

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.”*

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, like take care of oneself, take care of 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

Author 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.*