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| **Evaluation Sheet – Session Facilitation**  **[CBT & CBT-E Session]** | | | | | | | Sheet ID:  **B-I** |
| 1. **Session Information** | | | | | | | |
| Date: |  | | Time: |  | | | |
| Facility: |  | | | | | | |
| Session Number and Topic: |  | | Number of Participants: | | |  | |
| 1. **Facilitator Information** | | | | | | | |
| Name: |  | Designation: | | |  | | |
| 1. **Evaluator Information** | | | | | | | |
| Name: |  | Designation | | |  | | |

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| **Standard Operating Procedure (SOP) of CBT & CBT-E Session** | | |
| **Facilitation Steps** | **Facilitator’s Actions** | **Standard Time Allocation** |
| 1. Check-in | 1. Give greetings and introductory remarks for icebreaking 2. Introduce new members (if any) | 10 min |
| 1. Reflection | 1. Ask a few participants to share their relapse risk statuses of the past week with reference to the Schedule Book 2. Briefly reflect the previous session 3. Review the homework assignment of the previous session 4. Ask a few participants to share their work 5. Ask for a reason in a non-blaming manner if someone fails to complete his/her homework assignment |
| 1. Introduction | 1. Briefly explain the session topic, objectives, and the session proceeding today | 15 min |
| 1. Text Reading | 1. Have texts read out loud by patients 2. Give supplementary explanations as necessary 3. Allow participants to ask questions |
| 1. Exercise | 1. Give instructions on exercise 2. Give time to participants to work on the exercise | 25 min |
| 1. Discussion | 1. Pose questions to start discussion 2. Facilitate discussion among participants |
| 1. Highlight | 1. Reflect important points of the session | 10 min |
| 1. Summary | 1. Summarize the session in light of the session objectives |
| 1. Homework | 1. Give instructions on a homework assignment (if any) |

| **Evaluation Standards** | | **Evaluation\* Score** | **Comments** |
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| 1. **CBT Content** | | | |
| 1. Accurate teaching | Give accurate information that is based on the literature rather than a belief system | 3 2 1 |  |
| 1. Exploring high-risk behaviors | Adequately connect the session topic with high-risk or potential relapse situations and measures to avoid such situations | 3 2 1 |  |
| 1. Exploring measurable behavior changes | Give concrete examples that lead to measurable behavior changes | 3 2 1 |  |
| 1. Referencing other CBT sessions | Reference CBT topics from other sessions | 3 2 1 |  |
| 1. Use of CBT terminology | Adequately explain and apply the CBT terminology used in the Patient’s Workbook | 3 2 1 |  |
| 1. Limited process commentary | Limit the application of process comments | 3 2 1 |  |
| 1. **Motivational Interview (MI) Facilitation Style** | | | |
| 1. Adequate listening attitude | Face to the speaker, smile, and gently nod while a participant talks | 3 2 1 |  |
| 1. Positive reinforcement and affirmations with empathy | Apply cheerleading, coaching, encouraging, and/or affirming styles with empathy | 3 2 1 |  |
| 1. Eliciting participants’ motivations to speak out | Elicit participants’ motivations to speak out voluntarily during discussion instead of rotating or nominating speakers  *Note: Rotating or nominating speakers may be unavoidable in some groups, especially of participants mostly with a low educational background who are less talkative. However, it should be used as a last resort.* | 3 2 1 |  |
| 1. Reflective listening with empathy | Apply reflective listening with empathy (at least one reflection for every three questions) | 3 2 1 |  |
| 1. Summarizing responses | Periodically summarize responses of participants | 3 2 1 |  |
| 1. Using open-ended questions | Mostly use open-ended questions that require more than one to two words to answer | 3 2 1 |  |
| 1. Limited self-disclosure of the facilitator | Limit referencing the facilitator’s own experience | 3 2 1 |  |
| 1. Non-authoritative attitude | Avoid showing an authoritative attitude toward participants or asking them to speak in an authoritative tone | 3 2 1 |  |
| 1. No confrontation | Avoid attacking, harsh, disrespectful, and mean-spirited responses; just take no notice of, or give mild non-supportive remarks on, participants’ inappropriate behavior/comments | 3 2 1 |  |
| 1. No sarcasm | Avoid being rude, biting or cutting to participants | 3 2 1 |  |
| 1. **Management of Group Discussion** | | | |
| 1. All members’ participation in discussion | Direct all members to pay attention to other participants’ talks during discussion instead of dropping their eyes on Patient’s Workbook, and give opportunities to all the participants to speak evenly | 3 2 1 |  |
| 1. Facilitating interactions between participants | Facilitate interactions between participants during discussion instead of sticking to bilateral communications between the facilitator and participants | 3 2 1 |  |
| 1. Limited interruption of participants’ talk | Allow participants to complete a sentence and avoid talking over them—however, respectfully control a lengthy talk in a manner that does not demotivate the speaker | 3 2 1 |  |
| 1. Focusing on the discussion topic | Control discussion and do not allow it to deviate too much from the discussion topic  *Note: In particular, participants’ talk on personal histories of drug use tends to be lengthy. They can share such stories to a certain extent, but the facilitator should adequately redirect the group to the discussion topic.* | 3 2 1 |  |
| 1. **Elements of CBT Session** | | | |
| 1. Use of Patient’s Workbook | Make all the participants use the Patient’s Workbook throughout the session | 3 2 1 |  |
| 1. Introduction of topic | Explain the relevance of the topic to the recovery process along with session objectives | 3 2 1 |  |
| 1. Reading of texts | Have texts read out loud by participants | 3 2 1 |  |
| 1. Group wrap-up | Finish by highlighting important points and summarizing the session | 3 2 1 |  |
| 1. Adherence to SOP | Largely adhere to the steps specified in the SOP | 3 2 1 |  |
| 1. **Time Allocation** | | | |
| 1. Session duration | Spend 60 minutes and do not finish earlier | 3 2 1 |  |
| 1. Duration of the core content | Spend at least 40 minutes on the main content (Introduction, Text Reading, Exercise, and Discussion) | 3 2 1 |  |
| 1. Duration of discussion | Spend at least 15 minutes on the Discussion part | 3 2 1 |  |

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| *Overall comments and suggestions to the facilitator:* |

*Signature of Evaluator: Date:*