**EQUIP Competency Tool and Role Play Modification Template**

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| Contextualisation tracking template: Use to take brief notes on any small contextual adaptations when translating tools, and to take notes for how to rate an item in your context. This template is formatted to ENACT but can work for any EQUIP competency assessment tool. *Note: EQUIP Tools are evidence-based across multiple country settings. Drastic changes to ENACT attributes and items are not encouraged. Small contextual changes to words or examples in paratheses (e.g., How do you feel?) are encouraged. Examples are below in the first 3 grey rows.*  |
| EXAMPLES |
| ENACT Item | **Level: Any harmful behaviour**  | **Level: Basic skills**  | **Level: Advanced Skills**  |
| *EXAMPLE:* *1. Non-verbal communication & active listening* | **Rating note***: mark harmful if Helper takes notes the whole time and doesn’t look at client* |  |  |
| *EXAMPLE:* *2. Verbal communication skills* | **Contextual adaptation**: *Changed “helper” to “counselor” (do not use the term “helper” at organization)* | **Contextual adaptation**: *The word statement was replaced with a more accurate word in Arabic* ”العبارات” *instead of* “البيانات” *which has a completely different meaning.***Rating note**: *If speaking too early before client is fully done, but not consistently interrupting, can tick* “Allows client to complete statement before responding” |  |
| *EXAMPLE:* *5. Normalization of feelings* | **Rating note***: dismissing feelings looks like e.g., “You shouldn’t feel that way”*  |  |  |

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| ENACT: Rating Notes & Contextualisation |
|  | **Level: Any harmful behaviour**  | **Level: Basic skills**  | **Level: Advanced Skills**  |
| *1. Non-verbal communication & active listening* |  |  |  |
|  | **Level: Any harmful behaviour**  | **Level: Basic skills**  | **Level: Advanced Skills**  |
| *2. Verbal communication skills* |  |  |  |
|  | **Level: Any harmful behaviour**  | **Level: Basic skills**  | **Level: Advanced Skills**  |
| *3. Explanation & promotion of confidentiality* |  |  |  |
|  | **Level: Any harmful behaviour**  | **Level: Basic skills**  | **Level: Advanced Skills**  |
| *4. Rapport building & self-disclosure* |  |  |  |
|  | **Level: Any harmful behaviour**  | **Level: Basic skills**  | **Level: Advanced Skills**  |
| *5. Exploration & normalization of feelings* |  |  |  |
|  | **Level: Any harmful behaviour**  | **Level: Basic skills**  | **Level: Advanced Skills**  |
| *6. Demonstration of empathy, warmth, & genuineness* |  |  |  |
|  | **Level: Any harmful behaviour**  | **Level: Basic skills**  | **Level: Advanced Skills**  |
| *7. Assessment of harm to self, harm to other and from others & developing collaborative response plan* |  |  |  |
|  | **Level: Any harmful behaviour**  | **Level: Basic skills**  | **Level: Advanced Skills**  |
| *8. Connection to social functioning & impact on life* |  |  |  |
|  | **Level: Any harmful behaviour**  | **Level: Basic skills**  | **Level: Advanced Skills**  |
| *9. Exploration of client & social support network’s explanation for problem (causal & explanatory models)* |  |  |  |
|  | **Level: Any harmful behaviour**  | **Level: Basic skills**  | **Level: Advanced Skills**  |
| *10. Appropriate involvement of family members & other close persons* |  |  |  |
|  | **Level: Any harmful behaviour**  | **Level: Basic skills**  | **Level: Advanced Skills**  |
| *11. Collaborative goal setting & addressing client’s expectations* |  |  |  |
|  | **Level: Any harmful behaviour**  | **Level: Basic skills**  | **Level: Advanced Skills**  |
| *12. Promotion of realistic hope for change* |  |  |  |
|  | **Level: Any harmful behaviour**  | **Level: Basic skills**  | **Level: Advanced Skills**  |
| *13. Incorporation of coping mechanisms & prior solutions* |  |  |  |
|  | **Level: Any harmful behaviour**  | **Level: Basic skills**  | **Level: Advanced Skills**  |
| *14. Psychoeducation with use of local terminology* |  |  |  |
|  | **Level: Any harmful behaviour**  | **Level: Basic skills**  | **Level: Advanced Skills**  |
| *15. Elicitation of feedback when providing advice, suggestions & recommendations* |  |  |  |

**EQUIP: Role-Play Script Modification Matrix**

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| Modification tracking template: Use to take brief notes on any small contextual adaptations as needed with role play scripts for ENACT, WeACT, GroupACT, or technique-specific competency role plays (e.g., Thinking Healthy Program, behavioural activation). This can be used full role plays script or for single prompts paired with competency items. Examples are below in grey.  |
| **Script or prompt** | **Brief descriptions of modifications** |
| **EXAMPLE:**ENACT role play script (10-minute role play) | *E.g., Opio changed to Mary, gender changed to female b/c THP (all female), age changed to 22**Key stressors: changed to father of baby leaving and loss of income for child & mom, changed body language from makes big sighs to uses hands when explaining stressful moments*  |
| **EXAMPLE:**ENACT role play: Suicide assessment prompt only | *Changed suicide prompt to, “Sometimes I wish I would fall asleep at night and never wake up. What is the purpose of living in such a pressured world?”* |

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| EQUIP Role Play Modifications |
| Script or prompt | Brief descriptions of modifications |
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