



MonDay CBCF Peer Review Evaluation Form

Class/Group:	Session Observed:
Date Session Observed:	Length of Session:
Number of Participants:	Class/Group Facilitator:

To maintain program fidelity, a Peer Review is conducted on all clinical staff regularly on their class/group facilitation skills. The peer reviewer scores the facilitator while observing him/her deliver the services or watch a videotaped session. The reviewer forwards the completed sheet to the Clinical Manager.

Directions for Scoring: Clinician is assessed on each treatment delivery service item in its respective category using the following scale:

- 0-Needs Improvement (NI)**
- 1-Satisfactory (S)**
- 2-Very Satisfactory (VS)**
- Not Applicable (NA)**

The procedure for scoring is as follows:

1. **The Peer Reviewer Rating:** rates each question by placing a rating score in the appropriate column.
2. **Scoring For Sub-Domains:** Total the score for each domain divided by the total number of items in the category.
Ex. Group Structure/Format Items
 $5 \text{ (total points)} / 5 \text{ (total items)} = 1$
3. **Overall Group Rating:** It is the average rating for all sub domains. Total score for each domain divided by the total item (32).
Ex. $45 \text{ (total points)} / 32 \text{ (total items)} = 1.41$

Facilitator Skills

Scoring: Very Satisfactory=2, Satisfactory=1, Needs Improvement=0, NA

		Comments
A. Group Structure/ Format		
1. Is prepared for the session (flip chart, handouts prepared, clear about session topic, etc.).		
2. Incorporates homework review (participants report out on homework verbally/in writing and constructive feedback is provided).		
3. Has a facilitator manual and follows it.		
4. Involves all participants in a group discussion and activities.		
5. Makes good use of time (ie. meaningful activities/discussions, good pacing, stays on task, etc.).		
Group Structure Rating Total Points (TP)	TP:	$\frac{\quad}{5} = \frac{\quad}{\quad}$ TP / TI (5) =

Scoring: Very Satisfactory=2, Satisfactory=1, Needs Improvement=0, NA

B. Facilitator Knowledge/Modeling			Comments
1. Demonstrates clear understanding of the cognitive behavioral model (e.g., thought behavior link, use of behavioral practices).			
2. Uses cognitive restructuring techniques.			
3. Displays pro social thinking and behavior.			
4. Does not make or reinforce derogatory/antisocial comments, jokes, or remarks (i.e., laugh or agree with antisocial comments).			
5. Attempts to address responsivity issues/participant barriers (e.g., language, comprehension level, culture, transportation problems).			
6. Generally uses a solution-focused/problem solving approach.			
Group Structure Rating		TP:	$\frac{\quad}{6} = \frac{\quad}{\quad}$ TP / TI (6) =

C. Teaching Skills			
1. Teaches – Introduces the skill and attempts to get by in on use of the skill			
2. Models – Facilitator demonstrates skill or skill steps to participants			
3. Practices – All participants involved in the practice/role play of the skill being taught.			
4. Feedback – Provides constructive feedback to participants practicing the skill (facilitator and participant provide feedback).			
5. Assign homework to allow for skill practices outside of group.			
6. Identifies and addresses participants' individual skill using a cognitive behavioral approach.			
Group Structure Rating		TP:	$\frac{\quad}{6} = \frac{\quad}{\quad}$ TP / TI (6) =

D. Behavior Management			
1. Recognizes antisocial thinking and behavior			
2. Effectively addresses antisocial thinking and behavior			
3. Able to redirect/correct behavior without alienating participants			
4. Provides appropriate reinforcement of prosocial thinking and behavior.			
5. Verbal praise/reinforcement is used at a high frequency			
6. Verbal praise is specific to the targeted behavior (i.e., facilitator explains the specific behavior being reinforced).			
7. Facilitator generally has good group management techniques.			
Group Structure Rating		TP:	$\frac{\quad}{7} = \frac{\quad}{\quad}$ TP / TI (7) =

E. Communication			
1. Communicates to the participants in a respectful manner.			
2. Provides information to the group in a clear concise manner.			
3. Uses reflective listening and acknowledges participants			
4. Uses open ended questions to engage in the group discussion			
Group Structure Rating		TP:	$\frac{\quad}{4} = \frac{\quad}{\quad}$ TP / TI (4) =

Scoring: Very Satisfactory=2, Satisfactory=1, Needs Improvement=0, NA

F. Interpersonal Characteristics	Comments

1. Has rapport with participants		
2. Engaging with participants (ie. shows enthusiasm, uses humor where appropriate).		
3. Accepts differing viewpoints (i.e., does not impose personal values on participants).		
4. Avoids arguments		
Group Structure Rating	TP:	$\frac{\quad}{4} = \frac{\quad}{\quad}$ TP / TI (4) =

Overall Group Total Points (GTP) GTP:
Overall Group Rating (total points/total items)

$\frac{\quad}{32} = \frac{\quad}{\quad}$
GTP / TI (32)

Areas of Strength:

Areas of training or growth:

Reviewer Signature: _____

Printed Name: _____

Facilitator Signature: _____

Printed Name: _____

****NOTE: Completed form is forwarded to the Clinical Manager****

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This Section to be completed by
The Quality Improvement Fidelity Review (QIFR) Team

1. Review Date:

2. Reviews Peer Review Evaluation form and makes recommendations for improvement and or additional training:

QIFR Team Member Date

Clinical Manager Date