

ENhancing Assessment of Common Therapeutic factors (ENACT) – REMOTE

Foundational Helping Competencies for Adults – REMOTE

1. NON-VERBAL COMMUNICATION & ACTIVE LISTENING

| Check all behaviours that are demonstrated in each category. | | | |
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| Unhelpful or potentially harmful behaviours | Basic helping skills | Advanced helping skills | |
| <input type="checkbox"/> Engages in other activities (e.g., answers door or mobile, completes paperwork) <input type="checkbox"/> Laughs at client <input type="checkbox"/> Negative facial expression, or other negative physical behaviour <input type="checkbox"/> Has not minimized inappropriate distractions (e.g., turn off pop ups, turn of phone notifications) | <input type="checkbox"/> Allows for silences <input type="checkbox"/> Maintains appropriate eye contact through video image (e.g., looking in general direction of client) <input type="checkbox"/> Continuously uses supportive body language (head nod) and utterances (uh huh) <input type="checkbox"/> Sets up clear visibility (e.g., no backlight, head in frame) <input type="checkbox"/> <i>None of the above</i> | <input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Helps client set up audio/video for clear communication in a supportive manner <input type="checkbox"/> Checks with client to make sure helper's audio can easily and clearly be heard <input type="checkbox"/> Confirms plan if call gets disconnected (e.g., try on the same line, call in 5 min) <input type="checkbox"/> Varies body language during the session in relation to client's content and expressions | |
| 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. VERBAL COMMUNICATION SKILLS

| Check all behaviours that are demonstrated in each category. | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Unhelpful or potentially harmful behaviours | Basic helping skills | Advanced helping skills | |
| <input type="checkbox"/> Interrupts clients <input type="checkbox"/> Asks many suggestive or leading closed-ended questions (e.g., You didn't really want to do that, right?) <input type="checkbox"/> Corrects client (what you really mean...) or uses accusatory statements (you shouldn't have said that to your husband) <input type="checkbox"/> Uses culturally and age-inappropriate language and terms | <input type="checkbox"/> Uses open ended questions <input type="checkbox"/> Uses summarizing or paraphrasing statements <input type="checkbox"/> Allows client to complete statements before responding <input type="checkbox"/> <i>None of the above</i> | <input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Encourages client to continue explaining (tell me more about...) <input type="checkbox"/> Uses clarifying statements in first person (I heard you say, I understood...) <input type="checkbox"/> Matches rhythm to clients, allowing longer or shorter pauses based on 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. EXPLANATION & PROMOTION OF CONFIDENTIALITY

| Check all behaviours that are demonstrated in each category. | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Unhelpful or potentially harmful behaviours | Basic helping skills | Advanced helping skills | |
| <input type="checkbox"/> Forces client to disclose to helper or others <input type="checkbox"/> Describes confidentiality inaccurately (e.g., I will only tell your family) <input type="checkbox"/> Promises all things will be kept confidential without exceptions <input type="checkbox"/> Minimizes clients concerns about confidentiality (e.g., It doesn't matter if anyone else hears us) | <input type="checkbox"/> Explains concept of confidentiality <input type="checkbox"/> Addresses confidentiality issues specific to remote communication (e.g., family overhearing) <input type="checkbox"/> Lists exceptions for breaking confidentiality for self-harm or harm to others <input type="checkbox"/> Explains why it can be important to break confidentiality <input type="checkbox"/> <i>None of the above</i> | <input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Details the referral process related to confidentiality and exceptions <input type="checkbox"/> Asks questions to assess client's understanding of confidentiality <input type="checkbox"/> Helps client achieve comfortable level of privacy (separate room, using headphones, etc.) <input type="checkbox"/> Creates a "code word" with client in case client needs to stop | |
| 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. RAPPORT BUILDING & SELF-DISCLOSURE

| Check all behaviours that are demonstrated in each category. | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Unhelpful or potentially harmful behaviours | Basic helping skills | Advanced helping skills | |
| <input type="checkbox"/> Dominates session describing a personal experience <input type="checkbox"/> Minimizes client's problems by describing how the helper has dealt with this <input type="checkbox"/> Asking unnecessary embarrassing personal questions <input type="checkbox"/> Discusses confidential information about other clients | <input type="checkbox"/> Introduces self and explains role <input type="checkbox"/> Makes casual, informal conversation <input type="checkbox"/> Asks for client's introduction, (e.g., what client prefers to be called) <input type="checkbox"/> Shares general experience to relate to the client (e.g., about one's community/region) <input type="checkbox"/> <i>None of the above</i> | <input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Asks for client's reflection related to helper's information that is shared <input type="checkbox"/> Checks with client that they are comfortable (e.g., preferred language, has a drink of water ready) | |
| 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. EXPLORATION & NORMALISATION OF FEELINGS

| Check all behaviours that are demonstrated in each category. | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Unhelpful or potentially harmful behaviours | Basic helping skills | Advanced helping skills | |
| <input type="checkbox"/> Makes statements that client's response is unusual or atypical for others in similar situations (e.g., people don't usually react this way) <input type="checkbox"/> Minimizes or dismisses client's feelings or emotions <input type="checkbox"/> Forces client to describe emotions | <input type="checkbox"/> Appropriately encourages client to share feelings <input type="checkbox"/> Explains that others may share similar symptoms, reactions, and concerns, given similar experiences <input type="checkbox"/> Asks client to reflect on the experience of sharing emotions <input type="checkbox"/> <i>None of the above</i> | <input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Explores potential reasons for hesitance to share emotions <input type="checkbox"/> Comments thoughtfully on client's facial expression to encourage emotional expression <input type="checkbox"/> Validates emotional responses while also reframing potential harmful emotional reactions | |
| 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. DEMONSTRATION OF EMPATHY, WARMTH & GENUINENESS

| Check all behaviours that are demonstrated in each category. | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Unhelpful or potentially harmful behaviours | Basic helping skills | Advanced helping skills | |
| <input type="checkbox"/> Critical of client's concerns <input type="checkbox"/> Dismissive of client's concerns <input type="checkbox"/> Helper's emotional response appears inappropriate, fake or acting | <input type="checkbox"/> Is warm, friendly, and genuine throughout session <input type="checkbox"/> Continuously shows concern or care for the client (e.g., That sounds sad, can you tell me more about it?) <input type="checkbox"/> Asks question to identify what emotions the client was feeling (e.g., I wonder if you felt sad or angry when this happened) <input type="checkbox"/> <i>None of the above</i> | <input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Asks client to reflect on empathic statements from helper (e.g., What did you think when I said you sounded sad?) | |
| 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. ASSESSMENT OF HARM TO SELF, HARM TO OTHERS, HARM FROM OTHERS & DEVELOPING COLLABORATIVE RESPONSE PLAN

| Check all behaviours that are demonstrated in each category. | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Unhelpful or potentially harmful behaviours | Basic helping skills | Advanced helping skills | |
| <input type="checkbox"/> Does not ask about self-harm <input type="checkbox"/> Lectures client with religious or legal reasons against self-harm (e.g., this is sin, or this is against the law) <input type="checkbox"/> Expresses disbelief (e.g., accuses client of discussing self-harm to get attention; states that others would not actually harm the client or client's children) <input type="checkbox"/> Encourages client to not tell anyone about self-harm or harm to others | <input type="checkbox"/> Asks about self-harm or harm to others, or explores harm if raised by client <input type="checkbox"/> Asks about current intent, means, or prior attempts <input type="checkbox"/> Asks about risk and/or protective factors <input type="checkbox"/> <i>None of the above</i> | <input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> If current risk is low or high, helps client to develop safety plan (e.g., coping strategies and help seeking) <input type="checkbox"/> Asks where client is located and access to in-person resources (e.g., If you didn't feel safe, where is the nearest medical facility you could go for help) <input type="checkbox"/> Offers local hotline or other remote referral resources in case of emergency (e.g., If you have an emergency, you can call x) | |
| 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: | | | |

8. CONNECTION TO SOCIAL FUNCTIONING & IMPACT ON LIFE

| Check all behaviours that are demonstrated in each category. | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Unhelpful or potentially harmful behaviours | Basic helping skills | Advanced helping skills | |
| <input type="checkbox"/> Criticizes client for letting symptoms impact functioning (e.g., you are weak, you have no willpower) <input type="checkbox"/> Tells client there is no connection between mental health concerns and daily functioning or does not ask about how mental health is affecting daily functioning <input type="checkbox"/> Criticizes client for impact of their problems on children, spouse, or family members <input type="checkbox"/> Makes client feel guilty for impact on children, family, and others | <input type="checkbox"/> Asks about daily functioning <input type="checkbox"/> Asks about connection between daily functioning and mental health <input type="checkbox"/> <i>None of the above</i> | <input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Clarifies and/or support client's connections between functioning and mental health or reframes as needed <input type="checkbox"/> Explores relationship in both directions (daily life to symptoms; symptoms to daily life) <input type="checkbox"/> Asks about history of daily functioning compared to current social context (e.g., COVID19; how long has this been going on?) | |
| 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: | | | |

9. EXPLORATION OF CLIENT'S & SOCIAL SUPPORT NETWORK'S EXPLANATION FOR PROBLEM (CAUSAL & EXPLANATORY MODELS)

| Check all behaviours that are demonstrated in each category. | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Unhelpful or potentially harmful behaviours | Basic helping skills | Advanced helping skills | |
| <input type="checkbox"/> Criticizes client's view of problem as ignorant, superstitious, etc. <input type="checkbox"/> Endorses harmful beliefs of client or social network | <input type="checkbox"/> Asks about client's view on cause of problem <input type="checkbox"/> Asks about family's or support network's view on cause of problem (e.g., What does your family say caused this?) <input type="checkbox"/> <i>None of the above</i> | <input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Incorporates client's perspective of cause in care planning in non-harmful manner <input type="checkbox"/> Discusses alternative to harmful explanations (e.g., You said this was because you failed your family, I wonder if there is another way to think about this situation?) <input type="checkbox"/> Addresses differences in client's view of cause and support network's view of cause | |
| 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: | | | |

10. APPROPRIATE INVOLVEMENT OF FAMILY MEMBERS & OTHER CLOSE PERSONS

| Check all behaviours that are demonstrated in each category. | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Unhelpful or potentially harmful behaviours | Basic helping skills | Advanced helping skills | |
| <input type="checkbox"/> Tells client not to involve family or close person in any way during treatment or recovery <input type="checkbox"/> Forces client to involve family or close person in treatment process <input type="checkbox"/> Demands to speak with family or close person without permission from client <input type="checkbox"/> Allows an accompanying close person to disempower the client | <input type="checkbox"/> Asks about close person(s) in client's life (e.g., household members, family, or other) <input type="checkbox"/> Asks client how they would like to involve close person(s) in the care process <input type="checkbox"/> Asks client who they live with <input type="checkbox"/> <i>None of the above</i> | <input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Explores client's choices or reasons for involving or not involving close, familiar person <input type="checkbox"/> Does role-play or discusses options for successful interaction with close person(s) (e.g., Helper plays role of family member) | |
| 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: | | | |

11. COLLABORATIVE GOAL SETTING & ADDRESSING CLIENT'S EXPECTATIONS

| Check all behaviours that are demonstrated in each category. | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Unhelpful or potentially harmful behaviours | Basic helping skills | Advanced helping skills | |
| <input type="checkbox"/> Tells client that his/her goals (expectations) can't be met but does not give a reason. <input type="checkbox"/> Gives incorrect, misleading, or unrealistic information about treatment goals. <input type="checkbox"/> Dictates goal for client (forces goal upon client) | <input type="checkbox"/> Asks client about goals (expectations) <input type="checkbox"/> Clearly explains how client's goals and expectations fit with treatment plan. <input type="checkbox"/> <i>None of the above</i> | <input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Prioritizing and modification of treatment plan to fit client goals (expectations) <input type="checkbox"/> Works with client to reframe their goals within scope of the treatment plan (e.g., Your goal is to get a job, could we work together on a goal that will help you do that?) | |
| 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. PROMOTION OF REALISTIC HOPE FOR CHANGE

| Check all behaviours that are demonstrated in each category. | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Unhelpful or potentially harmful behaviours | Basic helping skills | Advanced helping skills | |
| <input type="checkbox"/> Makes negative statements about client's doubts (you won't get better if you have no hope...) <input type="checkbox"/> Gives unrealistic expectations (everything will be cured or solved...) <input type="checkbox"/> Provides no hope for change (this problem cannot be solved...) | <input type="checkbox"/> Explains how client can be hopeful about possibility of change <input type="checkbox"/> Praises client for seeking care <input type="checkbox"/> <i>None of the above</i> | <input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Solicits and explores client's doubts about the treatment <input type="checkbox"/> Helper shares reasons for hope based on helper's prior experience or client's behaviours <input type="checkbox"/> Discusses reasons for hope when client is doubtful or dissatisfied | |
| 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: | | | |

13. INCORPORATION OF COPING MECHANISMS & PRIOR SOLUTIONS

| Check all behaviours that are demonstrated in each category. | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Unhelpful or potentially harmful behaviours | Basic helping skills | Advanced helping skills | |
| <input type="checkbox"/> Makes negative statements about client's coping mechanisms (that would never work...) <input type="checkbox"/> Encourages or shows acceptance of harmful coping mechanisms | <input type="checkbox"/> Asks client about current or past coping mechanisms (how they keep going after the problem started...) <input type="checkbox"/> Praises client for positive or safe current or prior solutions <input type="checkbox"/> <i>None of the above</i> | <input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Encourages use of continued positive coping mechanisms <input type="checkbox"/> Reflection on prior unhealthy strategies and brainstorm positive alternatives | |
| 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: | | | |

14. PSYCHOEDUCATION & USE OF LOCAL TERMINOLOGY

| Check all behaviours that are demonstrated in each category. | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Unhelpful or potentially harmful behaviours | Basic helping skills | Advanced helping skills | |
| <input type="checkbox"/> Uses technical terms without checking client's understanding <input type="checkbox"/> Uses stigmatizing mental health terms | <input type="checkbox"/> Conducts accurate psychoeducation using simple terms <input type="checkbox"/> Includes local concepts and terminology into psychoeducation <input type="checkbox"/> <i>None of the above</i> | <input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Incorporates client's description of the problem <input type="checkbox"/> Checks that client understands psychoeducation | |
| 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: | | | |

15. ELICITATION OF FEEDBACK WHEN PROVIDING ADVICE, SUGGESTIONS & RECOMMENDATIONS

| Check all behaviours that are demonstrated in each category. | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Unhelpful or potentially harmful behaviours | Basic helping skills | Advanced helping skills | |
| <input type="checkbox"/> Lectures client about what to do without asking for client's feedback <input type="checkbox"/> Offers negative or harmful suggestions | <input type="checkbox"/> Asks for feedback from client to see if any offered suggestions are helpful <input type="checkbox"/> Provides clarifications, reframing, or alternative suggestions based on feedback <input type="checkbox"/> <i>None of the above</i> | <input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Summarizes feedback provided by client and checks if interpretation is correct | |
| 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 adapted with permission from the original ENACT scale, which was published CC BY-NC-ND by Kohrt et al in: Kohrt BA, Jordans MJD, Rai S, Shrestha P, Luitel NP, Ramaiya M, Singla D, Patel V. Therapist Competence in Global Mental Health: Development of the Enhancing Assessment of Common Therapeutic Factors (ENACT) Rating Scale. *Behaviour Research and Therapy*. 2015;69:11-21. <http://dx.doi.org/10.1016/j.brat.2015.03.009>.

These competencies were informed by research described in: Pedersen, G. A., Lakshmin, P., Schafer, A., Watts, S., Carswell, K., Willhoite, A., Ottman, K., van 't Hof, E., & Kohrt, B. A. (2020). Common factors in psychological treatments delivered by non-specialists in low- and middle-income countries: Manual review of competencies. *Journal of behavioral and cognitive therapy*, 30(3), 165–186. <https://doi.org/10.1016/j.jbct.2020.06.001>.

See full acknowledgements and copyright information on <https://equipcompetency.org/>

Abbreviated instructions for standardized role plays

If using standardized role plays, the following prompts can be used when eliciting different competencies. For full details on performing standardized role plays see <https://equipcompetency.org/>.

1. NON-VERBAL COMMUNICATION & ACTIVE LISTENING

Actor instructions: *At appropriate times during the interview use culturally appropriate body language for feelings of sadness or worry.*

2. VERBAL COMMUNICATION SKILLS

Actor instructions: *When helper uses closed-ended questions “Do you, did you, can you...?”, respond with short yes/no responses. When helper uses open-ended questions “Please tell me about, please share with me, how did that... etc.?”, respond with more detailed answers*

15. ELICITATION OF FEEDBACK WHEN PROVIDING ADVICE, SUGGESTIONS & RECOMMENDATIONS

Actor instructions: *During the role play, ask the helper “Are you going to tell anyone these things that I tell you?” or “I am afraid you will tell other people the things I am telling you?” Also mention, “My [person you live with] is home, so I am going to try and talk quietly so she won’t hear us.”*

4. RAPPORT BUILDING AND SELF-DISCLOSURE

Actor instructions: *Do not provide your name or personal information unless asked to do so by the helper.*

5. EXPLORATION & NORMALISATION OF FEELINGS

Actor instructions: *Do not share about feelings or emotions unless the helper asks, for example, “How are you feeling; please tell me about anything that has been bothering or worrying you lately; I notice that you seemed sad when you came in, please tell me if something has been upsetting you.”*

6. DEMONSTRATION OF EMPATHY, WARMTH & GENUINENESS

Actor instructions: *At appropriate times during the interview use culturally appropriate body language for feelings of sadness or worry (same instruction for 1.1), and when asked describe sadness to see how helper responds (same instruction for 2.2)*

7. ASSESSMENT OF HARM TO SELF, HARM TO OTHERS, HARM FROM OTHERS & DEVELOPING COLLABORATIVE RESPONSE PLAN

Actor instructions: *During the role play, express that “Sometimes when I go to sleep, I wish I wouldn’t wake up in the morning.” If asked if you would ever hurt or kill yourself, explain “Sometimes I think about dying, but I wouldn’t hurt myself on purpose.” If asked about reasons for leaving describe, “I want to stay alive to care for my family. If I died, who would take care of them.” If asked about any prior attempts, reply, “No, I have never tried to kill myself.” At some point during his time, mention to the helper, “I have heard about hotlines before, but they seem only for people who are about to kill themselves, not people like me when I’m afraid and can’t sleep at night*

8. CONNECTION TO SOCIAL FUNCTIONING & IMPACT ON LIFE

Actor instructions: *If helper asks about daily activities, share that your worries or sadness sometimes make it hard to do typical activities, take of oneself, one’s children, spouse, or other family members.*

9. EXPLORATION OF CLIENT'S & SOCIAL SUPPORT NETWORK'S EXPLANATION FOR PROBLEM (CAUSAL & EXPLANATORY MODELS)

Actor instructions: *If asked about perceived cause of problems, provide different types of answers to see how helper responds. For example, "I don't know if I have these problems because I lost my job and worry all the time now. Or maybe, I am just cursed." If asked about family's perception, provide a different perceived cause, e.g., "My family thinks I have these problems because I am weak and lazy."*

10. APPROPRIATE INVOLVEMENT OF FAMILY MEMBERS AND OTHER CLOSE PERSON(S)

Actor instructions: *If asked about close persons in your life, describe immediate family members. But, if asked about who you would like involved in care, describe someone else, e.g., an aunt, uncle, neighbour*

11. COLLABORATIVE GOAL SETTING & ADDRESSING CLIENT'S EXPECTATIONS

Actor instructions: *If asked about goals, first provide a goal such as "get a job", but then if aided by helper, provide a more psychosocial goal, e.g., "I would like to worry less so I can come up with a plan for looking for work..."*

12. PROMOTION OF REALISTIC HOPE FOR CHANGE

Actor instructions: *During the role play, ask the helper questions such as "Will meeting with you make all of my problems better? Will meeting with you help me get a job?" Also, mention something that gives you hope (e.g., I did it before, so I can do it again) and something that takes away hope (e.g., Nothing that I am trying works)*

13. INCORPORATION OF COPING MECHANISMS & PRIOR SOLUTIONS

Actor instructions: *During the role play, provide examples of positive coping (e.g., working in the garden) and negative coping (yelling at others to go away, using alcohol).*

14. PSYCHOEDUCATION AND USE OF LOCAL TERMINOLOGY

Actor instructions: *If the helper uses technical terms, ask "what does that mean" to see if the helper can describe it in lay language.*

15. ELICITATION OF FEEDBACK WHEN PROVIDING ADVICE, SUGGESTIONS & RECOMMENDATIONS

Actor instructions: *If the helper asks for feedback about suggestions, reply that some of the advice is helpful but some of it would be hard in your situation, then ask if there are other options or activities.*