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|  | **Skill Evaluation Form**  **CES 6/77521: Counseling Skills and Techniques** |  |

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Term/Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Skill Evaluation Form (SEF) has four primary purposes:

1) To evaluate if students have met the expectations (set by the CES program faculty) for specific courses

2) To developmentally evaluate and track students across time throughout their program. In other words, expectations in a course taken early in the program will be developmentally different compared to the expectations in a course taken later in the program (i.e., different expectations in Counseling Skills and Techniques, practicum, and internship).

3) To provide valuable feedback to the CES program to help continually evaluate and modify courses and program practices.

4) To assist in the evaluation of Key Performance Indicators / learning outcomes.

**“Expectations” on this SEF reflect what is expected at the end of this course. All scores on this SEF are considered in the student’s final grade.**

**Area 1 Instructions:** Write or type your score in the “score” column using the following scale: 0 = Does Not Meet Expectations; 1 = Does Not Consistently Meet Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations. If any items are scored as “0” or “1”, the instructor should discuss specific concerns with the student and ways the student can improve.

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| **AREA 1: Essential / Fundamental Counseling Expectations** | | | |
| **#** | **Construct / Concept / Skill** | **Expectation** | **Score 0-3** |
| 1 | Empathy | Conveys empathy that allows “clients” to deepen self-exploration. |  |
| 2 | Unconditional Positive Regard | Actions convey suspension of judgment and positive regard for “client”. |  |
| 3 | Congruence | Counselor presents congruent actions, emotions, and thoughts. |  |
| 4 | Attending Skills | Attending skills are accurate and thorough. |  |
| 5 | Questioning | Appropriate balance between open and closed-ended questions used as needed. |  |
| 6 | Observation Skills | Appropriately observes “client’s” non-verbals in session and addresses non-verbals in session |  |
| 7 | Focusing / Confrontation | Focuses “client” to stay on topic and confront “client” appropriately to stay on track. |  |
| 8 | Immediacy | Conveys techniques in the moment and keep “client” in the here and now. |  |
| 9 | Encouraging | Uses a wide range of verbal and non-verbal encouragers. |  |
| 10 | Paraphrasing | Thoroughly paraphrases to enhance the counseling process. |  |
| 11 | Summarizing | Summarizes accurately and thoroughly. |  |
| 12 | Reflection of Feeling | Accurately and thoroughly reflects feelings that is additive to the counseling process. |  |
| 13 | Reflection of Meaning | Accurately and thoroughly reflects meaning that is additive to the counseling process. |  |
| 14 | Initiate Counseling | Initiates the counseling relationship (i.e., ethics, informed consent, etc.) thoroughly. |  |
| 15 | Use of Multicultural Competencies | Uses multicultural competencies so that it is additive to the counseling process. |  |
| 16 | Integration of multiple microskills | Integrate multiple microskills fluidly. |  |
| 17 | Ability to Structure Session | Structures the entire session intentionally and does not go over or under allotted time. |  |
| 18 | Respect for Client Autonomy | As appropriate, avoids advice or solutions, and questions which suggest a plan of action. |  |
| 19 | Appropriate talk time | Talk-time and length of responses are appropriate (e.g., concise). |  |
| 20 | Ability to Self-Evaluate | Accurately identifies counseling skills used and reflect on their efficacy. |  |

**Area 2 Instructions:** Write or type your score in the “score” column using the following scale: 0 = Does Not Meet Expectations; 1 = Corrected after One or Two Corrections; 2 = Always. If any items are scored as “0” or “1”, the instructor should discuss specific concerns with the student and ways the student can improve. Performance throughout the term is considered in the final evaluation.

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| **AREA 2: Expectations of Self-Care and Professional Behavior** | | |
| **#** | **Expectation** | **Score 0-2** |
| 1 | Justifies approach and techniques used |  |
| 2 | Is respectful and professional to peers, instructor, and Counseling Center staff |  |
| 3 | Is open to feedback from peers, instructor, and Counseling Center staff |  |
| 4 | Provides feedback appropriately to peers |  |
| 6 | Is on time when meeting with peers and with instructors |  |
| 7 | Arrives prepared to the sessions and meetings |  |
| 8 | Dresses appropriately for counseling |  |

**Area 3 Instructions:** Please check the following that applies to the student. If not all ethical standards that were observed were upheld and / or followed, the instructor should discuss specific concerns with the student and consultation with the program coordinator is warranted. Performance throughout the term is considered in the final evaluation.

\_\_\_\_\_ All ethical standards that were observed were upheld and followed. A score of “2” is earned.

\_\_\_\_\_ Not all ethical standards that were observed were upheld and followed. A score of “0” is earned. Please include a written statement of the concerns below.

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**Area 4 Instructions:** Key Performance Indicators (KPIs) are considered to be critical student outcomes that are collected by the program throughout a student’s graduate education. Please write or type your score in the “score” column using the following scale: 0 = Does Not Meet Expectations; 1 = Meets Expectations; 2 = Exceeds Expectations. If any items are scored as “0” or “1”, the instructor should discuss specific concerns with the student and ways the student can improve.

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| **AREA 7: Key Performance Indicators** | | |
| **#** | **KPI** | **Score 0-2** |
| KPI 6 | Student was able to understand and apply counseling skills and techniques. |  |

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_