

**AUGUSTA STATE UNIVERSITY**  
**College of Education**  
**Department of Educational Leadership Counseling and Special Education**  
**Counselor Education Program**

Student Name \_\_\_\_\_  
Client Number \_\_\_\_\_

Date \_\_\_\_\_  
Tape # \_\_\_\_\_

Faculty Name \_\_\_\_\_

Reviewed by       Audio       Video       Transcript  
Reviewed for       Practicum       Internship I       Internship II

**PART ONE: COUNSELING SKILLS SCALE (CSS) – Student Counselor Version**

**Directions:** As you review the tape, please identify specific examples of skills and write these along with any comments in the corresponding areas.

<b>SHOWS INTEREST AND APPRECIATION</b>
<p><b>1. Body Language and Appearance</b> – Maintains open, relaxed, confident posture with appropriate eye contact. Leans forward when talking, leans back when client talks on target. Uses head nods and body gestures to encourage client talk. Maintains professional dress.</p>
<p><b>2. Minimal Encouragers</b> -- Repeats key words and phrases. Uses prompts (<i>uh huh, okay, right, yes</i>) to let client know s/he is heard. Uses silence helpfully.</p>
<p><b>3. Vocal Tone</b> – Uses vocal tone that matches the sense of the session and session goals. Vocal tone communicates caring and connection with the client.</p>
<p><b>4. Evoking and Punctuating Client Strengths</b> -- Includes questions and reflections related to assets and competencies; positively reframes client experiences.</p>

## ENCOURAGES EXPLORATION

**5. Questioning** -- Asks open-ended questions that encourage the client to continue talking and to provide information. Uses when needed and when theoretically consistent. Uses closed questions judiciously. Does not overuse questions.

**6. Requesting Concrete and Specific Examples** -- Asks for concrete and specific instances when clients provide vague generalities. (*"Give me an example of how you might feel or behave when facing \_\_\_\_\_."*)

**7. Paraphrasing (reflection of content)** -- Engages in brief, accurate, and clear rephrasing of what the client has expressed.

**8. Summarizing** -- Makes statements at key moments in the session that capture the overall sense of what the client has been expressing.

## DEEPENS THE SESSION

**9. Reflecting Feeling** -- States succinctly the feeling and the content of the problem faced by the client (*"You feel \_\_\_\_\_ when \_\_\_\_\_."*)

**10. Using Immediacy** -- Recognizes here-and-now feelings, expressed verbally or nonverbally, of the client or the counselor. Can be related to the counselor-client relationship. (*"As we talk about \_\_\_\_\_ problem, I sense you are feeling \_\_\_\_\_ about me. In turn, I'm feeling \_\_\_\_\_ about how you are viewing the problem right now."*)

**11. Observing Themes and Patterns** -- Identifies more overarching patterns of acting, thinking, or behaving in problem situations (*"In \_\_\_\_\_ situations, you regularly do \_\_\_\_\_ [or think \_\_\_\_\_ or feel \_\_\_\_\_."*)

**12. Challenging/Pointing out Discrepancies** -- Expresses observations of discrepancies. (*"You expect yourself to do \_\_\_\_\_ when facing the problem of \_\_\_\_\_, but you do \_\_\_\_\_ instead. When this happens you feel \_\_\_\_\_ about yourself."*)

**13. Reflecting Meaning and Values** – Reflects the unexpressed meaning or belief/value system that is behind the words the client is saying. (*"You feel strongly about making choices based on \_\_\_\_\_ belief."*)

#### **ENCOURAGES CHANGE**

**14. Determining Goals and Desired Outcomes** – Collaboratively determines outcomes toward which the counseling process will aim. Helps client set goals.

**15. Using Strategies for Creating Change** – Uses theoretically-consistent and intentional intervention strategies to help client move forward toward treatment goals [such as setting up reinforcement systems, using guided imagery, asking the miracle question, directives, self-disclosure, interpretation, advice, opinion, information instruction].

**16. Considering Alternatives and their Consequences** – Helps the client review possible solutions and the value of each over the long term. (*"One option would be \_\_\_\_\_, and that would mean \_\_\_\_\_. Another option would be...."*)

**17. Planning Action and Anticipating Possible Obstacles** --Reaches agreement about actions to take between sessions, who is responsible for them, and when they will be done. Helps client to list what obstacles might interfere and decide how to handle them. (“So, you will do \_\_\_\_\_ by \_\_\_\_\_ date. What could prevent you from accomplishing your plan?”)

#### **DEVELOPS THERAPEUTIC RELATIONSHIP**

**18.** Consistently engages in caring manner with client, particularly by demonstrating such core conditions as genuineness and authenticity, warmth and acceptance, respect and positive regard, and empathy.

#### **ENCOURAGES CHANGE**

**19.** Opens session smoothly and warmly greets client. Begins work on counseling issues in a timely way. Structures session, directing client naturally through opening, exploration, deeper understanding, creating change, and closing; focuses client on essence of issues at a level deep enough to promote positive movement. Smoothly and warmly ends the session, in a timely way, planning for future sessions or for termination.

#### **Additional Comments:**

## **PART TWO: PROCESS QUESTIONS (Student Counselor)**

1. What were the goals for this session?
2. Did anything happen during the session to cause the goals to be reconsidered? How did you resolve this?
3. What were the major themes of the session? Was there any important content?
4. How did you feel during the session? About the client? About yourself?
5. Did you struggle with any goals? Or, were all of the session goals accomplished?
6. What plans/goals were set for the next session?
7. What did you learn about the counseling process by observing this session?
8. What question(s) do you have for the class?