Facilitator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Service Type: \_\_\_\_\_\_\_\_\_\_\_\_\_

Number of participants: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill** | **Developing**  **Skill** | **Meets**  **Expectation** | **Exceeds**  **Expectation** | **Not Applicable** |
| **Engagement**: Able to engage clients and maintain level of engagement |  |  |  |  |
| **Atmosphere**: Create positive group environment |  |  |  |  |
| **Purpose:** Communicates purpose of class or session to group members |  |  |  |  |
| **Exploration**: Encourages discussion by asking open ended questions |  |  |  |  |
| **Reflecting**: Paraphrases, summarizes; reflection of feelings, values, thoughts |  |  |  |  |
| **Silence**: Ability to maintain appropriate silence |  |  |  |  |
| **Body language**: Posture is relaxed or appropriate, maintains appropriate eye contact with group members |  |  |  |  |
| **Tone**: Voice and facial expressions are generally inviting; communicates caring and involvement |  |  |  |  |
| **Focus**: Focuses clients on goals when appropriate |  |  |  |  |
| **Timeliness**: Begins and ends group on time |  |  |  |  |
| **Therapeutic Environment**: Expresses empathy, appropriate respect and positive regard |  |  |  |  |
| **Client Centered**: Affirms members strengths and self-efficacy; client centered problem discussion and feedback |  |  |  |  |
| **Professionalism**: Act professionally towards group members; Maintains appropriate boundaries |  |  |  |  |
| **Multicultural**: Demonstrates awareness, appreciation, and respect for cultural differences |  |  |  |  |
| **Flexibility**: Ability to adapt to changing circumstances or expected events: ability to “roll with the punches” |  |  |  |  |
| **Genuineness**: Demonstrates self-acceptance and appropriate self-confidence |  |  |  |  |
| **Policies**: Demonstrates an understanding and appreciation for policies and procedures |  |  |  |  |
| **Theory to Practice**: Demonstrates an understanding of clinical interventions and integrates them into practice |  |  |  |  |
| **Task Completion**: Ability to complete assigned tasks during the session |  |  |  |  |
| **Other Skills:** |  |  |  |  |
| **Facilitator’s Comments:** | | | | |
| **Supervisor’s Comments:** | | | | |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor Date

Same Facilitator session to session? Y or N

|  |  |
| --- | --- |
| 1. Begin group by reviewing previous session, providing overview of current topic and addressing how topic will assist in overcoming barrier to goal attainment? Y or N 2. Review group rules as appropriate? Y or N 3. Follow lesson plan &/or curriculum? Y or N 4. Demonstrate knowledge of each participant’s life role, goal and barrier? Y or N 5. Re-engage participants as necessary (sleeping, head on desk, etc.)? Y or N 6. Remain focused on topic and handle diversions/crisis issues appropriately? Y or N 7. End group by addressing how group has assisted each individual in overcoming barrier to goal attainment? Y or N   Additional comments: | |
| **IDDT:**  Stage wise interventions? Y or N  Motivational interviewing techniques? Y or N  Staff trained in IDDT? Y or N |
| **Wellness Self Management (WSM):**  Using manual? Y or N  Staff trained in WSM? Y or N | |
| **Structure Skill Development and Support (SSDS):**  Pre-activity discussion related to MH barriers? Y or N  Post activity discussion related to MH barriers? Y or N  Participant aware of activity vs. service? Y or N | |