**COUNSELING EVALUATION**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Directions: For each criterion, mark the appropriate number corresponding with the scale shown below* ***indicating the student’s skill compared to that of an entry-level dietitian****.  Write suggestions to help the student improve in the comments section.*

***Rating Scale***

***1:*** *Demonstrates minimal skills and has limited knowledge and/or critical thinking ability related to topic or concept. More learning experience is needed to meet basic knowledge to start developing the skills for entry-level practice.*

***2-3:*** *Needs Improvement: Demonstrates skills below expectation for other students at this level of training. More learning experience is needed to demonstrate competency and critical thinking. Has mastered some aspects of the competencies or skills, but more improvement and/or development are needed to attain the level of what is expected for entry-level practice.*

***4-5:*** *Competent: Demonstrates competency in all aspects of this competency, skill, or concept. Completed all requirements satisfactorily. Skills, knowledge, and critical thinking are still developing but appropriate for what is expected at this training level and for entry-level dietetics practice.*

***6-7:*** *Advanced Competent: Demonstrating skills, knowledge, and critical thinking at a level above what is expected at current training and above that expected for entry-level dietetics practice.*

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **Needs Improvement** | | | **Competent** | | **Advanced Competent** | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| * Introduces self and identifies client by name | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| * Shows concerns for patient privacy and comfort. * Establishes rapport with client. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| * Shows interest in and concern for the patient/client. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| * Exhibits confidence in self and knowledge base. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Communication techniques** | | | | | | | |
| * Maintains appropriate eye contact considering cultural preferences. Utilizes appropriate verbal/nonverbal modes of communication to foster good patient interaction. * Uses open-ended questions. * Allows patient to talk and ask questions. * Actively listens to client. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| * Uses appropriate language and terminology while respecting and adjusting for cultural and educational background. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Comments: | | | | | | | |
| **Counseling Techniques** | | | | | | | |
| * Uses theories and strategies for behavior change. * Uses information gained to guide the counseling session and behavior change. * Possibly including Motivational interviewing, goal setting, self-monitoring, problem-solving, social support, stress management, and relapse prevention. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| * Assertively guides the counseling session, respectful of the client’s background and preferences. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| * Answers questions in a concise manner, using accurate, science-based information. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| * Assesses lifestyle factors that affect food intake (i.e., social factors, living conditions, economic resources, educational level). | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| * Prepares/selects/ utilizes appropriate materials and/or services for patient/family to promote consumer health, wellness and behavior change. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| * Helps clients and/or family set appropriate goals to make changes. Determines the client’s current understanding and motivation to follow goals. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| * Clarifies need/procedures for follow-up or referral. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| * Provides contact information for questions. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Comments: | | | | | | | |
| **COMPETENCIES ADDRESSED IN THIS TASK/ASSIGNMENT** | | | | | | | |
| Comp 1.11: Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Comp 2.3: Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Comp 2.4: Implements or coordinates nutritional interventions for individuals, groups or populations. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Comp 6.1: Incorporates critical thinking skills in practice. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Comp 7.1: Assumes professional responsibilities to provide safe, ethical, and effective nutrition services. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Overall Comments:**

1. What are the student’s areas of strength and areas for improvement?

**Signatures**:

Preceptor/Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_