CHAPTER 20

Evaluation of Counsellor’s Behaviour

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Introduction

The counsellor in training needs to be assessed to ensure that he develops in the expected direction. This assessment is usually done by the practicum supervisor/lecturer or the peer of the practicum student. With further interactions with more clients, the student counsellor builds his confidence and grows professionally. Most interview rating forms may include the following: opening, rapport, interview, responsibility, interaction, acceptance, reflection, appropriate counsellor responses, value management, counselling relationship and closing techniques.

Opening: This is usually the initial contact with the client. It is important for the counsellor in training to ensure a good beginning. Here, a friendly and pleasant opening with clarifications of roles if necessary and general introduction will set the stage for rapport.

Rapport: Establishment of good rapport e.g. greetings, chair offering, etc. could lead to a productive interview. The client is afforded non-threatening atmosphere for self disclosure.

Counsellor reinforcing behaviour: The counsellor reinforcing behaviour could be verbal as well as non-verbal. The reinforcing behaviour may be evident during the interaction between the counsellor and the client. The counsellor is expected to assume appropriate level of responsibility for interview conduct, if it is not assumed by the client. The counsellor and the client should communicate in a meaningful manner. The counsellor needs to be accepting and permissive of client’s emotions, feelings and thoughts.
The counsellor's responses to the client should be appropriate to what the client was expressing.

**Goal setting behaviour:** It is important that the counsellor or the counsellor in training, encourage the client to set and attain goals which will lead to appropriate behaviour change. The client should also be encouraged to make commitments to attain the goals set by him.

**Interpersonal skills:** The counsellor will need to demonstrate appropriate interpersonal skills during the counselling interview. These skills which form part of the counsellor reinforcing behaviour, will enable the client to achieve the set goals. The use of appropriate feeling words by the counsellor is a skill that will facilitate understanding of client's problems. The counsellor should demonstrate other interpersonal traits that will promote better relationship between him and the client.

**Termination:** The closing of the interview should not be abrupt but anticipated by the counsellor and client through appropriate cues. The closing may leave provision for some follow-ups.

The behaviour of the counsellor during any counselling session may also be evaluated by looking into the following:

(a) **DURATION OF INTERVIEW:** The counsellor may be evaluated on the basis of the length of the interview. Some counsellors conduct interviews which are too short or too long. The appropriateness of termination should also be evaluated.

(b) **DOMINATION OF INTERVIEW:** The counsellor may also be evaluated as to whether he dominates the interview or not. The counsellor should not be too wordy.

(c) **VOCABULARY:** The vocabulary of the counsellor should be evaluated in terms of its appropriateness to the client.

(d) **MANNERISM:** The counsellor may also be evaluated in terms of mannerism displayed by him that may affect the interview.

To adequately evaluate the behaviour of the counsellor in a counselling interview, a rating scale is necessary. The Counsellor's Behaviour Rating Scale (CBRS) suggested here was designed in the Department of Guidance and Counselling, University of Ibadan, Nigeria.
COUNSELLOR BEHAVIOUR RATING SCALE (CBRS)

Instructions: To evaluate the behaviour of the counsellor during the counselling session, circle the number which reflects the performance of the counsellor in each item. The total of the circled numbers will give the overall performance of the counsellor.

Note: The CBRS was jointly produced by lecturers in the Department of Guidance and Counselling, University of Ibadan, Nigeria.

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<td>Counsellor used smiling to put client at ease</td>
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<td>Used head-nodding to show understanding of the client</td>
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<td>Used hand-movement efficiently and not to distract client</td>
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<td>Counsellor remained silent when client was talking</td>
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<td>Counsellor allowed the client to talk about what he likes to talk about</td>
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<td>After the first five minutes, counsellor summarised, thus encouraging client conversation</td>
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<td>Counsellor remained silent after the first topic was exhausted until client introduced another topic</td>
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<td>Counsellor provided information about taping process</td>
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<td>Counsellor provided information about observations to be made</td>
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10. Counsellor commented about confidentiality
11. Made remarks about counsellor's role in the relationship
12. Counsellor made remarks about client's goals
13. Counsellor discussed his expectations with client

Counsellor reinforcing behaviour (non-verbal)
14. Counsellor maintained appropriate eye contact with client
15. Counsellor's facial expression was a reflection of adequate interpersonal skills
16. Displayed gestures, facial expression, as the discussion progressed
17. Counsellor was not staring at the client
18. Head-movement (up and down, side to side) were continuously reinforcing
19. Did not head-nod when client did not manifest goal-directed behaviour
20. Counsellor leaned forward while attending to client

Verbal Reinforcing Behaviour
21. Voice pitch was adequate
22. Demonstrated variable pitch during discussion
23. Voice was easily audible to client
24. Used intermittent one-word vocalisation ("mm – Hmm") to reinforce goal-directed behaviour in client
25. Spoke fluently enough and each word was understood by client
26. Over 60% of counsellor’s responses could be classified as complete sentences rather than monosyllables
27. Verbal behaviours were clearly understood by client
28. Verbal behaviour were concise and appropriate to client’s experience
29. Verbal behaviour were to the point and within client’s experience
30. Repetition was not too many
31. Made verbal utterances that accentuated the topic introduced by client
32. Verbal statements usually personalised by reference to client by name or second person pronoun
33. Avoided unnecessary ramblings
34. Counsellor’s verbal behaviour indicated progression of topics
Goal setting behaviour during the interview

35. Asked client to identify some factors maintaining his problems

36. Asked client to identify some consequences of his problem behaviour

37. Asked client how he would like to change his behaviour

38. Asked for what changes the client expected in counselling

39. Client and counsellor jointly decided on goals

40. Asked client to verbally state his commitment to work towards goal achievement

41. Counsellor discussed any manifest signs of resistant towards goal achievement

42. Asked client to state at least ONE step he would take towards goal achievement

43. Suggested alternatives to client goal behaviour attainment

44. Assisted client to develop action steps for goal attainment

45. Action steps were quite specific

46. Opportunity was provided for client during interview to practise
Interpersonal skills

47. Counsellor manifested responses which encourage elaboration by client 0 1 2 3 4 5 6 7 8 9
48. Manifested responses which helped to clarify ambiguities in client's expressions 0 1 2 3 4 5 6 7 8 9
49. Manifested responses which helped in clarification of ideas expressed by client 0 1 2 3 4 5 6 7 8 9
50. Manifested responses which helped in paraphrasing client's ideas 0 1 2 3 4 5 6 7 8 9
51. Manifested behaviours which elicited some of the client's feeling messages 0 1 2 3 4 5 6 7 8 9
52. Manifested frank responses but not brutal on client's problem 0 1 2 3 4 5 6 7 8 9
53. Showed ability to temporarily put himself out of the on-going relationship so that he can review his own behaviour (Avoiding counter-transference) 0 1 2 3 4 5 6 7 8 9
54. Showed ability to learn from client's feedback 0 1 2 3 4 5 6 7 8 9
55. Showed ability to use the interaction itself to develop healthy relationship with client 0 1 2 3 4 5 6 7 8 9

Termination

56. Informed client before terminating 0 1 2 3 4 5 6 7 8 9
57. Refused to introduce new topics 0 1 2 3 4 5 6 7 8 9
58. Discouraged client from starting new topics
59. Only one attempt was made to terminate the interview
60. Initiated termination by use of time limits
61. Initiated termination by summarising
62. Offered client opportunity for a return

63. The general appearance of the counsellor made client comfortable
64. Politeness to client was demonstrated by counsellor
65. Counsellor displayed some responsibility towards client
66. Counsellor demonstrated confidence in himself while interacting with client
67. Adequate competence and counselling skills were displayed by counsellor during interview
68. Counsellor demonstrated attentiveness to client's problems
69. Counsellor was sensitive to the problems of the client
70. Counsellor was calm, while interacting with the client

Personal behaviours

71. Client encouraged in new topics
72. Effort was made to refresh client's memory
73. Client's personal problem was discussed
74. Attempting to terminate the interview was made
75. Interview was terminated by use of time limits
76. Interview was summarised
77. Client summarised
78. Counsellor provided information
79. Counsellor was all too ready to talk
80. Counsellor was all too ready to talk more
81. Client was all too ready to talk
82. Counsellor was all too ready to talk
83. Counsellor was all too ready to talk
71. Counsellor was cheerful and client was comfortable during interview

72. Enthusiasm was observed in the counsellor, towards the client

73. Counsellor displayed general pleasantness

74. Attending skills were demonstrated by counsellor

75. Responding skills were demonstrated by counsellor

76. Initiating skills were demonstrated by counsellor

77. Communicating skills were demonstrated by counsellor

78. Counsellor was adequate in the exploration of client's problems

79. Counsellor demonstrated ability to identify information sources required by client

80. Counsellor demonstrated ability to collect relevant information on the client

81. Counsellor demonstrated ability to select relevant diagnostic tools

82. Counsellor demonstrated ability to administer relevant diagnostic tools

83. Counsellor demonstrated ability to score relevant diagnostic tools
84. Counsellor demonstrated ability to interpret relevant diagnostic tools
85. Counsellor was generally resourceful
86. Counsellor had good relationship with other personnel in the setting
87. Counsellor had good relationship with other members in the practicum setting
88. Counsellor was able to act as a change agent in his setting
89. Counsellor showed ability to overcome several difficulties that commonly face new counsellors
90. Counsellor was able to realise his limitations
91. Counsellor demonstrated ability to initiate and make referrals of a client to other resource persons where applicable

General effectiveness
92. Counsellor demonstrated appropriate social interactions
93. Counsellor made use of relevant cues during the counselling encounter
94. Client expressed confidence in the ability of the counsellor to help
95. Counsellor was careful in his choice of words during interview
96. Counsellor’s discussion with client was meaningful
97. Counsellor was sincere in his relationship with the client
98. Counsellor’s interview with the client was not boring
99. Counsellor’s handling of the client’s problem was intelligent
100. Counsellor’s discussion with the client was deep and not shallow.