

GROUP THERAPY EVALUATION

(see rating scale on back)

Evaluation Time (circle one): Mid-Year Final

Intern: _____

Supervisor: _____

The development of entry-level group therapy competencies.

_____ 1. *General Group Skills*

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- _____ Identifies and refers potential group members
- _____ Evaluates and prepares a prospective group member during pre-group meeting/screens
- _____ Consults with referring individual therapist
- _____ Writes accurate and thoughtful case notes in timely manner
- _____ Facilitates group cohesion
- _____ Establishes positive rapport with clients during group sessions
- _____ Fosters appropriate boundaries within group
- _____ Effectively manages flow of the session (e.g., starting, ending)
- _____ Collaborates with a co-leader and takes on an egalitarian leadership role
- _____ Provides timely feedback to a co-leader and attends to the relationship with each other during debriefing sessions
- _____ Demonstrates understanding of ethical issues that are unique to group work
- _____ Identifies the impact of diversity issues on group process, dynamics and leadership

_____ 2. *Process Groups:* (Group: _____, Co-leader: _____)

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- _____ Articulates how group can help specific client issues (i.e., group therapy conceptualization)
- _____ Conducts pre-group meetings effectively to assess potential members' fit for a particular group and adequately prepare them for group participation
- _____ Provides interventions based on theory, research, and clinical conceptualizations.
- _____ Uses interventions effectively to match the stage of group and to facilitate the group and individual development
- _____ Attends to group dynamics (e.g., subgroups) and processes taking place at different levels (e.g., intrapersonal, group-as-a-whole)
- _____ Responds effectively to microaggressions occurring in the group
- _____ Promotes spontaneous member-to-member, rather than member-to-leader, interactions
- _____ Facilitates members to explore and express their feelings
- _____ Provides well-timed feedback by sharing specific and honest reactions to members' behavior or here-and-now events in the group
- _____ Monitors one's reactions to group process and their impact on his/her role as a leader
- _____ Discusses one's reactions to group process and members openly and appropriately with co-leader during debriefing

_____ **3. Psychoeducational/Structured Groups** (Group; _____, Co-leader; _____)
/4

- _____ Articulates how the specific structured group can help an individual
- _____ Teaches information effectively by using multiple modalities (e.g., lecturettes, exercises, readings, examples, homework, discussions).
- _____ Balances the amount of member participation with the group objectives
- _____ Balances the didactic, experiential and process components to fit with the group objectives

_____ **4. Use of Group Supervision/Consultation**
/4

- _____ Examines and critiques one's own work
- _____ Demonstrates openness to evaluation and feedback from supervisor
- _____ Demonstrates openness to feedback from fellow trainees
- _____ Actively engages with fellow trainees by asking questions, offering feedback, and sharing one's own reactions

Progress/Strengths:

Goals/Growth areas:

Trainee signature: _____

Supervisor signature: _____

Date: _____

Rating Scale

- N/D** No data or no opportunity to assess (If this is given, please explain why).
- 1** **Remedial Level:** Intern lacks understanding and demonstrates minimal evidence of the knowledge, awareness, and/or skill; or intern demonstrates problematic or harmful behavior requiring immediate attention. Extra supervision and remedial work are needed. A written remediation plan is required if this rating is given for a main category.
- 2** **Beginning/Pre-Internship Level:** Intern has demonstrated emerging knowledge, awareness, and/or skill. Performance is inconsistent. Extra supervisory attention and remedial work are required.
- 3** **Intermediate/ Internship Level:** Intern has shown some evidence of the knowledge, awareness, and/or skill. Performance is somewhat inconsistent. Attention in supervision is necessary to help intern move toward a higher competency level prior to the completion of internship. This is appropriate rating at the beginning and middle of internship.
- 4** **High Intermediate/Post-doctoral Level:** Intern has shown evidence of the knowledge, awareness and/or skill. Performance is mostly consistent and demonstrated in all but non-routine cases. Supervisor provides overall management of intern's activities. Depth of supervision depends on clinical needs, and supervision may be moving toward a consultation model. Intern must receive this rating on each main category for successful completion of internship.
- 5** **Advanced/Licensure Level:** Intern has shown strong evidence of the knowledge, awareness, and/or skill. Performance is consistent across settings/situation. Intern has reached the level appropriate for independent practice with no supervision. (although they must receive supervision until they become licensed). Intern has reliable awareness and judgment to assess when they need to seek consultation.