

Problem Management Plus (PM+) Competencies

1. RECOGNISING SOLVABLE & UNSOLVABLE PROBLEMS

Check all behaviours demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Blames client for problems (e.g., “You got yourself into this situation, it’s your job to get yourself out”) <input type="checkbox"/> Says all of client’s problems are too difficult or cannot be solved	<input type="checkbox"/> Brainstorms with client on new or previous problems client has mentioned <input type="checkbox"/> Lists problems with client <input type="checkbox"/> Describes or gives example the difference between solvable and unsolvable problems <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all basic skills</i> <input type="checkbox"/> Facilitates client to prioritise problems <input type="checkbox"/> Checks-in with client to clarify if prioritised problems are solvable or unsolvable	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

2. SELECTING THE PROBLEM

Check all behaviours demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Chooses problem for the client <input type="checkbox"/> Selects problem which is out of client’s control	<input type="checkbox"/> Works with client to select a specific problem that is in the client’s control <input type="checkbox"/> Asks for client’s feedback on selected problem (e.g., “Do you feel comfortable to start defining this problem?”) <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all basic skills</i> <input type="checkbox"/> Explains each step of selecting a problem clearly to the client	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

3. DEFINING THE PROBLEM & GOAL

Check all behaviours demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Tells client the problem is hopeless <input type="checkbox"/> Mocks client for potential goals (e.g., that goal is impossible, why would you think of that?)	<input type="checkbox"/> Generates some ideas with the client to define the problem and goal <input type="checkbox"/> Establishes a specific definition of the problem with client <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all basic skill</i> <input type="checkbox"/> Focuses on practical elements of the problem that can be influenced <input type="checkbox"/> Motivates and prompts client to imagine the problem as solved <input type="checkbox"/> Works with client to break problem in small pieces or steps to make it more specific	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

4. BRAINSTORMING SOLUTIONS

Check all behaviours demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Asks suggestive questions about solutions brainstormed by client (e.g., that is not really how you want to solve it, is it?) <input type="checkbox"/> Encourages the use of unobtainable solutions <input type="checkbox"/> Focuses only on solutions that “fix the entire problem” <input type="checkbox"/> Tells client how to solve the problem (e.g. “you should...”)	<input type="checkbox"/> Facilitates client to come up with 1 or 2 “practical” solutions <input type="checkbox"/> Unrealistic or unhelpful solutions are eliminated <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all basic skills</i> <input type="checkbox"/> Works with client to freely brainstorm as many solutions as possible without judgement <input type="checkbox"/> Actively prompts client to encourage brainstorming (e.g., What would you recommend a friend to do in your position?)	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

5. CHOOSING A SOLUTION

Check all behaviours demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Chooses an unrealistic solution or a solution with a negative impact (e.g., “run away from home”) <input type="checkbox"/> Tells client what solution to choose <input type="checkbox"/> Judges client for the chosen solution (e.g., that will never work)	<input type="checkbox"/> Removes unrealistic solutions <input type="checkbox"/> Helps client select an achievable solution with least negative impact and most potential to be helpful <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all basic skills</i> <input type="checkbox"/> Finds out how client has previously solved problems and discusses what works and doesn’t work <input type="checkbox"/> Discusses (dis)advantages OR positive/negative consequences of ALL listed solutions	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

6. DEVELOPING AN ACTION PLAN FOR THE SOLUTION

Check all behaviours demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Tells client what to do <input type="checkbox"/> Creates barriers for client or discourages client from trying (e.g., “Your husband would never allow this”) <input type="checkbox"/> Criticises client’s input <input type="checkbox"/> Dismisses barriers or does not problem-solve for them	<input type="checkbox"/> Creates an action plan with steps that are specific and measurable <input type="checkbox"/> Sets a timeline for the action plan <input type="checkbox"/> Remains encouraging and helpful <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all basic skills</i> <input type="checkbox"/> Sets reminders <input type="checkbox"/> Discusses potential barriers to implementation of the action plan <input type="checkbox"/> Helps client create an alternative plan (e.g., “If you get too worried, do breathing exercises”)	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

7. REVIEWING MANAGING PROBLEMS

Check all behaviours demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Scolds or blames client for incomplete tasks <input type="checkbox"/> Tells client what should and should not have been done (e.g., “It’s your fault, you should have been braver”)	<input type="checkbox"/> Discusses implementation of action plan <input type="checkbox"/> Praises any attempt to implement action plan, even if not successful <input type="checkbox"/> Explores and normalises any challenges client mentions <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all basic skills</i> <input type="checkbox"/> If not (completely) successful, adapts action plan accordingly (e.g., setting more effective reminders) <input type="checkbox"/> Chooses new problem or solution that is more feasible as needed <input type="checkbox"/> If client was successful, discusses steps to continue managing problem	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 any unhelpful behaviour	<input type="checkbox"/> Level 2 no basic skills, or some but not all basic skills	<input type="checkbox"/> Level 3 all basic skills	<input type="checkbox"/> Level 4 all basic helping skills plus any advanced skill
Notes:			

8. PSYCHOEDUCATION FOR STRESS MANAGEMENT & RELAXATION

Check all behaviours demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Judges client for symptoms/ feelings (“Why worry and feel body discomfort about such simple things?”) <input type="checkbox"/> Rushes explanation	<input type="checkbox"/> Explains or gives examples of how feelings may affect our bodies or create physical discomforts <input type="checkbox"/> Introduces plan to learn techniques (e.g., breathing) for relief <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all basic skills</i> <input type="checkbox"/> Gives examples of common types of discomfort <input type="checkbox"/> Identifies client's experienced symptoms or feelings and explains how these might create uncomfortable body sensations <input type="checkbox"/> Explains why technique is useful <input type="checkbox"/> Uses metaphors to explain	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 any unhelpful behaviour	<input type="checkbox"/> Level 2 no basic skills, or some but not all basic skills	<input type="checkbox"/> Level 3 all basic skills	<input type="checkbox"/> Level 4 all basic helping skills plus any advanced skill
Notes:			

9. INTRODUCE BREATHING STRATEGY (THEN PRACTICE & REPEAT)

Check all behaviours demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Forces client to practice breathing strategy <input type="checkbox"/> Criticizes client on performance (“That’s all wrong; you need to do this way”) <input type="checkbox"/> Rushes through practice or uses a loud or harsh voice <input type="checkbox"/> Gives nonspecific unhelpful suggestions (e.g., try breathing better)	<input type="checkbox"/> Introduces new technique (e.g., breathing) to willing client <input type="checkbox"/> Guides client through practice, checking-in along the way <input type="checkbox"/> Uses appropriate hand placement and gestures for demonstrations <input type="checkbox"/> Appropriately paces instruction and breathing steps (e.g., paces count of 1,2,3,4) <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all basic skills</i> <input type="checkbox"/> Ensures client does not feel need for perfection (e.g., this takes practice, you’ll know what is comfortable for you) <input type="checkbox"/> Praises client for practicing and normalizes any struggles <input type="checkbox"/> Adapts strategy as needed to ensure client’s comfort <input type="checkbox"/> Uses metaphors (e.g., balloon metaphor) or helps client prepare body (shake out your body)	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 any unhelpful behaviour	<input type="checkbox"/> Level 2 no basic skills, or some but not all basic skills	<input type="checkbox"/> Level 3 all basic skills	<input type="checkbox"/> Level 4 all basic helping skills plus any advanced skill
Notes:			

10. STRESS MANAGEMENT REVIEW: CHECK IN & ENCOURAGE CONTINUED PRACTICE (ASSIGN HOMEWORK)

Check all behaviours demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Judges client on performance or negative experience with practice (e.g., “that is awful,” “you did it wrong”) <input type="checkbox"/> Discourages client from practicing independently (e.g., “you’ll hurt yourself if you try alone,” “you’re hopeless”)	<input type="checkbox"/> Checks-in with client on experience of practicing strategy at home <input type="checkbox"/> Praises client’s attempt to practice at home <input type="checkbox"/> Normalises any challenges if experienced by client and helps to overcome them <input type="checkbox"/> Encourages client to continue practicing independently <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all basic skills</i> <input type="checkbox"/> Briefly reviews and practices breathing or other strategy together with client in the session <input type="checkbox"/> Works with client to find best times and places to practice independently <input type="checkbox"/> Explores and solves potential barriers client might face to independent practice	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 any unhelpful behaviour	<input type="checkbox"/> Level 2 no basic skills, or some but not all basic skills	<input type="checkbox"/> Level 3 all basic skills	<input type="checkbox"/> Level 4 all basic helping skills plus any advanced skill
Notes:			

11. SCHEDULING ACTIVITIES & TASKS

Check all behaviours demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Makes activity schedule without client's input <input type="checkbox"/> Schedules activities that are vague or unobtainable in the short-term (e.g., get a new job, walk in forest) <input type="checkbox"/> Scolds or blames client for feelings or negative behaviours or activities (e.g., "it's your fault")	<input type="checkbox"/> Brainstorms list of different types of activities with client <input type="checkbox"/> Asks client to choose one task and one pleasant activity to begin with <input type="checkbox"/> Schedules specific days, times and locations for selected activities <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all basic skills</i> <input type="checkbox"/> Connects activities with reminders or with other events or commitments <input type="checkbox"/> Reviews potential barriers or challenges <input type="checkbox"/> Effectively uses worksheet	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

12. STRENGTHENING SOCIAL SUPPORT

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Discourages client from contacting with other people, agencies or community <input type="checkbox"/> Only suggests contact with emergency services <input type="checkbox"/> Judges client for difficulties in communicating with family, friends or community members	<input type="checkbox"/> Identifies social support in client's life <input type="checkbox"/> Explains meaning of strengthening social support <input type="checkbox"/> Works with client to identify new or various social support networks <input type="checkbox"/> Encourages client to make contact with others <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Schedules action plan with client including when and whom to reach out to for support <input type="checkbox"/> Discusses overcoming barriers and challenges <input type="checkbox"/> Recommends skills/techniques to support relationship goals	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

Acknowledgement

This scale is informed by research described in: Pedersen G A, Gebrekristos F, Eloul L, Golden S, Hemmo M, Akhtar A, Schafer A, Kohrt B A. Development of a Tool to Assess Competencies of Problem Management Plus Facilitators Using Observed Standardised Role Plays: The EQUIP Competency Rating Scale for Problem Management Plus. *Intervention*. 2021;19(1):107-17. <https://www.interventionjournal.org/text.asp?2021/19/1/107/312725>

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