2F curriculum.....	5
3. Pedagogical framework and structure	7
3.1 Aims of the whole F2F Training	8
4. SFYC B-learning Frame- M1L3 The SymfoS Foundation: the Symbol and Peer Buddy System	9
4.1 Aims of M1L3.....	9
4.2 Learning Outcomes of the SymfoS practitioners M1L3	9
4.3 Modules and contents of M1L3	10
Let's start with a symbol	10
Agenda and organisational matters	11
Introduction to the SymfoS project and symbol work	13
SymfoS- Underlying Approach	13
Guidance steps.....	19
Basic Clearing: Introduction and guidance session	21
Peer Buddy System.....	21
Continuous loop of guidance and reflection.....	21
Template documentation of case studies.....	23
5. SFYC B-learning Frame- M3L1 Feeling the SymfoS method.....	24
5.1 Aims of M3L1	24
5.2 Learning Outcomes of the SymfoS practitioners M3 L1 Feeling SymfoS method.....	24
5.3. Modules and contents of M3L1	25
Rose of Jericho	25
SymfoS steps in detail	26
Exercise for observation	33
Work with one off the bigger SymfoS interventions.....	34
Reflection of the lesson.....	35
SymfoS- Steps of Guidance Handout- long version.....	36
6. SFYC B-learning Frame- M4L1 Exploring the SymfoS method	38
6.1. Aims of M4L1	38
6.2. Learning Outcomes M4L1 Exploring th SymfoS Method	38
6.3. Modules und contents of M4L1	39
Warming up with Islands of Emotions or Inner Images	39



Work with glasses and water	40
Work with the bigger Interventions.....	43
Reflection of the lesson.....	43
7. SFYC B-learning Frame- M6L3 SymfoS Practice	44
7.1. Aims of M6L3:.....	44
7.2. Learning Outcomes M6 L3 SymfoS Practice.....	44
7.3. Modules and contents of M6L3.....	45
Demarcation between Guidance/ Counselling & Therapy within the SymfoS Approach.....	45
Work with the bigger Interventions.....	50
Planning road map: strategies for internal implementation and external dissemination.....	51
8. Training SymfoS Method using only F2F training	51
9. SymfoS practitioner skills	54
9.1. Basic skills for guidance/ counselling and coaching	54
9.2. Key skills required for guidance and coaching	54
9.3. Specific skills required for work with SymfoS method.....	56
10. Ethical guidelines for practitioners	56
10.1.Background	56
10.2. Respect for the rights and dignity of the person	56
10.3. Competence	57
10.4. Responsibility	58
10.5. Integrity	59



1. Introduction

This SymfoS F2F training curriculum is aimed at trained and experienced SymfoS practitioners who have gained sufficient experience in working with the SymfoS tools during and after experiencing a successful training programme. They must have internalised the SymfoS approach and feel confident in using the application to be able to train colleagues in the SymfoS approach.

The SymfoS Blended Learning Curricular Framework is divided into 6 modules and includes both face to face (F2F) and online lessons- see figure1below.

This paper describes in particular the pedagogical structure and the modules of the four lessons of the SymfoS F2F training as one part of the SymfoS Blended Learning Approach.

The presentation of the individual contents of the F2F training will serve future facilitators of the SymfoS approach as a practical guide for conducting training. The structure and contents of each module are explained in a very practical and clear manner using examples from previous SymfoS for Youth Care training courses.

Some content such as the so-called bigger interventions is described in great detail in other modules of the SymfoS blended learning approach. This content is referred to in this curriculum at the appropriate places.

The modular structure allows the content to be adapted to different framework conditions with different time tables and hourly distribution in future training courses. The content of these curriculum can be adapted and set according to the respective situation and circumstances.

Particular themes such as the ‘Underlying Approach’, the ‘Steps of Counselling’ or the ‘Demarcation of guidance/ counselling and therapy within the SymfoS approach’ can for example also be carried out in reflections within the guidance sessions. They often become more tangible by means of concrete examples. Experience from recent years has shown that the content of a training course must always be coordinated within the context of the needs of the contracting authority and the field of work of the participants. Depending on their daily working practice, it may be that the entire SymfoS Intervention Set is taught, or that the focus is on individual bigger interventions such as Basic Clearing or focus is on the smaller interventions.

The exclusive F2F teaching of the SymfoS approach can also be achieved with this curriculum. Only the contents that are otherwise taught online must be discussed in more detail in an F2F training course. The curriculum is focused on pure F2F training in a separate chapter.

This working paper is based on the experience gained from four training courses within the framework of the Erasmus+ projects 'SymfoS- Symbols for Successs' and 'SymfoS for Youth Care' as well as from numerous workshops and quality circles.

At the end of this curriculum, general skills for practitioners and ethical guidance developed in a previous SymfoS project are listed.



2. Structure of the F2F curriculum

For a better understanding of the structure and content of the F2F curriculum, the different interventions and their possible applications are described from the start.

We distinguish between the following groups of interventions:

1. the bigger interventions
2. the adaptation possibilities that can be carried out with these materials and
3. the smaller interventions

At the heart of the SymfoS approach is the bigger interventions, which are also the focus of the F2F training. They follow the same SymfoS steps and thus abide by the standard SymfoS methodology. A SymfoS practitioner needs to thoroughly understand this approach to be able to effectively use, teach and adapt it.

Experience and feedback from previous training courses and workshops have shown that many colleagues are very interested in the SymfoS approach, but do not have the materials, sufficient environment, experience and necessary confidence to work with the interventions. In order to enable these colleagues to use symbol work in their everyday work, to familiarise themselves with the use of symbols and to get an introduction to the SymfoS methodology, it is recommended that, in addition to the bigger interventions, training courses should demonstrate the possibilities of adapting the bigger interventions and using the smaller interventions.

Experience shows that it is also very helpful to familiarise the target group with materials and the SymfoS methodology in small steps. Initially some people, especially representatives of the target group of disadvantaged young people, have reservations about working with symbols. Often great insecurities and fears seem to prevent them from engaging with one of the bigger interventions. A gradual introduction and familiarisation with the materials can be helpful in situations like this.

The way of working and the individual steps of counselling with the smaller interventions do not always correspond to the standards of working with the so-called bigger interventions.

Common to the work with all forms of intervention and symbols is the fact that they all have one thing in common:

- People can visualize their own themes with materials
- They can grasp something in two ways (physically by touching with the hands and through cognitive understanding)
- They are emotionally involved
- Symbols and materials open the heart and mouth and create distance at the same time
- Changes can be worked out by 'doing' and being directly tried out



1: The Bigger Interventions

The SymfoS Intervention-set consists of the four bigger interventions:

1. Basic Clearing 2. Islands of Emotions 3. Inner Images 4. Pathways with symbols

These four interventions are the heart of the SymfoS Intervention-set. The interventions 'Islands of Emotions' and 'Inner Images' were developed by Wilfried Schneider and are included in the SymfoS Intervention Set. The idea of the 'Resource- and Competence Pathway' was developed together with Mr. Schneider in the project 'SymfoS for Success' and is constantly being developed further in the project 'SymfoS for Youth Care'.

The underlying idea of working with various road maps or pathways using symbols within the SymfoS approach is based on what was also developed by Wilfried Schneider. The Basic Clearing was developed by Stefan Henke and Paul Schober within the 'SymfoS for Success' project and has been tested and further developed by all project partners of both SymfoS projects since.

All four interventions require a certain framework and the following prerequisites:

- the materials
- a protected environment
- a minimum duration of 45 minutes, better an hour or longer - for example a Resource & Competence Pathway usually takes longer than Basic Clearing
- adequate training of the practitioner and security in dealing with the interventions

2: Adaptation possibilities

The materials of the bigger interventions can be used to carry out a wide range of interventions, which are shorter in time and more flexible in terms of working methods.

In practice, the time available is often one of the biggest obstacles in the application of SymfoS interventions. If there is not enough time for the whole SymfoS process, it is may be possible to shorten or combine individual steps. However, when this happens, a piece of the quality of the SymfoS approach is lost.

The symbols, the Islands of Emotions, the materials for 'Inner Images' or the thick and thin ice bridges from Basic Clearing can be used for a variety of topics and with different individuals, families or group settings. Examples are described in the curriculum in the phase relating to getting to know each other, as warming up, for a reflection or further planning.

3: The Smaller Interventions

There are a number of smaller interventions that have their root in different approaches to pedagogy or psychology - see SFYC IO1 - Research Paper and Transnational Adoption Plans for Implementing Symbol Work. Some of these ideas also originate from the work of Wilfried Schneider.



3. Pedagogical framework and structure

The pedagogical framework of the whole SymfoS blended learning approach is described in detail in IO3. Below you can find an overview of this curricular framework.

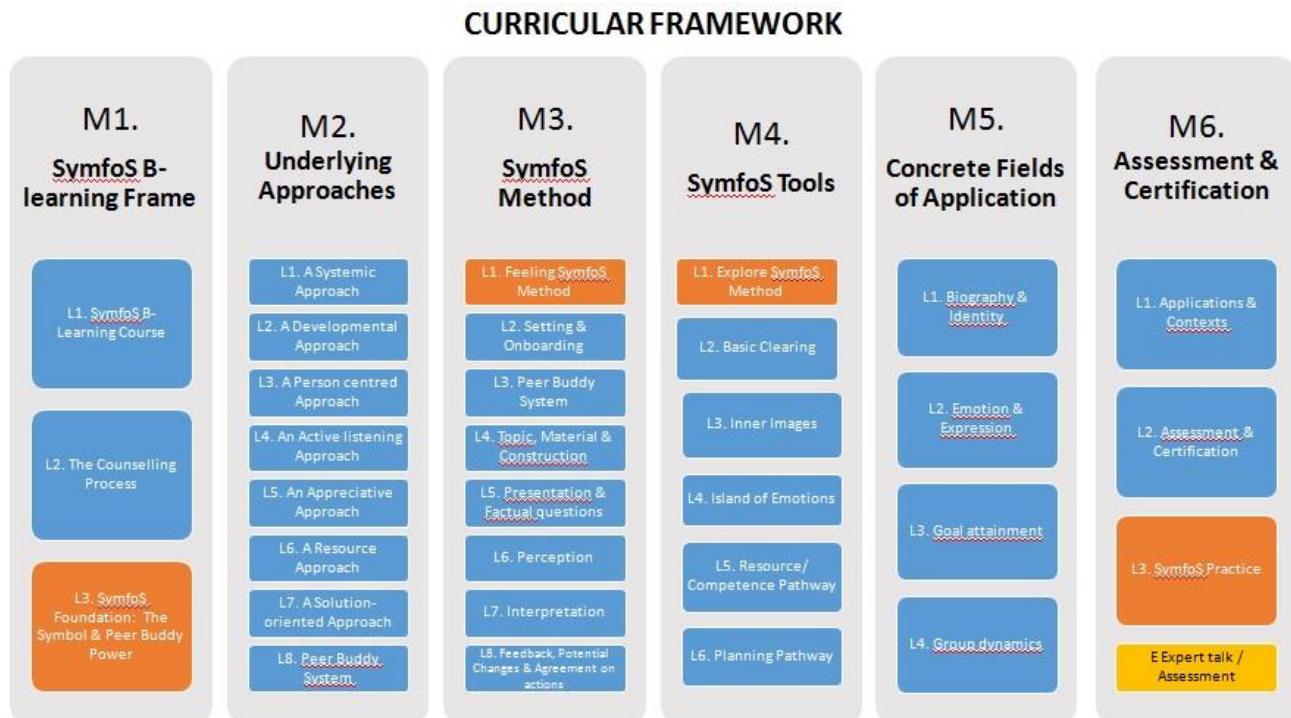


Figure 1 Curricular Framework of the SymfoS Blended learning approach

The orange fields stand for all modules of the F2F Training and the blue ones for Online Training. As explained, this curriculum thematises in particular the four orange lessons of the F2F Training.

Each Lesson of the F2F Training is structured as follows:

1. Aims
2. Learning Outcomes
3. Practical modules und content



3.1 Aims of the F2F Training

The main aims are:

- to communicate the basic idea of the SymfoS approach, including explanation of the fundamental pedagogical approach, the potential and limitations of the SymfoS approach using the four bigger interventions and numerous smaller interventions and their possible adaption
- to get participants into active roles as facilitator, client and observer as often as possible

In order to apply the SymfoS interventions in practice, it is necessary to try out the active role as practitioner and client with the interventions at least once. If this cannot be done in the SymfoS training due to time constraints, it is recommended that this is done in learning groups with colleagues after the training course.

It is highly recommended to have experienced the interventions several times in the different roles in order to get the necessary confidence with both the materials and the procedure of the SymfoS process. The amount of practice required will depend on the level of experience and training the practitioner will have previously developed and received.



4. SFYC B-learning Frame- M1L3 The SymfoS Foundation: the Symbol and Peer Buddy System

4.1 Aims of M1L3

- Creation of a trusting, structured and protected environment/setting
- Introduction to the SymfoS project: history, idea and aims, target groups, Intellectual Outcomes, structured overview of the SymfoS steps, the variety SymfoS interventions, and
- Introduction to the fundamental pedagogical approach
- Get to know the first SymfoS Intervention: Basic Clearing, SymfoS steps and Peer Buddy System

4.2 Learning Outcomes of the SymfoS practitioners M1L3

LEARNING OUTCOMES M1 L3	
Knowledge	SymfoS practitioners know how to <ul style="list-style-type: none">• name the benefits and goals of the SymfoS for Youth Care project• name and describe the ‘SymfoS for Youth Care methodology’ with the main ideas, fundamental approach, ethical guidelines, interventions, steps of counselling, materials and Peer Buddy System
Skills	SymfoS practitioners are able to <ul style="list-style-type: none">• work independently with clients and peers: communicating the SFYC approach and initiating the use of the interventions• use symbols in a group setting• use the materials for Basic Clearing to guide clients and peers• conduct the procedure independently, in order to be able to help the client to determine the level of counselling required after ‘Basic Clearing’.
Competencies	SymfoS practitioners have the competence to <ul style="list-style-type: none">• create a trusting, structured and protected environment/setting• independently prepare and structure the ‘Basic Clearing Process’ in order to guide clients using the materials• to explain the SFYC underlying approach with the use of symbols

The Learning Outcomes of Basic Clearing are described in M4 L2 Basic Clearing.



4.3 Modules and contents of M1L3

Let's start with a symbol

After the initial welcome to the training group, clarification of the necessary organisational matters and dependent on your own style a warming up, it has proved to be beneficial to start with a first round of introductions using symbols. This has the following advantages:

- The participants have a first contact with the symbols and get to know the possibility of using symbols in a group setting
- With the support of symbols, participants often share interesting and also important aspects of their personality and professional practice and attitudes with each other
- In contrast to a purely oral presentation, a presentation with the help of symbols is often more visual, personal and often humorous



Figure 2: Symbols

What is important for implementation and guidance?

Symbols are placed in the middle of a circle of chairs (without tables). There should be about 120 to 200 symbols. Depending on the surface, the symbols are laid on the floor or a blanket.

The participants are asked to choose one or more symbols for the following themes and then present themselves to the group using these symbols. The themes are variable and can be adapted by the responsible trainer. In the two SFYC Practitioner courses, we have asked participants to choose symbols for the following topics:

- For yourself as a private person: here each participant can decide what and how much you want to disclose about yourself
- For your professional activities and attitudes

Explanations such as 'please choose one or more symbols that describe you as a private and professional person' can be given. Occasionally, it may be helpful for trainers to give an exemplary presentation themselves by using a symbol.

Agenda and organisational matters

It is often very helpful for participants to explain and visualise the agenda and structure of the whole programme of training and the single training days at the start of the session.

The following four pictures show an example of the visualisation of the agenda at the second 'SymfoS Train the Practitioner Course' in Granada in October 2019.

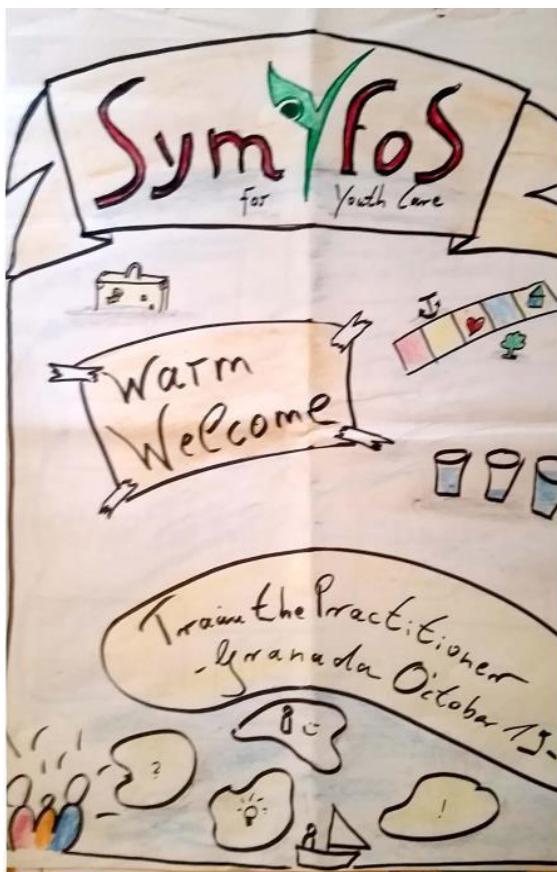


Figure 3 Welcome poster

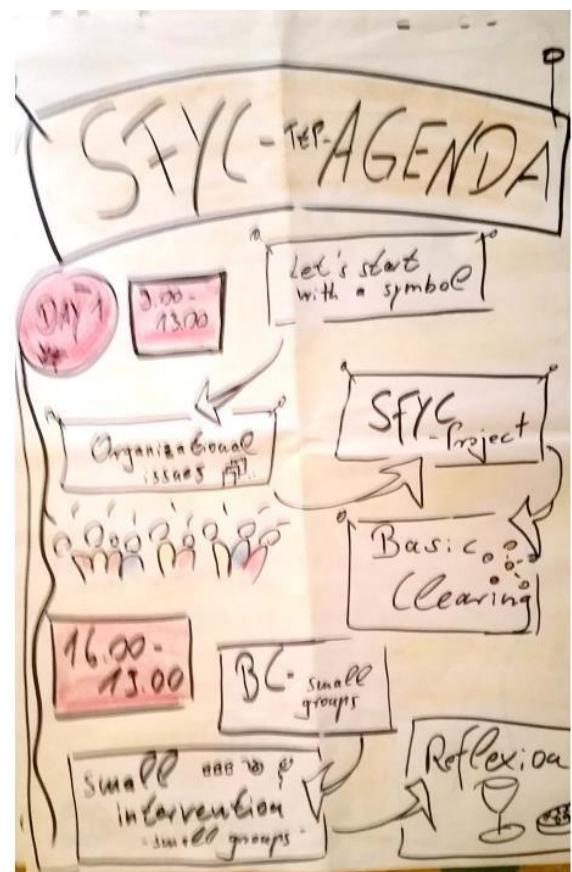


Figure 4 Agenda Day 1

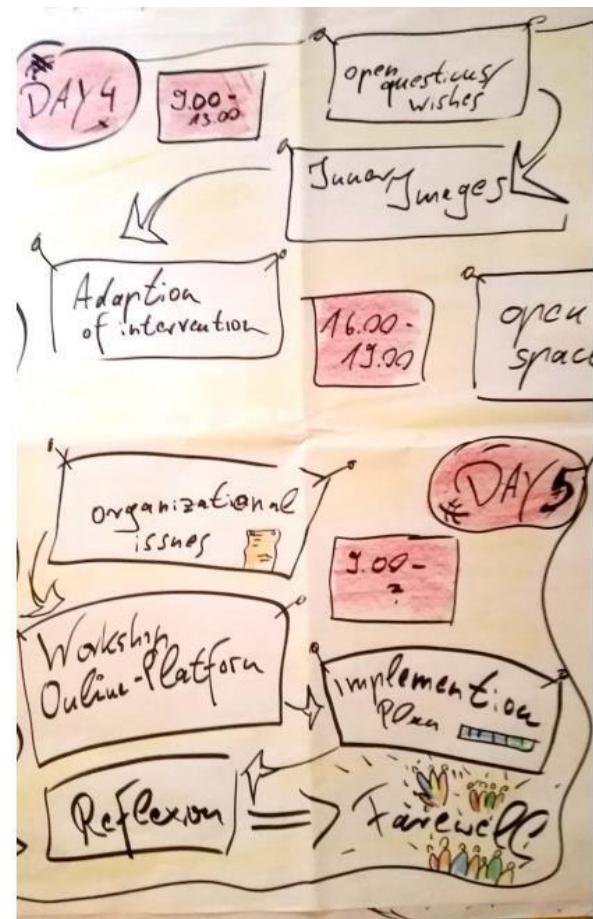
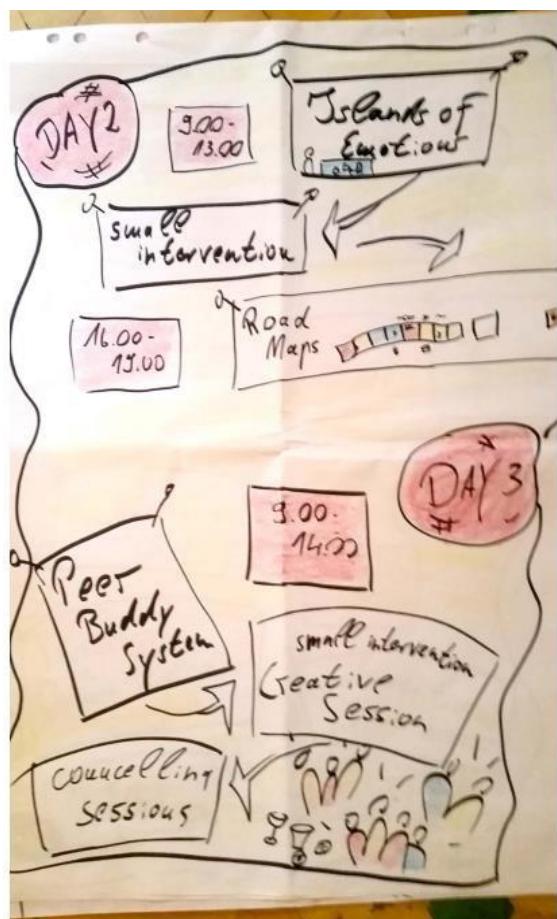


Figure 5 Agenda Days 2 and 3

Figure 6 Agenda Days 4 and 5

In order to motivate participants and encourage them to take an active role from the beginning of the training, it is recommended that a chart is displayed in the training rooms. This chart illustrates who took on the role of practitioner and client, when and with which intervention. It is also advisable to have the individual guidance sessions documented by participants. The template for the documentation can be found at the end of this document. Figure 7 shows a chart in which participants confirmed which interventions and roles they had experienced

Figure 8 shows the poster 'The Parking Space', which is displayed from the start of the training: here trainers and participants can write down questions, ideas or other things at any time, so that important content is not lost and can be taken up at a later stage.

Name	Practitioner	Client	Documentation
XY	BC	16 years	Road Map Cura

Figure 7 Overview of active roles

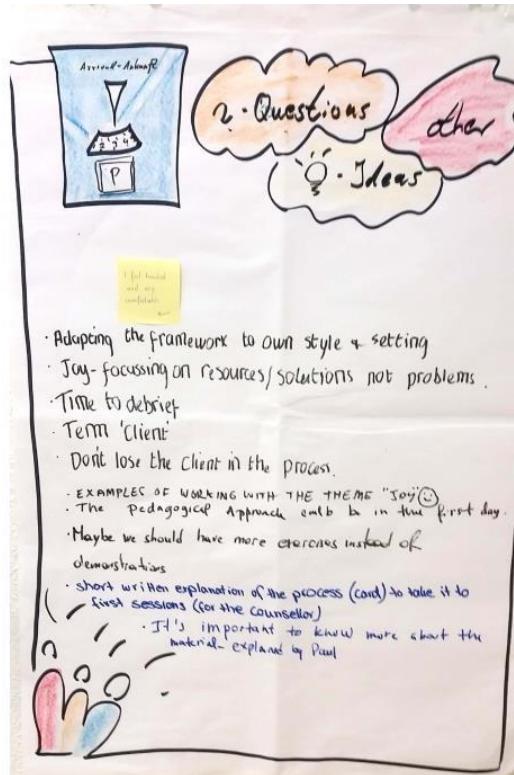


Figure 8 Parking space: for questions, ideas

Introduction to the SymfoS project and symbol work

It is very helpful for participants to start the training with a short introduction to the basic idea and concept of the SymfoS project. Prior to the training programme, participants will have undertaken preparatory reading about this topic in the introductory online course, so that a brief explanation is sufficient at this point. Here, it is useful to report on the following points:

- Background, main idea, objectives and target groups of the project:
- Presentation of the SymfoS interventions- 'bigger' and 'smaller' interventions' with possibilities of adaptions: a short presentation of the four 'bigger' SymfoS interventions: 'Basic Clearing', 'Islands of Emotions', 'Inner Images', and 'Pathways with symbols': here it is recommended to do a short mention of the interventions with a presentation of the materials and a statement that there are also possibilities for adaption
- a short demonstration of the smaller interventions like 'Rose of Jericho', 'Glasses and Water' (see below)

All the necessary information can be found in various project descriptions (Io1 to Io4) and on the website www.symfos-youth.eu.

SymfoS- Underlying Approach

A detailed description of the underlying pedagogical approach can be found in Module 2 L1 up to L7 of the 'SymfoS Curricular Framework'. The underlying pedagogical approach is explained in lessons with theoretical parts and learning videos from seven selected sub-items.

In addition, it is recommended to describe the underlying pedagogical approach in the F2F training course as well, as it is fundamental for the successful and responsible application of the SymfoS approach. Please also refer explicitly to the ethical guidelines- explained in detail in IO3- Blended Learning Approach.

The underlying pedagogical approach can be illustrated as follows with the help of symbols. The SymfoS method is a systemic approach and is based on a humanistic perspective - see module 2. Please do not spend too much time with this theme as you will need time for the practical experiences.

The following is an example of a presentation of the underlying approach as it was carried out in the Train the Practitioner course in Granada. With the help of the following (figure 9) the pedagogical approach is illustrated on the basis of the participants:

- The people we work with - in this case referred to as the client
- The SymfoS practitioner

In the future, the peer could also be included and explained here if necessary.

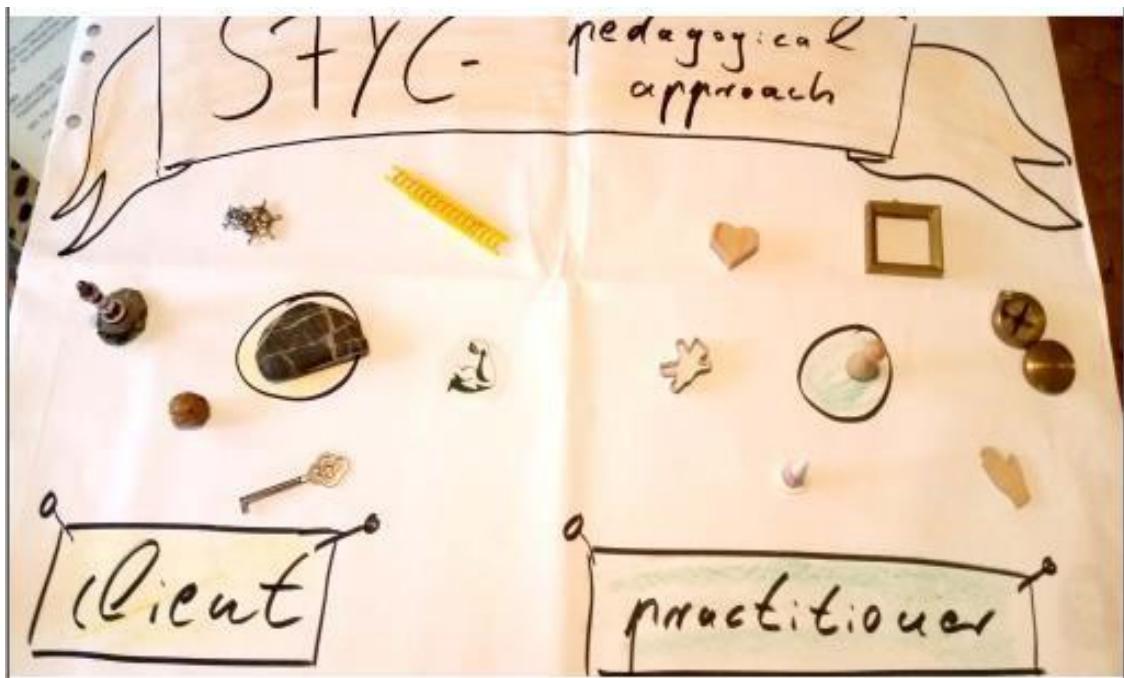


Figure 9 SymfoS Underlying pedagogical approach

First the poster is presented and then the individual symbols can be explained as follows:

The people we work with (clients)



Stone:

The stone symbolises the people we work with. Every person is individual and unique: with a specific socio-cultural background, having grown up in certain historical and geographical context, with individual life experiences and living conditions, with a highly individual way of thinking, acting and feeling.



Lighthouse:

The SymfoS approach regards everyone as a self-expert. The individual participants know themselves best - their world, their strengths and weaknesses, their resources, competences and skills, previous life paths and solution strategies etc.



Crown



Ship's wheel

Throughout the entire process, the people seeking support have the crown on or the Ship's wheel in their hands, figuratively speaking. They have the responsibility for the entire process. The SymfoS approach assumes that people can take responsibility for their own life and actions at any time.



Strength

We assume that every person brings with them all the resources necessary to grow and find solutions to their problems. In our work we focus on the strengths, competences, skills and resources of the person.



Ladder

Development is possible at any time, even in seemingly hopeless situations. Every person is capable of change and problem solving and wants to grow, to develop themselves and their own abilities or possibilities.



Golden Nut

The golden nut stands for the challenges the people who come to us, have to deal with. The task of a SymfoS practitioner is to support people to master their everyday life, to enable them to be able to fall back on their resources and to achieve their goals, and to encourage people to ask themselves whether their view of things is helpful to them or not.



Key

External influence is only possible to a very limited extent on people and social systems. It is important to find the right key, because people or social systems only take in what is linked to their situation, needs and resources.

SymfoS Practitioner



Wodden Figure

The wooden figure represents the SymfoS practitioner.



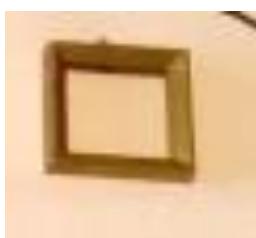
Baking tin

SymfoS practitioner should be and remain open-minded throughout. It is important to adopt a curious attitude, to deal with one's own perspectives and prejudices in a reflective manner and to remain person-centred in the process (see Module 2).



Heard

The SymfoS practitioner should adopt an accepting attitude and appreciate the client them for who they are.



Golden picture frames

The SymfoS practitioner should adopt a resource and solution-oriented attitude throughout the counselling process.



Compass

SymfoS practitioners should not give direction, as the client should work out ways and solutions for themselves. They facilitator and Peer-Buddy group help them draw on their resources, provide them with their observations in the form of thoughts, hypotheses, expertise and the interventions of the SymfoS approach. This helps the client develop new perspectives and ideas, that he can try out directly in a guidance process..



Hand

SymfoS practitioners take people by the hand, figuratively speaking, but also hold up a mirror, confronting them with his own opinion and those of the others and the consequences of their actions.



Danger traffic sign

A great danger is to occasionally forget these simple views and approaches and no longer work in a person-centred, open and appreciative way.

Guidance steps

It is advisable to start practical work with one of the SymfoS interventions as soon as possible, preferably in the first block of the F2F training.

The steps in working with the bigger interventions, as defined in the SymfoS concept, can be most clearly taught in the course of a concrete guidance session with one of these interventions.

The steps of guidance - see the following pages and Figure 10 - can be discussed with the whole group before a guidance session or with the rest of the group during the time when a participant is starting to build up a composition with a SymfoS intervention.

It is advisable to introduce the steps briefly at the beginning, to have one or more guidance sessions and then to discuss all the individual steps of the consultation in detail.

The adherence to this structure with the individual counselling steps is of great importance to realise the full potential of the SymfoS interventions.

In reflective discussions, participants often stress the importance of the individual steps of counselling. This feedback can concern each individual step. For example, there may be a change of perspective in the process of finding the topic, the focus may change during the structure, a lot of things may be sorted or initial ideas for solutions may emerge, the presentation may be highlighted as particularly helpful because participants are not interrupted and are listened to, and so on.

The overview on the following page should be distributed as a single sheet to all participants. This paper deals with the single SymfoS guidance in greater detail in the following.



SymfoS Steps

Preparation

Greeting and Topic

Topic: Headline / question / aim (personally, short and clear)



Intervention and Peers

Choose and explain the method / young person chooses peers



Build up and Brief Peers / Support Team

5-10 minutes for building up alone / same time: briefing peers and support team



Implementation

Presentation

Choose the places, repeat the topic and explain everything



Factual Questions

Belonging to the symbols... no why



Perception

Directly to the young person / no evaluation / only about seeing and hearing



Interpretation

Talking about the young person



Complete

Feedback from the Young Person and Working Process

What does she (not) like to hear / is important? When to begin? Change of perspective



Agreement and Action Plan

Changes in the picture, SMART-Aims, Action Plan



congratulation



Figure 10 SymfoS Steps for practise

Basic Clearing: Introduction and guidance session

It is highly recommended to have a real guidance session in the first lesson with one of the bigger interventions of the SymfoS approach. This has the following advantages:

- The participants get to know the SymfoS method, a first intervention, the SymfoS counselling steps and the Peer Buddy approach through a practical example.
- having a detailed reflection in the live guidance session allows the participants to ask many questions which can be discussed.

A detailed description of Basic Clearing can be found in Module 4 SymfoS Tools L1.

Peer Buddy System

As described in Module 2 L8 the use the Peer Buddy system is an important part of the SymfoS approach. In the first guidance session of the F2F course with Basic Clearing the client should select three peers to support them during and after the intervention.

Within this example of an intervention the participants learn how to:

- explain the role and steps of the peers
- use the power of the peers during a guidance session and also for the agreements regarding the implementation of the next steps

Continuous loop of guidance and reflection

A reflection on each guidance session is an important part of the F2F training. It is always important to emphasise that it is a reflection on a meta-level and that the group should **never re-enter the content of the guidance session**. The reflection consists of:

1. Open questions to all participants: what thoughts, feelings or resonances do you have about the guidance session?
2. Feedback to the practitioner: please always start with the positive aspects
3. Feedback from the ‘client’ and the practitioner: how did they experience the guidance
4. Reflection on the meta- level and implementation
 - Are there any questions about the application or the intervention itself?
 - Where and how is the intervention applicable?
 - Is it applicable in the work of the participants and does it give any ideas when it could be used in the near future?



Reflection of the lesson

Each lesson should also end with an intensive reflection. Everyone should have time to say something. This reflection can be open or structured. Questions that are conceivable here could be:

- What thoughts or feelings do I perceive in relation to the training?
- What lessons have I learnt specifically?
- Are there still unanswered questions or wishes for the next F2F lesson?

A reflection can also be done with the help of symbols or other materials.



Headline and background:

- Date
- Name of the organization
- Name of the project
- Name of the practitioner
- Name of the client
- Basic data of the client (age, school/ job, living situation, counselling setting)
- Name of the Peer Buddies
- Basic data of the Peer Buddies
- Name of the intervention
- Headline/ question of the intervention

1. Presentation (if possible with photo) about 5-10 lines

2. Factual questions Just yes or no; only add new content

3. Perception without evaluation, interpretation... - about 5 lines

4. Interpretation about 10 lines

5. Feedback interpretation about 3-5 lines

6. Agreement & action-plan

- Changes and decisions in the work
- Agreements & Action plan
- Task of the Peer Buddies

7. Feedback symbol work/ effectiveness

What do you think about the intervention of symbol work?

How do you assess the effective of the intervention in retrospect?

8. Feedback Peer Buddy System

How did the Peer Buddy System work in the intervention?

What were the positive aspects of Peer Buddies for the intervention?

What were the challenges of Peer Buddies in the intervention?

Other information, comments, leaning

9. Reflection of one's own role as a practitioner and the guidance process

about 5-10 lines – ‘one’s own role’- when a participant documents their own work as practitioner



5. SFYC B-learning Frame- M3L1 Feeling the SymfoS method

5.1 Aims of M3L1

- To get to know the first smaller interventions: Rose of Jericho and the work with glasses and water
- To deepen and internalise the SymfoS steps of counselling
- To develop the ability of observation
- To get to know the interventions of the SymfoS intervention Set
- To learn to work with these interventions

5.2 Learning Outcomes of the SymfoS practitioners M3 L1 Feeling SymfoS method

LEARNING OUTCOMES M1 L3	
Knowledge	SymfoS practitioners know how to: <ul style="list-style-type: none">• name the benefits and goals of the SymfoS interventions: the small and bigger ones• name and describe the SymfoS steps and the importance of each individual step• conduct an exercise to train the important step of value-free observation
Skills	SymfoS practitioners are able to: <ul style="list-style-type: none">• work independently with clients and peers• communicate the SymfoS interventions to clients and peers and initiate their use• use the materials of single interventions• conduct the guidance interview independently, in order to be able to determine with the client (and the peers, if applicable) the level of guidance required and to choose the adequate intervention.
Competencies	SymfoS practitioners have the competence to: <ul style="list-style-type: none">• work with the Rose of Jericho with one client or a group• independently prepare and structure the interventions in order to guide clients through this process professionally using the materials• actively initiate sessions with other practitioners/colleagues (Intravision) in order to exchange experiences and inform each other about results and to become familiar with all interventions



5.3. Modules and contents of M3L1

Rose of Jericho

Experience has shown that the Rose of Jericho is well suited to start a seminar or a single module of a training course. The work with the Rose can be used for the themes of openness or questions such as: 'what do I need as nutrition to be alive?' The Rose of Jericho can be used in the training as follows:

The Rose is placed on a plate in the centre and participants are asked if they are familiar with the Rose. The contributions are collected and an explanation of the Rose is told by the coach (see below).

The trainer asks if anyone would like to pour water on the Rose - a participant pours water on the Rose. Often the participant asks if they are doing it right. This is an example to show and explain that in the SymfoS method there is no right or wrong. All the people we work with always use things as they understand them and that is always OK, even if they use the materials in another way than prescribed.

While the group is focused on the Rose, examples can be given of how the Rose is used in the pedagogical work.

This is followed by a description of the intervention:

The Rose of Jericho is a desert plant and a natural wonder. It looks like a dried-up, grey bale of grass. If it is soaked in water, this unsightly thing will quickly unfold into a light, deep green, dense-leaved plant. It is native to the deserts of Israel, Jordan, Sinai and parts of North Africa. There are historical mentions and myths about the Rose to find its meaning and effect in different cultures. For example, in the Christian faith it was placed in churches and with families during Advent. About once a week the Rose is used for discussion and reflection on what has been observed, or what someone has done for the good of the community.

Here is a short description from Wikipedia:

Selaginella lepidophylla (...) is a species of desert plant in the spikemoss family (Selaginellaceae). *S. lepidophylla* is noted for its ability to survive almost complete desiccation; during dry weather in its native habitat, its stems curl into a tight ball and uncurl only when exposed to moisture.[1] The outer stems of *Selaginella lepidophylla* bend into circular rings in a relatively short period of desiccation, whereas inner stems curl slowly into spirals due to the hydro-actuated strain gradient along their length.[2]

The Rose of Jericho can be used with great versatility in counselling and group settings. The following topics are examples that can be worked on with the help of the Rose:

- The opening session in counselling and group settings
- Issues relating to an individual's origin and migration



- family guidance on topics such as 'what is good for our family?', 'What burdens you?', difficult situations, etc.
- Group settings on the topic 'What nourishes me in certain situations?'
- 'Farewells'
- As a timekeeper **Required material:**

Rose of Jericho, water, (warm water opens the Rose faster) Watering container, like a cup, watering can, pipette, etc., saucer, possibly a golden cage or a hair drier

Opening of the Rose

The Rose opens slowly, in the following photos you can see 2 steps of opening:



Figure 11 After first drops of waters



Figure 12 After 35 minutes

At room temperature the rose opens in about an hour. The time of the process can be slowed down or quickened if, for example, cold or hot water is used, even with boiling water the Rose does not break.

As a timekeeper

The rose can be used as a timekeeper. It can describe and show the time the client, family, or a group needs to open up. It is not about measuring a time frame in which something should be done (for example as a goal). Rather, the opening or re-closing of the Rose can indicate not only a process, but also a success or failure.

SymfoS steps in detail

For the training of the SymfoS Practitioners it is advisable to repeat the SymfoS steps at least once and to go through the different meanings in detail step by step.

In order to preserve and exploit the quality and value of the SymfoS interventions, it is essential, if the setting allows, to always strictly following the SymfoS steps!

In a guidance session with a client the practitioner will not discuss these SymfoS steps as intensively as described below. A detailed discussion should take place before or after a guidance session.

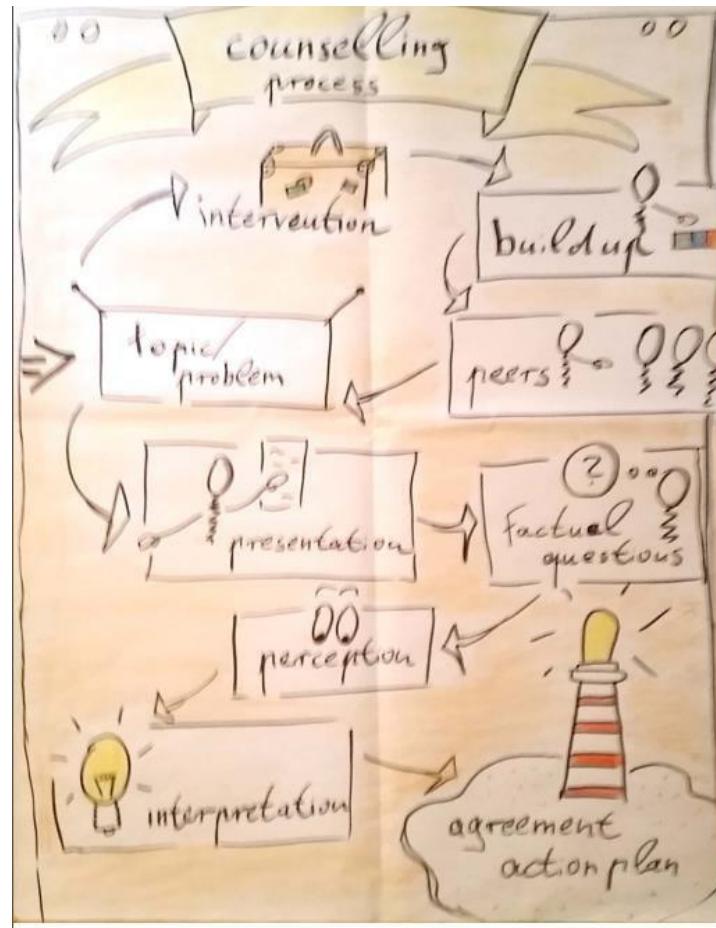


Figure 13 Poster SymfoS Guidance Steps

Clarification of the topic

In order to always follow the underlying pedagogical approach and to work in a person- centred and resource- and solution-oriented way, special attention must be paid to the clarification of the subject, the topic or headline of the guidance session.

The topics should be:

- Formulated by the person. The practitioner should only support the client. The person should always formulate the topic themselves
- Formulated in a solution-oriented way (see module 2 L7 A solution-oriented approach)
- SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound)

The topic of clarification and goal attainment will be explained in detail in ‘Module 5 Concrete fields of application- L3 Goal attainment’.



Choice and explanation of the intervention and process

How to select the adequate intervention?

The choice of the appropriate intervention can be made in different kinds of ways:

- The practitioner chooses the intervention according to the needs and theme of the client and the setting
- In a preparatory session, the practitioner presents the idea of working with one of the SymfoS interventions to the client and introduces one or more interventions, the client selects one. This can also be part of the same session as the guidance process
- the selection of the intervention arises from the contents of a previous guidance session

Please introduce the material to the client and also explain the following steps of the session.

Build up the work

If space permits, clients can lay out their work on the floor or on a table. In the case of some pathways with symbols, their length means that they can only be laid out on the floor.

In most cases, the clients lay their work on the floor. In this case it is advisable to provide cushions.

Always leave the client alone to compose their symbol work. It is often helpful to agree in advance on the time given to the client to compose their piece. It rarely happens that people take longer than the 10 minutes (when laying a road map of life, it is recommended to allow 15 to 30 minutes).

Choice and introduction of the peers

The Peer Buddy System is an important part of the SymfoS approach and is described in detail in M2 L8. The following should be noted:

Apart from the practitioner, there should not be more than 3 peers actively involved in the guidance process. This means that in a group setting, the person working with an intervention should, if possible, select 3 peers or other people to support them during and possibly after the counselling. This choice is made before the intervention is set up.

The SymfoS steps can be explained to the Peer Buddy group either before the intervention begins, or whilst the client is work on their symbol composition.

What needs to be considered here?

- Please allow sufficient time to explain the individual steps
- Give examples to clarify what is meant by value-free observation. If the setting allows it, it is advisable to practice this step with all participants

Please have a closer look at the following section covering the counselling step of observation.



Presentation

Choice of position

The person-centred approach includes, among other things, letting the client choose the place where they want to present their work. This can be on the floor, on a chair or standing up. It is also advisable to ask the client where everyone should sit, including where the facilitator and Peer Buddy group should be positioned.

Repeating the topic

Before the presentation starts the client is asked to repeat the topic. While a client is building up his topic with the materials of an intervention, first steps of sorting can take place, first ideas or hypotheses can arise. The topic for the following guidance process can already change during the building up process, so that a check at this point can be important.

Presentation

The person is requested to present the work, the creation and to name the corresponding symbols and materials. The client should not be interrupted during the presentation.

At the end it can be helpful to ask: "Thank you very much. Before we continue: if you look at your picture, have you forgotten anything important?"

Factual questions

After the presentation, the facilitator and Peer Buddy group can ask factual questions. These factual questions refer exclusively to the symbols or materials in the picture and do not contain any interpretation or hypotheses. 'Why- questions' are not welcome.

"I have forgotten what the lighthouse stands for?" or "Did you say something about the island of happiness?" are appropriate questions.

Perception

For the training of the SymfoS Practitioners it is advisable to emphasise the importance of perception as a valuable diagnostic tool. The client cannot perceive himself in the process of the presentation and observations from those present are of assistance. It requires practice to express solely observation rather than interpretation.

Observations should be limited to all that is observable:

- What do I see? What do I hear? What do I feel?

It is advisable to give examples of observation to clarify what is meant by value-free observation. If the setting allows it, it is advisable to practice this step with all participants. At the beginning it is helpful to talk about the client's behaviour:

- Where do I observe changes in language, body language (posture, gesture, facial expressions, hands and fingers) face colour, voice, tone, narrative, rhythm?
- Which symbols are touched for how long, and how often? Which symbols are not touched?



- Are there behaviours, words, symbols, etc. that have been repeated or mentioned very frequently? Are there repetitions, interruptions, breaks in speech...?
- Observations can also refer to the image, the work done: For example, it can be observed that all the symbols are on the path, but not the lighthouse.

In describing the observation, it can help to focus on the changes in behaviour. Movements can also be imitated instead of being described.

The person-centred and flowing guidance process is more important than perfect compliance with the individual steps, for example value-free observation.

Sometimes peers and participants who are using the SymfoS method for the first time have difficulty in adhering to the SymfoS steps. They formulate, for example, evaluations, hypotheses or ideas during the observation phase. If the peers in a guidance session cannot initially distinguish between value-free observation and interpretation, the person-centred and flowing guidance process is more important than insisting on strict adherence of the steps. How should SymfoS Practitioners react in these cases?

- Peers can be asked once to rephrase a judgmental observation and try to formulate their observation in a value-free way. It could be helpful to support and talk about changes in vocal tone, facial expressions, posture, etc.
- If it is more common in a guidance session that peers do not express value-free observations during the observation phase, it is advisable not to correct them every time, as the peers will not feel comfortable in this case. In this case, the SymfoS practitioner can summarize the observations at the end of the step and move on to the next step of interpretation

If it is possible, it is helpful to train the value-free observation in an exercise. One example is described in this section below.

Interpretation

In this phase the practitioner and support group talk to each other about the client, who continues to be in the room and listens.

As the name suggests, interpretations can be expressed here, but also the resonances of the practitioner and peers such as thoughts, feelings, and hypotheses. It is always helpful to focus on the initial topic of session and the client's resources and to highlight the client's resources.

If the facilitator is undertaking the session alone without the Peer buddy group, they think aloud. It can also help for the practitioner to role play imaginary supporters. After expressing their thoughts, the facilitator changes place and expresses interpretations from the point of view of the imaginary supporter.



Instructions to the group can be as follows:

"What goes through your mind when you think of the presentation of Michael and his theme? What feelings, thoughts, resonances and hypotheses do you perceive? Think about the initial question of the work, the resources and possible solutions."

Interpretations can also affect the image that is laid out: 'When I look at the whole picture of the work, what do I notice?'

Agreement and action plan

Feedback of the client

This phase begins with the client's feedback on the group's observations and interpretations. The practitioner could moderate this process by saying:

"Now you have heard a lot, where are you now? What thoughts and feelings do you perceive? What touched you? What did you like to hear, what didn't you like to hear? What was new and what old?"

Once the client has given initial feedback, is it usually helpful to ask a second and third time what else he has heard and what was still on his mind?

Which part of the composition does the client want to continue working on?

After the client's feedback on the perceptions and observations, the question arises as to which subject or part of the composition the client wants to continue working on. Often this is a matter of course during the conversation and the practitioner accompanies the client through the process. It may also be that the practitioner has to ask questions.

Change of perspective and invitation to change something in the picture

The change of perspective is often a very effective way of helping clients to 'look at issues from a different angle'. The practitioner can also change position if they have a feeling of heaviness or do not know how to support the client.

The practitioner invites the client to find a position from which they like to look at their work. It is often helpful to accompany the client and to change places.

"After you have laid down and sorted your theme, heard a lot of positive feedback and ideas, (now changed the perspective) and got your own ideas, what would you like to change about your picture?"

In contrast to purely verbal guidance session, the SymfoS approach offers people the opportunity to try out changes directly in the picture with materials and to be emotionally involved. Therefore, it is always recommended to invite clients to make changes in their composition.

Sometimes it is helpful to invite the client to make photos before a change in the picture; however, sometimes this can disturb the flow of the guidance process.



Decisions, changes in the image or re-evaluation

Always pay attention to the times where the client makes decisions, and when there are changes in verbal and non-verbal communication. These points of re-evaluation and beginnings of a process of change are very important moments of the counselling and must be addressed with particular attention. It is to be noticed and valued. Even small changes in the composition can indicate signs of initial changes.

Always take up the client's impulses to want to change something in the picture. Never inhibit an impulse to change. A client's statements can be, for example:

'I had already thought of adding the island of longing...' or ' I would prefer to make a little space here.'

Return to initial question/ check topic

In order not to lose the central theme of the session, it is advisable to return to the initial question, the topic, at this stage and to ask, if the client can answer the following:

'Can you please repeat your question at the beginning of your work? 'Have you already developed initial ideas or has the topic changed?'

Agreements and action plan as concrete as possible

In this last phase the focus is on the transfer into everyday life.

It may be that the picture still has to have an effect, that the client has worked a lot on it and that it is still to be worked on. In this case it is advisable to make another appointment to reflect and continue the guidance session.

In many cases it is advisable to support the client in clearly stating their ideas for solutions and to arrange first steps in a concrete way. In this case, a very precise plan of action is worked out, with individual steps, times and the agreement of who will check the progress.

At this point we would like to point out the power of the Peer Buddies. It is very helpful to involve them in the development and implementation of the action plan, in which the client asks them for support. This can be done, for example, through regular review or enquiry.

Photo and Tidying away of the work

Before the client dismantles the work, most like to make a photo of their work. The practitioners should invite the client to do this. It can also be helpful for following guidance sessions or further sessions with the same picture.

Just as with the build-up of the work, it is important that the client is able to dismantle and tidy the work on their own. If this is difficult due to time or other reasons, always ask the client if it is okay to touch their work and materials and to help.





Figure 14 Work before reduction



Figure 15 After the change

Never touch the work of the person

It is important never to touch the person's symbols and material without the client's explicit approval. The work may represent something highly important or sensitive and touching it may be uncomfortable for the client.

Underlying Approach

The underlying approach of a SymfoS Practitioner is crucial for the successful and responsible use of the SymfoS Method. Please have a close look to Module 2 Underlying approach: Lessons 1-7 with learning videos.

SymfoS Steps Handout for Practitioners

At the end of this Module you will find a Handout of the SymfoS Steps. This handout can be printed out and used as a reminder for practitioners. Please only take a quick look at it and do not pay more attention to the handout than the client.

Exercise for observation

In groups of three people: As participants often give feedback that it is very difficult to give valuefree observation from the start, there was often a need to include value-free observation exercises in SymfoS practitioner training. The following is an idea for an exercise on how to promote valuefree observations, which has been successfully tested in training situations:

1. Everyone chooses one or two symbols that represent an event in their life that has affected them emotionally:
 2. Groups of three participants are formed and the following roles are assigned:

2.1. Narrator: presents the selected symbols and talks about the respective life event with the help of the symbol

2.2. Neutral, non-judgmental observer: gives feedback to the narrator in the form of a non-judgmental observation after the story is told: they only report on what was seen and heard: body language (with breathing), tone of voice, colour of face and possibly the choice of words is described. If participants find it difficult to find value-free formulations, it often helps to talk about changes, for example: "at this point your pitch and body language changed".

2.3. Evaluative/Judgmental observer: gives feedback in the form of evaluative observation. She/ he builds up evaluations such as aggressive voice, shy attitude, wiping movement (slight exaggerations are allowed here) and hypotheses like 'that is very difficult for you', 'here you were particularly sour' or 'you are very jealous of her' in her feedback.

A reflection from the different roles follows:

- What feelings and thoughts did I perceive when I was given feedback on the various observations and what did I observe in the narrator?

All three roles are played out by all 3 group participants.

Work with one off the bigger SymfoS interventions

One of the main aims of the F2F training is to immerse the participants as much as possible into the active roles of practitioner, client and observer.

This will be worked on with one of the bigger SymfoS interventions. In training settings, it is advisable to carry out each intervention once in the whole group with one participant as client, then to split off into small groups and allocate as many participants as possible into the active roles.

All information about the bigger SymfoS interventions can be found in M4 SymfoS Tools. What do you need to bear in mind when conducting a session with the interventions in the training?

These are training situations in which the intervention itself and the SymfoS steps should be practiced. This is particularly important in the first guidance session with a large intervention in front of the whole group as the 'client' needs to be protected. It is advisable to point this out to the group and to reflect on how the practitioner could have acted in a real guidance session.

Presentation of the intervention (preferably not longer than 5 minutes)

Work with one of the bigger SymfoS interventions always starts with the presentation and explanation of the respective intervention:

- Materials
- Topics that can be worked on
- Procedure



The guidance session and reflection procedure as described above are performed in the previous module.

Reflection of the lesson

Like the previous unit of the F2F Training, the lesson will be concluded with a reflection on the contents learned, topics that participants are concerned with, and then open questions or wishes. The symbols for ‘Islands of Emotions’ or the materials used in ‘Inner Images’ can also be made available and used for reflection.



Preparation

Topic: Headline/ Question/ aim

- Formulated by the person (p) in a solution-oriented way
- SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound)

Intervention: Choice and explanation of the intervention and process **Choice**

of peers/supporting team: p chooses max. 3 peers

Build up the work: alone in about 5-10 minutes

Same time:

Explanation of roles of the peers and the steps of counselling

p comes in again

Choice/ check of the place (the own place & the place of practitioner, peers and group) **SymfoS**

Steps. Short explanations of next steps

Implementation

- **Topic/ headline** (maybe it has changed during composition of the work)
- **Presentation-** 'Please explain and name everything we can see in your picture.'
- **Anything to add?** After the end of the presentation it could be helpful to say:
 - 'Thank you. If you look one more time at your work, is there something you like to add?'
- **Factual questions:** only factual questions belonging to the symbols, material
- Invite p to **just** listen and not respond in the next two phases
- **Perception:** we speak directly with p about what we have seen and heard without evaluation, rating and hypothesis: 'what have you observed as the body language? What changes have you observed in the body language, pitch of voice or e colour of the face?'
- **Interpretation:** the peers/ support team and the practitioner talk about p



Complete

- **Feedback from p:**
 - what's going on with the person right now?
 - What did she like hearing, what not? What was new, what was old?
- **Working process:** Where do you want to start? If you observe any impulses which need to change or you hear sentences like: 'I thought about changing...', 'if I could decide I would like to move...'; please invite p to try out the impulse and to make a change in the picture.
- **Possible interventions:**
 - **Change the perspective:** whenever the practitioner thinks it could be useful, offer p to stand up and to select the best position to look at the picture
 - Take **photos** to continue working with
 - **Do you want to change something in picture?** (maybe insert additional symbols)
 - Involving the peers/ support team again, ask a friend/family if they will support you - "What could be helpful?"
 - Now you have done and heard a lot: you build up your work, you changed your headline, you heard observations, hypotheses and new ideas ... which first ideas come up?
- **Agreements and action plan:** It could be very helpful to work out a very detailed working and action plan with the young person. Offer it!
- **SMART-Aims** (specific, measurable, achievable, relevant, time-bound)
- **Summarize** what the young person said
- Thank to p: you've done a great job of finding a solution.
- Invite p to **take a photo**

Tidying away of the materials should be undertaken by the client. Helpful questions and phrases:

- 'It's your life, it's your decision.'
- 'What feelings are you experiencing right now? / What's going on with you right now?' ○ (Instead of: who are you?)
- 'I am curious, can you tell me more about...' (a symbol, a phrase, a person, an idea)
- Do not lose the client! Be aware of the young person during the whole process and keep asking what's going on with the young people.
- Do not talk/ work more than the young person: is this really the idea of the young person Do I follow the speed of the young person?
- What feelings are you experiencing right now?



6. SFYC B-learning Frame- M4L1 Exploring the SymfoS method

6.1. Aims of M4L1

- The participants should get to know and try out one possibility of adaption of the ‘Islands of Emotions’ or ‘Inner Images’
- The participants should get to know and try out the work with a smaller intervention: e.g. the work with glasses and water
- The participants should explore the rest of the 4 bigger SymfoS Interventions

6.2. Learning Outcomes M4L1 Exploring th SymfoS Method

LEARNING OUTCOMES M4 L1	
Knowledge	SymfoS practitioners know how to: <ul style="list-style-type: none">• name the benefits and the goals of the smaller and 4 bigger SymfoS interventions• name and describe some possibilities of adaption of the SymfoS interventions• make use of the intervention ‘work with glasses and water’ in counselling or group settings
Skills	SymfoS practitioners are able to <ul style="list-style-type: none">• work independently with clients, peers and groups,• communicating the SymfoS interventions and possibilities of adaption to clients and peers and initiating their use• use the material as single interventions and possibilities of adaption• conduct the counselling interview independently, in order to be able to determine t with the client (and the peers, if applicable) the level of counselling required and to choose the appropriate intervention.
Competencies	SymfoS practitioners have the competence to: <ul style="list-style-type: none">• independently prepare and structure the interventions in order to guide clients through this process professionally using the materials• make use of the power of the smaller intervention ‘glasses and water’• actively initiate sessions with other practitioners/colleagues in order exchange experiences and inform each other about results and to become familiar with all interventions



6.3. Modules und contents of M4L1

Warming up with Islands of Emotions or Inner Images

As a warm-up exercise, it is a good idea to take the material of one of the major interventions and to do a first round of sensitivities with this material, for example. In this way, the participants also get to know a possibility of how the material can be used in other contexts or settings.

1. Explanation

An example of a theme for the introductory round using Islands of Emotions could be:

“What feelings and thoughts do I have about the SymfoS Practitioner training? Are there unanswered questions, unclear feelings, or wishes?” or “What feelings am I perceiving right now?”



Figure 16 Warming Up with ‘Islands of Emotions’ on the 2nd day of a SymfoS seminar at the university in Aachen

2. Procedure:

2.1 Presentation and explanation of the materials

The materials for the ‘Islands of Emotions’ is presented

- Water as a common working basis: this is placed in the middle (mostly on the ground), the group is distributed around it
- Islands with emotions on one side and a blank slate on the other side will be laid out for all to see and reach – also a piece of chalk
- Pieces of paper in the shape of the islands and pencils if islands are used more often
- Wooden Figures- and maybe additional materials such as: Lighthouse, anchor, treasure chest, harbour

- 2.3. Each participant places islands, figures or the ship on the denim fabric (sea).
- 2.4. Unused materials are cleared away to create a composition for the group.
- 2.5. The participants present their islands one after the other, followed by a spontaneous discussion.
- 2.6. All participants walk around the water and find a position from where they like to see the work from.
'What thoughts and feelings do you perceive when you walk around your group picture?
- 2.7. It is conceivable to ask if someone wants to change something in the picture and to discuss the change.

Work with glasses and water

At this point one of the smaller interventions is presented and tried out. In feedback from workshops, it is often commented that this is a positive activity because: It can be carried out with readily available materials

- It is easy to work with
- Clients can quickly visualize topics and facts
- The materials provide quick access to different realities and makes them clear
- Impulses for change can simply be tried out and further strategies developed

This intervention can be used working with individual clients as well as groups, teams or families.

What do I need?

For 1 person: ()

1. at least 2 glasses, better up to 10 glasses
2. pouring container filled with water
3. plates or saucers
4. a cloth or paper to wipe up



and only if it is available

5. pipette (or syringe), cotton wool, sponge

Figure 17 Materials

It is possible that clients only want to pour very small amount of water. This necessitates the use of different vessels or materials Pipettes of different sizes (syringe):

- When a glass is almost full, the pipette can be used to fill the glass drop by drop or to take water from the glass (or one of the glasses) drop by drop.
- With the pipette, the glass can be visibly overflowed drop by drop (this is the reason for using the plates)
- This is also possible with a sponge or cotton wool
- The sponge and cotton wool can absorb larger amounts of water

Guidance steps:

These steps can be used variably and adapted to the setting.

1. What is the topic, the question, the problem?

In the beginning, a topic is briefly discussed with the client. It is also possible to introduce the material and the method at the beginning and to ask the client to explain their concerns directly with the help of the materials.

2. Visualize with water, glasses: Selection, naming of glasses

The practitioner asks the client or the group to visualize their situation with the help of the glasses and the water. It can be left to the client to decide how many glasses are needed or which glass stands for what, but practitioners can also make their own suggestions. If possible, let clients make their own selection and nominations. This already offers the possibility to accomplish amazing topics with versatile use of the glasses and the practitioner does not fall into

the trap of working more than the client

It is possible to mark the glasses with symbols on it. This avoids confusion about the meaning of glasses.



Figure 18 Example I
or paper with writing

Examples for the use of glasses are:

- To distribute 100% of one's energy (1 full glass of water) to different areas of life
- To depict the 5 pillars of identity, suggested by Petzold (Body, Social Network, Work, Material Security, Values) with glasses and water
- Invitation or ideas for use could be:

- "Pour the glass as full as you want according to how bad you feel about the problem described." or the other way around "...how well are you feeling right now." • "What do you think it looks like from the other person's point of view? Now please pour water into the 2nd glass to represent this."
- Question: "Where does this difference come from? (if a difference becomes visible!) Glasses can also be filled for people who are not present

The instructions can be very varied and must be adapted to the client's topics.

Before pouring, it can be important to clarify the meaning of the water again in the sense of 'the water now stands for the amount of energy, the severity of the problem, the power of the area.'

Pouring and presentation

The client/group pours the water into the glass/es from the container.

Then they are asked to explain what they see. It can also be asked more specifically, for example: "What does this amount of water mean to you?"

Observations and satisfaction

Clients are asked, what they see in the picture and if/how satisfied they are with it.

- What should be different? How should it be different?

There are many possibilities to follow.

A change of perspective by taking a new position or change a place with another family member, for example

The following questions are conceivable:

- What has to happen so that the contents of the glasses changes (it gets better / worse)?



Figure 19 Example II

- What do they gain from their previous behaviour?
- What would be the advantage if they did not change anything?
- How does filling the glass change when you hear other people's points of view?

In addition to visualization, one advantage of this intervention is that it is an easy way to get involved and try out changes, i.e. get clients to pour water out as quickly as possible. In order to facilitate the transfer into everyday life and also the creation of an action plan, it can be helpful to tell the client exactly, what the water being poured out stands for or what the client must do for it.

Work with the bigger Interventions

As in the previous module, this is usually another one of the major SymfoS interventions, first in the whole group, then in small groups. When working in small groups, it is advisable to visit all the groups and make sure there is sufficient time for reflection.

Reflection of the lesson

The question of the prospects is added to the reflection. Are there any wishes, questions or suggestions for the last block of the F2F Training?



7. SFYC B-learning Frame- M6L3 SymfoS Practice

7.1. Aims of M6L3:

- The participants should get a clear understanding of the possibilities and limitations of the SFYC approach and deal in depth with the boundaries and overlaps of counselling and therapy in working with the SymfoS method
- bring as many participants into the active roles as possible
- The participants should experience the bigger interventions in the various active roles and become confident in dealing with them

7.2. Learning Outcomes M6 L3 SymfoS Practice

LEARNING OUTCOMES M6 L3	
Knowledge	SymfoS practitioners know how to <ul style="list-style-type: none">• name the boundary and cross over between guidance/counselling and therapy within the SymfoS approach• name and describe some possibilities of adaption of the SymfoS interventions• implement and disseminate the SymfoS approach
Skills	SymfoS practitioners are able to <ul style="list-style-type: none">• work independently with clients and peers in a responsible way• communicate the SymfoS interventions and possibilities of adaption to clients and peers and initiate their use
Competencies	SymfoS practitioners have the competence to <ul style="list-style-type: none">• independently prepare and structure the interventions in order to guide clients through this process professionally using the materials• be always aware of the demarcation of counselling and therapy and to refer clients to specialist agencies at appropriate points



7.3. Modules and contents of M6L3

Demarcation between Guidance/ Counselling & Therapy within the SymfoS Approach

When we use the term counselling in this curriculum, we are not referring to the professional title of counsellor, which exists in the UK. Counselling here refers to the process of guidance or consulting and should maybe better be called guidance in the UK. The definitions of counselling in this chapter, which are common in many countries, serve to differentiate the accompanying work in the SymfoS approach from therapy.

The SymfoS approach is developed specifically as a guidance tool for use in youth welfare and not intended to be used in a clinical setting. Both guidance/ counselling and therapy may only be carried out by people who have been trained accordingly. In the last module of the F2F Trainings this topic should be discussed with the participants. This topic can also be thematized within the reflections on the counseling sessions and be clarified using the concrete examples.

The interventions of symbol work, which is the basis of the SymfoS approach, were developed mostly by Wilfried Schneider. They were often used in therapeutic contexts. Since SymfoS aims to transfer this method to youth welfare, this chapter deals with the demarcation between therapy and guidance/ counselling in the SymfoS project. In training sessions as part of the SymfoS practitioner training, in multiplier events and practical workshops, discussions about a necessary demarcation arose during individual guidance sessions. Working with the SymfoS interventions and the materials means that clients progress quickly to deeper personal issues.

It will not be possible at this point to provide a clear and adequate definition and distinction between guidance/ counselling and therapy for all cases. Due to the potential of the approach to go 'quickly into depth', a consideration of the topic with helpful aspects is urgently needed.

In the first Intellectual Outcome of the SymfoS project, all partners have intensively dealt with literature and practical research, potential places for the SymfoS Approach to be adopted, with routes that practitioners can take to get trained to work with young people in their country. With these results it becomes clear who is allowed to work with the SymfoS method in the respective countries in the field of youth welfare. To be viewed in: SFYC IO1 'Research Paper and Transnational Adoption Plans for Implementing Symbol Work'.

A clear attitude on the part of the SymfoS practitioner is necessary in these cases in order to be able to act in accordance with the mandate and task for the work in youth welfare. The practitioners must always be aware of their strengths and limitations, feel secure in their work and communicate this clearly to their clients.

The following aspects are highlighted:

- legal and definitional aspects
- possible overlap between guidance/ counselling and therapy
- practical guidelines



Legal and definitional aspects

The following paragraph will take a closer look at the definition of the term's 'therapy' and 'Counselling'. The legal provisions for the implementation of this definition with training, mission statement etc. vary in the countries of the project partners.

There are many different forms of therapy: behavioural therapy, analytical psychotherapy and psychotherapy based on depth psychology. There are some differences in these definitions between countries. Here are two common definitions that provide sufficient information for our topic.

The psychotherapy profession is protected by law, and its training is regulated according to the commonly called Psychotherapist Law (PsychThG) from 1998. At this point in time, a reform to this law has been passed, and a new medical licensure act is on the way. The main reason for reforming this law is the necessary adjustment to the qualifications of psychotherapists, which were made unclear due to the inclusion of the Bachelor-Master-system. A second important reason are the current training conditions for psychotherapists. ... It should be made clear through the new version of the law that "patients who require a psychotherapeutic treatment should have qualified, patient-oriented, needs-based, and comprehensive psychotherapeutic care at the current state of scientific knowledge made available to them.

<https://www.ipu-berlin.de/en/psychotherapy-training-law-reform/>

Psychotherapy, or talk therapy, is a way to help people with a broad variety of mental illnesses and emotional difficulties. Psychotherapy can help eliminate or control troubling symptoms so a person can function better and can increase well-being and healing.

<https://www.psychiatry.org/patients-families/psychotherapy> (American Psychiatry Association)

Talking therapies can help you work out how to deal with negative thoughts and feelings and make positive changes.

They can help people who are feeling distressed by difficult events in their lives as well as people with a mental health problem. This information is for anyone who wants to know more about different types of talking therapy or hear the experiences of people who have used them. It advises how to find a therapist who is right for you and suggests where to look for more information.

The information mainly uses the words 'talking therapy' and 'therapist', although the words that other people use may be different.

<https://www.mentalhealth.org.uk/a-to-z/t/talking-therapies>



Term and Definition - Counselling

One definition of the term systemic counselling is:

Systemic counselling means to assume that the client is independent and regards him/her as an "expert in his/her own matter". Their attitude is characterised by acceptance, empathy, impartiality and appreciation. Based on the assumption that each person can develop their own solutions, they work with the existing resources and competences of the person seeking advice. Systemic counselling is oriented towards the client's concerns and wishes. In a dialogue, conditions are sought under which the client can activate his or her resources in order to arrive at individual solutions and goals as independently and self-organised as possible. The methods of the systemic approach include circular questioning, the miracle question, reframing, genogram work and work with family sculptures.

Source: " Institute for Integrative Learning Therapy and Further Education "

<https://www.iflw.de/blog/systemische-beratung/was-ist-systemische-beratung/>

At this point we refer to the result of the Intellectual Outcome 1 of the SFYC project, because one can see in which fields of work and with which provider of youth welfare in individual project countries that counselling is carried out. In IO1 'Research Paper and Transnational Adoption Plans for Implementing Symbol Work' all projects partners researched on potential places for adoption of SymfoS. (IO1 'Section 3') - The following issues are addressed:

Disadvantaged young people and outlines the organisations and services that work with young people in the partner countries. For further details refer to the individual partners' reports (Appendix). There is significant existing statistical data regarding European NEET rates arranged by individual country, age and gender which can be found at: <https://ec.europa.eu>

Possible overlap between guidance/ counselling and therapy

As the SymfoS method has the potential to lead clients to deeper issues and processes, this chapter looks at possible interfaces between guidance/ counselling and therapy when working with this method.



The following diagram illustrates that they are clearly separate areas of work, but also areas where there are overlaps between the two approaches. The outer circle shows aspects which are mainly responsible for professional regulation: in the left or right circle and in the overlap.

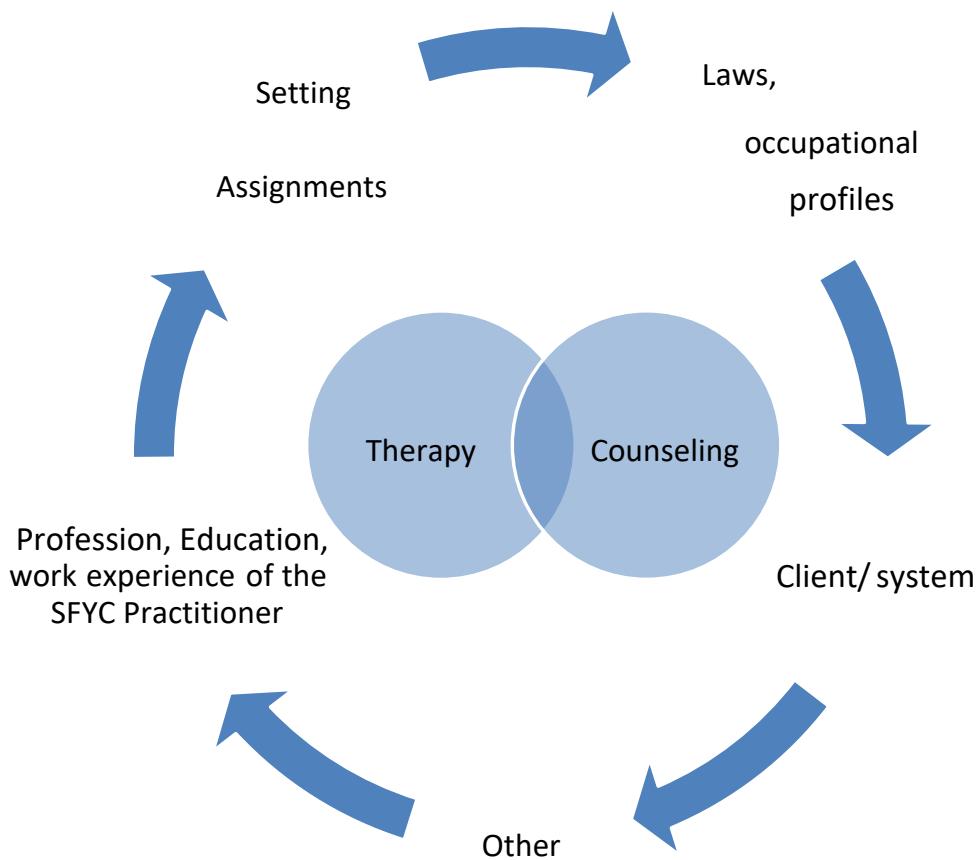


Figure 20: Interfaces - Therapy and Counselling within the SymfoS Approach

Profession, Education, work experience of the SymfoS Practitioner:

The professional qualifications held by the practitioner are critical in determining which topics are covered in an SymfoS guidance session and where a referral to a specialist agency is required. Level of Work experience is also crucial in determining how confident a practitioner feels See below for more information.

Setting/ Assignments

By which is meant that the mandates of the employer and the field of work thus defined are decisive factors.

In addition to these factors, the setting also includes the aspects of location, time, the security of being in a protected space, and relationship with the practitioner.



Laws, Occupational Profiles

As already mentioned, the legal provisions, training paths, etc. vary greatly from one country to another. They are also important factors and can be viewed in IO1.

Client/ System

A very important point in the current discussion is that SymfoS is a person-centred approach.

If a Practitioner is acting in a professional and transparent manner, experience has shown that the practitioner can trust the client. She or he will report what fits the setting and what the client would like to work on at this point. In a transparent and clear setting the client will tell you what fits the setting and what they would like to work on.

Practical Guidelines

What helps clarity and confidence when working with the SymfoS method and in the analysis?

Transparency, being competent, feeling secure, personality, referral, situational factors

Transparency

Before working with the SymfoS interventions, it is essential that the practitioner makes the setting transparent with appropriate aspects from figure 1: What is mission/setting/ who am I with what education/ what can be issues, what not?

Being competent

This means acting in accordance with their professional mandate, own profession/ training and the underlying approach and ethical guidelines of the SymfoS approach.

In practice it is important to be very precise without losing the person-centred approach. The client should formulate exactly what the topic is about. Then the practitioner can repeat it and state whether it merits a referral/transfer to more specialist therapeutic agencies. For example: "Could you please specify the topic again...if I understand this correctly, it is about the topic...., and I believe that exactly this topic... belongs in other hands, because...."- Please specify exactly which topic is meant and give reasons for your opinion.

Feeling secure

The degree of confidence a practitioner has in guidance can also be a good indication of whether an issue can be dealt with directly. Even within the circle of counselling (Figure 20), issues such as addiction, grieving, dealing with violence, etc., may arise with which a practitioner does not feel comfortable and where referral to another specialist agency is recommended.

Referral/ Transfer

If the client is referred to a specialist agency or service, it is helpful to fall back on the social network and pass on the relevant contacts. It is also conceivable to accompany the client to a corresponding office.



Personality

An additional factor is the personality of the practitioner. In addition to a personal style there are areas of the subject that one practitioner would deal with professionally and another would be more likely to pass on.

An example

The following example is intended to illustrate that it is possible that issues relating to the crossover with therapeutic services can happen at any time when practitioners are working with the SymfoS method.

A social worker wants to work with a client in a project for vocational orientation financed by the job center (state rum) with the SymfoS Intervention 'Basic Clearing'. The goal is an apprenticeship place in the metal industry.

In the initial interview the social worker disclosed their qualifications, his mission and possible topics for the career guidance transparent. They are experienced with the SymfoS method.

The guidance process remains within the limits of counseling/ career guidance until the client lays a bridge of 'thin ice' between support and the aim and starts to cry. After a period of calming down, the client starts to talk about old family patterns, negative childhood messages and their role as a keeper of secrets.

If we have a closer look at figure 1: where would you assign the described situation?

The practitioner's response and the further development of the guidance process is crucial for the answer. SymfoS Practitioners will be able to advise the client considering the above aspects. It is important to maintain the SymfoS approach described in Module 2. The SymfoS Practitioner must, according to their training and the different mandates of the people and institutions involved, advise and guide the client and not treat therapy issues defined by legislation.

Work with the bigger Interventions

As in the previous F2F lessons, the next step is to work with one of the bigger interventions. If this intervention is not yet known, it is carried out once by the trainer with one participant as a client in front of the whole group. After that, it is a good idea to work in small groups in order to get as many participants as possible into active roles.



Planning road map: strategies for internal implementation and external dissemination

One goal of the SymfoS project is to implement the SymfoS method internally and to disseminate it externally. In order to make effective use of the time spent together in an F2F training course and to be able to take the ideas and feedback of the other partners with them and to increase commitment, it has proved successful that all project partners lay out a SymfoS planning road with symbols and present them to each other. An additional effect is that each participant is active in the design of a planning road and experiences an opportunity for adaptation with the intervention 'roads with symbols'.

Figure 21 shows an example of a planning road from a project partner from the SymfoS training in 2019 in Malaga.



Figure 21 A Planning Road Map

8. Training SymfoS Method using only F2F training

This chapter is dedicated to instances where the SymfoS method is taught exclusively through F2F training.

The structure and content of the curriculum remain the same in a pure F2F format, only the intensity and detail of the content taught online in blended learning must be discussed in detail in an exclusively F2F training. The setting must be adapted accordingly and the content of the lessons is increased.

The trainers have access to all SymfoS modules and information from the blended learning framework, so that they have sufficient information available. The intervention descriptions or the underlying approach,

for example, are explained in detail in the online modules in words and with instructional videos, so that no separate explanation is needed here.

Let's have a look at the single modules:

Module 1: The introduction to the SymfoS project and symbol work must be more detailed than in the blended learning structure. It is important to know about the background, main idea, objectives and target groups of the project to be able to use this method in a responsible and adequate way.

Here is one example for explaining the background of the idea of symbol work according to Wilfried Schneider. Mr. Schneider explains it like as follows:

In therapy, a client was silent for months until she announced in one session that next week she will tell a lot. At the next meeting, she was silent again. The therapist was full of helplessness. Until the next meeting, the idea arose of working with materials that might facilitate the narrative.

Mr. Schneider brought the 7 bags with the elements: sand, stones, feathers, cotton, gold, thorns, shit and offered her to make a composition about her situation with the materials.

The client accepted the offer and was able to tell her story after setting up the work with the material.

What did Mr. Schneider learn from it? The materials:

- Create distance
- Lessen anxiety
- Initiate verbal expression

From this point on he developed the various interventions of the symbol work.

Recent studies show that we forget about 80% of what was said during the day. 80% of what we do, however, we remember. So, the question from Mr. Schneider is why do we talk so much? Everything we have experienced, what is important to us, is associated with certain emotions.

As mentioned above the SymfoS approach intends to transfer these methods into the work of the youth welfare sector.

Module 2:

The underlying approach is described in detail in Module 2 and trainers must explain these important issues with more intensity than described above. Parts of the learning videos could be shown even in a F2F setting. the underlying approach can best be communicated through concrete practice. In all reflection rounds after the Counselling with SymfoS tools, reference can and should be made to the pedagogical approach described in M2. Sufficient time should always be given to see where the SymfoS practitioner has and has not acted in the role of practitioner according to the underlying approach.



Module 3 and 4:

The steps of counselling are described in this curriculum in detail and are therefore adequately taught. All the tools are sufficiently explained and experienced in practice.

Module 5:

The concrete fields of application are not included in this curriculum. One idea is to present the fields of work and to work together with the participants to assign the acquired intervention to the 4 fields.

Depending on the time available, the examples from the teaching videos can also be used in an F2F training course.

Module 6:

The assessment and certification process must be communicated to the participants.



9. SymfoS practitioner skills

The fundamental condition to become a SymfoS practitioner is a high interest in symbol work and readiness to try out different roles within the various sessions. Because of the effect and power that symbol work can develop, it is important to have experienced all different roles, before applying and teaching the method:

- ◆ the person being counselled (client)

- ◆ the observer
- ◆ the practitioner

The description of SymfoS practitioner skills distinguishes between the following:

- ◆ Basic skills for guidance/ counselling and coaching,
- ◆ key skills required for guidance/ counselling and coaching, and ◆ specific skills required for symbol work.

9.1. Basic skills for guidance/ counselling and coaching

- ◆ The ability to assume the basic pedagogic attitude as described above.
- ◆ The ability to reflect on one's own work: the trainer should be willing and able to reflect on his work – his own approach, the precise wording of the questions, the proportion of the time spent talking, body language (facial expression, posture, hands) and distance from the client.
- ◆ The ability to act as a moderator for group processes – see special abilities.
- ◆ The ability to think holistically, to consider people's situations holistically, and provide goal oriented guidance/ counselling.

9.2. Key skills required for guidance and coaching

The International Coach Federation (ICF) defines coaching:

“... as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential”. (see <https://coachfederation.org/about>)

The description of the core skills of a SymfoS trainer is based on a list of skills issued by the ICF, modified with regard to the requirements of SymfoS trainers as coaches and practitioners. The core skills are grouped in four clusters. The groups themselves and the individual skills are not weighted, i.e. are not ranked in any way.

A. Setting the Foundation

1. Compliance with ethical guidelines and professional standards: Understanding of coaching and counselling ethics and standards and the ability to apply them appropriately in all situations.



2. Establishment of an agreement: this includes a clear understanding of roles, a professional level of intimacy with the client, and clear goal agreements. At the beginning of a guidance session, opportunities and limits, as well as the role of the trainer, should be clearly identified. Clear goals should be agreed while maintaining an appropriate level of intimacy throughout the guidance session.

B. Co-Creating the relationship

3. The ability to establish a trusting relationship with the client and create an appropriate group atmosphere: it is important to establish a safe, goal-oriented framework and to ensure respectful, trusting interaction.

4. Coaching presence: The ability to act consciously and remain mindful throughout the entire counselling process: it is important to observe, listen, and feel what the client is communicating and to feel one's own resonances and, if necessary, integrate these into the counselling process.

C. Communicate effectively

5. Active listening: The ability to concentrate entirely on what the client is saying and not saying, to understand the meaning of what is said in the context of the client's goals and desires, and to support the client's expressive ability

6. Open, resource- and solution oriented, goal-focused questions: The ability to pose appropriate questions depending on the circumstances and phase of the guidance. Open-ended questions serve to facilitate understanding and foster productive work with the client; resource-oriented questions support the client in discovering skills and abilities, and solution-oriented, goal-focused questions allow solutions to be found.

D. Facilitate learning and goal achievement

7. Establish awareness: The ability to integrate several sources of information, assessing and interpreting these in such a way that it helps the client to achieve awareness, thus to enable him or her to reach his agreed goals.

8. Planning and setting goals: The ability to develop an effective plan of action together with the client, assign responsibilities to peers, and, if necessary, agree deadlines.

An extensive description of the core competencies can be found at:

<http://www.coachfederation.org/icfcredentials/core-competencies/>



9.3. Specific skills required for work with SymfoS method

1. Well-grounded methodology: personal experience in the role of practitioner, client and observer, as well as in guidance clients using symbol work methods.
2. The ability to moderate the guidance processes in symbol work sessions: this means introducing the individual phases of guidance, involving the group and peers, supporting the young people as they establish their own ideas and hypotheses, leaving the client with primary responsibility for the process, summarizing, helping to develop a tangible action plan, distributing responsibilities among peers, and wrapping up the process. Experience in group work is an advantage.

10. Ethical guidelines for practitioners

10.1. Background

Like any effective guidance methodology, the use of SymfoS tools must be underpinned by ethical considerations and guidelines in order to safeguard those involved in its use. The ethical guidelines outlined below derive from both the Code of Professional Ethics of the Psychological Society of Ireland (2010), and the Code of Ethics of the Institute of Guidance Practitioners (2012). As a European partnership, these guidelines should be used in conjunction with each country's own national ethical codes and practices of professional conduct.

The Code of Ethics of the PSI (2010) and the Code of Ethics of the Institute of Guidance Practitioners (2012) categorize ethical conduct into four distinct domains which can help to inform and guide the practice of SymfoS practitioners:

- Respect for the rights and dignity of the person
- Competence
- Responsibility
- Integrity

10.2. Respect for the rights and dignity of the person

General respect:

- Practitioners of the SymfoS methodology should have an awareness and respect for their clients' moral and cultural values, and not allow their service to be diminished
- due to factors such as gender, sexual orientation, disability, religion, race, ethnicity, age, national origin, party politics, social standing or class.
- SymfoS practitioners should always use respectful language in written/verbal communication and act to protect the dignity and wellbeing of clients at all times throughout the SymfoS process.

Privacy and confidentiality

- SymfoS practitioners should, to the best of their ability, ensure that sessions occur in a private environment and that only essential and relevant information needed for the purpose of the SymfoS methodology is collected.
- Practitioners should avoid unjustified intrusion of the clients' psychological boundaries. SymfoS practitioners should ensure that information regarding the client, is shared only with the client's



- informed consent and that client files and documents are stored confidentially for an appropriate amount of time (determined by law and national professional requirements) and then destroyed.
- All clients should be informed of the confidentiality of their participation in the SymfoS methodology, and the situations (determined by law) in which this confidentiality may be broken (e.g. in the case of danger to oneself).

Informed consent and freedom of consent

- SymfoS practitioners must take all reasonable steps to receive informed consent (via written consent forms), free from coercion or in situations where the client may feel obligated or under pressure to consent. In the case of a child/minor, practitioners must receive the informed consent of a parent/guardian.
- Clients should be provided with enough accurate and detailed information to depict the activity for which they are participating, prior to their agreement to participate.
- Clients should also be informed of their right to withdraw from participation, even after the beginning of the process.
- Consent must be provided prior to any video, audio or written recording of the client, and the client must give permission for any third party to be present for the given activity.
- Information regarding the client must only be published or shared with others with the client's informed consent.
- External ethical reviews should take place for any client of a vulnerable group or of diminished capacity to provide informed consent, prior to the participation of the client.

Self-determination

- SymfoS practitioners should aim to achieve as active participation as possible of the client in decisions which affect them.
- SymfoS practitioners should respect the right of clients to protect their own dignity, and to withdraw their participation at any time. Practitioners should also be aware of and responsive to non-verbal indicators of the desire of the client to withdraw their participation.

10.3. Competence

Ethical awareness

- SymfoS practitioners must accept their professional responsibility to be aware of ethical guidelines, in order to ensure their practice is safe and beneficial to all parties involved.
- SymfoS practitioners should avoid engaging in professional activities which may conflict with professional ethical best practice.

Limits of competence

- Practitioners must be mindful of how their own attitudes and beliefs may impact upon a client and act to prevent this having a negative effect on clients.
- Practitioners must be aware of their own limits, and not exceed the limitations of their education/training or experience when engaging professionally with a client.
- SymfoS practitioners should act to refer a client to a more appropriate service or professional if they deem this service would be of greater benefit to the client.



Limits of procedures

- SymfoS practitioners must be aware of both the strengths and limitations of the tools they use with clients and communicate these with clients and relevant third parties.
- Practitioners should base their interventions on clear objectives and cease intervention if the objective has been met or is impossible to meet.
- Practitioners should carry out pilot studies prior to the implementation of new processes, and withhold from engaging in any activity in which the harm caused to a client may outweigh the benefit.

Continuing Professional Development

- SymfoS practitioners have a responsibility to continuously maintain their professional competence through individual education, training and supervision.
- SymfoS practitioners should engage in self-care to avoid the development of conditions (e.g. burnout) which might reduce their own wellbeing or impact negatively on the client, and to seek support from colleagues or supervisors should they need it.
- Practitioners should remain up-to-date with recent research methods, techniques and progress, and ensure that the tools they use or train other practitioners in, meet the theoretical developments of the most recent research in the field.

Incapacity for practice

- SymfoS practitioners should recognize and refrain from engaging in professional interactions in which their ability to benefit the client is impaired (e.g. a significant physical or psychological condition which may harm a client).

10.4. Responsibility

General responsibility

- SymfoS practitioners have a responsibility to act in a professional and reputable manner, befitting the behavior of their professional field, and to promote the best practice of this field where possible.
- SymfoS practitioners also have a responsibility to report or make known policies, procedures or regulations which ignore or oppose their professional code of ethics.

Promotion of high standards

- SymfoS practitioners have a responsibility to maintain high standards in their professional practice and to act in a way that does not undermine the principles or reputation of their professional field.

Avoidance of harm

- SymfoS practitioners have a responsibility to prevent or avoid activities which may cause harm to a client.
- Practitioners should avoid engaging with clients who are likely to be harmed or negatively impacted by their participation.
- Practitioners should postpone or stop activities as soon as harm to the client is observed.
- Practitioners must ensure that tools are only used by professionals who are trained to use them.
- Practitioners must ensure that client information is stored in a confidential manner and cannot be used to inflict harm or loss of dignity/integrity.



Continuity of care

- If the practitioner deems the referral of a client to be necessary, contact and support should be maintained with the client until the contract has ended and the client has made contact with the recommended professional.

Resolving dilemmas

- All arising conflicts should be resolved in accordance with the SymfoS Ethical Guidelines and each partner's national ethical codes and professional guidelines.

10.5. Integrity

Honesty and accuracy

- SymfoS practitioners should honestly and accurately portray their own education, training and experience, and act to avoid distortion or exaggeration of their own competence, the capacity of the tools being used or other relevant factors.
- Practitioners should be careful to differentiate their own views and opinions from that of research findings when communicating with clients or other professionals.

Straightforwardness and Openness

- Practitioners should provide clients with a clear understanding of any results or observations of their session in language they clearly understand.

Actions of colleagues

- SymfoS practitioners have a responsibility to stop, make known or report the behavior of a colleague which is deemed to be harmful or unethical.
- Practitioners should offer appropriate support or supervision to colleagues who request it.

For more information regarding ethical best practice

see:<https://www.psychologicalsociety.ie/footer/PSICode-of-Professional-Ethics-3>

<http://www.igc.ie/about-us/our-constitution/code-of-ethics>





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