

ENhancing Assessment of Common Therapeutic factors (ENACT) – REMOTE

Foundational Helping Competencies for Adults – REMOTE

1. NON-VERBAL COMMUNICATION

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
☐ Engages in other activities (e.g., answers door or mobile, completes paperwork) ☐ Laughs at client ☐ Negative facial expression, or other negative physical behaviour ☐ Has not minimised inappropriate distractions (e.g., turns off pop-ups, turns off phone notifications)	☐ Allows for silences ☐ Maintains appropriate eye contact through video image (e.g., looking in general direction of client) ☐ Continuously uses supportive body language (head nod) and utterances (uh huh) ☐ Sets up clear visibility (e.g., no backlight, head in frame) ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ Helps client set up audio/video for clear communication in a supportive manner ☐ Checks with client to make sure helper's audio can easily and clearly be heard ☐ Confirms plan if call gets disconnected (e.g., try on the same line, call in 5 min) ☐ 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)			
☐ Level 1 any unhelpful behaviour	☐ Level 2 no basic skills, or some but not all basic skills	☐ Level 3 all basic skills	☐ Level 4 all basic helping skills plus any advanced skill
Notes:			

2. VERBAL COMMUNICATION

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
☐ Interrupts clients ☐ Asks many suggestive or leading closed-ended questions (e.g., 'You didn't really want to do that, right?') ☐ Corrects client (e.g., 'What you really mean...') or uses accusatory statements (e.g., 'You shouldn't have said that to your husband') ☐ Uses culturally and age inappropriate language and terms	☐ Uses open-ended questions ☐ Uses summarising or paraphrasing statements ☐ Allows client to complete statements before responding ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ Encourages client to continue explaining (e.g., 'Tell me more about...') ☐ Uses clarifying statements in first person (e.g., 'I heard you say, I understood...') ☐ Matches rhythm to clients, allowing longer or shorter pauses based on client	
Check the level that best applies (only one level should be checked)			
☐ Level 1 any unhelpful behaviour	☐ Level 2 no basic skills, or some but not all basic skills	☐ Level 3 all basic skills	☐ Level 4 all basic helping skills plus any advanced skill
Notes:			

3. EXPLAIN AND PROMOTE CONFIDENTIALITY

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
☐ Forces client to disclose to helper or others ☐ Describes confidentiality inaccurately (e.g., 'I will only tell your family') ☐ Promises all things will be kept confidential without exceptions ☐ Minimises client's concerns about confidentiality (e.g., 'It doesn't matter if anyone else hears us')	☐ Explains concept of confidentiality ☐ Addresses confidentiality issues specific to remote communication (e.g., family overhearing) ☐ Lists exceptions for breaking confidentiality for self-harm or harm to others ☐ Explains why it can be important to break confidentiality ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ Details the referral process related to confidentiality and exceptions ☐ Asks questions to assess client's understanding of confidentiality ☐ Helps client achieve comfortable level of privacy (e.g., separate room, using headphones, etc.) ☐ Creates a 'code word' with client in case client needs to stop	
Check the level that best applies (only one level should be checked)			
☐ Level 1 any unhelpful behaviour	☐ Level 2 no basic skills, or some but not all basic skills	☐ Level 3 all basic skills	☐ Level 4 all basic helping skills plus any advanced skill
Notes:			

4. RAPPORT BUILDING AND SELF-DISCLOSURE

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
☐ Dominates session describing a personal experience ☐ Minimises problems by describing how the helper has dealt with this ☐ Asks unnecessary, embarrassing personal questions ☐ Discusses confidential information about other clients	☐ Introduces self and explains role ☐ Makes casual, informal conversation ☐ Asks for client's introduction, (e.g., what client prefers to be called) ☐ Shares general experience to relate to the client (e.g., about one's community/region) ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ Asks client's reflection on helper's information that is shared ☐ Checks in on client's comfort (e.g., preferred language, has a drink of water, etc.)	
Check the level that best applies (only one level should be checked)			
☐ Level 1 any unhelpful behaviour	☐ Level 2 no basic skills, or some but not all basic skills	☐ Level 3 all basic skills	☐ Level 4 all basic helping skills plus any advanced skill
Notes:			

5. EXPLORATION & NORMALIZATION OF FEELINGS

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
☐ Makes statements that client's response is unusual for others in similar situations (e.g., 'People don't usually react this way') ☐ Minimises or dismisses client's feelings or emotions ☐ Forces client to describe emotions	☐ Appropriately encourages client to share feelings ☐ Explains that others may share similar symptoms, reactions, and concerns, given similar experiences ☐ Asks client to reflect on the experience of sharing emotions ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ Explores potential reasons for hesitance to share emotions ☐ Comments thoughtfully on client's facial expression to encourage emotional expression ☐ Validates emotional responses while reframing potentially harmful reactions	
Check the level that best applies (only one level should be checked)			
☐ Level 1 any unhelpful behaviour	☐ Level 2 no basic skills, or some but not all basic skills	☐ Level 3 all basic skills	☐ Level 4 all basic helping skills plus any advanced skill
Notes:			

6. DEMONSTRATE EMPATHY, WARMTH & GENUINENESS

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
☐ Critical of client's concerns ☐ Dismissive of client's concerns ☐ Helper's emotional response appears inappropriate, fake or acting	☐ Is warm, friendly, and genuine throughout session ☐ Continuously shows concern or care for the client (e.g., 'That sounds sad, can you tell me more about it?') ☐ Asks question to identify what emotions the client was feeling (e.g., 'I wonder if you felt sad or angry when this happened') ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ 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)			
☐ Level 1 any unhelpful behaviour	☐ Level 2 no basic skills, or some but not all basic skills	☐ Level 3 all basic skills	☐ Level 4 all basic helping skills plus any advanced skill
Notes:			

7. ASSESSMENT OF HARM & DEVELOPING RESPONSE PLAN

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
☐ Does not ask about self-harm ☐ Lectures client with religious or legal reasons against self-harm (e.g., 'This is a sin; against the law') ☐ Expresses disbelief (e.g., accuses client of trying to get attention; states others would not harm client or client's children) ☐ Encourages client to not tell anyone about harm to self or harm to others	☐ Asks about self-harm or harm to others, or explores harm if raised by client ☐ Asks about current intent, means, or prior attempts ☐ Asks about risk and/or protective factors ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ If indicated, helps client to develop safety plan (e.g., coping strategies and help seeking) ☐ 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?') ☐ 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)			
☐ Level 1 any unhelpful behaviour	☐ Level 2 no basic skills, or some but not all basic skills	☐ Level 3 all basic skills	☐ Level 4 all basic helping skills plus any advanced skill
Notes:			

8. CONNECT 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	
☐ Criticizes client for letting symptoms impact functioning (e.g., 'You are weak, you have no willpower') ☐ 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 ☐ Criticizes client for impact of their problems on children, spouse, or family members ☐ Makes client feel guilty for impact on children, family, and others	☐ Asks about daily functioning ☐ Asks about connection between daily functioning and mental health ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ Clarifies and/or supports client's connections between functioning and mental health or reframes as needed ☐ Explores connection in both directions (daily life to symptoms; symptoms to daily life) ☐ 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)			
☐ Level 1 any unhelpful behaviour	☐ Level 2 no basic skills, or some but not all basic skills	☐ Level 3 all basic skills	☐ Level 4 all basic helping skills plus any advanced skill
Notes:			

9. EXPLORE CLIENT'S & SOCIAL NETWORK'S EXPLANATION FOR PROBLEM

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
☐ Criticizes client's view of problem as ignorant, superstitious, etc. ☐ Endorses harmful beliefs of client or social network	☐ Asks about client's view on cause of problem ☐ Asks about family's or support network's view on cause of problem (e.g., 'What does your family say caused this?') ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ Incorporates client's perspective of cause in care planning in non-harmful manner ☐ 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?') ☐ 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)			
☐ Level 1 any unhelpful behaviour	☐ Level 2 no basic skills, or some but not all basic skills	☐ Level 3 all basic skills	☐ Level 4 all basic helping skills plus any advanced skill
Notes:			

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

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
☐ Tells client to not involve family or close person in any way during treatment or recovery ☐ Forces client to involve family or close person in treatment process ☐ Demands to speak with family or close person without permission from client ☐ Allows accompanying close person to disempower the client	☐ Asks about close person(s) in client's life (e.g., household members, family, or other) ☐ Asks client how they would like to involve close person(s) in the care process ☐ Asks client who they live with ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ Explores client's choices or reasons for involving or not involving close, familiar person(s) ☐ 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)			
☐ Level 1 any unhelpful behaviour	☐ Level 2 no basic skills, or some but not all basic skills	☐ Level 3 all basic skills	☐ Level 4 all basic helping skills plus any advanced skill
Notes:			

11. COLLABORATIVE GOAL SETTING

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
☐ Tells client that their goals (expectations) can't be met but doesn't give a reason ☐ Gives incorrect, misleading, or unrealistic information about treatment goals ☐ Dictates goal for client (forces goal upon client)	☐ Asks client about goals (expectations) ☐ Clearly explains how client's goals and expectations fit with treatment plan ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ Prioritising and modification of treatment plan to fit client's goals (expectations) ☐ 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)			
☐ Level 1 any unhelpful behaviour	☐ Level 2 no basic skills, or some but not all basic skills	☐ Level 3 all basic skills	☐ Level 4 all basic helping skills plus any advanced skill
Notes:			

12. PROMOTE REALISTIC HOPE FOR CHANGE

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
☐ Makes negative statements about client's doubts (e.g., 'You won't get better if you have no hope...') ☐ Gives unrealistic expectations (e.g., 'Everything will be cured or solved...') ☐ Provides no hope for change (e.g., 'This problem cannot be solved...')	☐ Explains how client can be hopeful about possibility of change ☐ Praises client for seeking care ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ Solicits and explores client's doubt about treatment ☐ Shares reasons for hope based on helper's prior experience or client's behaviours ☐ Discusses reasons for hope when client is doubtful or dissatisfied	
Check the level that best applies (only one level should be checked)			
☐ Level 1 any unhelpful behaviour	☐ Level 2 no basic skills, or some but not all basic skills	☐ Level 3 all basic skills	☐ Level 4 all basic helping skills plus any advanced skill
Notes:			

13. INCORPORATE COPING MECHANISMS & PRIOR SOLUTIONS

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
☐ Makes negative statements about client's coping mechanisms (e.g., 'That would never work...') ☐ Encourages or shows acceptance of harmful coping mechanisms	☐ Asks client about current or past coping mechanisms (how they keep going after problem started...) ☐ Praises client for positive or safe current or prior solutions ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ Encourages continued use of positive coping mechanisms ☐ Reflects on prior unhealthy strategies and brainstorm positive alternatives	
Check the level that best applies (only one level should be checked)			
☐ Level 1 any unhelpful behaviour	☐ Level 2 no basic skills, or some but not all basic skills	☐ Level 3 all basic skills	☐ Level 4 all basic helping skills plus any advanced skill
Notes:			

14. PSYCHOEDUCATION WITH TERMINOLOGY

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
☐ Uses technical terms without checking client's understanding ☐ Uses stigmatising mental health terms	☐ Conducts accurate psychoeducation using simple terms ☐ Includes local concepts and terminology into psychoeducation ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ Incorporates client's description of problem ☐ Checks that client understands psychoeducation	
Check the level that best applies (only one level should be checked)			
☐ Level 1 any unhelpful behaviour	☐ Level 2 no basic skills, or some but not all basic skills	☐ Level 3 all basic skills	☐ Level 4 all basic helping skills plus any advanced skill
Notes:			

15. ELICITATION OF FEEDBACK

Check all behaviours that are demonstrated in each category.		
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills
☐ Lectures client about what to do without asking for client's feedback ☐ Offers negative or harmful suggestions	☐ Asks for client's feedback to see if any offered suggestions are helpful ☐ Provides clarifications, reframing, or alternative suggestions based on feedback ☐ <i>None of the above</i>	☐ <i>Completes all Basic Helping Skills</i> ☐ Summarises feedback provided by client and checks if interpretation is correct
Check the level that best applies (only one level should be checked)		
☐ Level 1 any unhelpful behaviour	☐ Level 2 no basic skills, or some but not all basic skills	☐ Level 3 all basic skills
☐ Level 4 all basic helping skills plus any advanced skill		
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*

3. EXPLANATION AND PROMOTION OF CONFIDENTIALITY

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?”*

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 & NORMALIZATION 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 living 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.