

Group Quality Checklist

Name of Facilitator: _____ Discipline: _____

Group Title: _____ Date of the Group: _____

of Consumers Present: _____ Reviewer: _____

Organization/Direction

Organization often requires work before the session to ensure the efficacy of the group for its members. Planning and organizing helps ensure safety, promotes participation, reduces anxiety for the leader and for members, and enhances learning. Highly effective organizers are also able to be flexible and follow the group process while maintaining stability within the group. Effective group leaders are able to skillfully follow a manual or outline, as well as provide direction throughout a task or process. Maintaining direction and focus on the target behavior/goal is done in a skillful and purposeful manner. The leader utilizes their influence to foster change.

Low		High		
1	2	3	4	5
Leader does not influence the topic or course of the session, and discussion of the target behavior is entirely in the hands of client. Group experience lacks purpose or outcome.		Leader exerts some influence on the session, but can be easily diverted away from focus on target behavior/goal. Leader struggles to make use of session's topic or has difficulty managing the process.		Leader consistently and appropriately directs the client to consider a target behavior without awkwardness or embarrassment. Therapist is gentle, but persistent, in turning the focus toward the target behavior/ goal. Well prepared. Flexible. Effectively utilizes pre-prepared materials and/or the group process.

Comments: _____

Empathy/Reflection

Clinician skillfully attends to the content, feeling and meaning of the consumers direct and indirect communication and communicates in such a way to foster empathy, further elaborations and corrects for misunderstanding.

Low				High
1	2	3	4	5
Leaders gives little attention to client's perspective. Ignores feelings. Does not demonstrate understanding of other perspective.		Leader makes attempts to express understanding of clients perspective with modest success.		Leader demonstrates a deep understanding of the client's point of view, not just for what has been explicitly stated but what the client means but has not yet said.

Comments: _____

Supporting

Support must be done with care and a high score suggests helpful, well timed and meaningful support. Group leaders must not rush in to provide support but instead judge when members need support and when they can be left to work it out on their own. Group leaders may be tempted to try to minimize emotion or intensity of the session in a "supportive manner" (i.e., everything is going to be okay), which would not be rated as high support.

Low				High
1	2	3	4	5
Leader does not provide support or rushes to simplify client's feelings or situation.		Leader attempts to provide support in a well intended manner but only with modest success.		Leaders support is well timed, appropriate and helpful. Their delivery is skilled and well received.

Comments: _____

Linking

Linking involves relating what members are doing and saying among the group. Seeing and pointing out commonalities, similarities and patterns. The group leader has to listen to discern these commonalities, be able to hold them and summarize them in a useful fashion for the group. The group can become more cohesive and members can relate to each other in meaningful ways.

Low		High		
1	2	3	4	5
Leader makes no effort to connect group members or commonalities shared by them.		Leader attempts to summarize themes but is not able to link group members to one another in an effective manner.		Leader skillfully identifies commonalities, similarities and patterns. Leader foster intra-group discussion.

Comments: _____

Blocking

Blocking involves intervening in a helpful way to stop intellectualizing, storytelling, inappropriate responses or any negative behavior that negatively affects the progress of the group or the well-being of its members. Highly effective blocking is done so that it cuts off the undesired behavior without blaming, shaming or criticizing.

Low		High		
1	2	3	4	5
Leader fails to acknowledge or intervene when clients demonstrate negative or harmful group behavior.		Leader identifies the negative behavior but intervenes in an ineffective and counter-therapeutic manner.		Leader effectively intervenes when negative or inappropriate behavior is observed. They do so in a skilled and therapeutic fashion that keeps the offender engaged.

Comments: _____

Confronting

Effective confrontation does not involve attacking, telling someone off or force of any kind. High confrontation is an invitation, not an imposition. The consumer is invited to look at an aspect of him or herself and its impact on others. Effective confrontation is extended tentatively, not forced on the other person. Telling someone what you think he or she needs to know is an attack, not a confrontation. Confrontation is providing effective feedback and is given when the consumer can absorb it and use it. It's ineffective when the consumer feels overwhelmed or attacked.

Low		High		
1	2	3	4	5
Leader addresses a clinical issue with a judgmental or negative attitude resulting in a negative interchange.		Leader identifies an issue that needs to be addressed but intervenes with modest success. The mode of communication may be unclear or poorly timed.		Leader invites members to examine themselves. Effective confrontation is extended tentatively, not forced on the other person. The intervention is well timed and helps the client to move forward or to gain understanding.

Comments: _____

Constructive Termination

Constructive Termination ensures that loose ends are tied up, important and intense feelings are dealt with so that members are not left dangling.

Low		High		
1	2	3	4	5
Leader ends group abruptly with no effort to deal with troubling emotions or situations brought on by group.		Leader identifies the termination issue but addresses it with modest success.		Leader brings closure to the group session, addresses emotions that remain present and intervenes effectively both at the group and individual level if needed.

Comments: _____
