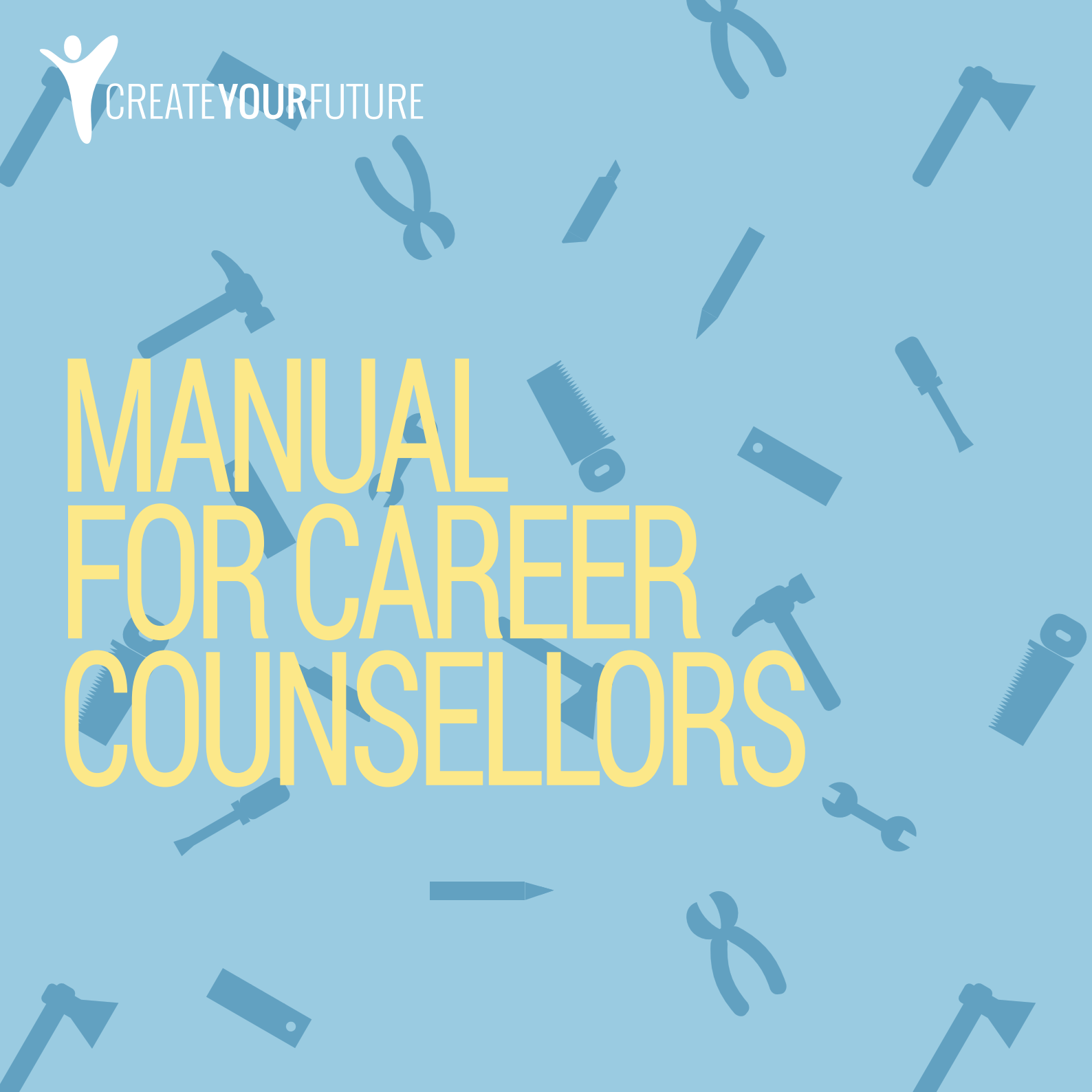




CREATE YOUR FUTURE

MANUAL FOR CAREER COUNSELLORS





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MANUAL FOR CAREER COUNSELLORS



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1. 'Create your Future' Programme

The 'Create your Future' Vocational Orientation Programme has been developed under the EU project of the same name within the Erasmus+ Programme.

'Create your Future' provides adolescents and young adults who have been childhood cancer survivors long-term individual support for professional reorientation, development of career prospects, application procedure information as well as counselling in relation to dealing with the disease in their work and in the job application process. 'Create your Future' goes beyond the pure vocational orientation - it takes into account psychosocial factors and addresses various disease-related needs and topics. A main issue in 'Create your Future' is the long-term individual support for cancer survivors; its focus is on the care and the possibility for developing individual but yet realistic prospects for professional development and growth.

2. Objective and Scope of the Manual

'Create your Future' Manual:

- Describes important project-related working procedures
- Includes crucial forms and templates
- Provides guidance for new counsellors
- Enables standardized performance of the 'Create your Future' project, and
- Makes a contribution to the quality management

The objective is to define clear and unified structures, applicable to all project employees, taking into account the various processes within the project-involved organisations.



3. The key competences of the 'Create Your Future' Counsellor

Knowledge:

The 'Create Your Future' Counsellors will all be equipped with specific psychological/educational knowledge, as well as with relevant experience in counselling. The Train the Trainer Course of 'Create Your Future' lets them gain practical knowledge – techniques, models and approaches, as well as specific medical knowledge relevant for the work with CCS.

However, in order for this knowledge to be effectively implemented, a good level of personal motivation and personal meta-competences will be necessary – the counselling process will include dealing with different challenges, the target group will be new to the counsellors and these factors could turn into hurdles if not handled properly.

Motivation:

The counsellor is aware of their key motivators to enter the process and to support the 'Create Your Future' project. The Counsellor has defined and listed (best – in writing) various motivators from different areas – not just related to the target group, but also to his/her personal benefits from this process. The counsellor has asked friends/colleagues for opinions and ideas – “What are my benefits in this counselling process? Why should I do it?”. This ensures the basic level of a “motivational engine”, linked strongly to the level of effort and persistence that the counsellor will bring to the process.

Competencies:

In order to implement this knowledge effectively, the Counsellor needs the following meta- competences.

Motivating the learner through:

- Awareness about the role of motivation
- Self-awareness about the his/her own level of motivation
- The use of personal values and drives for personal realization (Maslow Theory), as



well as use of feelings of equality/inequality (Equity Theory of Motivation) – and their implementation in the case of the CCS

Research competencies, for example:

- Do's and don'ts during the research
- Research tricks
- Ability to effectively retrieve information about national specific contacts and links (job portals, labour agencies, financing bodies)

Proactivity regarding:

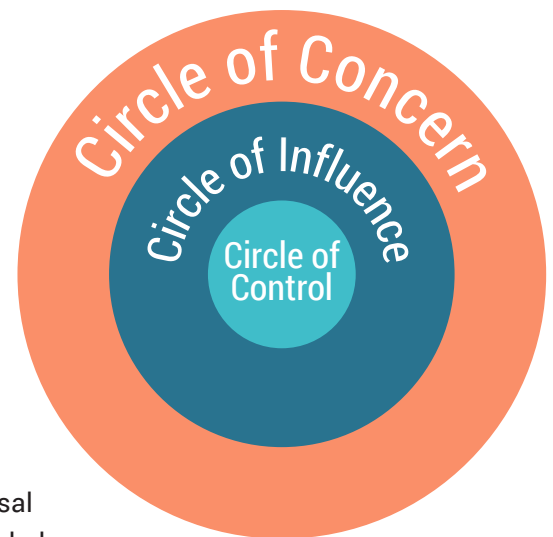
- Circle of influence (*see graph*)
- The role of the proactivity of the counsellor
- The proactivity of the survivor

Flexibility and effective change management, for example:

- Personal emotional stages when dealing with change (e.g. The Kübler-Ross Curve of Dealing With Change)
- Personal examples during all phases

It is important to mention, that all these are also applicable and beneficial for the survivors, so when a trainer has mastered them, they could serve as a role model for the survivor, encouraging the development of his/her self-reflection, self-awareness, critical thinking etc.

Finally, the 'Create Your Future' Train the Trainer Course offers foundations and food-for-thought to all groups of competences listed above, but the main task of the counsellor is to be self-reflective and to analyse his/her personal need for development in all of these areas. The 'Create Your Future' Team is at complete disposal to provide additional support and advice in terms of the Knowledge, Motivation and Competences of its Counsellors.



Circle of influence



4. Counsellor's Profile and Roles

The vocational orientation for children and adolescents requires competences and experience in the following areas:

- Pedagogy
- Counselling
- Psychology
- Social pedagogy
- Vocational orientation and labour market training

An inexperienced counsellor rarely incorporates all these competencies. However, it is mandatory for him or her to have at least a basic training in one of the fields listed above, and at least three to five years relevant professional experience; and also be experienced in labour market measures. Due to the complexity of the situation, working with the target group is not appropriate for people who are in the beginning of their professional development. In the 'Create your Future – Counsellor's Profile' you will find information about the courses held in different countries to provide relevant qualification for 'Create your Future'.

The 'Create your Future' counsellor plays several roles:



Trainer:

- Vocational orientation training
- Job application know-how
- Key competencies improvement
- The trainer is an expert sharing knowledge
- Goal: to develop the client's personal competences

Coach:

- Assists the client in personal goal setting
- Does not offer solutions, but rather promotes the process of independent decision-making
- Increases independence and personal responsibility
- Goal: help for self-help

Counsellor:

- Role of an expert/counsellor/problem-solver
- Determines the process and its content
- Solves personal and social problems (e.g. debts, accommodation...)
- Has a leading role
- Goal: to find solutions

Case Manager:

- Support for the use of potential schemes to support/promote employment
- Coordination between client and different stakeholders (see below)
- Synergy creation
- Information flow management between participating actors
- Systematic research of possibilities for further development
- Goal: the best possible coordination, optimization of potential employment support schemes
- Key factor: effective cooperation and networking

Create your Future Counsellor: ALL IN ONE JOB!



5. Counselling Services

The care and support of adolescents and young adults under the Create your Future Programme take place:

- In individual settings in the context of personal appointments or telephone counselling,
- As accompanying counselling and networking, or
- In group settings in the form of Peer Support.

Individual setting in the form of personal appointments or telephone counselling:

- Detailed anamnesis and clarification phase, Clarification
- Analysis of the situation and the potential opportunities
- Clarifying the development potential
- Development of personal strengths and resources
- Creating a daily schedule
- Acceptance and recognition of one's own limits (protection from excessive workload)
- Encouragement of independence and self-organization
- Working with the clients' families
- Clarifying the working capacity of the client
- Vocational orientation (desires, perspective, talents)
- Professional and personal goal setting
- Preparation of an individual development plan and time schedule
- Implementation of the development plan and time schedule and checking up the current phase
- Monitoring and assistance in the period of schooling or continuing education (networking with teachers)
- Processing of individual difficulties in the job-seeking process (establishing contacts with external information centres)
- Job application training (preparation of application documents and job interview training)
- Search for internship positions, training, work and skill development places
- Personal development training (self-esteem, motivation)



- Communication training: assistance in enhancing one's communication skills („I am speaking on my own behalf!“)
- Counselling when starting a new job (initial phase) or when work-related conflicts arise
- Encouraging financial independence through personal income training, costs, debts
- Counselling, monitoring and support in situations of crisis and assistance through organizational problems
- Counselling and information about the legal rights of people with disabilities

Accompanying counselling and networking with additional counselling and support institutions:

- Information or contact with labour market organisations (neurological and social rehabilitation, clarification of one's capacity for work)
- Networking and exchange with clinics (outpatient clinics)
- Accompanied visits to institutions, banks, job interviews
- Business contacts and seeking information about the client's work potential
- Information about or cooperation with institutions depending on client's individual requirements, such as:

schools, training institutions, training providers, health insurance funds, pension insurance institutions, debt counselling, housing assistance,...

Peer Support in the presence of the counsellor:

- Exchange of knowledge and experience between young clients (Peer group)
- Social networking between clients
- Specialised resources on the matter provided by the trainer

During the psychosocial work with the clinic's client, **key competences**, such as

- Self-perception, self-assessment
- Self-regulation and daily time-management
- Adaptive potential and adaptation competence



- Social competences, social interaction, social security, handling conflicts in a rational manner and affect regulation
- Work-related competences

cannot be tested and implemented in everyday life but they are important for a successful professional reintegration. 'Create your Future' enables the clients to promote and apply these key competences and skills in real life. The precondition for this is that clients realize they are part of their individual social network (family, significant others, social surroundings) and (hampering or promoting) take part in the process of reintegration. In this case, employment of the clients in real life is an advantage.

Opportunities for integration into the labour market:

Working with the client on the specific goal – labour market – is only possible after the topics stated above are clarified. There are various client-customized options:

- Getting employed (it is possible to start a career with further vocational training)
- Participation in educational and training courses and schools
- Employment in a sheltered environment
- Participation in daily care and occupational therapy

6. Cooperation between Labour Market Institutions and Professional Groups

The starting point is always the client and his/her way (back) into (working) life.

The organizational model of 'Create Your Future' is based on the collaboration of at least three different partner institutions for clients' benefit:



- **Health institutions**
Medical treatment and psychosocial support
- **Partner organizations and self-help groups**
Further care, informational, social and legal consultations
- **Educational institutions, consulting organizations**
Vocational orientation, integration in the labour market, information about additional courses (education, further training, etc.)

It is possible to involve other stakeholders:

- Potential employers
- Employment service and other labour market-related institutions
- Medical and/or occupational rehabilitation organizations
- Schools
- Other education and training providers
- Health insurance funds
- Pension savings funds
- State authorities making financial and legal decisions, as appropriate
- Other social institutions
- And of course: client's family members, relatives, friends

According to this interinstitutional cooperation, 'Create your Future' also requires interdisciplinary activities, i.e. structured interaction between different professional groups: counsellors, psychologists, healthcare professionals, administrative personnel, labour lawyers, pedagogues, labour market counsellors, etc.

The success of this project results from:

- The work of highly qualified counsellors
- Involvement of all groups concerned
- Efficient project management
- High level of flexibility and adaptability of counselling to client's individual state of health

The person who needs assistance is often referred from one place to another, he/she has to tell the same story and to submit the information given. Here is an example from everyday life:



Three weeks ago, Rudolf G. had a slipped disk and that necessitated an operation. The conversations with his doctor showed that his health problems were most likely to result from his excessive workload. As advised by the doctor, Rudolf G. visited a psychologist and had to tell him/her his entire story. The next setback for Rudolf G. was the news that he would not be able to exercise his profession for medical reasons. Result: Rudolf G. needs a new job and gets into a financial crisis. Therefore, he was referred to the employment service and they sent him to a professional retraining course and recommended him to go to debt counselling.



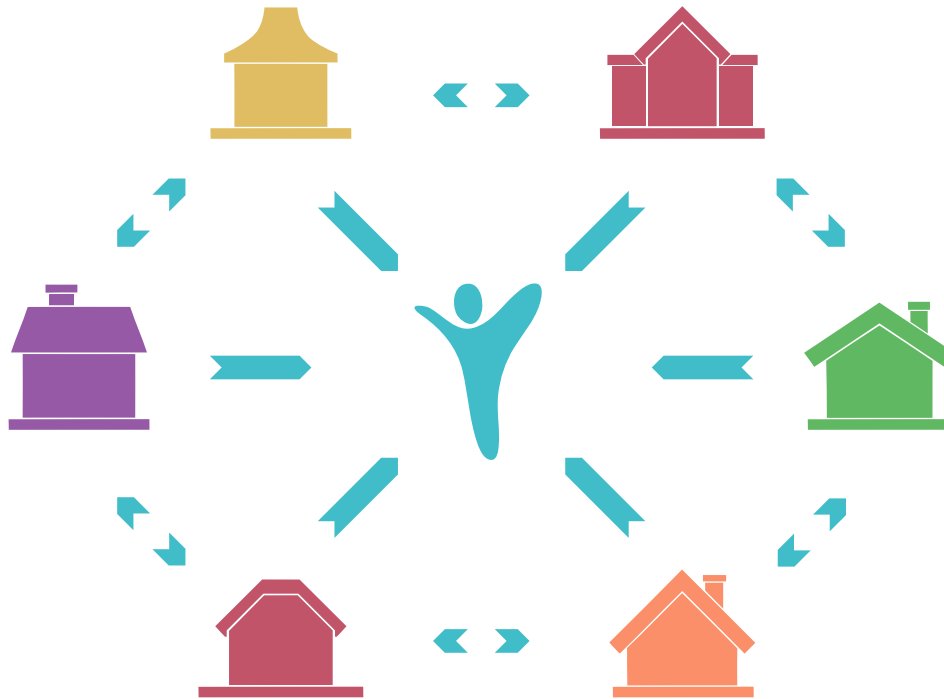
This example clearly shows that Rudolf G. has to tell his entire story at five different places, bearing in mind that each of these places gives him new information.



In contrast, the separate institutions within 'Create your Future' exchange information between themselves:

Alina S. was diagnosed a brain tumour. She was immediately hospitalized for treatment. The tumour had to be surgically removed followed by several longer chemotherapy courses. As early as during her hospital stay, Alina gets psychological counselling and even at that time doctors and psychologists from the cancer patient organization were in constant contact and exchanging of information about the patient and her state – course and progress of the disease. Based on conversations between partners and after the involvement of Alina S. herself, it was established that she needed a vocational reorientation course, as she was no longer able to carry on the profession she wanted to and was able to do. For that reason, a counsellor was duly called to contact the employment service and was immediately involved in the information exchange and flow.





The challenge in this cooperation is the need of intensive coordination of the respective activities.

Client benefits from cooperation:

- Powerful synergies as, this way, no information could get lost and apart from that, overlapping activities get avoided.
- Clients can completely rely on the direct interactions with the professionals with no pressure to remember all the facts in order to convey them to the next mediator.
- They are part of a network they can rely on in extreme situations
- Clients are able to pursue their goals in numerous different situations. Institutions on their part attend them and adapt to the situation.

The interdisciplinary and interorganizational cooperation features common long-term goals and coordinated cooperation towards:



- Provision additional psychosocial care of children and young people with cancer and their families
- Highest possible quality of life, independence and self-determination of children and adolescent with cancer (survivors)
- Family support in dealing with traumatic events and the possible consequences from the disease
- Easing the burden in families
- Understanding of the difficulties the affected families face through specialized organisations, nurseries, schools, etc. and by the broad public
- Information and counselling for the affected families
- Raising the public awareness regarding the taboo topic 'Cancer in children and adolescents' and that of the related effects
- Retraining in the period after recovery
- Mitigation of psychic extreme situations
- Contacting people with similar experience
- Peer learning – face to face and virtual

The development of efficient cooperation requires regular coordination meetings in a group. The cooperation between all participants is essential. Every person in the group has got important information about the client and this information namely must be the liaison. It is only possible to help a client if there is a regular information exchange between the healthcare facility (psychologists, paramedics and doctors), cancer patient organization and educational institution or counselling organisation. In order to get the best counselling possible, it is mandatory to exchange information about the course of the disease, family situation, financial situation and mental condition of the client.

7. Client Counselling

After the treating psychologist refers the client to the counsellor in the respective clinic, it is possible to proceed to the initial clarifying of needs, as the clients themselves determines the areas in which he/she need support.



The individual support units highlight the problems that prevent the clients from finding jobs. The psychological stress and the possible long-term effects especially play an important role here. As long as these obstacles in the process of job search and recruitment exist, it is not possible to carry out an efficient placement service, as it is often impossible for the client to concentrate on his/her job due to such problems.

The vocational (re)integration of 'Create your Future' focuses on Here & Now mindset, so that the client is able to proceed from where he/she stands at the moment. He/she determines the topic and pace themselves within the respective session in order to stimulate their personal responsibility and self-determination.

Since every client brings different topics, challenges and expectations, 'Create your Future' is based on the **individual and yet integrated support** aligned with the needs of the respective client.

Based on the assumption that the long illness, not least due to the restrictive effect of social environment, has resulted in serious personal disorganisation, starting from the first contact with the client, we most of all strive to take the pressure off them.

Counselling can be divided into three phases:

1. **Clarification phase** (duration: depends on the client)
2. **Implementation phase** (duration: depends on the client)
3. **Follow-up phase** (duration: 3 months)

Since the client's goals change continually, and it is possible for new goals to emerge, the return to the clarification phase within the implementation phase could lead them to accomplishment of their goal. The support provided by 'Create your Future' may also include breaks, if appropriate.

Clarification phase

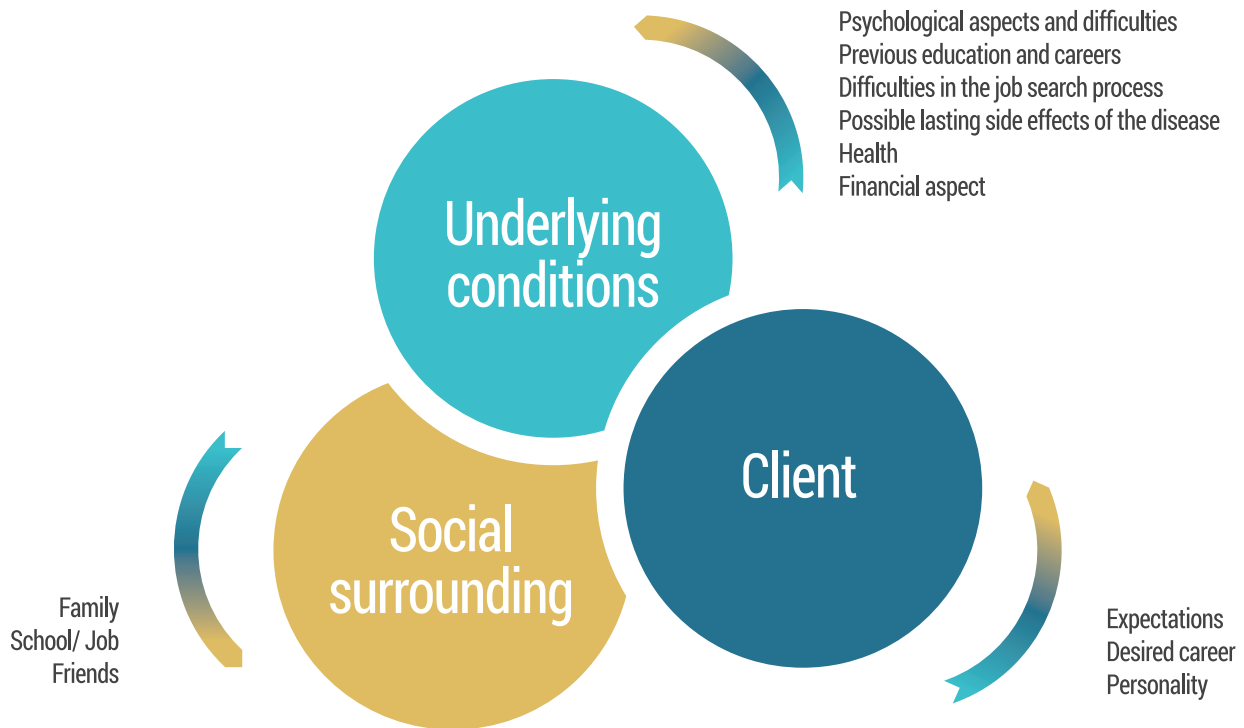
This is the most intensive phase, critical for the achievement of the goals in the long-term, which requires clear elaboration of individual steps.



- Client
- His/her social surrounding
- Underlying condition

are the essence of this phase.

Clients perceive themselves as individuals who are inextricably linked to the underlying conditions and social surrounding. In the counselling process, the underlying conditions are taken into account, such as current problems, previous education and career, in order to enable developing realistic and appropriate vocational aspirations considering the possible lasting effects of the oncological disease or anticancer therapy. It has been shown that after the end of their schooling, a large number of young people have no clear idea how to continue their lives on one hand, and they have no adequate vocational training on the other.



At the beginning of the process, it must be clarified along with the client what his/her expectations and aspirations are, they need to be prioritised, divided into subgoals in order to limit the complexity and to facilitate the goal achievement. A realistic plan for goal achievement is drawn up gradually. Milestones are set to evaluate the planned goals, individual steps, and their implementation by the client. Young people are shown the prospects of their future professional lives, they are provided with a basis for decision-making for the future work towards occupational integration.

The physical and mental health is clarified in cooperation with competent institutions. Medical information about the course of the disease and the resulting mental and physical limitations shall be obtained and clarified during a consultation with the client (competent psychologist or doctor).

The clarification phase reveals areas that require specific individual support and/or interventions. In this phase, it is good to complete an anamnesis form along with the client.

The clarification phase smoothly leads to formulation of a development plan with the client. This plan contains an overview of the situation in different labour market-related areas as well as a description of the individual path of reintegration or further education of the client.

Implementation phase

The development plan is implemented together with the client and the individual steps are changed, if necessary. The duration of the implementation phase is individual. The steps towards achieving the goals as well as the respective milestones form the core of the support plan.

Based on the milestones set, the achievement of agreed steps and subgoals are reviewed together with the client. The evaluation and recognition of successful implementation of planned actions as well as goal attainment is motivating and stimulates for new activities. Setbacks or failed implementation is analysed and new opportunities and alternatives are found along with the client. This creates the possibility for returning to the clarification phase and for goal adaptation.

An integral part of client counselling and support is the preparation for a specific job application situation. Clarifications relating to the possible behaviour in the job application process, as well as in the professional life with



Cancer,
Possible consequences, and
Possible disability

are part of this vocational orientation.

In order to promote the self-responsibility and independence of each client, at first they must develop steps and establish contacts themselves, and then implement them on their own initiative. If there are difficulties during this process, the trainer, in coordination with the client, will cooperate to provide support as they perform accompanying counselling activities together. We provide accompanying counselling in cases where, due to their situation, clients cannot handle the problem by themselves.

The trainer meets the client and assesses his/her experience, achievements, disappointments and fears, enables him/her to talk about them, to reflect and process them. Along with that, it is necessary to make a reality-oriented critical analysis relating to client's current situation.

People who have been excluded from the active social and professional life for a long time often demonstrate increased resignation. The danger is that they resign and learn to live with the resulting situation, and this lead to lack of desire for change. They no longer participate in organized activities that are given and necessary for the everyday professional and school life. Our experienced trainers help the client to achieve an active change by taking him/her out of the resigned satisfaction and take them towards constructive dissatisfaction, hence drawing them from the dependence of social support and resignation. These achievements and changes often take a lot of time. This emphasizes on the importance of the individual duration of counselling as well as of the customized and integrated offer.

Follow-up phase

If the goals set in the development plan are achieved, there is a three-month follow-up phase, during which the client may be counselled personally or by phone. The objective is to further the promotion of already developed independence and personal responsibility.

The basic phase of the support provided by 'Create your Future' ends on the date the client starts to



work or on which he/she achieves a goal set in the development plan (e.g. starting vocational training). From that moment on, the three-month follow-up phase begins. During that period, the client shall get assistance at their place of work or education, if problems occur. The initial period often requires intensive work with employers, trainers or teachers, since they often find it difficult to properly analyze the possible effects of the disease. Subjects of discussion are expectations, goal setting, weaknesses and other problems that could arise at the workplace. Both employers and the client have the possibility to contact the counsellor. This provides confidence to everyone involved and they can refer to competent counsellors in problematic situations. The end of counselling is not that sudden for the client, he/she has the possibility to adapt slowly to the new situation and hence to get free from the necessity of being supported.

Possible challenges:

- Initial difficulties due to fear and uncertainty: this stage requires more coaching and support
- Problems when it comes to understanding a professional task: possibly to search learning support
- Difficulties in performing tasks assigned (physical or cognitive workplace limitations). Is workplace assistance required?
- Mobbing at school or at work: the counsellor can operate as a mediator and bring all the parties to the table
- Wrong choice of profession or school, if this could be assessed after such a short period: possible reorientation
- The probation period ends without signing a permanent contract of employment: the counsellor should clarify problems, pay attention to the client and start the vocational orientation process all over again.

The strong emotional bond between counsellor and client is not to be underestimated. The client must cut that bond and accept that counselling ends. Often, this phase of „cutting the cord“ is difficult and takes time.

Follow-up can be performed on site (workplace, school, measures, and other institutions) or in the form of telephone counselling, e-mail, Facebook or Skype contacts, and end with a final discussion with the client.



8. Summary of the Counselling Process

Here are summarizing overview of the main goals and challenges of the three phases of the career counselling process, with some additional practical tips from the implementation phase in the project "Create your Future":

Clarification phase	
Goals of this phase	<ul style="list-style-type: none">• Formulating goals• Analysing strengths and areas with need of development• Setting up individual development plan• Collecting the big picture and information about the medical history
Possible hurdles and challenges	<ul style="list-style-type: none">• Winning the family's trust• Lack of motivation in the counselled survivor• Limiting beliefs• Internal resistance• Negative previous experience with similar tasks
Practical tips, resources, advice etc.	<ul style="list-style-type: none">• Useful material to be found in the manual is the Anamnesis Form – though not necessary to be implemented always in its full form• Close cooperation with medical specialists and hospital psychologists recommended



Implementation phase

<p>Goals of this phase</p>	<p>Overall goal: professional orientation and skills development towards job search and successful labour market entry.</p> <ul style="list-style-type: none"> • Research and collection of information for different occupations • Encouraging research and critical thinking towards the choice for desired occupation • Research for possible internship places or job offers, training opportunities • Development of job search skills • Preparation of job application documents • Preparation for interview • Consultation and information on legislative questions • Clarification and in case relevant – preparation for professional life with possible disability <p>Soft skills needed and encouraged in this phase: self-awareness, self-discovery, self-reflection, self-organisation and self-motivation, communication skills, independence, assertiveness</p>
<p>Possible hurdles and challenges</p>	<ul style="list-style-type: none"> • A challenge in this phase could be to preserve the independence of the survivor from the counsellor. The counsellor should remain in a supporting role, where the survivor plays the active part. • Another challenge is the “activation” of the survivor in case of possible passive behaviour • Another challenge can be the fact that in the process of counselling other important tasks can emerge which require the full attention and time of the survivor which can harm the effectiveness of the process.
<p>Practical tips, resources, advice etc.</p>	<ul style="list-style-type: none"> • Useful materials for this phase: Counsellors Group in the Online Community (Module 3: Labour market aspects, tips, research techniques, job search channels, self-reflection exercises) & Module 4 (goalsetting, preparation for interview, frequent HR questions, role plays etc.) • In the beginning of the counselling process sign unwritten contract with the survivor in which have to be defined the roles of counsellor and survivor, the frequency of the meetings (take in consideration the other survivor’s engagement such as school/university/internship/family and prioritise accordingly), suitable setting for their conductions, the length, etc.



Follow up phase

Goals of this phase	<ul style="list-style-type: none">• Continuous encouragement of the developed independence and self-organisation and responsibility• Support in the analysis and clarification of different work situations• “letting go”
Possible hurdles and challenges	<ul style="list-style-type: none">• Determining the length of the follow up phase is a challenge and is very individual
Practical tips, resources, advice etc.	<ul style="list-style-type: none">• Letting go could of course include some phone calls or meetings once in a while – for an advice or experience sharing.• Use your counsellors buddies, registered in the Online Community platform, for an advice in case “cutting the cord” seems to challenging.

9. Information and Training Materials

The web platform (<http://createyourfuture-eu.org>) provides to the ‘Create your Future’ counsellor a range of materials on the following topics:

- Cancer and its effects
- Labour market and further training
- Vocational orientation and job application

The materials are by no means exhaustive. They only serve as a source of information for the ‘Create your Future’ counsellors. It is strongly recommended to use personal, verified materials, and active exchange of tools between counsellors.

10. Quality Control and Evaluation

The formulation of clear individual goals with the client on the clarification phase is an important aspect of the ‘Create your Future’ concept. The degree of goal attainment is monitored based on the set milestones, while goals are adapted and the goal path planning is adjusted. Moreover, it is important to see to the quality of the counselling process itself.



The evaluation of the process the client is going through during counselling and providing feedback to the counsellor can be beneficial and motivating for the client. Therefore, a continuous and systematic evaluation can help the counsellor provide optimal counselling at any time. In addition, by process evaluation the client has the opportunity to reflect on his or her own development progress. The results are useful for the counsellor since they provide feedback on the achieved personal performance and make it clear if the topics desired by the client would be discussed and whether the client feels that he/she is actually helped.

Since the support provided by 'Create Your Future' is individually aligned with the needs of the respective client, as the self-responsibility and self-determination in the counselling process are in the foreground here, the process evaluation can also be customized and methodically adapted to the client. It is also important to know whether the supporting organization or other cooperating partners (e.g. health institutions) would like to get feedback and for example, whether there are evaluation questionnaires for quality assurance or documentation.

The following questions may serve as points of reference for the planning of a feasible process evaluation:

- What information do I have to obtain as a counsellor?
- What are the goals of counselling?
- How can I determine the quality of the counselling process? When is the process 'going well'?
- Which are the appropriate data collection methods (interview, questionnaires, observation)?
- Assessment timing (continuous/regular/at the end of the process)?
- Which groups will participate in the evaluation? Who would be able to provide feedback (client, other counsellors, parents, other participants)?
- What are the results used for (quality improvement, comparing achievements, presentation to superiors)?

It is therefore appropriate to have an overview of the various possible effects of the 'Create your Future' offer. Donald Kirkpatrick gives a helpful model that differentiates the possible effects on four structurally different levels (quoted after Egger-Subotitsch/Liebeswar/Schneeweiß (2016): Professional measuring of the educational counselling and career guidance effect, p. 11):



Level 1 – reaction:

on this level, the experience gained by the participant in the counselling process is highlighted (e.g. feedback questionnaires or satisfaction surveys).

Level 2 – learning experience:

the extent to which participants learnt something new in the counselling process is analysed in this context (e.g. by self-assessment or skill measuring tests before and after counselling).

Level 3 – attitude:

this level involves registration of emotional changes, such as increasing confidence or decreasing sense of fear (e.g. by specific attitude tests before and after counselling or by subjective assessment of the participants).

Level 4 – behaviour:

this level highlights whether the participant's behaviour has changed, how he/she expresses themselves – for example, in course participation, in the search for a new job, on commencement of employment, etc. It is therefore appropriate to measure the behaviour in hindsight towards the counselling performed. In addition, it is necessary to report the difference between actual and reported behaviour.

Example 1: Ongoing process evaluation by client and parents

The evaluation could be very easy: for example, after each counselling session the counsellor may ask whether the recent counselling was helpful for the client and whether he/she noticed any progress in the achievement of personal goals. A scale of 0 to 10 could be used (0 could mean „not at all“, and 10 - „absolutely yes“). The following additional questions could be helpful in order to gain better understanding: „What was most helpful today?“, „What did/didn't you enjoy today?“ or „What should we change next time?“.

In addition to the evaluation performed by the client, the counsellor could regularly request his/her parents to evaluate the counselling process (Have you noticed a change in the client? Did he/she speak about his/her new goals? Etc.)

Example 2: „Path description“ – mutual reflection

This quality assurance method is appropriate for providing detailed feedback and is helpful in the review



of the support process, in the identification of achievements and failures and in activating client's self-reflection (see Steiner/Kerler/Gutknecht-Gmeiner (2014): QualiTools, p. 83).

You need a big sheet of paper and crayons. The client is requested to draw on paper the process of counselling based on the „common journey“ metaphor. The time schedule of counselling is recorded and important events, positive and negative effects are highlighted „along the path“ by pictures, symbols or words. Additionally, several preliminary formulated evaluation questions are asked, which should be answered symbolically in the picture:

- Which goals have we achieved together? (Where do we want to get?)
- What has proven to be successful? (How and by what means did we get there?)
- What has facilitated our journey? (Where has any progress been made?)
- What difficulties did we encounter? (Detours, blocked roads, construction works, narrow streets, dead ends, curves, inclinations, etc.)
- What is still to be done? What lies ahead? (Where are we now? How will our journey continue?)
- How did the joint work go? (What kind of transport vehicles did we use? Who was the driver? What kind of drive was used for the transport vehicle?)
- What goals have we missed out or forgotten? (What was left away or hidden? What have we missed?)

Finally, the picture is jointly analysed and the process is reflected.

Example 3: Client Feedback Questionnaire (after the counselling process)

In relation to the questionnaire, it is important to determine what kind of data will be regularly collected and whether and how it will be used further (Shall we make aggregate comparisons/analysis? Shall we make statements on this basis about the effect of support? Is the health data or the measurement of the quality of life of interest?).

The 'Create your Future' client feedback questionnaire gives information about the counselling process and its results, as well as about the client's satisfaction and the possible effects of counselling on his/her professional situation.

Example 4: Parent Feedback Questionnaire (after the counselling process)

The integration of parents in the evaluation process can be helpful for the reflection of counselling from their point of view and for sharing their experience in further improvement of client support.



11. Hygiene in Health Facilities

Depending on the current health situation of the respective patient, part of the counselling process of 'Create your Future' can take place in a health institution. It is therefore necessary to comply with two hygienic measures:

- Everyday personal hygiene: cleanliness and neatness (clothes, tools)
- Measures to prevent infections: hats, masks, disposable shoe covers, gloves, gowns, etc.

It is critical to know and comply with the hygiene rules in health facilities; such rules may be obtained from the nursing staff. Hygiene rules are determined according to the type of the health institution, and sometimes according to the unit and/or the patient.

The preventive measures to protect patients from possible infections are indispensable, for example even in the event of harmless cold it is appropriate to refuse attendance on a planned meeting and rather – to participate online, if possible.

General hygiene rules:

There are general hygiene rules that are applicable to all health institutions and all groups of patients:

1. Suitable clothing: avoid noisy shoes, put on clothes that do not release substances or odours, do not use hair products that could affect the client's breathing.
2. Do not bring food in the hospital room and do not eat meals there.
3. Follow the instructions of the hospital personnel, observe the routine procedures and schedules and be careful with medical devices (infusion systems, banks, etc.)
4. Avoid the unnecessary noise – do not raise your voice.



5. Avoid contacts with patients, if you feel unwell or feel that you are becoming ill.
6. Do not give the patient any medical information or medical recommendations. If he/she has any questions, refer him/her to the hospital personnel.

There are also patients who are treated in strict isolation or at units with specific restrictions (cardiology resuscitation unit, dialysis unit, etc.).

Hygiene rules in sterile rooms

If admitted to a sterile room (single sterile room), he/she has to observe strict hygiene rules and visitors and counsellors have the obligation to respect them. In general, the following rules are to be observed:

1. Thorough personal hygiene.
2. You should preliminary deliver to the hospital personnel all the learning materials and equipment required for the work with the patient (pencils, books, laptop, accessories such as web cameras, tablets, auxiliary devices for keyboard input, joystick-mouse, etc.) to be sterilized. The use of e-learning platforms facilitates the exchange of document and activities thanks to the virtual possibilities. The patient can download learning materials on his/her PC and work with them without risk of infection. It is also possible to get into virtual contacts with the counsellor.
3. Use of infection prevention tools and facilitation of the contact between the counsellor and the patient: cleaning with antiseptics, including brushing of hands and arms before entering the room is as necessary as wearing the gloves, gowns, hats, masks, disposable shoe covers provided by the hospital.
4. Disposal of the used sanitary materials (gloves, protective gowns, hats, masks and disposable shoe covers...) shall be made in the containers provided for this purpose after leaving the isolated area.



12. Counselling Process Documentation

One of the most important obligations of each counsellor is to document their work with the clients. In the interests of traceability, quality assurance and financial reporting, mostly the type, content results and duration of contacts are systematically recorded. It is recommended to create an appropriate database. Furthermore, it is each counsellor's responsibility to keep records, which do not replace database records.

A possible structure of documents is shown in the annex.



13. Annex

Anamnesis form

Personal Details		
Male <input type="checkbox"/> Female <input type="checkbox"/>	Surname	First Name
Street		
P.O.B., place		
Date of birth		
P.O.B., place		Age
Citizenship		Marital status
Native Language		Other languages

Education and training		
	Completed	If discontinued: reasons
Primary school	<input type="checkbox"/>	
Secondary school	<input type="checkbox"/>	
Vocational school	<input type="checkbox"/>	
Vocational training	<input type="checkbox"/>	
Training course	<input type="checkbox"/>	
Studies	<input type="checkbox"/>	
.....	<input type="checkbox"/>	



Most recent job/professional background		
Company/school	Activity/education	Duration from-to

Desired profession:

Computer skills and continuing education (please tick the appropriate box)						
IT:	no skills <input type="checkbox"/>	keyboard operation <input type="checkbox"/>	Internet <input type="checkbox"/>	Word <input type="checkbox"/>	experienced <input type="checkbox"/>	
Continuing education/courses/professional training:						



Disease	
Course:	Prior treatments:

Diagnostic Findings	
	Contact persons:



Family diseases:

Specific family relationships

Housing Conditions

rented own flat city/communal flat

other

Problems related to housing conditions:

Other flatmates	Age	Relationship	Additional information



Financial situation

Financial situation

Financial Support

Financial Support

Dates

Dates

Expectations from 'Create Your Future'

Expectations from 'Create Your Future'



Motivation on a scale of 1 to 10?

1

2

3

4

5

6

7

8

9

10

Very poor

Very strong

Notes

Date:

Signature:



Client Feedback Questionnaire (after the end of the counselling process)

Counsellor's Name	
-------------------	--

What were the benefits of counselling for you?				
	Yes	<i>Rather Yes</i>	<i>Rather No</i>	No
Thanks to counselling, some things changed in my situation.				
Now, I know better what I would like to achieve.				
I know what the next steps are.				
I am motivated to pursue my professional/ educational goals.				
I know how to solve possible problems in the achievement of my goals.				
I think that I will have long-term benefits from the counselling process.				

Please state two of the most important objectives of counselling for you. How do you assess the achievement of your personal goals? (0%: no achievement of goals; 100%: full achievement of goals)	
1. _____	_____ %
2. _____	_____ %



Thinking of your professional future/further training, you are...

- very confident rather confident neither rather pessimistic very pessimistic?

Cooperation with my counsellor				
	Yes	<i>Rather Yes</i>	<i>Rather No</i>	No
... from the very beginning, he/she got a clear picture of my situation.				
... helped me a lot and showed understanding.				
...gave me an opportunity to reflect my strengths and weaknesses.				
... helped me set my goals.				
... offered me jobs, possibilities for further training, respectively.				
... regularly requested my feedback.				
... prepared well the end of the counselling process.				

What criticism/suggestions do you have regarding the cooperation with your counsellor?

What is your overall grade for counselling according to school grading scale?

- 1 2 3 4 5



What else would you like to share...

Thank you for your feedback!



Parent Feedback Questionnaire (after the end of the counselling process)

Client

Dear parents, in order to constantly improve our counselling services, we ask you to assess some of the aspects of counselling. Your answers will be handled anonymously and will not be submitted to third parties.

How do you assess the current life quality of your daughter/son?

- 1 (very bad)
 2
 3
 4
 5
 6
 7
 8
 9
 10 (very good)

According to you, does the job search affect the life quality of your daughter/son?

- yes
 no

If yes: How, in your opinion, did counselling affect his/her life quality?

- 1 (worsened considerably)
 2
 3
 4
 5
 6
 7
 8
 9
 10 (improved considerably)

Please assess the following aspects of counselling:

	Yes	Rather Yes	Rather No	No
The counsellor explained what cooperation is expected of me.				
Counselling helped my daughter/son to assess her/his strengths and limits better.				
I feel that my daughter/son is more clear about her/his situation.				
I feel that the search for job/education is less burdensome for my daughter/son.				
Counselling has improved my daughter/son's self-esteem.				
Thanks to the counselling, my daughter/son is already motivated to find a job or to pursue her/his goals.				



I think that the counselling process would be beneficial for my daughter/son in the long term.

--	--	--	--

I would recommend counselling to other persons concerned.

--	--	--	--

What criticism/suggestions for improvement do you have:

What is your overall grade for counselling according to school grading scale?

- 1 2 3 4 5

What else would you like to share...

Thank you for your cooperation!



Counselling Process Documentation

Clients' Personal Details		
Mr <input type="checkbox"/> Mrs <input type="checkbox"/>	Surname	First Name
Street		
Postcode, place		
Telephone		
E-mail		

Client's contact persons (parents, family members, partner, flatmates...)		
Mr <input type="checkbox"/> Mrs <input type="checkbox"/>	Surname	First Name
Street		
Telephone		
E-mail		

Other involved caregivers (doctor, psychologist, social worker, labour lawyer, teacher...)		
Mr <input type="checkbox"/> Mrs <input type="checkbox"/>	Surname	First Name
Institution		
Title		
Telephone		
E-mail		



Agreed objectives of the counselling process

Objective	Degree of achievement in %	Achieved
Preparation of application documents		
Finding an internship		
Development of a structured daily schedule		
Development of prospects		
...		



Record of activities undertaken

Type of meeting	Date	Counsellor	Duration
Personal counselling			
Online counselling			
Training			
Coordination meeting			
Telephone conversation with an employer			
...			





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Lifelong
Learning

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