

## Observation Guide – Participant Centered Counseling Skills

| <b>Scoring Guide: 0-3</b><br><b>0. Inadequate:</b> Not demonstrated<br><b>1. Minimal:</b> Basic skill is observed<br><b>2. Effective:</b> Strong skill is exhibited<br><b>3. Ideal:</b> Optimal skill is displayed   | Certifier Name:<br><br>Participant Name or ID | Score | Notes |
|--|---|-------|-------|
| <b>Sets the agenda, opens the conversation effectively.</b><br>0. Does not greet the participant or does so in an indifferent manner<br>1. Welcomes the participant and family, introduces self and role<br>2. Same as #1, plus an explanation of appointment activities and length<br>3. Same as #2, plus what is hoped to accomplish during the appointment  |   |       |       |
| <b>Asks appropriate open-ended questions to gather information.</b><br>0. Reads TWIST questions verbatim, forgets or misinterprets responses<br>1. Uses TWIST questions, interprets and documents responses accurately<br>2. Individualizes TWIST questions, interprets and documents responses accurately and smoothly within the flow of conversation<br>3. Frames own OE questions, translates responses and documents seamlessly |   |       |       |
| <b>Asks appropriate probing questions for a complete assessment.</b><br>0. No follow up questions asked<br>1. Some questions asked, missed opportunities<br>2. Many questions asked, few missed opportunities<br>3. Asks insightful questions regarding participant’s knowledge and experience, no missed opportunities  |   |       |       |
| <b>Supports participant talk time by actively listening.</b><br>0. Certifier talks more than 50% of the time<br>1. 50/50 talk time between participant and certifier<br>2. Participant talks more than 50%<br>3. Conversation flows smoothly, certifier responds to cues like body language  |   |       |       |
| <b>Gives affirmations to reinforce positive behaviors.</b><br>0. No affirmations offered<br>1. Uses phrases such as “Good job” and “That’s great”<br>2. Uses full sentences to affirm strengths<br>3. Statements focus on specific strengths, abilities or efforts   |   |       |       |
| <b>Uses reflections to check for understanding.</b><br>0. No reflections offered<br>1. Simple reflections restate what was said using the participants words<br>2. Reflections paraphrase what was said using certifier’s words<br>3. Deeper reflections address the feeling or intent behind what is said   |   |       |       |

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|---|---|-------|-------|
| <b>Waits to counsel until assessment is completed (listen first then share).</b> <ol style="list-style-type: none"> <li>0. Answers questions in-depth regardless of type or timing of question</li> <li>1. Addresses issues that are raised during assessment with minimal counseling</li> <li>2. Delays responding to questions in respectful manner during assessment</li> <li>3. Same as #2 plus successfully tracks questions while completing assessment</li> </ol>                              |   |       |       |
| <b>Offers nutrition counseling based on participant’s interests, needs, category or risk.</b> <ol style="list-style-type: none"> <li>0. None or minimal counseling offered based on certifier’s agenda</li> <li>1. Addresses participant’s stated needs and interests</li> <li>2. Same as #1 plus uses anticipatory guidance especially when no concerns are present</li> <li>3. Same as #2 plus interacts with educational materials effectively to tailor the session to the participant</li> </ol> |   |       |       |
| <b>Asks permission when offering education materials or referral information.</b> <ol style="list-style-type: none"> <li>0. Not offered</li> <li>1. Offers without discussion or permission</li> <li>2. Offers with general overview of information</li> <li>3. Offers with specific suggestions and guidance including contact information for referrals</li> </ol>  |   |       |       |
| <b>Uses summaries to guide the conversation.</b> <ol style="list-style-type: none"> <li>0. No summaries used</li> <li>1. Summary used to provide closure at the end of an interaction</li> <li>2. Same as #1, plus used to transition between assessment and education</li> <li>3. Same as #2, plus throughout the appointment to guide the flow and as a support in setting a next step and/or creating a health outcome statement</li> </ol>  |   |       |       |
| <b>Average score:</b>   |   |       |       |
| <b>Feedback or Suggestions:</b>   |   |       |       |