

BASIC SKILLS SELF-ASSESSMENT

#	Score	Primary Counseling Skill(s)	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates Competencies (8)	Meets Expectations / Demonstrates Competencies (6)	Near Expectations / Developing towards Competencies (4)	Below Expectations / Insufficient / Unacceptable (2)
1		<b>Overall Empathy (see Carkhuff Scale)</b>	<b>Reflective active listening and paraphrasing-metaphor, analogies, self-disclosure</b>	Accurately express feeling levels at or below that of the client's ability to express. To be fully present and with the person in understanding in the deepest moments	Responses add noticeably to the expressions of the client, to allow the client to more fully understand and express themselves	Feelings are interchangeable with those of the client in that the counselor is able to express the same thing the client is expressing	Counselor subtracts noticeable affect from the communications of the client
1.A		<b>Nonverbal Skills</b>	<b>Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, etc.</b>	Student demonstrates effective nonverbal communication skills, conveying connectiveness & empathy.	Student demonstrates effective nonverbal communication skills for the majority of counseling sessions.	Student demonstrates inconsistency in his/her nonverbal communication skills.	Student demonstrates limited nonverbal communication skills.
1. B		<b>Encouragers</b>	<b>Includes Minimal Encouragers &amp; Door Openers such as "Tell me more about..."</b>	Student demonstrates appropriate use of encouragers, which supports the development of a therapeutic relationship.	Student demonstrates appropriate use of encouragers for the majority of counseling sessions.	Student demonstrates inconsistency in his/her use of appropriate encouragers.	Student demonstrates limited ability to use appropriate encouragers.
1. C		<b>Questions</b>	<b>Use of Appropriate Open &amp; Closed Questioning (e.g., avoidance of double questions)</b>	Student demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question.	Student demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions..	Student demonstrates inconsistency in his/her use of open-ended questions & may use closed-ended questions for prolonged periods.	Student uses open-ended questions sparingly & with limited effectiveness.
1. D		<b>Reflecting<sub>a</sub></b>	<b>Basic Reflection of Content – Paraphrasing, Summarizing, etc.</b>	Student demonstrates appropriate use of paraphrasing & summarizing as the primary therapeutic approach.	Student demonstrates appropriate use of paraphrasing & summarizing, appropriately & consistently.	Student demonstrates paraphrasing, & summarizing inconsistently & inaccurately.	Student demonstrates limited proficiency in paraphrasing & summarizing
1. E		<b>Reflecting<sub>b</sub></b>	<b>Reflection of Feelings</b>	Student demonstrates appropriate use of reflection of feelings as the primary therapeutic approach.	Student demonstrates appropriate use of reflection of feelings appropriately & consistently.	Student demonstrates reflection of feelings inconsistently & inaccurately.	Student demonstrates limited proficiency in reflecting feelings
1. F		<b>Advanced Reflection ("Depth")</b>	<b>Advanced Reflection of Feelings, Reflection of Values, Meanings, Core Beliefs (takes counseling to a deeper level)</b>	Student demonstrates consistent use of advanced therapeutic skills & promotes discussions of greater depth in counseling sessions.	Student demonstrates ability to appropriately use advanced counseling skills, supporting increased exploration in counseling session.	Student demonstrates inconsistent & inaccurate ability to use advanced counseling skills: sessions appear sluggish.	Student demonstrates limited ability to use advanced counseling skills: sessions appear primarily superficial.
1. G		<b>Confrontation</b>	<b>Counselor challenges client to recognize &amp; evaluate inconsistencies.</b>	Student demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words or actions in a supportive & caring fashion. Good balance of challenge & support.	Student demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words or actions in a supportive & caring fashion (can confront, but appears hesitant).	Student demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words or actions in a supportive & caring fashion. Confrontation is minimal.	Student demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words or actions in a supportive & caring fashion. Confrontation is lacking.

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1. H		<b>Goal Setting</b>	<b>Counselor collaborates with client to establish specific, measurable, attainable, realistic, timely, &amp; appropriate, therapeutic goals.</b>	Student demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with client.	Student demonstrates ability to establish collaborative & appropriate therapeutic goals with client.	Student demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with client.	Student demonstrates limited ability to establish collaborative & appropriate therapeutic goals with client.
1. I		<b>Focus of Counseling</b>	<b>Counselor focuses (or refocuses) client on his/her therapeutic goals – i.e. purposeful counseling</b>	Student demonstrates consistent ability to primarily focus (or refocus) counseling on client’s appropriate therapeutic goal attainment.	Student demonstrates ability to primarily focus (or refocus) counseling on client’s appropriate therapeutic goal attainment.	Student demonstrates inconsistent ability to primarily focus (or refocus) counseling on client’s appropriate therapeutic goal attainment.	Student demonstrates limited ability to primarily focus (or refocus) counseling on client’s appropriate therapeutic goal attainment.
1. J		<b>Facilitate Therapeutic Environment <sub>a</sub></b>	<b>Counselor expresses appropriate empathy &amp; care. Counselor is “present” and open to client.</b>	Student demonstrates consistent ability to be empathic & uses appropriate responses.	Student demonstrates ability to be empathic & uses appropriate responses.	Student demonstrates inconsistent ability to be empathic & use appropriate responses.	Student demonstrates limited ability to be empathic & uses appropriate responses.
1. K		<b>Facilitate Therapeutic Environment <sub>b</sub></b>	<b>Counselor expresses appropriate respect &amp; unconditional positive regard</b>	Student demonstrates consistent ability to be respectful, accepting, & caring with clients.	Student demonstrates ability to be respectful, accepting, & caring with clients.	Student demonstrates inconsistent ability to be respectful, accepting, & caring.	Student demonstrates limited ability to be respectful, accepting, & caring.
<b>TOTAL:</b>	<b>0</b>	<b><i>(score out of a possible 96 points)</i></b>					