

Supplemental Material

Appendix 1. The eNACT Group Facilitation Competency Checklist.



Neurorehabilitation and Clinical Translation

eNACT Group Facilitation Competency Checklist

This checklist is designed to rate the competencies of clinicians delivering group-based interventions in rehabilitation and therapy settings.

Raters should actively look for each competency and tick the appropriate box, as described below.

*Note: **BOLD** items are **essential** (i.e., must be demonstrated every time); Non-bold items do not need to be demonstrated every time

- '**Observed - Done well**' – facilitator's demonstration of the skill shows expertise, and would likely involve several of the examples given or instances of the criterion, or one instance/some examples done comprehensively and with sophistication.
- '**Observed - Done adequately**' should be used when the examinee has demonstrated the skill in a competent manner (i.e., meets the threshold for competent delivery), though it may be less consistently demonstrated and/or show less sophistication or fluency.
- '**Observed - Not done well**' captures instances where the skill was attempted but very few features were present, or was delivered superficially, inconsistently or was undermined by errors.
- '**Not observed – despite opportunity**' should be used when a skill that should have been demonstrated was not observed at all during the session (this applies for essential items)
- '**Not observed – no opportunity**' applies when the skill was not needed during the session (for non-essential items), or when there was no opportunity to demonstrate the skill (for essential items).

SCORING

Rating	Score – simple method (for treatment fidelity ratings)	Score – detailed method (for monitoring skill development)
Observed - Done well	2	3
Observed - Done adequately	2	2
Observed - Not done well	1	1
Not observed – despite opportunity	0	0
Not observed – no opportunity	N/A	N/A

The overall score should be calculated by adding up the scores and then dividing by the number of applicable items (16 minus the number of N/A items).

For example, if a group facilitator scored 2 on all items and all 16 items were applicable, this would result in an overall score of $32/16 = 2$. If only the 13 essential items (in bold) were applicable, this would result in an overall score of $26/13 = 2$.

Therefore, an overall score of 2 reflects adequate competence in group facilitation. Overall scores can range from a minimum of 0 to a maximum of 2 (simple method) or 3 (detailed method).

Criterion	Not observed – no opportunity	Not observed - despite opportunity	Observed – Not done well	Observed – Done adequately	Observed – Done well	Basis for Rating (e.g, verbatim quote from facilitator)
A. Facilitating focused group discussion:						
A1. Displays knowledge and understanding of material/content covered during session (e.g., provides coherent explanations, addresses questions and comments appropriately)						
A2. Provides reflective summaries of participant contributions which highlight the most relevant point(s)						
A3. Skilfully manages verbose, tangential, or inappropriate contributions (e.g., by re-directing discussion, interrupting, or picking up on most relevant aspect of the contribution)						
A4. Encourages contributions from all group participants (e.g., by directly asking/addressing less talkative participants, making eye contact, asking "does anyone else experience the same thing?")						
A5. Contributes appropriately to group discussion even when not leading the topic/module (applies only when there is more than 1 facilitator)						
B. Communication skills:						
B1. Concepts are explained clearly and are focused on the key points, with minimal use of jargon						
B2. Provides examples from daily life to explain information/strategies, which are relevant to the topic of discussion						
B3. Maintains appropriate pacing of information (e.g. does not speak too fast, or finish too quickly; checks for understanding)						
B4. Uses conversational tone (i.e., is not too much like a teacher), and does not fixate too rigidly on notes (note that this item refers to the style of						

Criterion	Not observed – no opportunity	Not observed - despite opportunity	Observed – Not done well	Observed – Done adequately	Observed – Done well	Basis for Rating (e.g, verbatim quote from facilitator)
delivery, while B1 refers to the content)						
C. Interpersonal style:						
C1. Demonstrates empathy towards group participants (e.g., attends to and validates both positive and negative expressed emotions, overtly seeks to understand participants' perspectives, shows concern for participants' needs)						
C2. Shows positive regard to group participants (e.g., uses affirming, encouraging, and supportive statements and facial expressions)						
C3. Responds sensitively to any expressions of distress and follows up on issues of mental health or physical risk where necessary						
D. Session structure:						
D1. Covers content within each module thoroughly but efficiently						
D2. Sign-posts topic changes clearly (e.g., uses verbal or visual cues to make it obvious that the topic is changing)						
D3. Gives breaks when scheduled and if participants are showing signs of fatigue						
D4. Responds flexibly when important, urgent or unpredictable issues arise (e.g., by briefly diverting from the topic)						