

## Treatment Services Group Observation Form

As part of the monitoring process, the purpose of group observation is to ensure the vendor is providing pretrial and post-conviction services in accordance with the Statement of Work and district specific local needs. **Group observations should be scheduled in advance with the vendor and conducted in person by the person completing the monitoring report or the designated group observer** (telehealth observations are limited to exceptional circumstances, and by approval of the Contracting Officer). One of the goals of group therapy is to assist participants in managing and coping with negative experiences and behaviors while learning adaptive coping skills. There are different types of group therapy, and treatment models vary from group to group.

**Observer:** Prior to the start of group, explain to the group facilitator your role (the same as what you will advise the group participants). In the event group participants ask questions of the observer during the group session, advise the facilitator it is their responsibility to provide any necessary redirection to group members. At the beginning of the group session, introduce yourself to the group, explain your role is to observe the group and not to participate. Your role is not to report participant information to their assigned officer, but rather to assess the services they are receiving under the government contract which includes participant feedback. At the conclusion of group, distribute and gather anonymous feedback from a representative sample of participants using the Participant Group Therapy Questionnaire. The form is intended to be distributed and collected directly following the observed group.

**Name of group facilitator:**

**BPA#:**

**Name of group observer:**

**Date of group observation:**

**Type of group observed: (check applicable)** ☐ SU ☐ MH ☐ SO ☐ Co-Occurring

☐ Treatment Readiness (2090, 6027, 6090)

☐ Group Counseling (2020, 6020, 6022, 6026, 7023)

☐ Cognitive-behavioral (2022, 6028)

☐ Educational Group (6021)

Admission Type: Closed or rolling admission group: (ask group facilitator, circle one)

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

Actual start time of group: \_\_\_\_\_

Actual end time of group: \_\_\_\_\_

| <b><u>Group Structure</u></b>  | <b>Yes</b>               | <b>No</b>                | <b>Comment</b> |
|--|--------------------------|--------------------------|----------------|
| 1. Group norms are clearly established and followed.   | <input type="checkbox"/> | <input type="checkbox"/> |                |
| 2. Group began and ended as scheduled.   | <input type="checkbox"/> | <input type="checkbox"/> |                |
| 3. The physical group space was conducive for learning.  | <input type="checkbox"/> | <input type="checkbox"/> |                |
| 4. Sustained learning materials were used.<br>(Visual aids, written summaries, homework, audio visual materials) | <input type="checkbox"/> | <input type="checkbox"/> |                |
| 5. Facilitator created a respectful and safe environment.  | <input type="checkbox"/> | <input type="checkbox"/> |                |

| <b><u>Facilitator leadership skills and characteristics</u></b>   | <b>Yes</b>               | <b>No</b>                | <b>Comment</b> |
|---|--------------------------|--------------------------|----------------|
| 1. The focus of the group was easily understandable.  | <input type="checkbox"/> | <input type="checkbox"/> |                |
| 2. Key concepts from last session were discussed and reviewed (homework, participant questions).  | <input type="checkbox"/> | <input type="checkbox"/> |                |
| 3. Distractions were effectively managed.   | <input type="checkbox"/> | <input type="checkbox"/> |                |
| 4. Modeling, feedback, or role rehearsals were used to develop a stronger sense of self-reliance and understanding that participants are in control of their behaviors and choices. | <input type="checkbox"/> | <input type="checkbox"/> |                |
| 5. The facilitator demonstrated knowledge of the content and skills discussed during the group.   | <input type="checkbox"/> | <input type="checkbox"/> |                |
| 6. Facilitator used an active engagement approach while allowing for participants to use the power of the group to develop their own capabilities.                                  | <input type="checkbox"/> | <input type="checkbox"/> |                |

| <b><u>Participant skills</u></b>   | <b>Yes</b>               | <b>No</b>                | <b>Comment</b> |
|--|--------------------------|--------------------------|----------------|
| 1. Participants clearly reflected on their own behaviors while learning new ways to confront and solve their own problems. | <input type="checkbox"/> | <input type="checkbox"/> |                |
| 2. The group included adjusting or eliminating defeating behaviors.  | <input type="checkbox"/> | <input type="checkbox"/> |                |
| 3. The group allowed participants to share information and/or offer advice which eliminated isolation and stigmatization.  | <input type="checkbox"/> | <input type="checkbox"/> |                |
| 4. Participants can identify how past experiences influenced behaviors and beliefs that are unhelpful and/or destructive.  | <input type="checkbox"/> | <input type="checkbox"/> |                |
| 5. The group was encouraging and supportive of individuals recovery and inspiring success.                                 | <input type="checkbox"/> | <input type="checkbox"/> |                |

Comments and feedback: