

# Problem Management Plus (PM+) Competencies

## 1. NON-VERBAL COMMUNICATION (ENACT #1)

Check all behaviours demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Engages in other activities (e.g., answers mobile phone, 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 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>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> 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)			
<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>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

## 2. VERBAL COMMUNICATION (ENACT #2)

Check all behaviours demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced 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 (e.g., 'What you really mean...') or uses accusatory statements (e.g., 'You shouldn't have said that to your husband') <input type="checkbox"/> Culturally and age-inappropriate language and terms	<input type="checkbox"/> Uses 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>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Encourages client to continue explaining (e.g., 'Tell me more about...') <input type="checkbox"/> Clarifies statements in first person (e.g., 'I heard you say,' 'I understood...') <input type="checkbox"/> Matches rhythm to client's, allowing longer or shorter pauses based on client	
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>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

### 3. EXPLAIN AND PROMOTE CONFIDENTIALITY (ENACT #3)

Check all behaviours demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced 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 full confidentiality 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>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Details the referral process related to confidentiality and exceptions <input type="checkbox"/> Asks questions to assess client's understanding of confidentiality <input type="checkbox"/> Topics of discussion are appropriate to confidentiality of setting	
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>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

### 4. RAPPORT BUILDING AND SELF-DISCLOSURE (ENACT #4)

Check all behaviours demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Dominates session describing a personal experience <input type="checkbox"/> Minimises client's problems by describing how the helper has dealt with this <input type="checkbox"/> Asks unnecessary embarrassing personal questions <input type="checkbox"/> Discusses confidential information of other clients	<input type="checkbox"/> Introduces self and explains role <input type="checkbox"/> Makes casual, informal conversation <input type="checkbox"/> Asks for client's introduction (e.g., 'What the client prefers to be called') <input type="checkbox"/> Shares general experience related to the client (e.g., about one's community/region) <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Asks client's reflection on information that the helper has shared <input type="checkbox"/> Checks in on client's comfort (e.g., offers seat, preferred language)	
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>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

## 5. EXPLORATION & NORMALIZATION OF FEELINGS (ENACT #5)

Check all behaviours demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Makes statements that client's response is unusual or atypical for others in similar situations (e.g., 'People usually don't react in this way') <input type="checkbox"/> Minimises or dismisses client's feelings or emotions <input type="checkbox"/> Forces client to describe emotions	<input type="checkbox"/> Appropriately encourages client to share feelings <input type="checkbox"/> Explains that others may share similar symptoms, reactions, and concerns, given similar experiences <input type="checkbox"/> Asks client to reflect on the experience of sharing emotions <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Explores potential reasons for hesitance to share emotions <input type="checkbox"/> Comments thoughtfully on client's facial expression to encourage emotional expression <input type="checkbox"/> Validates emotional responses while reframing potentially harmful emotional reactions	
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>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

## 6. DEMONSTRATE EMPATHY, WARMTH & GENUINENESS (ENACT #6)

Check all behaviours demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced 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 session <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>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> 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)			
<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>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

## 7. ASSESSMENT OF HARM & DEVELOPING RESPONSE PLAN (ENACT #7)

Check all behaviours demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced 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 sin, or this is against the law’) <input type="checkbox"/> Expresses disbelief (e.g., accuses client of discussing self-harm to get attention; states 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>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> If indicated, helps client to develop safety plan (e.g., coping strategies and help seeking)	
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>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

## 8. INTRODUCING AND EXPLAINING SLOW BREATHING

Check all behaviours demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Forces client to practise breathing strategy <input type="checkbox"/> Criticizes client on performance (‘That’s all wrong; you need to do it this way’) <input type="checkbox"/> Rushes through practice or uses a loud or harsh voice <input type="checkbox"/> Gives nonspecific unhelpful suggestions (e.g., ‘Try breathing better’)	<input type="checkbox"/> Explains benefit of slow breathing <input type="checkbox"/> Demonstrates technique, including appropriate hand placement (e.g., on stomach) <input type="checkbox"/> Guides client through breathing practice, checking comfort level at each step <input type="checkbox"/> Paces breathing steps with counting for inhale, holding, and exhale <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Reassures client that this does not need to be done perfectly (e.g., ‘This takes practice, you will know what feels comfortable for you’) <input type="checkbox"/> Praises client for practising and normalizes any difficulties or challenges with the practice <input type="checkbox"/> Adapts strategy as needed to ensure client’s comfort <input type="checkbox"/> Uses metaphors that are understandable to the client (e.g., balloon metaphor)	
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>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

## 9. LISTING AND DISTINGUISHING SOLVABLE AND UNSOLVABLE PROBLEMS

Check all behaviours demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Blames client for problems (e.g., ‘You made this problem for yourself’) <input type="checkbox"/> Says all of client’s problems are too difficult or cannot be solved <input type="checkbox"/> Tells client what their problems are without client’s input <input type="checkbox"/> Incorrectly explains what are solvable and unsolvable problems	<input type="checkbox"/> Supports client to list their own problems <input type="checkbox"/> Uses a brainstorming process to identify additional problems <input type="checkbox"/> Explains the concept of solvable and unsolvable problems <input type="checkbox"/> Helps client identify which of their problems are solvable and unsolvable <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Helps client reframe unsolvable problems into solvable problems <input type="checkbox"/> Discusses how addressing solvable problems can improve the client’s wellbeing	
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>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

## 10. CHOOSING A PROBLEM

Check all behaviours demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Chooses problem for the client <input type="checkbox"/> Allows client to choose unsolvable problem <input type="checkbox"/> Criticizes client’s choice of the most important problem (e.g., ‘That problem isn’t important, focus on something else’) <input type="checkbox"/> Fails to identify a single problem to focus on	<input type="checkbox"/> Works with client to rank or prioritise which solvable problems could be addressed <input type="checkbox"/> Works with client to select a single specific problem that is solvable <input type="checkbox"/> Asks for client’s feedback on the selected problem (e.g., ‘Do you feel comfortable to start working on this problem’) <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Helps client explore how their life would be different if the selected problem were addressed <input type="checkbox"/> Helps client identify alternative problem if barriers are encountered addressing the selected problem	
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>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

## 11. DEFINING THE PROBLEM

Check all behaviours demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Starts defining the problem without having made selection of a single problem <input type="checkbox"/> Provides a complex or confusing definition of problem that does not have clear actions to take <input type="checkbox"/> Tells client the problem is hopeless <input type="checkbox"/> Minimises the problem (e.g., 'Solving this problem is easy. Let's focus on something more challenging')	<input type="checkbox"/> Establishes a specific brief definition of the problem <input type="checkbox"/> The definition includes a description of things that can be changed and for which the client can take action <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> If a problem has many parts, breaks it down and deals with each part separately <input type="checkbox"/> Asks the client to imagine what their life would be like if the problem were solved	
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>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

## 12. BRAINSTORMING SOLUTIONS

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Directly gives solutions to the client rather than have client generate own solutions <input type="checkbox"/> Makes judgements about brainstormed solutions (e.g., 'That is good,' or 'that is bad') <input type="checkbox"/> Asks suggestive or leading questions about solutions (e.g., 'That isn't really how you want to solve it, is it?')	<input type="checkbox"/> Encourages client to think of as many possible solutions as they can <input type="checkbox"/> Encourages client to think of solutions they can do by themselves as well as those with support from others <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Uses the friend strategy (e.g., 'What would you tell a friend if they had this problem?') <input type="checkbox"/> Prompts client to think of existing personal strengths, resources, and social support in order to brainstorm more solutions	
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>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

### 13. CHOOSING HELPFUL STRATEGIES

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Chooses a solution that is unrealistic or potentially harmful (e.g., ‘You should run away from home’)</li> <li><input type="checkbox"/> Tells client what solution to choose</li> <li><input type="checkbox"/> Is critical of client for chosen solution (e.g., ‘I would have chosen something else. What you chose may not work’)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> From the list of potential solutions, helps client choose solutions that are helpful to influence the problem</li> <li><input type="checkbox"/> Helps client discuss the advantages and disadvantages of the different listed solutions</li> <li><input type="checkbox"/> Helps client consider what solutions are achievable within the client’s financial, personal, and social resources</li> <li><input type="checkbox"/> <i>None of the above</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Completes all Basic Helping Skills</i></li> <li><input type="checkbox"/> Explores how client has solved similar problems in the past and discusses what did or did not work</li> <li><input type="checkbox"/> Explores alternative solutions that could be used if selected solution becomes too difficult</li> </ul>	
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>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

### 14. DEVELOPING AN ACTION PLAN FOR THE SOLUTION

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Tells client what steps to take to achieve the solution</li> <li><input type="checkbox"/> Discourages client by identifying barriers for carrying out the action plan (e.g., ‘Your wife will never let you do this’)</li> <li><input type="checkbox"/> Criticizes the client’s proposed action steps for the solution (e.g., ‘You aren’t thinking through all the steps’)</li> <li><input type="checkbox"/> Dismisses concerns raised by the client about the action plan (e.g., ‘That’s easy to do. I’ve seen lots of people do it. Stop worrying’)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Helps client create an action plan with specific steps</li> <li><input type="checkbox"/> Helps client pick the day, time, and location for when to do steps in the action plan</li> <li><input type="checkbox"/> Discusses what resources would be needed to carry out the actions (e.g., transportation, childcare, a supportive friend)</li> <li><input type="checkbox"/> Maintains a positive and encouraging attitude throughout discussion of the action plan</li> <li><input type="checkbox"/> <i>None of the above</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Completes all Basic Helping Skills</i></li> <li><input type="checkbox"/> Suggests ways the client can remind themselves to carry out the plan (e.g., notes, calendar, telephone reminders, connecting it with other activities)</li> <li><input type="checkbox"/> Discusses alternative strategies if barriers are encountered when carrying out the action plan</li> <li><input type="checkbox"/> Helps client create plan for managing distress during the action plan (e.g., ‘You can use your breathing exercise before talking to your relative’)</li> <li><input type="checkbox"/> Helps the client order the action steps if multiple interconnected actions are needed</li> </ul>	
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>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

## 15. GET GOING, KEEP DOING

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Makes activity schedule without client's input <input type="checkbox"/> Schedules activities that are vague, unachievable, or potentially harmful to improve mood <input type="checkbox"/> Blames client for lack of motivation, energy, or will power to implement Get Going, Keep Doing activities	<input type="checkbox"/> Explains the inactivity cycle <input type="checkbox"/> Helps the client brainstorm enjoyable activities that improve their mood <input type="checkbox"/> Helps the client to choose an activity that is enjoyable and is achievable within the next week <input type="checkbox"/> Helps the client schedule when (days and times) they will complete the activity or task in the next week <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Helps the client to break down the activity or task into very small and manageable steps <input type="checkbox"/> Discusses reminders the client can use to help them complete their activity <input type="checkbox"/> Connects enjoyable activity with other events or commitments <input type="checkbox"/> Reviews potential barriers or challenges to doing the enjoyable activity	
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>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

## 16. STRENGTHENING SOCIAL SUPPORT

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Discourages client from contacting other people about their problem <input type="checkbox"/> Tells client whom to contact rather than following client's preferences <input type="checkbox"/> Criticizes client for difficulties in communicating with family, friends, or community members	<input type="checkbox"/> Explains meaning and benefits of strengthening social support <input type="checkbox"/> Supports client to identify multiple sources of social support <input type="checkbox"/> Works with client to select whom from the social support network would be helpful <input type="checkbox"/> Encourages client to contact social support persons <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Schedules action plan with client, including when and whom to reach out to for support <input type="checkbox"/> Discusses overcoming barriers and challenges when contacting persons for social support <input type="checkbox"/> Role plays with client how to ask selected person for support <input type="checkbox"/> Recommends skills and techniques to support relationship goals	
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>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

The following two competencies are only relevant for Group PM+:

### 17. GROUP GUIDELINES AND/OR GROUND RULES (GROUPACT #1)

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 the first session or recaps and explains why they 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"/> <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>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

### 18. GROUP PARTICIPATION (GROUPACT #2)

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 client to join discussion <input type="checkbox"/> Scolds client(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"/> <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>	<input type="checkbox"/> <b>Level 4</b> <i>all basic helping skills plus any advanced skill</i>
Notes:			

## 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

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 & NORMALISATION 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 & DEVELOPING 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. INTRODUCING AND EXPLAINING SLOW BREATHING

Actor instructions: *If the PM+ Helper explains to you how to use the deep breathing technique, express concerns that you are not doing the breathing correctly for example say “I don’t think I am doing this right”, “I worry that I won’t know when to use this correctly”*

### 9. LISTING AND DISTINGUISHING SOLVABLE AND UNSOLVABLE PROBLEMS

#### 10. CHOOSING A PROBLEM

#### 11. DEFINING THE PROBLEM

*(Note that there is only one role play prompt for items 9,10 and 11)*

Actor instructions: *If the PM+ Helper asks you to think of the problems you are facing at the moment, focus on elements of the problem that are difficult to solve. Use culturally appropriate body language and communication skills to explain that you feel hopeless or out of control and don’t think you could solve any of your problems.*

**12. BRAINSTORMING SOLUTIONS****13. CHOOSING HELPFUL STRATEGIES****14. DEVELOPING AN ACTION PLAN FOR THE SOLUTION**

*(Note that there is only one role play prompt for items 12,13 and 14)*

Actor instructions: *Once you have selected a practical and realistic solution, the PM+ helper will ask you to create an action plan. Spend some time focusing on the barriers to implementing that plan and all the reasons why it could fail. However, if the PM + helper encourages and motivates you to try, then engage with the plan and be enthusiastic.*

**15. GET GOING, KEEP DOING**

Author instructions: *If the person playing the role of the PM+ Client asks you to think of different activities. Focus on activities that you feel you have to do (like chores) and not activities that you enjoy. At the beginning of the role play be quite vague about activities that you enjoy however, as the PM+ Client asks you more questions be open to exploring which activities you enjoy and why. You can express frustration with the strategy if you feel it for example “you make it sound so easy. But if it were easy I would have done these activities before. It is much harder than this”*

**16. STRENGTHENING SOCIAL SUPPORT**

Author instructions: *If the helper asks you to identify social supports in your life say “Why is this important. At the moment I don’t have the time or energy to spend time with people”. At the beginning of the strategy find it difficult to focus on any positive social supports but if the PM+ Helper supports you to identify why some supports are positive be convinced by them.*

**17. GROUP GUIDELINES AND/OR GROUND RULES (GROUPACT #1)**

Actor instructions: *As the group member, you start ignoring one of the agreed group guidelines (e.g., texting on your phone and not paying attention to the conversation). If the helper reminds you of the rule, say “thank you for reminding me.”*

**18. GROUP PARTICIPATION (GROUPACT #2)**

Actor instructions: *Actor #1 is dominating the conversation by talking about their experience. Actor #2 tries to share their experience, but Actor #1 keeps interrupting. See how the helper responds.*

**Acknowledgement.** Portions of this scale are 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>.

This scale and competencies are informed by research described in:

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