

Group facilitation Assessment of Competencies Tool (GroupACT) - Remote

Group Facilitation Skills for Adults - Remote

1. GROUP GUIDELINES AND/OR GROUND RULES

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Violates group guidelines (e.g., answers phone in-session, interrupts members) <input type="checkbox"/> Allows members to violate guidelines without correction or acknowledgement	<input type="checkbox"/> Introduces concept of group session guidelines in first session or recaps and explains why were relevant in subsequent sessions <input type="checkbox"/> Establishes ground rules (e.g., respect, listen, and pay attention to each other, 'everything that gets discussed stays here', no phones) <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Asks for agreement from the group on guidelines <input type="checkbox"/> Elicits group feedback, provides interpretations and reflections <input type="checkbox"/> Adjusts rules depending on need or context	
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. GROUP PARTICIPATION

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Displays favouritism to specific members <input type="checkbox"/> Excludes other members (e.g., ignores input) <input type="checkbox"/> Forces unwilling participant to join discussion <input type="checkbox"/> Scolds participant(s) for under-or-over sharing	<input type="checkbox"/> Uses timely techniques (e.g., turn taking; 'gentle prompting') to encourage fair participation <input type="checkbox"/> Clarifies discussion points for members struggling with literacy, numeracy, or tech skills <input type="checkbox"/> Addresses participation barriers (e.g., interruptions) <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Provides reflection on discussion <input type="checkbox"/> Discusses ways members can support one another to participate <input type="checkbox"/> Checks-in on comfort of sharing for all members	
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. FOSTERING EMPATHY AMONGST GROUP MEMBERS

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 intervene when group members are unempathetic, hurtful, or hostile towards one another <input type="checkbox"/> Shares member information from private session as an example of empathy or non-empathy	<input type="checkbox"/> Encourages and fosters empathy amongst group members (e.g., points out displays of empathy towards one another) <input type="checkbox"/> Exemplifies empathy (e.g., nods head, says 'uh-huh') <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Provides summarising statements and interpretations <input type="checkbox"/> Uses prompts (e.g., 'How do you feel after you shared with us?')	
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. COLLABORATIVE PROBLEM SOLVING

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Gives direct suggestions without group input <input type="checkbox"/> Does not intervene or address harmful or unrealistic solutions (e.g., 'Quit job,' 'avoid husband,' etc.) <input type="checkbox"/> Judges solutions created by group <input type="checkbox"/> Allows judgement from members (e.g., 'That will never work,' 'that's stupid,' etc.)	<input type="checkbox"/> Equally encourages all participants to share how they addressed similar problems <input type="checkbox"/> Encourages participants to praise and support each other for positive and challenging experiences <input type="checkbox"/> Unrealistic and unhelpful solutions are eliminated <input type="checkbox"/> Encourages brainstorming of solutions in the group <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Solicits feedback from group to ensure solutions are attainable, realistic, and timely <input type="checkbox"/> Addresses potential barriers <input type="checkbox"/> Validates challenges (e.g., 'Not all solutions work for everyone') <input type="checkbox"/> Suggests member pairing to support each other (if applicable to the intervention)	
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. ADDRESSING BARRIERS TO PARTICIPATION

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Actively excludes members' attendance (e.g., does not make schedule adjustments) <input type="checkbox"/> Ignores explicit feedback on barriers to attendance via remote means (e.g., lack of access to internet or computer) <input type="checkbox"/> Rejects/ignores sociodemographic and minority barriers (e.g., religious observances, menstrual practices, disabilities)	<input type="checkbox"/> Actively solicits information to address any barriers to attendance (e.g., work/farming schedule, etc.) <input type="checkbox"/> Works to reschedule sessions or adjusts schedules accordingly if relevant <input type="checkbox"/> Encourages members to attend even if previous sessions were missed <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Engages group in problem-solving/ brainstorming ways for all members to attend sessions <input type="checkbox"/> Encourages group members to support one another in attending group sessions <input type="checkbox"/> Supports access to sessions (e.g., convenient session locations; sharing computers)	
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. GROUP CONFIDENTIALITY

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Shares a member's confidential information with the group (e.g., a member's trauma history disclosed in private) <input type="checkbox"/> Threatens to share group information with community or family members <input type="checkbox"/> Targets or blames members when confidentiality is broken <input type="checkbox"/> Does not intervene when others break confidentiality	<input type="checkbox"/> Explains rationale for confidentiality, including situations when confidentiality can be broken <input type="checkbox"/> Confidentiality issues are addressed when unexpected/uninvited individuals are seen or heard via remote connections <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Explains issues of respect, valuing others' experiences, and feelings associated with violation of confidentiality <input type="checkbox"/> Appropriately addresses when confidentiality is broken during group	
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. TIME MANAGEMENT: APPROPRIATE BREAKS, ENERGISERS & PACING

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Prevents participants from taking a break <input type="checkbox"/> Forces group to continue when emotionally exhausted or distressed <input type="checkbox"/> Targets or blames participant(s) when requesting breaks or energisers	<input type="checkbox"/> Reviews schedule for the day <input type="checkbox"/> Explains when and how breaks will be given with instructions for start/stop signals <input type="checkbox"/> Includes time for questions in schedule <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Consolidates participants learning (e.g., has well-spaced summarising) <input type="checkbox"/> Elicits feedback and check-ins with learning (e.g., has 'checking-in' activities) <input type="checkbox"/> Checks-in with group to see when breaks are needed or preferred <input type="checkbox"/> Appropriately conducts group energisers to encourage participation	
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 informed by research described in: Pedersen, G. A., Sangraula, M., Shrestha, P., Lakshmin, P., Schafer, A., Ghimire, R., Luitel, N. P., Jordans, M. J. D. & Kohrt, B. A. Developing the Group facilitation Assessment of Competencies Tool for Group-Based Mental Health and Psychosocial Support Interventions in Humanitarian and Low-Resource Settings. *Journal on Education in Emergencies*. 2021. <https://doi.org/10.33682/u4t0-acde>