

LMIC Psychological Interventions Implementation Coding

* Required

1. 1. Primary Publication *

Enter first author, last name, journal name only
(e.g., Smith, 2005, Lancet).

Supplemental Material: Annu. Rev. Clin. Psychol. 2017. 13:149–81
<https://doi.org/10.1146/annurev-clinpsy-032816-045217>
Psychological Treatments for the World: Lessons from Low- and Middle-Income Countries
Singla et al.

2. Year of primary (RCT) publication

Enter 9999 if not specified.

Mark only one oval.

- 9999
- 2016
- 2015
- 2014
- 2013
- 2012
- 2011
- 2010
- 2009
- 2008
- 2007
- 2006
- 2005
- 2004
- 2003
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- 1995
- 1994
- 1993
- 1992
- 1991
- 1990

3. 2. Corresponding Author Contact Information *

(name, affiliation, email address)

.....

4. 3. Secondary Publications

Enter first author last name and year.

.....

5. 4. Study Design

1=RCT, 2=Cluster RCT, 3=Randomized, parallel group clinical trial, 4=quasi-randomized trial, 5=controlled before and after design, 77=other, 99=not specified

Mark only one oval.

- 1
- 2
- 3
- 4
- 5
- 55
- 99
- Other:

6. Study Design_Other

If other, describe:

.....

7. Year trial was started

Enter year trial was started. Enter 9999 if not specified.

Mark only one oval.

- 9999
- 2016
- 2015
- 2014
- 2013
- 2012
- 2011
- 2010
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- 1994
- 1993
- 1992
- 1991
- 1990

8. Year trial was ended

Enter 9999 if not specified.

Mark only one oval.

- 9999
- 2016
- 2015
- 2014
- 2013
- 2012
- 2011
- 2010
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- 1994
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- 1992
- 1991
- 1990

9. Source of Funding

Enter 999 if not specified.

.....

10. Prospective Trial Registration Number

Enter 999 if not specified.

.....

11. Country

Enter country name. 999 if not specified.

.....

12. Geographical Scope

Select one.

Mark only one oval.

- 1=Rural
- 2=Urban
- 3=Mixed
- 999=Not Specified
- Other:

Beneficiary Characteristics**13. Beneficiary Group**

Select ONE option. 1=Primary care/general care attendees OR maternal/reproductive health service user; 2=Specialist mental health service user; 3=HIV/AIDS service user; 4=Non-communicable disease service user (e.g., diabetes, cardiovascular disorders), 5=Refugees, 55=Mixed, 99=Not specified. In the next section, select ALL that apply.

Mark only one oval.

- 1
- 2
- 3
- 4
- 5
- 55
- 99
- Other:

Beneficiary Group

Re-Enter this data but select all that apply. These answers should match those above. 1=Yes. Leave blank if not applicable.

14. Primary care/maternal care

Check all that apply.

- 1

15. Specialist MH

Check all that apply.

- 1

16. HIV*Check all that apply.* 1**17. Non-communicable***Check all that apply.* 1**18. Refugees***Check all that apply.* 1**19. Beneficiary_Other**

If you selected Other, please describe this here.

.....

Mental Health Conditions

20. Was a common mental disorder a primary (1) or secondary (2) outcome of the study?

For example, Rahman 2008, Singla 2015, and Rotheram-Borus 2014 all have a child health outcome as primary and maternal mental health as a secondary, therefore they are coded as secondary. Patel 2010, Bolton 2014, and Araya 2003 are examples with a depression as a primary outcome.

Mark only one oval. 1=primary 2=secondary Other:**21. Target mental disorder**

Select the ONE common mental disorder addressed in the study. If multiple CMDs or CMDs in general were used for the outcome, select 55 (for example, Bass 2014, Bolton 2014, Chibanda 2015, Jenkins 2010, would be 55 response). 1=Depression, 2=Anxiety, 3=PTSD, 55=Mixed, 99=Not specified.

Mark only one oval. 1 2 3 55 99 Other:

Target Mental Disorder

Please re-enter this data but select all that apply. These answers should match those above. 1=Yes. Leave blank if not applicable.

22. Depression*Check all that apply.* 1**23. Anxiety***Check all that apply.* 1**24. Trauma/PTSD***Check all that apply.* 1**25. Common Mental Disorder_Other**

.....

Site of participant recruitment**26. Participant_Recruite_Site**

Select ONE site from where participants were recruited. If participants were selected from multiple sites, select 55 and select options below; provide additional details in the text box below as needed.

1=Primary care or reproductive health services, 2=Specialty (non-mental health) services (e.g., HIV/AIDS, Diabetes, etc.), 3=Mental health services, 4=School, 5=Religious institution, 6=Home, 7=Other community setting, 8=Refugee camp, 55=Mixed, 99=Not specified.

Mark only one oval. 1 2 3 4 5 6 7 8 55 99**Recruitment Site**

Re-Enter this data but select all that apply. These answers should match those above. 1=Yes. Leave blank if not applicable.

27. Primary care maternal*Check all that apply.* 1

28. Specialty services

Check all that apply.

1

29. Mental health

Check all that apply.

1

30. School

Check all that apply.

1

31. Religious Institution

Check all that apply.

1

32. Home

Check all that apply.

1

33. Other community

Check all that apply.

1

34. Refugee camp

Check all that apply.

1

35. Tool used for MH assessment for study inclusion

Select one response. 1=Screening tool (e.g., HSCL, BDI, PHQ-9), 2=Structured diagnostic interview (SCID, SCAN, MINI, CIDI, etc.), 77=Other (including mental health specialists not using a structured diagnostic interview); Explain in text box if other; 99=Not specified

Mark only one oval.

1

2

77

99

36. Tool used for assessment_Other information

.....

37. Assessor for MH condition for inclusion

Select one: 1=Research assistant, 2=Psychiatrist, 3=Psychologist, 55=Mixed, 99=Not specified
 Mark only one oval.

- 1
- 2
- 3
- 55
- 99
- Other:

38. Additional information on assessor (as needed)

.....

39. Minimum Age of Participants (write number only, 999=Not specified)

.....

40. Maximum Age of Participants (write number only, 999=Not Specified)

.....

41. Mean age (write number only, 999=Not specified)

.....

42. Age variance

Write number and statistic (e.g., std dev., std error, 95% CI)

.....

43. Age group descriptor (select one)

Mark only one oval.

- 1=Adults only
- 2=Adolescents only
- 3=Children only
- 4=Child and adolescents
- 5=Older adults (geriatric) only
- 55=All ages (children or adolescents and adults)
- Other:

44. Gender of sample

Mark only one oval.

- 1=Women only
- 2=Men only
- 3=Both genders
- 999=Not specified
- Other:

45. Number of women in intervention arm, 999=Not specified

.....

46. Number of women in control arm, 999=Not specified

.....

47. Number of men in intervention arm, 999=Not specified

.....

48. Number of men in control arm, 999=Not specified

.....

49. Inclusion criteria

.....

50. Exclusion criteria

.....

51. Recruitment process

.....

Intervention Purpose and Name

52. Stated purpose of intervention

.....

53. Name of intervention

.....

Intervention Setting

Select ONE setting where the intervention was conducted. If mixed, select 55. Re-enter all applicable

answers below.

54. Where was the intervention conducted?

Mark only one oval.

- 1=Primary Care
- 2=Specialty Clinic (not mental health)
- 3=Mental Health Clinic
- 4=School
- 5=Religious Institution
- 6=Home
- 7=Other Community setting
- 8=Refugee Clinic
- 55=Mixed
- 999=Not Specified

Setting

Re-enter this data but select all that apply. These answers should match those above. 1=Yes. Leave blank if not applicable.

55. Setting_Primary Care

Check all that apply.

1

56. Setting_Specialty Clinic (not mental health)

Check all that apply.

1

57. Setting_Mental health clinic

Check all that apply.

1

58. Setting_School

Check all that apply.

1

59. Setting_Religious_Institution

Check all that apply.

1

60. Setting_Home

Check all that apply.

1

61. Setting_Other community setting

Check all that apply.

 1**62. Setting_Refugee Camp**

Check all that apply.

 1**63. Additional information on setting as needed**

.....

64. Rationale for setting

.....

65. Setting barriers

.....

66. Setting facilitators

.....

67. Accessibility Promotion

Any strategy used to make the intervention convenient and accessible or to proactively enhance treatment participation. 1=Yes, 999=Not specified.

Mark only one oval.

 1 999**Non-Specialist Providers**

68. Non_Specialist_Provider

Select one response. If multiple cadres of workers are trained select 55 "Other/Mixed" and provide additional details below in other responses and free text as needed.. For example, Bolton 2014 PlosMed would be "Mixed" then described in the text. If primary care doctor or specialty doctor, select "Other/Mixed" and explain in text. 1=Nurse other than psychiatric nurse, 2=Paramedic, health assistant, medical auxiliary; 3=Community health worker (may or may not be volunteer), 4=Midwife, doula, 5=Peer, 6=Family member including caregiver, parent, 7=Religious leader, 8=Social Workers, 9=primary care doctor, specialty doctor, 55=Mixed, 99=Not specified. Replicate your answers in the next section.

Mark only one oval.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 55
- 99
- Other:

Non-Specialist Provider

Re-Enter this data but select all that apply. These answers should match those above. 1=Yes. Leave blank if not applicable.

69. Nurse

Check all that apply.

- 1

70. Paramedic

Check all that apply.

- 1

71. Community health worker

Check all that apply.

- 1

72. Midwife

Check all that apply.

- 1

73. Peer

Check all that apply.

1

74. Teacher

Check all that apply.

1

75. Family Member

Check all that apply.

1

76. Religious Leader

Check all that apply.

1

77. Social worker

Check all that apply.

1

78. Provider_Other

.....

79. Rationale for selection of this non-specialist group

.....

80. Number of non-specialists delivering intervention in trial intervention arm

.....

81. Selection and recruitment process for non-specialists

.....

82. Education background of non-specialists*Mark only one oval.*

- 1=No educational requirement
- 2=Literate but no formal schooling
- 3=Primary school
- 4=High school
- 5=Post-secondary school
- 6=Post-graduate
- 55=Mixed
- 999=Not specified
- Other:

83. Education_Other

.....

84. Language proficiency

.....

Training

Select ONE option below. If mixed, select 55.

85. Training*Mark only one oval.*

- 1=Didactics
- 2=Practice
- 3=Online/Electronic
- 4=Apprenticeship Model
- 55=Mixed
- 99=Not specified
- Other:

Training

Re-enter this data but select all that apply. These answers should match those above. 1=Yes. Leave blank if not applicable.

86. Didactics*Check all that apply.*

- 1

87. Practice*Check all that apply.* 1**88. Online/Electronic***Check all that apply.* 1**89. Apprentice Model***Check all that apply.* 1**90. Training_Other**

.....

91. Additional information on training methods

.....

92. Content of Training

.....

93. Training Duration

.....

94. Competency Evaluation*Mark only one oval.* 1=Yes 99=Not Specified**95. Competency evaluation description**

.....

96. Therapy quality and fidelity

1=Yes, 0=No, 99=Not specified

Mark only one oval. 1 0 99**97. Therapy quality and fidelity description**

.....

98. Certification

Mark only one oval.

- 1=Yes
- 99=Not Specified

99. Certification

.....

Supervision

Who conducted supervision?

100. Check all that apply.

- 1=Expert
- 2=Peer
- 99=Not specified
- 55=Mixed
- Other:

101. Supervision_Other

.....

102. **Supervision Format. Select ALL that apply.**

Check all that apply.

- 1=Group face-to-face
- 2=Individual face-to-face
- 3=Group Telephone
- 4=Individual Telephone
- 5=Online/electronic with human involvement
- 6=Online/electronic with no human involvement
- 7=Audio Sessions
- 8=Case Reviews
- 9=Observed Sessions
- 99=Not Specified
- Other:

103. Supervision Frequency*Check all that apply.*

- 0=None
- 1=Weekly
- 2=Biweekly
- 3=Monthly
- 4=Ad hoc
- 999=Not specified
- Other:

104. Integration*Mark only one oval.*

- 1=Yes
- 0=No
- 99=Not specified
- Other:

105. Sustained delivery*Mark only one oval.*

- 1=Yes
- 0=No
- 99=Not specified
- Other:

Incentives and remuneration for non-specialist

Select ONE response from the list below. If Mixed, select 55. Re-enter this data in the section below.

106. *Mark only one oval.*

- 1=Voluntary
- 2=Salaried
- 3=Material Goods
- 4=Per Diem
- 5=Reimbursement
- 55=Mixed
- 99=NotSpecified
- Other:

107. Reimbursement_Other

.....

Incentives and remuneration for non-specialist

Re-enter this data but select all that apply. These answers should match those above. 1=Yes. Leave blank if not applicable or specified.

108. Voluntary (no cash or other incentives)

Check all that apply.

1

109. Salaried

Check all that apply.

1

110. Material goods (bicycle, radio)

Check all that apply.

1

111. Training per diem

Check all that apply.

1

112. Reimbursement for expenses

Check all that apply.

1

Role of Specialist Providers

113. Role_of_Specialists

Select ONE response. If specialists played multiple roles (e.g., trainer and supervisor), then select 55=Mixed/other and provide detail through other responses options below and in text as needed.

personal economic
Mark only one oval.

1

2

3

4

5

6

7

8

55

99

114. Role_of_Specialists_Other

.....

115. Specialist_Trainer*Check all that apply.* 1**116. Specialist_Supervisor***Check all that apply.* 1**117. Specialist_Evaluator***Check all that apply.* 1**118. Specialist_Baseline assessment***Check all that apply.* 1**119. Specialist_Initiate treatment***Check all that apply.* 1**120. Specialist_medication***Check all that apply.* 1**121. Specialist_Send referrals***Check all that apply.* 1**122. Specialist_Receive referrals***Check all that apply.* 1**123. Technology used for delivery, training, supervision, etc.**

1=Yes, 0=No, 99=Not specified

Mark only one oval. 1 0 99**124. Technology_description**
.....**Primary Mental Health Outcomes**

125. Primary Mental Health Outcomes

Select only one. Additional mental health and other outcomes can be selected in the following questions.

Mark only one oval.

- 1=Mental disorder symptoms
- 2=Mental disorder recovery (remission)
- 3=Time to symptomatic/disorder relapse
- 4=Time to hospitalization
- 5=Time to self-harm event
- 6=Time to substance abuse event
- 7=Functioning/daily activity
- 8=Quality of life
- 99=Not specified
- Other:

126. Other_primary mental health outcome

.....

Secondary Outcomes

Select all that apply below.

127. Secondary Outcomes

If only one outcome, select the outcome below. If multiple secondary outcomes, Select 55=Mixed.

Mark only one oval.

- 1=Mental disorder symptoms
- 2=Time to relapse
- 3=Time to hospitalization
- 4=Time to self-harm event
- 5=Time to substance use event
- 6=Functioning/daily activity
- 7=Quality of life
- 55=Mixed
- 77=Other

128. Mental disorder symptoms

Check all that apply.

- 1

129. Time to relapse

Check all that apply.

- 1

130. Time to hospitalization*Check all that apply.* 1**131. Time to self-harm event***Check all that apply.* 1**132. Time to substance use event***Check all that apply.* 1**133. Functioning/daily activity***Check all that apply.* 1**134. Quality of life***Check all that apply.* 1**135. Other**

.....

136. Personal economic outcomes: Describe

Specify how patient SES was economics domains assessed for patient outcomes, e.g., family assets, salary, economic productivity, ability to work, salary, etc.

.....

137. Caregiver Outcomes*Check all that apply.* 1 (describe below) 99**138. Caregiver outcomes: Describe**

.....

139. Trial Economic Outcomes*Check all that apply.* Yes**140. Trial economic outcomes: Describe**

.....

141. **Primary endpoint (months; e.g., 12)**

.....

142. **Secondary endpoint (months; e.g., 24)**

.....

143. **Listed effect size (ranges 0.0-1.0)**

.....

144. **Sample size for intervention group**

.....

145. **Sample size for control group**

.....

Treatment theory and process

Describe the treatment rationale in text. Select the BEST treatment classes and theories that are relevant for the intervention. 1=Yes.

146. **Treatment rationale**

.....

147. **Class: CBT**

Check all that apply.

1

148. **Class: Behavioral Activation**

Check all that apply.

1

149. **Class: Interpersonal Therapy**

Check all that apply.

1

150. **Class: Family therapy**

Check all that apply.

1

151. **Class: Play Therapy**

Check all that apply.

1

152. Class: Integrated/Eclectic Therapy*Check all that apply.* 1**153. Class: Transdiagnostic therapy***Check all that apply.* 1**154. Class: Exposure Therapy***Check all that apply.* 1**155. Class: Problem-Solving Therapy***Check all that apply.* 1**156. Class: Mindfulness-Based Therapy***Check all that apply.* 1**157. Class: Dialectical behavior therapy***Check all that apply.* 1**158. Class: Motivational interviewing***Check all that apply.* 1**159. Class: Psychoeducation***Check all that apply.* 1**160. Class: Psychosocial***Check all that apply.* 1**161. Class: Not Specified***Check all that apply.* 99=Class not specified**162. Class: Other (describe)**
.....

163. Theory: Cognitive Behavioural

Check all that apply.

 1**164. Theory: Cognitive**

Check all that apply.

 1**165. Theory: Behavioral**

Check all that apply.

 1**166. Theory: Social-cognitive learning**

Check all that apply.

 1**167. Theory: Supportive/Interpersonal**

Check all that apply.

 1**168. Theory: Psychodynamic**

Check all that apply.

 1**169. Theory: Not specified**

Check all that apply.

 00=Information not provided on theory**170. Format**

If only one format, then select that below. Otherwise, select 55 for multiple formats.

Mark only one oval.

 1=Individual 2=Group 3=Self-help 4=Family or couples 5=Classroom based 6=Face to face 7=Telephone 8=Internet 55=Mixed 77=Other

171. Format: Individual*Check all that apply.* 1**172. Format: Group (does not include classroom)***Check all that apply.* 1**173. Format: Self-help***Check all that apply.* 1**174. Format: Family or couples***Check all that apply.* 1**175. Format: Classroom-based***Check all that apply.* 1**176. Delivery: Face to Face***Check all that apply.* 1**177. Delivery: Telephone***Check all that apply.* 1**178. Delivery: Internet***Check all that apply.* 1 Other:**179. Delivery: Other**

.....

180. Manualized*Mark only one oval.* 1 99

181. Temporal Sequence

Mark only one oval.

 1 99**182. Session Number_Intended**

Mark only one oval.

 1 99**183. Session Number - Intended_Number**
.....**184. Session Number_Completed**

Mark only one oval.

 1 99**185. Session Number - Completed_Number**
.....**186. Treatment Completed**

Mark only one oval.

 1 99**187. Treatment completed_description**

(enter treatment completed as defined by authors,
e.g., planned discharge rates)

.....**188. Overall duration during which treatment was delivered_Description**

(e.g., 8 sessions delivered over 3 months)

.....**189. Booster Sessions**

Click 99 if Not Specified

Mark only one oval.

 1 99

190. Session Duration_ Intended*Mark only one oval.*

- 1
- 99

191. Session Duration- Intended_Time

.....

192. Session_Duration_Completed*Mark only one oval.*

- 1
- 99

193. Session Duration- Completed_Time

.....

194. Pharmacological Treatment (select one)*Mark only one oval.*

- 1=No participants received psychotropics
- 2=All participants received psychotropics
- 3=Optional (provider determined)
- 4=Randomization to psychotropic group
- 99=Not specified
- Other:

*Skip to question 254.***Treatment Elements****Engagement Styles**

Click all engagement elements that apply to the intervention. 1=Yes. If no or not specified, leave blank.

195. Engagement: Frequency-- LEAVE BLANK

.....

196. Engagement_Active listening*Check all that apply.*

- 1

197. Engagement_Collaboration*Check all that apply.* 1**198. Engagement_Empathy***Check all that apply.* 1**199. Engagement_Normalization***Check all that apply.* 1**200. Engagement_Discuss advantages of treatment***Check all that apply.* 1**201. Engagement_Discuss barriers to treatment***Check all that apply.* 1**202. Engagement_Elicit committment***Check all that apply.* 1**203. Engagement_Case Management***Check all that apply.* 1**204. Engagement_Involve_significant_other***Check all that apply.* 1**205. Engagement_Involve_other_Family***Check all that apply.* 1

Behavioural Elements

Click all behavioural elements that apply to the intervention. 1=Yes. If no or not specified, leave blank.

206. Behavioural Coping Skills: Frequency (LEAVE BLANK)

.....

207. **Problem-solving - Training patients to use techniques, discussions, or activities designed to bring about solutions to targeted problems, usually with the intention of imparting a skill for how to approach and solve future problems in a similar manner. Includes components such as brainstorming, weighing pros and cons, decision analysis, choosing a solution, and/or evaluating the results.**

Check all that apply.

1

208. **Relaxation - Techniques or exercises designed to induce physiological calming, including muscle relaxation, breathing exercises, meditation, and similar activities. Imagery exclusively for the purpose of physical relaxation is also coded here.**

Check all that apply.

1

209. **Behavioural activation - Any assignment or request that a patient participate in specific tasks or activities outside of therapy, with the goal of promoting or maintaining the involvement in rewarding and enriching experiences and/or addressing problematic behaviours.**

Check all that apply.

1

210. **Exposure (imaginal, narrative, live, graded, etc.) - Techniques or exercises that involve direct or imagined experience with a target stimulus, whether performed gradually or suddenly, and with or without the therapist's elaboration or intensification of the meaning of the stimulus.**

Check all that apply.

1

211. **Emotion regulation - Any skills used to manage and tolerate emotions, positive or negative, in order to reduce how vulnerable patients react to negative emotions, and to build positive emotional experiences. E.g., doing the opposite, stepping away from a heated discussion, counting to ten, etc.**

Check all that apply.

1

212. **Self-monitoring - The measurement of a target task or behaviour by the patient assesses by him/her-self or with someone else.**

Check all that apply.

1

Interpersonal Elements

Click all interpersonal elements that apply to the intervention. 1=Yes. If no or not specified, leave blank.

213. **Interpersonal Skills Frequency (LEAVE BLANK)**

.....

214. **Identifying/exploring affect** - Refers to recognizing or describing emotions, and what might lie beneath feelings. This can include reflecting on mixed feelings, thoughts, ideas/meaning, associations.

Check all that apply.

1

215. **Identifying/eliciting social support** - Identifying or arranging instrumental or emotional social support (e.g. from friends, relatives, colleagues, 'buddies' or staff) to facilitate a task, behaviour and/or relationship. This may include building the individual or collaborative skills of the client and/or the support persons.

Check all that apply.

1

216. **Communication skills** - Training in how to communicate more effectively with others to increase positive functioning, increase consistency, or minimize distress. This may include a variety of specific strategies (e.g., active listening, "I" statements, constructive criticism).

Check all that apply.

1

217. **Assertiveness training** - Exercises or techniques designed to promote the patient's ability to express his or her needs and/or opinions appropriately with others.

Check all that apply.

1

218. **Assessing relationships** - The therapist asks the client to describe one or more significant relationship(s), corresponding satisfaction, quality and expectations of that relationship(s), with examples of their communication &/or behaviours with one another. This can be implemented in a structured way, such as using a closeness circle, or in a less structured way, to take an inventory of the important people in a client's life.

Check all that apply.

1

219. **Linking affect to life events** - Whereby the patient explicitly expresses connections between his/her experiences including negative, stressful life events (e.g. losses, changes, social role transitions, disputes with significant others) or interactions and mood/emotional states.

Check all that apply.

1

Parenting Elements

Click all parenting elements that apply to the intervention. 1=Yes. If no or not specified, leave blank.

220. **Parenting skills: frequency (LEAVE BLANK)**

.....

221. **Contingency reinforcement programs - A systematic method of reinforcing a desired behaviour or removing a undesired behaviour. This could be facilitated by giving, delaying or removing a reward or punishment.**

Check all that apply.

1

222. **Caregiver coping - Exercises or strategies designed to enhance caretakers' ability to deal with stressful situations, exclusive of formal interventions targeting one or more caretaker (which are coded as individual therapy for caregiver, marital therapy, and/or communications skills as appropriate).**

Check all that apply.

1

223. **Psychoeducation specific to parenting - The formal introduction and/or review of information with the parent related to specific or general aspects child health, development and well-being (e.g., dietary diversity for child growth).**

Check all that apply.

1

224. **Parent-child interaction coaching - Parenting skills to facilitate the verbal and/or non-verbal communication between parent and child. Includes positive 1-on-1, attending to the child during play or otherwise, modelling positive behaviour, or eliciting time-outs.**

Check all that apply.

1

Cognitive Elements

Click all cognitive elements that apply to the intervention. 1=Yes. If no or not specified, leave blank.

225. **Cognitive Coping: Frequency (LEAVE BLANK)**

.....

226. **Identifying thoughts, behaviors, and their links - Identification of thoughts or behaviour related to a particular emotion, and their links. This may include the study of antecedents and consequences impacting a patient's thoughts, emotions or behaviours.**

Check all that apply.

1

227. **Cognitive restructuring - Any techniques designed to modify the interpretation of events through examination of the patient's reported thoughts, typically through the generation and rehearsal of more realistic, alternative counter-statements. Includes re-attribution, framing and re-framing, logical questioning, etc.**

Check all that apply.

1

228. **Distraction - A technique to foster an alternative focus for attention to avoid triggers for unwanted behaviour.**

Check all that apply.

1

229. **Self-talk/ self-praise - Techniques designed to encourage prompt positive talk about his or her self.**

Check all that apply.

1

230. **Emotional processing - A technique used to activate and examine memories attached to emotions and/or core beliefs in conjunction with providing new information that is incompatible with those memories.**

Check all that apply.

1

231. **Mindfulness - Exercises designed to facilitate present-focused, non-evaluative observation of experiences as they occur, with a strong emphasis on being “in the moment.” This can involve the patient’s conscious observation of feelings, thoughts, or situations.**

Check all that apply.

1

232. **Insight building - Activities specifically designed to help a patient achieve a deepened understanding about the self, others and/or relationships. This can include descriptions such as “series of games identifying emotions, thinking about how people have different likes and dislikes and learning to gather information about other people”.**

Check all that apply.

1

Other In-Session Techniques

Click all in-session techniques that apply to the intervention. 1=Yes. If no or not specified, leave blank.

233. **Other in session techniques: frequency
(LEAVE BLANK)**

.....

234. **Assigning homework - Therapist requests patient to complete a specific task after the current session.**

Check all that apply.

1

235. **Reviewing homework - Therapist reviews homework jointly with the person and consider modifying goal(s) or behavior change strategy in light of achievement. This may lead to re-setting the same goal, a small change in that goal or setting a new goal instead of (or in addition to) the first, or no change**

Check all that apply.

1

236. **Goal setting - The explicit selection of a therapeutic goal for the purpose of working toward achieving that goal. This often involves repeated assessment of the successful approximation of the goal.**

Check all that apply.

1

237. **Behavioral experiments - Prompt practice or rehearsal of the performance of the behavior one or more times in a context or at a time when the performance may not be necessary, in order to increase habit and skill. Includes behavioural practice, rehearsal, generalization of target behaviour, graded tasks, etc.**

Check all that apply.

1

238. **Psychoeducation -Any information about the patient's diagnosis including antecedents and consequences, treatment plan, how to perform a particular behaviour/skills, etc.**

Check all that apply.

1

239. **Behavioral contracting -Create a written specification of the behavior to be performed, agreed on by the person, and possibly witnessed by another. This may include outlining a plan to foster safety behaviours, healthy eating and/or substance use, or prevent suicide.**

Check all that apply.

1

240. **Giving sick role - The therapist informs the patient of his/her diagnosis, defines this as an illness or disease, emphasizes temporary relief of responsibilities and receiving help from others.**

Check all that apply.

1

241. **Giving direct suggestions - Whereby the therapist provides suggestions if a client is unable to problem-solve or brainstorm about actions they may undertake between sessions in pursuit of health and/or resolution of distressing issues (practical, or interpersonal).**

Check all that apply.

1

242. **Interpersonal Focus - Where the therapeutic process and goals target one or more of the patient's interpersonal including discussing and resolving interpersonal conflicts, addressing a role transition, and/or bereavement.**

Check all that apply.

243. **Role play during session -Whereby the therapist acts out a typical scenario with the patient to demonstrate or observe existing coping skills in order to promote the imitation and subsequent performance of that behavior in the patient.**

Check all that apply.

1

244. **Motivational interviewing/ Motivational enhancement - Exercises designed to increase readiness to participate in additional therapeutic activity or programs. These can involve cost-benefit analysis, open-ended questions, but the goal is to increase motivation for engagement in a therapeutic change process.**

Check all that apply.

1

245. **Biofeedback - Provide feedback about the body (e.g. physiological or biochemical state) using an external monitoring device as part of a behavior change strategy**

Check all that apply.

1

246. **Neurofeedback - Strategies that provide information about physiological activity that is typically below the threshold of perception, often involving the use of specialized monitoring equipment (e.g., EEG)**

Check all that apply.

1

247. **Praise by therapist - Whereby the therapist explicitly comments positively on a patient's behaviour during session. Typically, this is used as a means of reinforcement of that behaviour or skill.**

Check all that apply.

1

Substance Use Elements

Click all substance use elements that apply to the intervention. 1=Yes. If no or not specified, leave blank.

248. **Substance Use: frequency (LEAVE BLANK)**

.....

249. **Monitoring substance use - Training the patient (or family member) in the repeated measurement or observation of his/her alcohol consumption. This could be completed systematically through homework.**

Check all that apply.

1

250. **Performance feedback - Providing information about one's own performance to the counsellor based on assessment or observation of substance use or refusal.**

Check all that apply.

1

251. **Maintenance and relapse prevention - Exercises and training designed to consolidate monitoring or drink refusal skills already developed and to anticipate future challenges that might arise after termination or reduction of services, with the overall goal to minimize the chance that gains will be lost in the future.**

Check all that apply.

1

Medication adherence

Click all medication adherence elements that apply to the intervention. 1=Yes. If no or not specified, leave blank.

252. **Prescription or management of psychotropic medications - Provide, encourage or evaluate the use of or adherence to, drugs to facilitate behavior change. May involve a specialist.**

Mark only one oval.

1

253. **Prescription or medication of other classes of medication - Provision of specialist services, consultation, education, medications, and risk factors or advice regarding adaptations to address physical health or well being.**

Mark only one oval.

1

Control Condition

Select ONE option that describes the control condition.

254. **Control condition, select one**

Mark only one oval.

- 1=Treatment as usual
- 2=Enhanced treatment as usual
- 3=Alternative treatment
- 4=Intervention treatment with one or more elements removed
- 99=Not specified
- Other:

255. **Control Condition differences from intervention in treatment theory and elements**

Describe treatment as usual if waitlist condition. If options above other than treatment as usual, then describe how control condition differs from intervention condition including differences in domains above; e.g., group vs. individual, homework vs. not homework, exposure component vs. not, etc.

.....

256. **Co-Interventions**

Mark only one oval.

- 1
- 99

257. **Co-Interventions description**

.....

258. **Cultural adaptation**

Mark only one oval.

- 1
- 99

259. Cultural Adaptation description

Quality of Study**260. Overall quality of study**

describe the overall quality of the study and reporting with regard to adequacy of information to extract treatment elements including supplementary materials

Mark only one oval.

1=Poor quality – limited information reported, or operationalization of psychological concepts that is inconsistent with other literature on technique (e.g., CBT theory mentioned but practices inconsistent with CBT)

2=Low quality – some information reported, but gaps in major domains or unclear operationalization of psychological concepts

3=Moderate quality – information provided for most domains, and operationalization of psychological concepts generally clear and consistent with literature

4=High quality – Thorough description of theoretical framework, techniques, and theory and techniques consistent with literature

Other:

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LMIC Psychological Treatments - Author Responses

Introduction: You have been contacted because you have conducted a psychological treatment intervention in a low- and middle-income country (LMIC) setting for common mental disorders. We wish for you, as the corresponding author, to identify the elements of your intervention. Your contribution will take approximately 10-15 minutes and this data will be used for an invited systematic review that focuses on relevant implementation processes of LMIC psychological treatments. Please note that your responses will only be recorded once you select submit on the final section of this paper. All questions in this survey require a response.

Please note that this survey works best on a CHROME internet browser. If you are working in Internet Explorer, fields may not open correctly. Please re-open this survey in a CHROME browser or paste the link you received in the email in a Chrome browser.

For any questions related to this study, please contact Vikram Patel, vikram.patel@lshtm.ac.uk or Daisy Singla, daisy.singla@mail.mcgill.ca

We thank you sincerely for your time and participation in this study.

* Required

1. Author Name *

Please enter your full name (first and last name).
[This is a required question and the survey will not move forward without a response to this question.]

.....

2. Author email address *

Please enter your preferred institutional email address. [This is a required question and the survey will not move forward without a response to this question.]

.....

3. Consent for use of your responses in systematic review of psychological treatments in LMIC *

Please check below if you consent for your responses to be included in our systematic review. [This is a required question and the survey will not move forward without a response to this question.]
Mark only one oval.

- Yes, I consent for the responses to be used.
- No, I do not consent and do not wish to respond to this survey. *Skip to "Thank you for your time.."*

Study Overview

4. Primary Publication

Please enter the First author's last name, year, and journal for your study's primary publication.
(e.g., Smith, 2005, Lancet)

.....

5. Study Design

Please select one category.
Mark only one oval.

- RCT
- Cluster RCT
- Other:

6. Treatment Class

Select the treatment class(es) that most strongly reflects your intervention design and implementation.
Check all that apply.

- Behavioral activation
- Cognitive behavior therapy
- Dialectical behavior therapy
- Eclectic therapy
- Exposure therapy
- Family therapy
- Integrated/Eclectic
- Interpersonal psychotherapy
- Mindfulness-based therapy
- Motivational interviewing/ Motivational enhancement therapy
- Play therapy
- Problem-solving therapy
- Psychoeducation
- Psychosocial
- Transdiagnostic therapy
- Other (please describe in 'additional description' section below)

7. Additional description of treatment class

Please provide any additional information that you wish to add on this topic.

.....

Engagement Style

Please select all engagement styles that apply

8. Check all that apply.

- Active listening

9. Check all that apply.

- Collaboration

10. *Check all that apply.*

Empathy

11. *Check all that apply.*

Normalization

12. *Check all that apply.*

Discussing advantages of treatment

13. *Check all that apply.*

Discussing barriers to treatment

14. *Check all that apply.*

Eliciting commitment

15. *Check all that apply.*

Case management

16. *Check all that apply.*

Involvement of significant other/spouse

17. *Check all that apply.*

Involvement of other family members (not including significant other/spouse)

18. Description of engagement

Please provide any additional information that you wish to add on this topic.

.....

Behavioural Elements

Please select all behavioral elements that were employed in your intervention.

19. *Check all that apply.*

Problem-solving - Training patients to use techniques, discussions, or activities designed to bring about solutions to targeted problems, usually with the intention of imparting a skill for how to approach and solve future problems in a similar manner. Includes components such as brainstorming, weighing pros and cons, decision analysis, choosing a solution, and/or evaluating the results.

20. *Check all that apply.*

Relaxation - Techniques or exercises designed to induce physiological calming, including muscle relaxation, breathing exercises, meditation, and similar activities. Imagery exclusively for the purpose of physical relaxation is also coded here.

21. *Check all that apply.*

Behavioural activation - Any assignment or request that a patient participate in specific tasks or activities outside of therapy, with the goal of promoting or maintaining the involvement in rewarding and enriching experiences and/or addressing problematic behaviours.

22. *Check all that apply.*

Exposure (imaginal, narrative, live, graded, etc.) - Techniques or exercises that involve direct or imagined experience with a target stimulus, whether performed gradually or suddenly, and with or without the therapist's elaboration or intensification of the meaning of the stimulus. This includes flooding and implosion, and is one part of desensitization (which often involves relaxation as well).

23. *Check all that apply.*

Emotion regulation - Any skills used to manage and tolerate emotions, positive or negative, in order to reduce how vulnerable patients react to negative emotions, and to build positive emotional experiences. E.g., doing the opposite, stepping away from a heated discussion, counting to ten, etc.

24. *Check all that apply.*

Self-monitoring - The measurement of a target task or behaviour by the patient assesses by him/her-self or with someone else.

25. **Description of behavioral coping skills**

Please provide any additional information that you wish to add on this topic.

.....

Interpersonal Elements

Please select all interpersonal elementss that were employed in your intervention.

26. *Check all that apply.*

Identifying/exploring affect - Refers to recognizing or describing emotions, and what might lie beneath feelings. This can include reflecting on mixed feelings, thoughts, ideas/meaning, associations.

27. *Check all that apply.*

Identifying/eliciting social support - Identifying or arranging instrumental or emotional social support (e.g. from friends, relatives, colleagues, 'buddies' or staff) to facilitate a task, behaviour and/or relationship. Also includes 'supportive networking' which involves strategies to explicitly identify, engage, develop, or otherwise increase the involvement or effectiveness of individuals in the client's social ecology to provide instrumental or emotional support for the client or assist in the performance of therapeutic tasks or activities (e.g., homework). This may include building the individual or collaborative skills of the client and/or the support persons.

28. *Check all that apply.*

Communication skills - Training in how to communicate more effectively with others to increase positive functioning, increase consistency, or minimize distress. This may include a variety of specific strategies (e.g., active listening, "I" statements, constructive criticism).

29. *Check all that apply.*

Assertiveness training - Exercises or techniques designed to promote the patient's ability to express his or her needs and/or opinions appropriately with others.

30. *Check all that apply.*

Assessing relationships - The therapist asks the client to describe one or more significant relationship(s), corresponding satisfaction, quality and expectations of that relationship(s), with examples of their communication &/or behaviours with one another. This can be implemented in a structured way, such as using a closeness circle, or in a less structured way, to take an inventory of the important people in a client's life.

31. *Check all that apply.*

Linking affect to life events - Whereby the patient explicitly expresses connections between his/her experiences including negative, stressful life events (e.g. losses, changes, social role transitions, disputes with significant others) or interactions and mood/emotional states.

32. **Description of interpersonal skills**

Please provide any additional information that you wish to add on this topic.

.....

Cognitive Elements

Please select all cognitive elements that were employed in your intervention.

33. *Check all that apply.*

Identifying thoughts, behaviors, and their links - Identification of thoughts or behaviour related to a particular emotion, and their links. This may include the study of antecedents and consequences impacting a patient's thoughts, emotions or behaviours.

34. *Check all that apply.*

Cognitive restructuring - Any techniques designed to modify the interpretation of events through examination of the patient's reported thoughts, typically through the generation and rehearsal of more realistic, alternative counter-statements. Includes re-attribution, framing and re-framing, logical questioning, etc.

35. *Check all that apply.*

Distraction - A technique to foster an alternative focus for attention to avoid triggers for unwanted behaviour.

36. *Check all that apply.*

Self-talk/ self-praise - Techniques designed to encourage prompt positive talk about his or her self.

37. *Check all that apply.*

Emotional processing - A technique used to activate and examine memories attached to emotions and/or core beliefs in conjunction with providing new information that is incompatible with those memories.

38. *Check all that apply.*

Mindfulness - Exercises designed to facilitate present-focused, non-evaluative observation of experiences as they occur, with a strong emphasis on being "in the moment." This can involve the patient's conscious observation of feelings, thoughts, or situations.

39. *Check all that apply.*

Insight building - Activities specifically designed to help a patient achieve a deepened understanding about the self, others and/or relationships. This can include descriptions such as "series of games identifying emotions, thinking about how people have different likes and dislikes and learning to gather information about other people"

40. **Description of cognitive skills**

Please provide any additional information that you wish to add on this topic.

.....

Other in-session techniques

Please select all other techniques that were employed in your intervention.

41. *Check all that apply.*

Assigning homework - Therapist requests patient to complete a specific task after the current session.

42. *Check all that apply.*

Reviewing homework - Therapist reviews homework jointly with the person and consider modifying goal(s) or behavior change strategy in light of achievement. This may lead to re-setting the same goal, a small change in that goal or setting a new goal instead of (or in addition to) the first, or no change

43. *Check all that apply.*

Goal setting - The explicit selection of a therapeutic goal for the purpose of working toward achieving that goal. This often involves repeated assessment of the successful approximation of the goal.

44. *Check all that apply.*

Behavioral experiments - Prompt practice or rehearsal of the performance of the behavior one or more times in a context or at a time when the performance may not be necessary, in order to increase habit and skill. Includes behavioural practice, rehearsal, generalization of target behaviour, graded tasks, etc.

45. *Check all that apply.*

Psychoeducation -Any information about the patient's diagnosis including antecedents and consequences, treatment plan, how to perform a particular behaviour/skills, etc.

46. *Check all that apply.*

Behavioral contracting - Create a written specification of the behavior to be performed, agreed on by the person, and possibly witnessed by another. This may include outlining a plan to foster safety behaviours, healthy eating and/or substance use, or prevent suicide.

47. *Check all that apply.*

Giving sick role - The therapist informs the patient of his/her diagnosis, defines this as an illness or disease, emphasizes temporary relief of responsibilities and receiving help from others.

48. *Check all that apply.*

Giving direct suggestions - Whereby the therapist provides suggestions if a client is unable to problem-solve or brainstorm about actions they may undertake between sessions in pursuit of health and/or resolution of distressing issues (practical, or interpersonal).

49. *Check all that apply.*

Interpersonal Focus - Where the therapeutic process and goals target one or more of the patient's interpersonal including discussing and resolving interpersonal conflicts, addressing a role transition, and/or bereavement.

50. *Check all that apply.*

Role play during session - Whereby the therapist acts out a typical scenario with the patient to demonstrate or observe existing coping skills in order to promote the imitation and subsequent performance of that behavior in the patient.

51. *Check all that apply.*

Motivational interviewing/ Motivational enhancement - Exercises designed to increase readiness to participate in additional therapeutic activity or programs. These can involve cost-benefit analysis, open-ended questions, but the goal is to increase motivation for engagement in a therapeutic change process.

52. *Check all that apply.*

Biofeedback - Provide feedback about the body (e.g. physiological or biochemical state) using an external monitoring device as part of a behavior change strategy

53. *Check all that apply.*

Neurofeedback - Strategies that provide information about physiological activity that is typically below the threshold of perception, often involving the use of specialized monitoring equipment (e.g., EEG)

54. *Check all that apply.*

Praise by therapist - Whereby the therapist explicitly comments positively on a patient's behaviour during session. Typically, this is used as a means of reinforcement of that behaviour or skill.

55. Description of other skills

Please provide any additional information that you wish to add on this topic.

.....

Substance use reduction

Please select all substance use reduction elements that were employed in your intervention.

56. *Check all that apply.*

Monitoring substance use - Training the patient (or family member) in the repeated measurement or observation of his/her alcohol consumption. This could be completed systematically through homework.

57. *Check all that apply.*

Performance feedback - Providing information about one's own performance to the counsellor based on assessment or observation of substance use or refusal.

58. *Check all that apply.*

Maintenance and relapse prevention - Exercises and training designed to consolidate monitoring or drink refusal skills already developed and to anticipate future challenges that might arise after termination or reduction of services, with the overall goal to minimize the chance that gains will be lost in the future.

59. Description of other skills

Please provide any additional information that you wish to add on this topic.

.....

Parenting skills

Please select all parenting-related elements that were employed in your intervention.

60. *Check all that apply.*

Contingency reinforcement programs - A systematic method of reinforcing a desired behaviour or removing a undesired behaviour. This could be facilitated by giving, delaying or removing a reward or punishment.

61. *Check all that apply.*

Caregiver coping - Exercises or strategies designed to enhance caretakers' ability to deal with stressful situations, exclusive of formal interventions targeting one or more caretaker (which are coded as individual therapy for caregiver, marital therapy, and/or communications skills as appropriate).

62. *Check all that apply.*

Psychoeducation specific to parenting - The formal introduction and/or review of information with the parent related to specific or general aspects child health, development and well-being (e.g., dietary diversity for child growth).

63. *Check all that apply.*

- Parent-child interaction coaching - Parenting skills to facilitate the verbal and/or non-verbal communication between parent and child. Includes positive 1-on-1, attending to the child during play or otherwise, modelling positive behaviour, or eliciting time-outs.

64. **Description of other skills**

Please provide any additional information that you wish to add on this topic.

.....

Medication adherence

Please select medication-related elements that were employed in your intervention.

65. *Check all that apply.*

- Prescription or management of psychotropic medications - Provide, encourage or evaluate the use of or adherence to, drugs to facilitate behavior change. May involve a specialist.

66. *Check all that apply.*

- Prescription or medication of other classes of medication - Provision of specialist services, consultation, education, medications, and risk factors or advice regarding adaptations to address physical health or well being.

67. **Description of medication adherence skills**

Please provide any additional information that you wish to add on this topic.

.....

Other information

68. **Please provide any additional information regarding the elements of your psychological treatment.**

.....

69. **May we contact you again if we have further inquiries.**

Mark only one oval.

- Yes
- No

Thank you for your time.

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