Skill Evaluation Form:  
Individual Counseling Procedures

Student Name:  
Person Completed Evaluation:  
Instructions:  
- Clearly write your score in the far right column titled "Score". Place and "X" in the “Score” column if the standard was not observed.  
- When this form is completed, turn it into the CHDS secretary for data entry.  
- Individual Counseling Procedures is the first formal place in the master’s program to evaluate students counseling skill. There will be other places such as practicum and internship that formally assess counseling skill as well. During Individual Counseling Procedures, items scored as 3 and 4 are considered acceptable. It is not expected that students receive a score of “5” on any of the items in this evaluation because they are considered to be beyond what is expected at this point in their development. If any items are scored as 1 or 2, the instructor should discuss specific concerns with the student and ways the student can improve.  
- All scores contribute to the overall grade in this course.

<table>
<thead>
<tr>
<th>Standard</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.D. Self-care strategies appropriate to the counselor role</td>
<td>The student cannot verbalize a need for self-care</td>
<td>The student cannot verbalize strategies for self-care</td>
<td>The student can verbalize self-care strategies but does not or cannot implement the strategies</td>
<td>The student integrates self-care strategies but not continually</td>
<td>The student continually integrates and adapts new self-care strategies</td>
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<tr>
<td>5.B. Counselor characteristics and behaviors that influence helping processes</td>
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<tr>
<td>5.b.1. Empathy</td>
<td>The verbal and behavioral expression by the student does not attend to and detract significantly from the client</td>
<td>When the student responds they do so in such a way that it subtracts noticeable affect from the communications of the client</td>
<td>The expressions of the student are essentially interchangeable with those of the client in that they express the same affect and meaning</td>
<td>The responses of the student add noticeably to the client in such a way to express feeling levels deeper then those expressed by the client</td>
<td>The student’s responses add significantly to the feeling and meaning of the client expression and when the client is in ongoing deep self-exploration, the student remains immediate to that experience</td>
<td></td>
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<tr>
<td>5.b.2. Unconditional Positive Regard</td>
<td>Does not show ANY ability to suspend judgmental thinking, value clients as individuals, and think positively about them</td>
<td>Shows one of three of the following qualities; suspend judgmental thinking, value clients as individuals, and think positively about them</td>
<td>Shows two of three of the following qualities; suspend judgmental thinking, value clients as individuals, and think positively about them</td>
<td>Shows three of the following qualities (but not consistently across clients); suspend judgmental thinking, value clients as individuals, and think positively about them</td>
<td>Student is ABLE to show consistently across clients the ability to suspend judgmental thinking, value clients as individuals, and think positively about them</td>
<td></td>
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<tr>
<td>5.b.3. Congruence</td>
<td>Is incongruent among, self, thoughts, and actions</td>
<td>Is aware of incongruence among self, thoughts, and actions</td>
<td>Begins to take action in client sessions to be more congruent in their experience of the client</td>
<td>Takes regular action in client sessions to be more congruent in their experience of the client</td>
<td>Demonstrates consistent congruence among self, thoughts, and actions</td>
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<tr>
<td>5.C. Essential interviewing and counseling skills</td>
<td></td>
<td></td>
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<tr>
<td>5.c.1. Establishing Relationships</td>
<td>Shows no pattern for establishing a counseling relationship</td>
<td>Starts counseling relationship with introduction but w/o structured ethical introduction (professional disclosure, fees, cancellation, orientation, confidentiality, informed consent, questions)</td>
<td>Starts counseling relationship with introduction but misses many components of a structured ethical introduction (professional disclosure, fees, cancellation, orientation, confidentiality, informed consent, questions)</td>
<td>Starts counseling relationship with introduction but misses a few components of a structured ethical introduction (professional disclosure, fees, cancellation, orientation, confidentiality, informed consent, questions)</td>
<td>Demonstrates a complete process of establishing a counseling relationship with a complete ethical introduction (professional disclosure, fees, cancellation, orientation, confidentiality, informed consent, questions)</td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>5.c.2. Attending</td>
<td>Does not practice attending behavior</td>
<td>Shows some inaccurate and inconsistent attending behaviors; visual contact, verbal tracking, vocal qualities, body language</td>
<td>Attending behavior is accurate but inconsistent; visual contact, verbal tracking, vocal qualities, body language</td>
<td>Attending behavior is mostly consistent and accurate; visual contact, verbal tracking, vocal qualities, body language</td>
<td>Attending behavior is accurate and complete</td>
<td></td>
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<tr>
<td>5.c.3. Questions</td>
<td>Asks few questions or the questions do not appear to follow any logical pattern; does not verbally track client</td>
<td>Uses unintentional pattern of questions and does not follow logical pattern of client verbal tracking</td>
<td>Selects open and closed ended questions appropriately; does not follow client verbal tracking</td>
<td>Selects open and closed ended questions appropriately and mostly tracks client</td>
<td>Include questions appropriately; using closed and open ended questions and closely follows verbal tracking</td>
<td></td>
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<tr>
<td>5.c.4. Observation Skills</td>
<td>Makes no use of observation skills</td>
<td>Demonstrates some observational skills but does not show immediacy in response to the client</td>
<td>Uses observation skills but rarely uses immediacy in presenting them to the client</td>
<td>Uses appropriate observation skills with occasional immediacy</td>
<td>Uses appropriate observation skills and is able to show immediacy with them when working with a client</td>
<td></td>
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<tr>
<td>5.c.5. Encouraging</td>
<td>Makes no use of encouraging skills</td>
<td>Rarely uses encouraging comments to client</td>
<td>Uses primarily non-verbal or minimal encouragers with client</td>
<td>Intentionally uses a range of appropriate/timely encouraging skills with a client</td>
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<tr>
<td>5.c.6. Paraphrasing</td>
<td>Paraphrases w/o intentionally using any of the four dimensions; sentence stem, keywords, essence, and check-out</td>
<td>Paraphrases and misses key points in client verbal tracking and components of the four dimensions</td>
<td>Paraphrases getting key verbal tracking but missing check-out and use of key words</td>
<td>Paraphrases w/ check-out but lacks full breath of the client story</td>
<td>Paraphrases using sentence stem, keywords, essence, and check-out</td>
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<tr>
<td>5.c.7. Summarizing</td>
<td>Summarizes w/o intentionally using any of the four dimensions; sentence stem, keywords, essence, and check-out</td>
<td>Summarizes and misses key points in client verbal tracking and components of the four dimensions</td>
<td>Summarizes getting key verbal tracking but missing check-out and use of key words</td>
<td>Summarizes w/ check-out but lacks full breath of the client story</td>
<td>Summarizes using sentence stem, keywords, essence, and check-out</td>
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<tr>
<td>5.c.8. Ending a Session</td>
<td>Makes no use of skills to end a session</td>
<td>Summarizes end of session; there is little process other than to explain parts of what happened in the session; student assigns homework w/o client involvement</td>
<td>Summarizes end of session; includes check-out with client. student may or may not assign homework but w/o client involvement</td>
<td>Summarizes w/ checkout, may miss one of the following components; client strengths and continuity plan for next session. May or may not assign homework and does so with client involvement</td>
<td>Does complete summary, check-out, strengths, and continuity plan with client as part of summary</td>
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<tr>
<td>5.c.9. Reflection of Feelings</td>
<td>Does not reflect feelings</td>
<td>Attempts to reflect feelings but does so inaccurately</td>
<td>Reflects feelings inconsistently with varying levels of appropriateness</td>
<td>Consistently reflects feelings appropriately</td>
<td>Consistently reflects feelings appropriately and integrates it into case conceptualization</td>
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<tr>
<td>CHDS 1. Ability to structure a session intentionally</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
<td>Always</td>
<td></td>
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<tr>
<td>CHDS 2. Integrates multiple micro-skills fluidly</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
<td>Always</td>
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</tbody>
</table>

The evaluator MUST check one of the following:
- Based on the above standards, I recommend this student for advancement to practicum
- Based on the above standards, I recommend this student for advancement to practicum with reservations
- Based on the above standards, I do not recommend that this student advance to practicum

Student Signature: ___________________________ Date: ____________
Evaluator’s Signature: ___________________________ Date: ____________

NOTE: As an addition to this evaluation, supervisors may include a written summary, list of recommendations, etc. and attach it to this form.
Skill Evaluation Form:  
Individual Counseling Procedures  
Professional Behavior

Student Name:  
Bannar ID: 

Person Completing Evaluation:  
Title: 

Instructions:
• Please place a check in the appropriate box.
• When this form is completed, turn it into the CHDS secretary for data entry.
• Professional behavior is expected of all CHDS students during class, while working in the Counseling and Human Development Center, and while working with other students on class assignments. If a students professional behavior is deemed as questionable, programmatic remediation may need to occur. If any item is marked as 1-3, please inform the CHDS Master’s Programs Coordinator (Dr. McGlothlin) and remediation will be determined. However, there are multiple levels of severity of professional behavior and remediation could occur even if there was only once correction.
• All scores contribute to the overall grade in this course.

<table>
<thead>
<tr>
<th>Professional Behavior</th>
<th>Never Occurs After Multiple Corrections</th>
<th>Occurs After Multiple Corrections</th>
<th>Occurs After Few Corrections</th>
<th>Occurs After One Correction</th>
<th>Always occurs</th>
<th>Not Applicable</th>
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<tbody>
<tr>
<td>Dresses Appropriately</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>X</td>
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<td>Is on time for appointments</td>
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<tr>
<td>Is on time to site</td>
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<td>Interacts with colleagues in a professional manner</td>
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<td>Interacts with office staff in a professional manner</td>
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<td>Comes to site on agreed dates and times</td>
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<td>Calls to report inability to come to site in a timely and professional manner</td>
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<td>Comes prepared for supervision</td>
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<td>Assists colleagues when appropriate and needed</td>
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<td>Follows site guidelines / policies</td>
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<td>Accepts feedback</td>
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<td>Comes prepared for client sessions</td>
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<td>Takes initiative on projects when appropriate</td>
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<td>Has proper personal hygiene</td>
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The evaluator MUST check one of the following:
• Based on professional behavior, I recommend this student for advancement to practicum  
• Based on professional behavior, I recommend this student for advancement to practicum with reservations  
• Based on professional behavior, I do not recommend that this student advance to practicum

Student Signature:  
Date:  

Evaluator’s Signature:  
Date:  

Content in this evaluation taken from Ivey & Ivey (2008); Carkhuff, (1972); and Stoltenberg, McNeill, & Delworth (1998).

NOTE: Please attach any written narrative that may help contextualize this evaluation.