

## Self Help Plus (SH+) Competencies

### 1. NON-VERBAL COMMUNICATION AND ACTIVE LISTENING

Check all behaviours that are demonstrated in each category.		
Unhelpful or potentially harmful behaviours	Basic helping skills	
<input type="checkbox"/> Engages in other activities (e.g., answers mobile, completes paperwork) <input type="checkbox"/> Laughs at client <input type="checkbox"/> Uses inappropriate facial expressions <input type="checkbox"/> Inappropriate physical contact	<input type="checkbox"/> Allows for silences <input type="checkbox"/> Maintains appropriate eye contact <input type="checkbox"/> Maintains open posture (body turned toward client) <input type="checkbox"/> Continuously uses supportive body language (head nod) and utterances (“uh-huh”) <input type="checkbox"/> <i>None of the above</i>	
Check the level that best applies (only one level should be checked)		
<input type="checkbox"/> <b>Level 1</b> <i>any unhelpful behaviour</i>	<input type="checkbox"/> <b>Level 2</b> <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> <b>Level 3</b> <i>all basic skills</i>
Notes:		

### 2. VERBAL COMMUNICATION SKILLS

Check all behaviours that are demonstrated in each category.		
Unhelpful or potentially harmful behaviours	Basic helping skills	
<input type="checkbox"/> Interrupts client <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"/> Open-ended questions <input type="checkbox"/> Summarising or paraphrasing statements <input type="checkbox"/> Allows client to complete statements before responding <input type="checkbox"/> <i>None of the above</i>	
Check the level that best applies (only one level should be checked)		
<input type="checkbox"/> <b>Level 1</b> <i>any unhelpful behaviour</i>	<input type="checkbox"/> <b>Level 2</b> <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> <b>Level 3</b> <i>all basic skills</i>
Notes:		

### 3. DEMONSTRATION OF EMPATHY, WARMTH, AND GENUINENESS

Check all behaviours that are demonstrated in each category.		
Unhelpful or potentially harmful behaviours	Basic 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 interaction <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>	
Check the level that best applies (only one level should be checked)		
<input type="checkbox"/> <b>Level 1</b> <i>any unhelpful behaviour</i>	<input type="checkbox"/> <b>Level 2</b> <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> <b>Level 3</b> <i>all basic skills</i>
Notes:		

### 4. INCORPORATION OF COPING MECHANISMS AND PRIOR SOLUTIONS

Check all behaviours that are demonstrated in each category.		
Unhelpful or potentially harmful behaviours	Basic 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 (i.e., how they have kept 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>	
Check the level that best applies (only one level should be checked)		
<input type="checkbox"/> <b>Level 1</b> <i>any unhelpful behaviour</i>	<input type="checkbox"/> <b>Level 2</b> <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> <b>Level 3</b> <i>all basic skills</i>
Notes:		

## 5. EXPLANATION AND PROMOTION OF CONFIDENTIALITY

Check all behaviours that are demonstrated in each category.		
Unhelpful or potentially harmful behaviours	Basic 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"/> Minimises client's concerns about confidentiality (e.g., 'It doesn't matter if anyone else hears us')	<input type="checkbox"/> Explains concept of confidentiality <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>	
Check the level that best applies (only one level should be checked)		
<input type="checkbox"/> <b>Level 1</b> <i>any unhelpful behaviour</i>	<input type="checkbox"/> <b>Level 2</b> <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> <b>Level 3</b> <i>all basic skills</i>
Notes:		

## 6. ASSESSMENT OF HARM TO SELF, HARM TO OTHERS, HARM FROM OTHERS AND DEVELOPING COLLABORATIVE RESPONSE PLAN

Check all behaviours that are demonstrated in each category.		
Unhelpful or potentially harmful behaviours	Basic 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 a 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 not to tell anyone else 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>	
Check the level that best applies (only one level should be checked)		
<input type="checkbox"/> <b>Level 1</b> <i>any unhelpful behaviour</i>	<input type="checkbox"/> <b>Level 2</b> <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> <b>Level 3</b> <i>all basic skills</i>
Notes:		

## 7. LEAD FACILITATOR SKILLS

Check all behaviours that are demonstrated in each category.		
Unhelpful or potentially harmful behaviours	Basic helping skills	
<input type="checkbox"/> Does not complete all the actions detailed in the session instructions (e.g., does not show a picture, does not monitor time during the discussions) <input type="checkbox"/> Leaves out important parts of the written scripts or paraphrases inaccurately <input type="checkbox"/> Reading style is not engaging (e.g., flat tone of voice, does not look up while reading)	<input type="checkbox"/> Accurately follows all session instructions <input type="checkbox"/> Communicates all the important information from a script <input type="checkbox"/> Reads written scripts in an engaging manner (e.g., with expressive tone of voice, looking up and making appropriate eye contact) <input type="checkbox"/> <i>None of the above</i>	
Check the level that best applies (only one level should be checked)		
<input type="checkbox"/> <b>Level 1</b> <i>any unhelpful behaviour</i>	<input type="checkbox"/> <b>Level 2</b> <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> <b>Level 3</b> <i>all basic skills</i>
Notes:		

## 8. CO-FACILITATOR SKILLS

Check all behaviours that are demonstrated in each category.		
Unhelpful or potentially harmful behaviours	Basic helping skills	
<input type="checkbox"/> Does not attend to someone who asks for help or someone who is having difficulty while audio is playing <input type="checkbox"/> Does not respond to or address disruptions while audio is playing <input type="checkbox"/> Intervenes when not needed (e.g., pressurises a participant to join an activity)	<input type="checkbox"/> Is alert to anyone who may need or request individual assistance while the audio is playing (e.g., occasionally scans room, keeps eyes open during exercises) <input type="checkbox"/> Responds promptly to any disruptions, requests for support, or questions <input type="checkbox"/> Refrains from intervening when not needed (e.g., if a participant chooses not to join in an activity or looks distracted but is not disruptive) <input type="checkbox"/> <i>None of the above</i>	
Check the level that best applies (only one level should be checked)		
<input type="checkbox"/> <b>Level 1</b> <i>any unhelpful behaviour</i>	<input type="checkbox"/> <b>Level 2</b> <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> <b>Level 3</b> <i>all basic skills</i>
Notes:		

## 9. JOINT SKILLS (FOR BOTH LEAD AND CO-FACILITATOR)

Check all behaviours that are demonstrated in each category.		
Unhelpful or potentially harmful behaviours	Basic helping skills	
<input type="checkbox"/> Does not look alert while audio is playing (e.g., looking down, not looking around the room for people in need of help) <input type="checkbox"/> Gives incorrect information when responding to questions <input type="checkbox"/> Gives detailed information instead of encouragement and support	<input type="checkbox"/> Looks alert and engaged while the audio is playing <input type="checkbox"/> Responds accurately to questions <input type="checkbox"/> Provides encouragement rather than detailed explanations <input type="checkbox"/> <i>None of the above</i>	
Check the level that best applies (only one level should be checked)		
<input type="checkbox"/> <b>Level 1</b> <i>any unhelpful behaviour</i>	<input type="checkbox"/> <b>Level 2</b> <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> <b>Level 3</b> <i>all basic skills</i>
Notes:		