Skill Evaluation Form:
Counseling Skills and Techniques

Kent State University — College of Education, Health and Human Services

Student Name: _____   Person Completing Evaluation: _____

Instructions:
- Clearly write your score in the far right column titled "Score". Place an "X" in the "Score" column if the standard was not observed.
- When this form is completed, turn it into the CES administrator for data entry.
- Counseling Skills and Techniques is the first formal place in the master's program to evaluate students counseling skills. There will be other places such as practicum and internship that formally assess counseling skills as well. During Counseling Skills and Techniques, 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.

Standard	1	2	3	4	5	Score
1. d. Self-care strategies appropriate to the counselor role	The student cannot verbalize a need for self-care	he student cannot verbalize strategies for self-care	The student can verbalize self-care strategies but does not or cannot implement the strategies	The student integrates self-care strategies but not continually	The student continually integrates and adapts new self-care strategies	
5.B. Counselor characteristics and behaviors that influence helping processes						
5. b. 1 Empathy	The verbal and behavioral expression by the student does not attend to and detract significantly from the client	When the student responds, they do so in such a way that it subtracts noticeable affect from the communications of the client	The expressions of the student are essentially interchangeable with those of the client in that they express the same affect and meaning	The responses of the student add noticeably to the client in such a way to express feeling levels deeper than those expressed by the client	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	
5. b. 2 Unconditional Positive Regard	Does not show ANY ability to suspend judgmental thinking, value clients as individuals, and think positively	Shows one of three of the following qualities; suspend judgmental thinking, value clients as individuals, and think positively about them	Shows two of three of the following qualities; suspend judgmental thinking, value clients as individuals, and think positively about them	Shows three of the following qualities (but not consistently across clients); suspend judgmental thinking, value clients as individuals, and think positively about them	Student is ABLE to show consistently across clients the ability to suspend judgmental thinking, value clients as individuals, and think positively about them	
5. b. 3 Congruence	Is incongruent among, self, thoughts, and actions	Is aware of incongruence among self, thoughts, and actions	Begins to take action in client sessions to be more congruent in their experience of the client	Takes regular action in client sessions to be more congruent in their experience of the client	Demonstrates consistent congruence among self, thoughts, and actions	
5.C. Essential interviewing and counseling skills						
5. c. 1 Establishing Relationships	Shows no pattern for establishing a counseling relationship	Starts counseling relationship with introduction but w/o structured ethical introduction (professional disclosure, fees, cancellation, orientation, confidentiality, informed consent, questions)	Starts counseling relationship with introduction but misses many components of a structured ethical introduction (professional disclosure, fees, cancellation, orientation, confidentiality, informed consent, questions)	Starts counseling relationship with introduction but misses a few components of a structured ethical introduction (professional disclosure, fees, cancellation, orientation, confidentiality, informed consent, questions)	Demonstrates a complete process of establishing a counseling relationship with a complete ethical introduction (professional disclosure, fees, cancellation, orientation, confidentiality, informed consent, questions)	
5. c. 2 Attending	Does not practice attending behavior	Shows some inaccurate and inconsistent attending behaviors; visual contact, verbal tracking, vocal qualities, body language	Attending behavior is accurate but inconsistent; visual contact, verbal tracking, vocal qualities, body language	Attending behavior is mostly consistent and accurate; visual contact, verbal tracking, vocal qualities, body language	Attending behavior is accurate and complete	
5. c. 3 Questions	Asks few questions or the questions do not appear to follow any logical pattern; does not verbally	Uses unintentional pattern of questions and does not follow logical pattern of client verbal tracking	Selects open and closed ended questions appropriately; does not follow client verbal tracking	Selects open and closed ended questions appropriately and mostly tracks client	Include questions appropriately; using closed and open ended questions and closely follows verbal tracking	

Standard	1	2	3	4	5	Score
5. c. 4 Observation Skills	Makes no use of observation skills	Demonstrates some observational skills but does not show immediacy in response to the client	Uses observation skills but rarely uses immediacy in presenting them to the client	Uses appropriate observation skills with occasional immediacy	Uses appropriate observation skills and is able to show immediacy with them when working with a client	
5. c. 5 Encouraging	Makes no use of encouraging skills	Rarely uses encouraging comments to client	Uses primarily non-verbal or minimal encouragers with client	Uses a range of encouragers (head nods, uh-huh, keywords, and short statements with client)	Intentionally uses a range of appropriate/timely encouraging skills with a client	
5. c. 6 Paraphrasing	Paraphrases w/o intentionally using any of the four dimensions; sentence stem, keywords, essence, and check-out	Paraphrases and misses key points in client verbal tracking and components of the four dimensions	Paraphrases getting key verbal tracking but missing check-out and use of key words	Paraphrases w/ check-out but lacks full breath of the client story	Paraphrases using sentence stem, keywords, essence, and check-out	
5. c. 7 Summarizing	Summarizes w/o intentionally using any of the four dimensions; sentence stem, keywords, essence, and check-out	Summarizes and misses key points in client verbal tracking and components of the four dimensions	Summarizes getting key verbal tracking but missing check-out and use of key words	Summarizes w/ check-out but lacks full breath of the client story	Summarizes using sentence stem, keywords, essence, and check-out	
5. c. 8 Ending a Session	Makes no use of skills to end a session	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	Summarizes end of session; includes check-out with client. student may or may not assign homework but w/o client involvement	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	Does complete summary, check-out, strengths, and continuity plan with client as part of summary	
5. c. 9 Reflection of Feelings	Does not reflect feelings	Attempts to reflect feelings but does so inaccurately	Reflects feelings inconsistently with varying levels of appropriateness	Consistently reflects feelings appropriately	Consistently reflects feelings appropriately and integrates it into case conceptualization	
CES 1 Ability to structure a session intentionally	Never	Rarely	Sometimes	Often	Always	
CES 2 Integrates multiple micro-skills fluidly	Never	Rarely	Sometimes	Often	Always	

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 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.

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Student Name: _____   Person Completing Evaluation: _____

Instructions:

- Please place a check in the appropriate box.
- When this form is completed, turn it into the CES administrator for data entry.
- Professional behavior is expected of all CES students during class, while working in the Counseling and Human Development Center, and while working with other students on class assignments. If a student's professional behavior is deemed as questionable, programmatic remediation may need to occur. If any item is marked as 1-3, please inform the CES Master's Programs Coordinator 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.

Section A: Professional Behavior	Never Occurs After Multiple Corrections	Occurs After Multiple Corrections	Occurs After Few Corrections	Occurs After One Correction	Always occurs	Not Applicable
	1	2	3	4	5	X
Dresses Appropriately						
Is on time for appointments						
Is on time to site						
Interacts with colleagues in a professional manner						
Interacts with office staff in a professional manner						
Has professional demeanor on telephone with clients/parents						
Completes record keeping in a timely manner						
Treats clients with respect in waiting areas						
Comes to site on agreed dates and times						
Calls to report inability to come to site in a timely and professional manner						
Comes prepared for supervision						
Assists colleagues when appropriate and needed						
Follows site guidelines / policies						
Accepts feedback						
Comes prepared for client sessions						
Takes initiative on projects when appropriate						
Has proper personal hygiene						

Section B: Professional Behavior	Serious Concern	Always
Discusses client cases only in appropriate settings		
Maintains client confidentiality through proper record handling		
Is respectful of all clients regardless of any differences		
Complies with supervisor directions		
Seeks supervision when needed		

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 Signature:_____   Date:_____

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

Content in this evaluation taken from Ivey & Ivey (2008); Carkhuff, (1972); and Stoltenberg, McNeill, & Delworth (1998).
Revised May 2017