

# Academy for Counselling and Coaching (ACC)

Counselling and Coaching Training - Worldwide - English Version

The Netherlands: [www.counselling.nl](http://www.counselling.nl) - [www.coachacademie.nl](http://www.coachacademie.nl)

Worldwide: [www.coachingcounselling.com](http://www.coachingcounselling.com)

## The Forms

Paul van Schaik - Els Barkema-Sala

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# The Forms

## **Introduction:**

The following forms serve as example. Of most forms you need more than one copy. You may photocopy these or use the digital version you can find on internet. Retyping or making your own design is a third option.

These forms will help you with your study progress towards counselling/coaching and to compile your portfolio.

*The feedback forms* constitute a very useful aid for your course progress. You have them filled out by others, so that you can see what the effect of your action can be, and adjust it where necessary. These you do not need to hand in.

## **Take care to have a supply of feedback forms with you in class and in your studygroup.**

The forms that have been returned to you may be kept in your studymap and used to hone your skills. You can review them regularly, so that you can perceive progress and keep an eye on what could be done to improve. You yourself are responsible for getting feedback, that is - you need to ask for it. If you do not ask, you will not receive it. In a reciprocal manner, you give feedback to those who ask for it, as honest and objectively as possible and according to the feedback rules. Make sure you receive feedback several times from each one in the practice group. (Practise for that with each student.) Feedback in its broadest sense is inherently tied to communication and is an essential part of the education.

To pass the practice part, you need *certificates* (proof) from a variety of people, so that you can demonstrate you fulfill the stipulated requirements. Ask them to fill out the prepared certificates fully and to date and sign them. Make sure all is clear and legible. Store them well in your portfolio. Copies of these you can send in with your essays as enclosures.

*Build up your Portfolio step by step. Start this on the very first training day. Study and practise diligently. Make a Personal Development Plan (PDP). Get coaching for this from someone in your studygroup and do the same for someone else.*

# Feedback Received - 1

Date and setting:
Name, number or description of the exercise / learning situation / assignment:
Learning goal(s) you want to achieve:

<b>Feedback of the Observer - Name:</b> <i>Indicate what went well, what could be better and how professional it was?</i>
1 - How well did Co stick to the suggested exercise?
2 - How well did Co make use of the time?
3 - Did Co strictly adhere to the Ethical Code? If not, which rule should Co have observed?
4 - How well did the intake (renewed acquaintance) go with CI? / Introduction by Co?
5 - How well did Co empathise with CI's situation?
6 - How much time and space did CI get?
7 - How well were techniques and skills used?
8 - How well did non-verbal communication go?
9 - How well was Co tuned in to CI?
10 - How well was the model applied?
11 - How well was the ending handled and further appointments made?
12 - How well do you think Co has understood CI?
13 - How well do you think CI has been helped?
14 - How professional did Co seem to you?

**Feedback of the Client - Name:**

*Indicate what went well, what could be better and what you would have preferred/liked better?*

15 - How well could you tell your whole story? How much time and space did you get?

16 - How well did you feel understood?

17 - How well have you been helped by this discussion?

18 - How will you proceed? What is the first step you will take to get ahead?

19 - How professional did Co appear to you?

20 - How Genuine, Empathic and Unconditionally Accepting did Co seem to you?

**Feedback from yourself as Objective Observer**

21 - What did you feel before, during and after the exercise? What did it do to you?

22 - How did you handle those feelings?

23 - How does the feedback received feel for you?

24 - List at least 3 main feedback points you could work on.

25 - List 3 things you did well.

26 - List 3 things you want to do better or differently.

27 - Which learning goals have you achieved with this exercise?

**Action Plan**

28 - Due to the feedback received, I will work on the following to help clients better:

I will learn that by:

# Feedback Received - 2

Date and setting:
Name, number or description of exercise / learning situation / assignment:
Learning goal(s) you want to achieve:

- 1 = Right all the time.
- 2 = Right a good deal of the time.
- 3 = More right than wrong.
- 4 = More wrong than right.
- 5 = Wrong most of the time.

Name Observer:

**Choose by yourself or in consultation, a number of things on which you want feedback:**

- 1 - ..... 1 - 2 - 3 - 4 - 5
- 2 - ..... 1 - 2 - 3 - 4 - 5
- 3 - ..... 1 - 2 - 3 - 4 - 5
- 4 - ..... 1 - 2 - 3 - 4 - 5
- 5 - ..... 1 - 2 - 3 - 4 - 5

What do you learn from this?

What are you going to do (SMART) to improve on these points?

# McFeedback

Date and setting:

Name, number or description of exercise / learning situation / assignment:

Learning goal(s) you want to achieve:



Positive Remarks

What to improve

Positive Closing Remark

What does receiving this feedback do to you?

What do you learn from this?

What are you going to do (SMART), so that you will do better next time?

# Rogierian Reflection

The basis of the person-centred approach is: Unconditional Positive Regard, Genuineness and Empathy. The following questions will assist your reflection on the discussion that was. You can answer them right after a practice session for yourself or together with others. See them as a deeper level of feedback. You might discuss them with your trainer, in practice group or studygroup, intervision group or with your supervisor. Ultimately you will receive most feedback from your clients, when you learn to read their signals and to process them in the right manner. Therefore, the emphasis during the lessons is on experiential learning and we will not tell you how it should be. When you open your mind, you can discover learning yourself. That way, you learn to trust your own feelings and intuition.

## **Contact**

1. What did you feel, in yourself and in the client, during the first contact?
2. How was the contact with your client?
3. Did you feel a connection with your client?
4. If not, what may have prevented that?

## **Trust**

5. How deep was the trust?
6. How could you tell?
7. How could it increase?

## **Unconditional Positive Regard**

8. What associations did you have with your client and his/her story?
9. What assumptions did you make?
10. How non-directive were you?
11. What issues did you have difficulty with?
12. Did you have the feeling your client expected something from you? If so, what? How did you react to that?

## **Genuineness (Congruence)**

13. What things did you not say/do, because you found it hard to do so?
14. How well could you be yourself?
15. What physical sensations did you notice in yourself?
16. What emotions did you feel?
17. What could you not accept in yourself?
18. What did you show of yourself?
19. How did the client react to that?

## **Empathy**

20. How well could you put yourself into your client's shoes?
21. How do you think your client felt?
22. Did you expand on/explore the client's question for help or the emotional content, or did you want to solve the problem?
23. How empathic were you during the discussion?
24. How well did you stay in touch with yourself during the discussion?

# Profile Counsellor / Coach

After a counselling or coaching discussion, you can indicate at which point on the scale you are. Are you quite directive or rather non-directive, or somewhere in between? Counsellor/coach, as well as client (and observer) fill it in independently. After that you can compare the outcome and find at which point your client experienced tension and in how far you deviate from his/her expectations. Note how you change during the course. Mark a cross at the exact point, as in this example:

Directive -----|-----x----- Non-directive

**Counsellor or Coach: Indicate where you find yourself.**

Directive	----- -----	Non-directive
Distant	----- -----	Empathic
Facade	----- -----	Genuine
Accepting	----- -----	Pushing for change
Taking it all seriously	----- -----	Putting things in perspective
Focused on ratio/content	----- -----	Focused on feeling/process
Straightforward	----- -----	Ambiguous/ironic
Solution focused	----- -----	Developmental
Analytical	----- -----	Intuitive
Focused on past	----- -----	Focused on future
Naïve	----- -----	Expertise

**Client: Indicate where you see counsellor/coach.**

Directive	----- -----	Non-directive
Distant	----- -----	Empathic
Facade	----- -----	Genuine
Accepting	----- -----	Pushing for change
Taking it all seriously	----- -----	Putting things in perspective
Focused on ratio/content	----- -----	Focused on feeling/process
Straightforward	----- -----	Ambiguous/ironic
Solution focused	----- -----	Developmental
Analytical	----- -----	Intuitive
Focused on past	----- -----	Focused on future
Naïve	----- -----	Expertise

**Observer: Indicate where you see counsellor/coach.**

Directieve	----- -----	Non-directive
Distant	----- -----	Empathic
Façade	----- -----	Genuine
Accepting	----- -----	Pushing for change
Taking it all seriously	----- -----	Putting things in perspective
Focused on ratio/content	----- -----	Focused on feeling/process
Straightforward	----- -----	Ambiguous/ironic
Solution focused	----- -----	Developmental
Analytical	----- -----	Intuitive
Focused on past	----- -----	Focused on future
Naïve	----- -----	Expertise

# Competence Matrix

We advise students to start counselling or coaching as soon as possible. *Practice makes perfect.* Start with this in the practice lessons and then outside. It goes without saying you should work safely. In the beginning, work with people with relatively simple problems and later you can help people with increasingly complex problems. The depth you can reach is a matter of how much Practice experience, Knowledge and Inner Growth you can accumulate.

The competence matrix shows you how profound you can work as counsellor. Use it to check your level and to increase it. According to this matrix you work at 7 processes within yourself. Each of those 7 processes has 4 different levels of depth.

## The 7 processes are:

1. Working safely.  
Forming a professional frame of reference.  
(e.g. the Ethical Code)
2. Working within the relationship.  
Being able to offer the right kind of therapeutical reactions and the ability to be broadly and deeply involved with your clients.  
(e.g. Empathy)
3. Working with difference and diversity.  
Being aware of the rich diversity in people and worldviews and being able to work with it.  
(e.g. Unconditional positive regard)
4. Working with the personal experiences of the client.  
Giving your client space and help explore his/her world.  
(e.g. Unconditional positive regard)
5. Working as a human being.  
Ongoing personal development or inner growth.  
(e.g. Being genuine)
6. Working as professional counsellor.  
Theoretical understanding, Professional Skills and Competence.  
(e.g. Knowledge)
7. Being able to work creatively **and** with an eye for coherence.  
Being able to offer structure and remaining open to the unknown and unexpected.  
(e.g. Models and Creativity)

## The 4 levels of depth are:

- |   |                                |
|---|--------------------------------|
| 0. The client has no problem, only a challenge.       | (AC - Coach)                   |
| 1. The client has an actual and specific problem.     | (AC - Counsellor and Coach)    |
| 2. The client has a recurring problem.                | (AC - Counsellor)              |
| 3. The client needs deep therapeutic work.            | (SC - Specialised Counsellor)  |
| 4. The client has chronic psychological difficulties. | (PC - Professional Counsellor) |

## The Matrix

<b>4 Levels of depth:</b>	1 Actual and Specific Problem	2 Recurring Problem	3 Deep Therapeutic Work	4 Chronic Psychological Difficulties
<b>7 Processes:</b>				
1 - Working safely				
2 - Working within the relationship				
3 - Working with difference and diversity				
4 - Working with the personal experiences of the client				
5 - Working as a human being				
6 - Working as professional counsellor				
7 - Working creatively <b>and</b> with an eye for coherence				

If you study seriously, practise diligently, then depending on your background, you may be able to counsel within half a year at level 1. You can start helping people with relatively simple problems.

After obtaining your diploma for Level 1 for the course Counselling & Coaching, you can help people with actual, specific and recurring problems. This work may include level of depth 2.

In Course Levels 2 and 3 you can specialise yourself in a particular direction or field. In some directions you can work up to or including level of depth 3 or 4. That depends on your specialisation and the chosen work field, as well as on your own development.

If you choose solely for coaching, you will not opt for emotional depth and you are unlikely to work with people with deep-seated emotional problems (nor be able to). Most coaches work according to this matrix at level of depth 0 or 1. At depth 0 the person has no particular problem, but may want to improve the current situation.

You can counsel safely even at an early stage, provided you work within your range of competence.

As you see, the matrix matches the learning goals. Every learning goal you can take a level deeper. You can also work through level 1, than 2, than 3 and possibly even 4. Check with the exercises you do at which level you are working. If you feel the lessons are too easy, then go a level deeper. Practise with people with deep-seated problems, look for them.

*You yourself can determine the profoundness of the lessons.*

# Evaluation of your Study

These questions you can use for self/evaluation of your study. In that way, you can see whether you have overlooked anything that escaped attention, or that you skipped, that needs extra attention, or is not quite clear yet. Go over this list after the second training day and discuss possible bottlenecks in your studygroup, with your trainer or study coach. After that, check this list every two months to keep an eye on progress.

## **Theory:**

1. What books have you acquired so far?
2. How far did you get studying?
3. How is the study going?
4. How is your studyplanning?
5. When do you aim to take the exam?

## **Inner Growth:**

1. What approach have you chosen?
2. How are you working on it?
3. How is this shaping up in your essay ?
4. What does the rough draft look like?

## **Practice:**

1. How are the exercises going in the lessons?
2. How is the studygroup going?
3. Have you started real counselling or coaching?
4. When did you start or when are you planning to start?
5. Have you started with your personal counselling or coaching?
6. How did it go? - or - When are you planning to start?
7. What other practice experience are you getting?
8. How is giving and receiving feedback going?
9. How do you experience the ethical code?
10. How are you incorporating learning goals achieved and practice experience in your essay?
11. What does the rough draft look like?

## **Relationships:**

1. How is your relationship with the trainer(s)?
2. How is your relationship with your fellow students?
3. How is your relationship with other students in your studygroup?

## **Learning experiences:**

1. What have you learned so far?
2. How do you apply what you have learned in your life or work?
3. What do you want to do with what you have learned after Level 1?
4. How do you want to continue your study after Level 1?

## **General items:**

1. What things pertaining to your study, do you want to get clarified?
2. What items do you want to pay attention to yourself?
3. What items do you want to bring to the trainer's attention?
4. What items can you think of for the practice group's attention?
5. What items can you think of for your studygroup's attention?

# Certificate Trainer

Have your trainer fill out this certificate COMPLETELY after the last lesson.

Group:

Name student:

ACC number student:

1. Number of hours of practice training, excluding lunchbreaks:..... hrs.
2. Has the student actively participated in the exercises? ..... Yes / No \*
3. Has the student sufficiently observed the ethical code? ..... Yes / No
4. Has the student sufficiently observed feedback rules? ..... Yes / No
5. Has the student sufficiently observed house rules? ..... Yes / No
6. Was the student generally sufficiently prepared for the lessons? .... Yes / No
7. Did the student generally arrive on time? ..... Yes / No
8. Was behaviour in the group positive? ..... Yes / No
9. Is the student sufficiently assertive? ..... Yes / No
10. Is the student sufficiently empathic? ..... Yes / No
11. Has the student developed sufficiently emotionally? ..... Yes / No
12. Has the student been sufficiently open to inner growth? ..... Yes / No
13. Has the student been sufficiently open to new concepts? ..... Yes / No
14. Does the student take sufficient initiative? ..... Yes / No
15. Does the student have a professional attitude (warm & efficient)? . Yes / No
16. Can the student work safely with clients? ..... Yes / No
17. Would you entrust a client to this student? ..... Yes / No
18. Is the general impression positive? ..... Yes / No

\* Circle the right answer.

When it is a "No": How can the student develop this or compensate in order to pass?

General impression of the student and issues the student could possibly work on:

Name Trainer:

Gcoach.nl address trainer: [www.Gcoach.nl/](http://www.Gcoach.nl/)

Date:

Place Trainings:

Signature:

# Certificate Supervisor

Have your supervisor fill out this certificate COMPLETELY after the last session.

Name student:

ACC number student:

1. Dates of the individual supervision sessions:
2. Total hours of individual supervision:
3. Has the student helped clients in a professional manner?

Summary of the supervision sessions:

Learning goals for the student:

Name supervisor:

Gcoach.nl address supervisor: [www.Gcoach.nl/](http://www.Gcoach.nl/)

Highest educational degree/diploma:

Total hours practice experience over the past 4 years (Should be at least 3000):

Relevant professional organisation(s):

Date:

Place:

Signature:

# Certificate Intervisiongroup

Have your interviongroup fill out this certificate COMPLETELY after the last meeting.

Name student:

ACC number student:

1. Dates of the intervion meetings that involved the student:
2. Total hours intervion the student participated in:
3. Has the student helped clients in a professional manner?

Summary of the topics of the intervion meetings that involved the student:

--

Learning goals for the student:

--

Name intervion leader:

Signature:

Gcoach.nl address intervion leader: [www.Gcoach.nl/](http://www.Gcoach.nl/)

Highest relevant educational degree/diploma:

Relevant professional organisation(s):

Names intervion participants:

Signature:

- 1
- 2
- 3
- 4
- 5

Date:

Place:

# Certificate Studygroup

Have your studygroup fill out this certificate COMPLETELY after the last meeting.

Name student:

ACC number student:

Total of hours the student actively participated in the studygroup:

What has the student contributed to the group?

How have you experienced the student?

Learning goals for the student:

Names fellow students:

Signature:

- 1
- 2
- 3
- 4
- 5

Date:

Place:



# Certificate Workshopgiver

Ask your workshopgiver to fill out this certificate after the workshop COMPLETELY.

Name student:

ACC number student:

Date of the workshop:

1. Total hours of provision of knowledge and theory, e.g. lecture/presentation: ... . . . . . hrs
2. Total hours of active participation of the student, e.g. roleplay, interaction: ..... . . . . . hrs
3. Total hours of (group)evaluation of what was learned: ..... . . . . . hrs
4. Total hours spent in other activity/occupation, and how?: .....        hrs
5. Total: ..... . . . . . hrs

Summary of the content of the workshop:

Learning goals of the workshop:

Name workshopgiver:

Gcoach.nl address workshopgiver: [www.Gcoach.nl/](http://www.Gcoach.nl/)

Highest relevant degree/diploma/certificate:

Total hours of practice experience over the past 2 years (Should be at least 1000):

Relevant professional organisation(s):

Date:

Place:

Signature:



# Certificate Client

Ask your client to fill out this certificate COMPLETELY.

Name counsellor or coach:

1. Period of counselling or coaching sessions:
2. Nature of therapeutic intervention or coaching tasks:
3. Total number of hours of actual counselling or coaching:
4. Has the counsellor or coach helped you in a professional and fully satisfying manner?

Evaluation of the counsellor or coach. - What was particularly useful?

Evaluation of the counsellor or coach. - What could do with improvement?

Name client:

Address/ Telephone number / e-mail address:

Date:

Place:

Signature:

# Checklist - Level 1

In order to get the Diploma for Level 1, a number of preconditions must be met, as described in the Syllabus. The Checklist is an aid in this. Take care you can tick off all items on the list, before you send in the required documents. You should send in the ticked off Checklist, together with your Essays and the Evaluation of the ACC.

The essays should offer good content and reflection, be well presented, and be about what you yourself have experienced, done and written. It should not be a theoretical report or a story about something you did in the past, but rather an account of your own learning process in the here-and-now.

If you have answered the following questions truthfully with an affirmative “yes”, there is a good chance your essays will be accepted. If you have answered one or more questions with “no”, take a bit longer and work on those areas, so that the answer becomes a firm “yes”, or compensate them in some way and explain how you have done that, before you send all of it in.

**Circle the correct answer.**

## **Essay Professional Development.**

1. Have you participated in least 70% of the training days? ..... Yes / No
  - a. If you participated between 70 - 90%, have you compensated the missed lessons sufficiently by extra time with your studygroup **and** by attending relevant complementary workshops to total the required hours? ..... Yes / No
  - b. Have you enclosed the necessary certificates? ..... Yes / No
2. Have you enclosed the Certificate Trainer? ..... Yes / No
3. Does that certificate give you a passing Yes on all accounts? ..... Yes / No
  - a. If compensation was recommended, have you completed that? ..... Yes / No
4. Have you practised at least 30 hours with fellow students in your studygroup? ..... Yes / No
5. Have you enclosed the Certificate Studygroup? ..... Yes / No
6. Have you worked with actual clients for at least 15 hrs as counsellor or coach? ..... Yes / No
7. Have you enclosed one or more Certificate Client and/or Certificate Employer? ..... Yes / No
8. Have you had at least 3 hours of supervision? ..... Yes / No
9. Have you enclosed the Certificate Supervisor? ..... Yes / No
10. Have you at least 3 hours of sessions with an experienced counsellor/coach? ..... Yes / No
11. Have you enclosed the Certificate Counsellor/Coach? ..... Yes / No
12. Have you enclosed any Certificate Workshopgiver, if attended? ..... Yes / No
13. If you have given workshops, have you enclosed the evaluations of participants? ..... Yes / No
14. Have you enclosed a copy of your evaluated Case Study? ..... Yes / No
15. Have you achieved a total of at least 121 practice hours? ..... Yes / No
16. How many practice hours do you have evidence for in total? ..... hrs.
17. Have you, from Training Day 2, adhered to the Ethical Code and the Feedback rules? Yes / No
  - a. If not, have you learned from your mistakes and will you adhere henceforth? Yes / No
18. In your case study and essays, have you observed confidentiality, so no names/identif.details? ..... Yes / No  
*(On the Certificate Client there are name/address details - for control. This does not constitute a breach of confidentiality, because the client fills this out and does not need to provide further personal details. Most clients do not mind doing that. If a client refuses, then use the certificate of another client who cooperates.)*

19. Have you achieved all learning goals and demonstrated that through practice examples? ..... Yes / No
20. Have you shown learning goals and practice examples clearly in your essays? ..... Yes / No
21. Have you provided an example in your essay of how you keep a client file, without names or identifying details? ..... Yes / No
22. Are your name, address and ACC number clearly marked on the frontpage of your essay? ..... Yes / No
23. Have you enclosed the Learning Goals Roster in the front of your essay? ..... Yes / No
24. Does your essay have an index? ..... Yes / No
25. Are all pages, chapters, subsections and enclosures numbered? ..... Yes / No
26. Does your essay have a logical structure? ..... Yes / No

**Professional Development Essay (continued).**

27. Is there enough space within the text, through proper use of paragraphs and margins? Yes / No
28. Are all enclosures numbered and in sequence in the back of your essay? ..... Yes / No
29. Is the endresult handsome, easy to follow and read? ..... Yes / No
30. Have you included literature-, media-, internetlink references? ..... Yes / No
31. Are all pages bound together? ..... Yes / No
32. Are you satisfied with this essay? ..... Yes / No

**Essay Inner Growth/Personal Development.**

33. Does your essay reflect your Inner Growth of the past study year? ..... Yes/ No
34. Have you made a distinction between Inner Growth and Professional Development? Yes / No
35. Have you given attention to your Thinking, Feeling, Body and Intuition? ..... Yes / No
36. Have you actively worked on a theme that has meaning to you? ..... Yes / No
37. Have you experienced significant development/growth? ..... Yes / No
  - a. If not, have you detailed in the essay why that is? ..... Yes / No
38. Are you satisfied with the growth you have experienced? ..... Yes / No
39. Does your essay run at least 20 pages? ..... Yes / No
40. Are your name, address and ACC number marked on the frontpage of your essay? .. Yes / No
41. Does your essay have an index? ..... Yes / No
42. Are all pages, chapters, subsections and possible enclosures numbered? ..... Yes / No
43. Does your essay have a logical layout? ..... Yes / No
44. Is there enough space within the text, through proper use of paragraphs and margins? Yes / No
45. Is the endresult handsome, easy to follow and read? ..... Yes / No
46. Have you included literature-, media-, internetlink references? ..... Yes / No
47. Are all pages bound together? ..... Yes / No
48. Are you satisfied with this essay? ..... Yes / No

**Mailing.**

49. Are you sending in both Essays together with all Certificates, Enclosures + this Checklist? ..... Yes / No
50. Have you made backups or copies before mailing? ..... Yes / No
51. Are the Essays with Enclosures and Checklist in an appropriate envelope? ..... Yes / No
52. Is the correct address marked on the envelope? ..... Yes / No
53. Is there sufficient postage on the envelope? ..... Yes / No

**Checklist. (This Checklist we keep.)**

54. Have you answered all questions with “Yes” and enclosed this Checklist separately? . Yes/ No

**55. I declare to have answered this Checklist honestly and truthfully. (Write legibly!)**

ACC number:

First- and familyname:

Address:

Postal code:

Town:

Telephone number:

E-mail address:

The full name you wish on the diploma:

Date of birth:

Place of birth:

Country of birth:

Date:

Place:

Signature: