

Item on therapy scale	Description	0 <b>Needs Improvement</b> Absence or highly inappropriate 😞	1 <b>Novice</b> Inappropriate performance 😬	2 <b>Advanced Beginner</b> Evidence of competence lots of problems no consistency 😬	3 <b>Competent</b> Some Problems or inconsistency 😬	4 <b>Good</b> Minor problems 😬	5 <b>Proficient</b> Very Good minimal problems 😬	6 <b>Expert</b> Excellent even face in the face of patient difficulties 😬	Score
<b>Session 2</b> <b>Agenda Setting</b>	<b>Setting targets</b>	No targets adhered to, rambling session	Inappropriate agenda	Poor adherence to agenda	Session relevant overall; not enough time on relevant topics	Good agenda, minor problems, moderate adherence	Appropriate agenda, adhered to, minimal problems	Targets set, very relevant session overall despite difficulties	4
<b>Conceptual integration (Knows the client)</b>	<b>Identify Problem History Triggers</b>	No reference to triggers, maintenance, or thinking errors	Inappropriate reference to triggers and thinking errors	Some reference to triggers, no reference to intervention	Minimal reference to triggers, some reference to intervention	Reference to triggers and thinking errors, minor problems evident	Great awareness to triggers and thinking errors, minimal problems	Excellent awareness of triggers, maintenance strategies, and thinking errors	5
<b>Interpersonal Effectiveness Part 1</b>	<b>Patient at ease Empathetic Listening Warmth Genuineness Use of Silence</b>	Patient disengages becomes distrustful or hostile	Difficulty showing empathy, genuineness warmth	Style impedes empathetic understanding	Understand explicit meanings trust developing inconsistencies in sustaining	Understand implicit demonstrates in manner inconsistent	Interpersonal effectiveness feels understood confident self disclosure	Highly effective even in face of difficulties creative insightful inspirational	5
<b>Pacing and Time</b>	<b>Redirect</b>	Client allowed to ramble on, no relevant topics breached	Session too slow or too fast	Good pacing, but time not used effectively	Minimal redirecting, and time spent on relevant topics	Good time allocation, some problems still evident	Therapist controlled time adequately, some minimal problems	Redirected when approp. Session covered relevant topics, good pace	5
<b>Session3</b> <b>Collaboration</b>	<b>Teamwork Building Rapport Summarizing</b>	Client unengaged, being talked at	Too controlling, or passive	Some attempts at collaborating	Minimal client participation, not consistent	Teamwork evident, not consistent	Teamwork through most of session, some minimal problems	Client fully engaged, actively participates	5
<b>Feedback</b>	<b>Two way synthesize, focus</b>	Absence or inappropriate feedback	Minimal appropriate feedback	Not frequent enough too vague	Feedback given, some difficulties noted	Good feedback, however, inconsistent	Highly approp. regular therapy gains	Excellent feedback in face of difficulties	5

<b>Session 4</b> <b>Interpersonal Effectiveness</b> <b>Part 2</b>	Boundaries Self disclosure Bias Countertransference Transference	Bias and countertransference noted, inappropriate disclosure not managed well	Minimal inappropriate or unnecessary self disclosure noted	Poor handling of transference noted, self disclosure appropriate	Specialist manages transference and bias with moderate problems	Transference and bias handled adequately with some inconsistencies	Transference generally managed well, minimal problems, more consistent	Professional relationship maintained, no bias observed, transference smoothly handled	5
<b>Session 5</b> <b>Eliciting and Planning Behaviors</b> <b>Guided Discovery</b>	Motivational interviewing Targets & SMART Goals Discrepancies resistance	No reference to any smart goals, no plans set for next session	Inappropriate goals discussed	Some goals discussed	Minimal reference to smart goals, vague reference to plans	Goals and behaviors discussed, some minor problems	Effective discussion of goals and behaviors, minimal problems	Smart goals referenced, plans set for next session	4

**Comments:**

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**Examples:**

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**Grading**

Throughout the course, you can use this rubric to practice, assess and improve your counseling skills. These practice sessions do not count towards passing the course at all.

You will be assessed during a final assessment with your mentor, to pass the course. At that time, all items on the scale need to be at a level 3 or above.