GROUP THERAPY EVALUATION
(see rating scale on back)

Evaluation Time (circle one): Mid-Year Final

The development of entry-level group therapy competencies.

1. General Group Skills
   ___ 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: ____________)
   ___ 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

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3. **Psychoeducational/Structured Groups** *(Group: ________, Co-leader: ________________)*

- 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**

- 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.