BAP Core Competencies

Practicum One:
Five Foundational Skills of BAP









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Disclosures

The BAP Professional Network (www.BAPPN.org) is a nonprofit organization, 501c(3), with a mission to advance the development, study, and dissemination of Brief Action Planning (BAP) and its pragmatic integration with Motivational Interviewing (BAP-MI) across healthcare education, practice, and research.

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Acknowledgements

For contributions to the development of BAP:

- Connie Davis
- Damara Gutnick
- Kathy Reims
- Centre for Collaboration, Motivation, & Innovation
  - *www.CentreCMI.ca*

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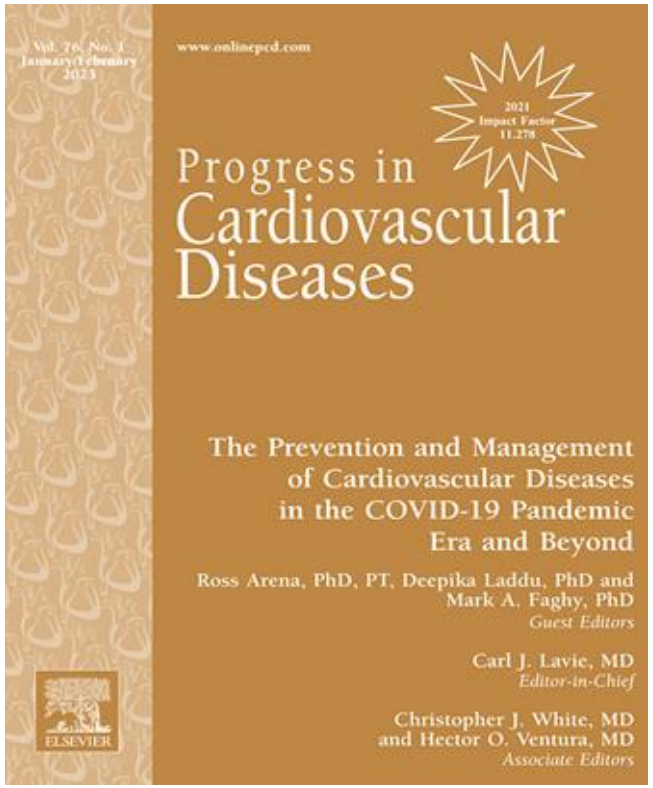
Acknowledgements

For contributions to the development of BAP-MI:

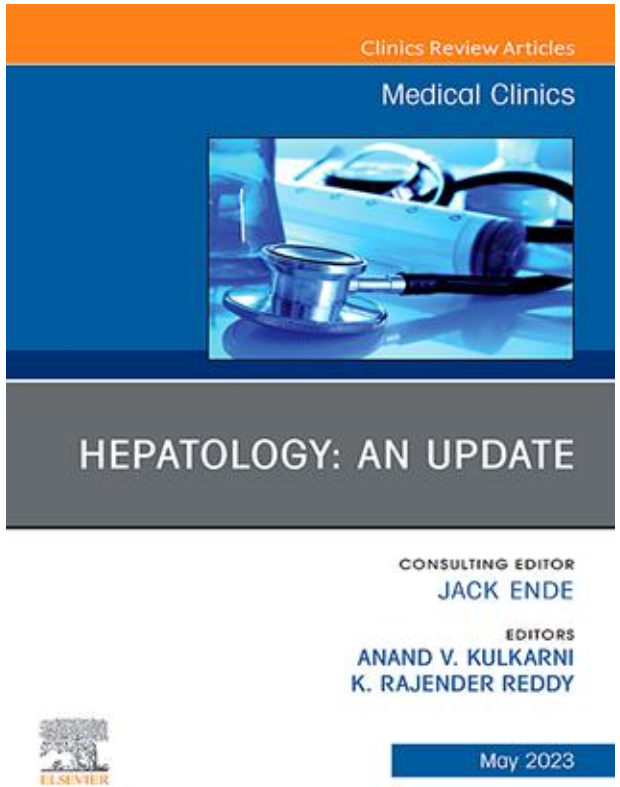
- Taranjeet Ahuja
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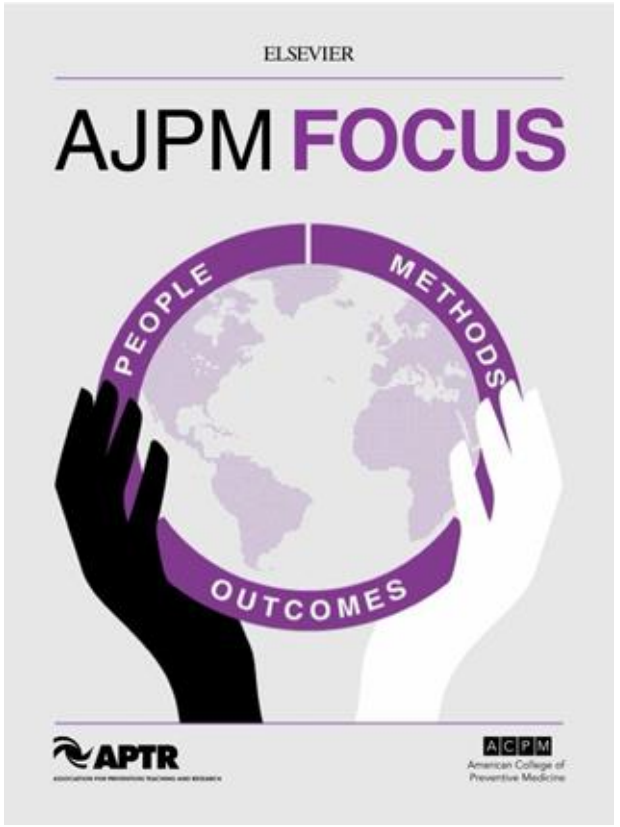
Recent Peer-Reviewed Publications



***Using motivational interviewing and brief action planning for adopting and maintaining positive health behaviors*, March-April 2023.**



***Brief Action Planning (BAP) in Health and Healthcare: A Scoping Review*, November 2023.**



***BAP-MI: A Novel Stepped-Care Integration of Brief Action Planning and Motivational Interviewing to Optimize Outcomes*, Sept 2023**

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BAP in Health and Healthcare:
A Systematic Review and Meta-Analysis

Systematic review and meta-analyses show statistically significant and clinically meaningful effect of BAP as stand-alone intervention and as component of complex interventions

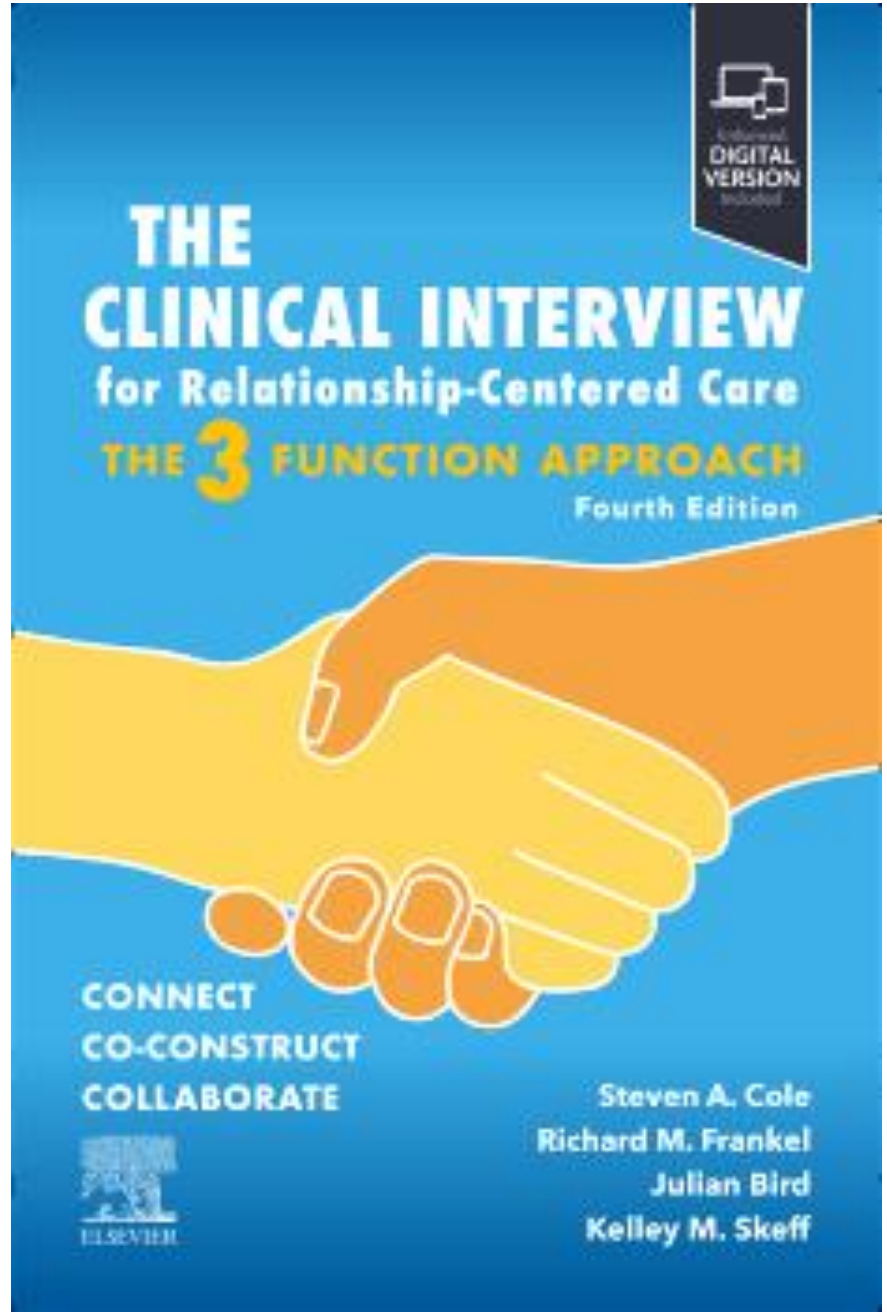
Jadotte YT, Carroll W, Buchholz B, Wingood M, Cole SA:

Annual Meeting of APTR (Association for Prevention, Teaching, & Research)

March 10, 2025

Submitted for publication

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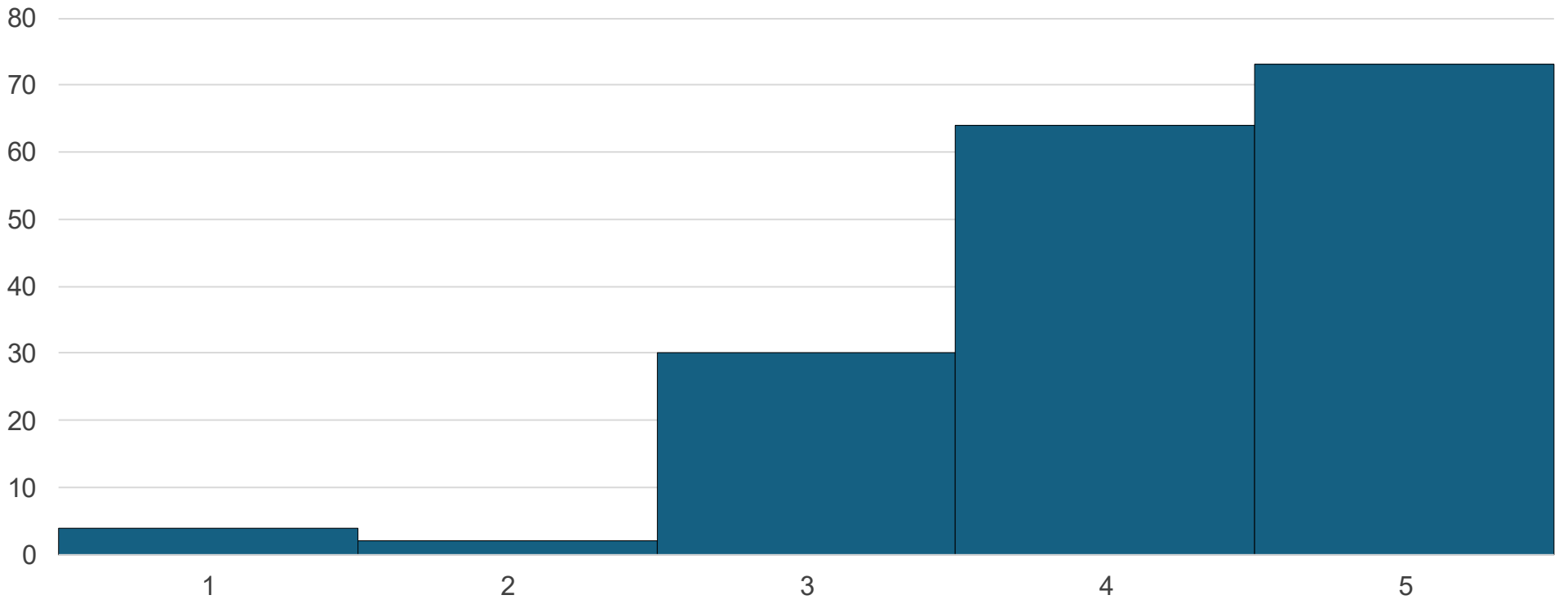
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Evaluation of BAP Online Learning Program*

How useful do you feel this module will be in your current or future practice?

N= 173

(2016-2024)



Mean = 4.16

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BAP Core Competencies

Online Self-Directed Program + 4 Practicums

Goals	Online Course	Practicum
5 Foundational Skills (with Spirit of MI)	Modules 1 & 2	One
3 Stepped-Care Skills	Module 3 & 4	Two
Reaching Competency (Using BAP Checklist & MITI Partnership Scale)	Module 5	Three
"A Taste of BAP-MI" (Advanced Skills)	Modules 6 & 7	Four

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Our Hopes:
BAP Core Competencies

1. You will reach criterion-level competency in BAP and feel enthusiastic about integrating BAP into your practice; &

2. You will feel inspired to learn more advanced skills in our course on BAP-MI, integrating BAP with Motivational Interviewing for patients with persistent unhealthy behaviors.

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Change (Exercise)

- Most of us frequently think about making life changes
- Write short statement of something you are considering changing (but which you have not already started)
  - Lifestyle
  - Interpersonal
  - Personal - (e.g. well-being)
- Confidential if you choose

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Agenda: Practicum One

• Introduction & Overview	05 min
• Exercise and Break-out Discussion	15 min
• Spirit of Motivational Interviewing	05 min
• BAP Foundational Skills: Demonstration & Discussion	20 min
• Small Group Practice & Discussion	30 min
• Open Discussion & Pre-Work for Practicum Two	15 min

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Favorite Teacher*

- Write down the name of a teacher/mentor/coach who had an impact on your life.
- List 3 or 4 of their qualities that inspired or motivated you.

*adapted from contribution of Carolyn Yahne

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Break-Out Groups

Introductions

Complete the written part of exercise.

Discuss what you wrote down and why.

Are there 4-5 “core” qualities that stand out across all?

What do you think is the purpose of this favorite teacher exercise?

How might you carry these qualities into your clinical interactions?

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Break-Out Groups

10 minutes

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Return to Full Workshop

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Your Reflections?

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Elements of the Spirit of MI*: “CAPE”

(Values/Attitudes/Mindset)

Ground the Skill Set of BAP

- **Compassion**
  (Holding patient’s well-being as primary.)
- **Acceptance**
  (Respecting the patient & their right to change or not.)
- **Partnership**
  (Demonstrating equality in action planning process.)
- **Empowerment**
  (Facilitating patient’s strength &resources & ideas.)

Autonomy Support & Curiosity & Humility

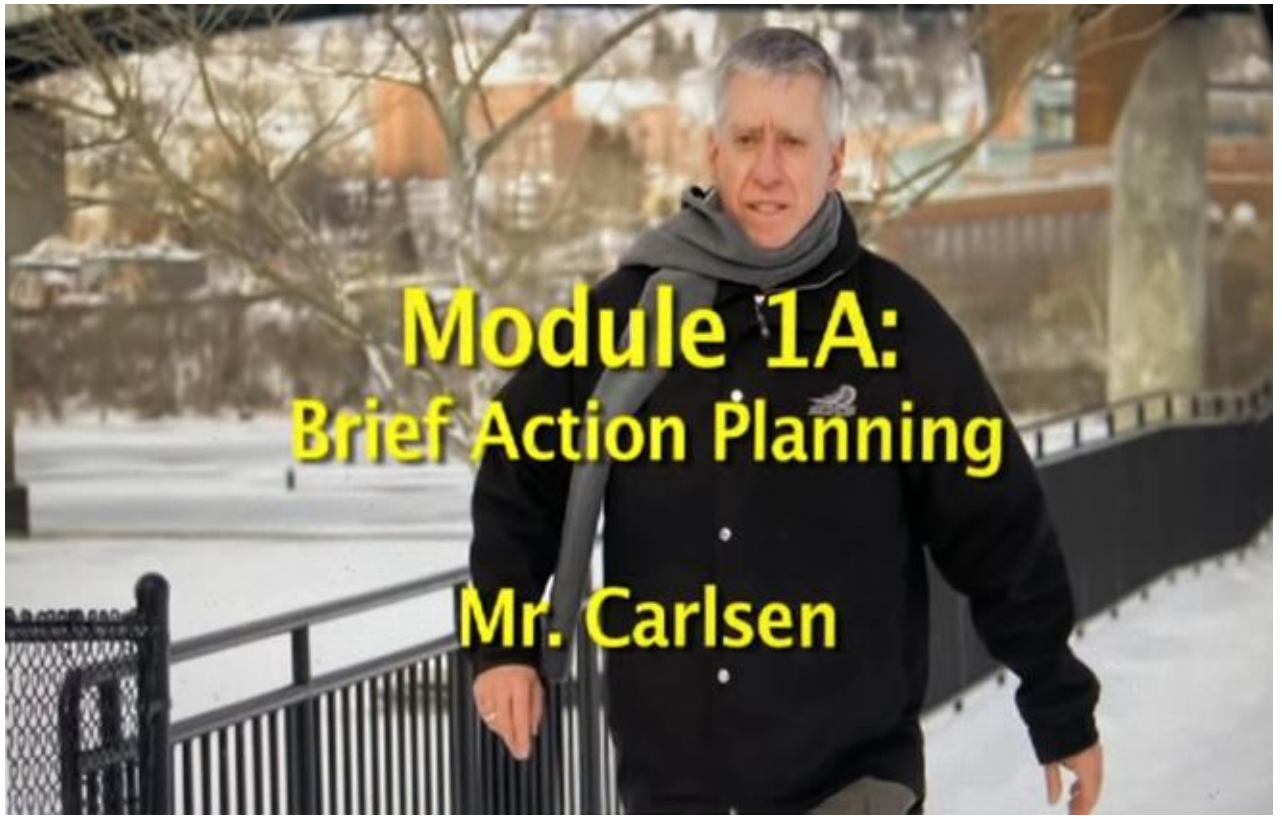


*Miller WR, Rollnick S. *Motivational Interviewing: Helping People Change and Grow*, 2023

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5 Foundational Skills: Demonstration

What Skills? How Were They Used? Spirit of MI?



https://www.youtube.com/watch?v=lJbJCWDh3v4

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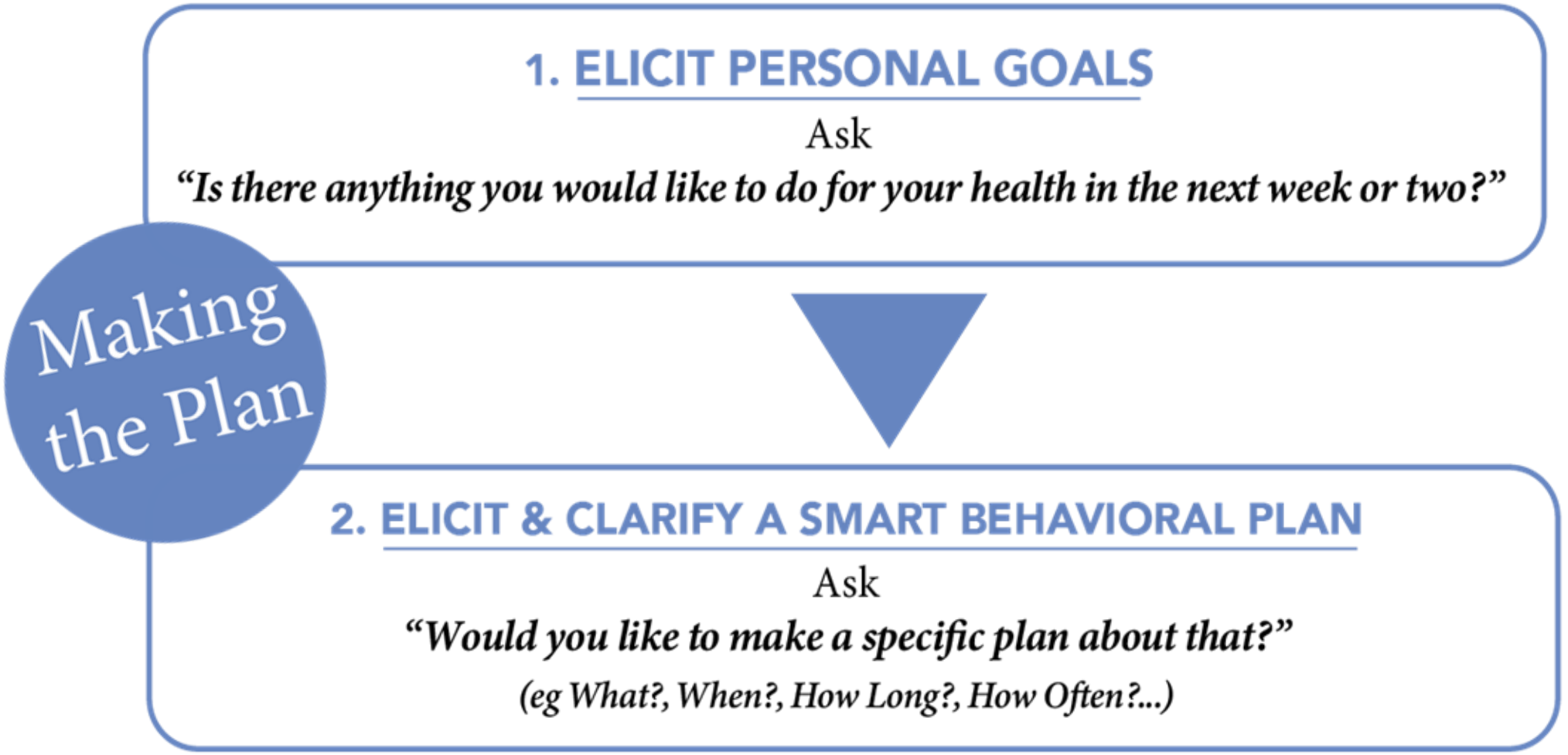




Reflections: What & How?

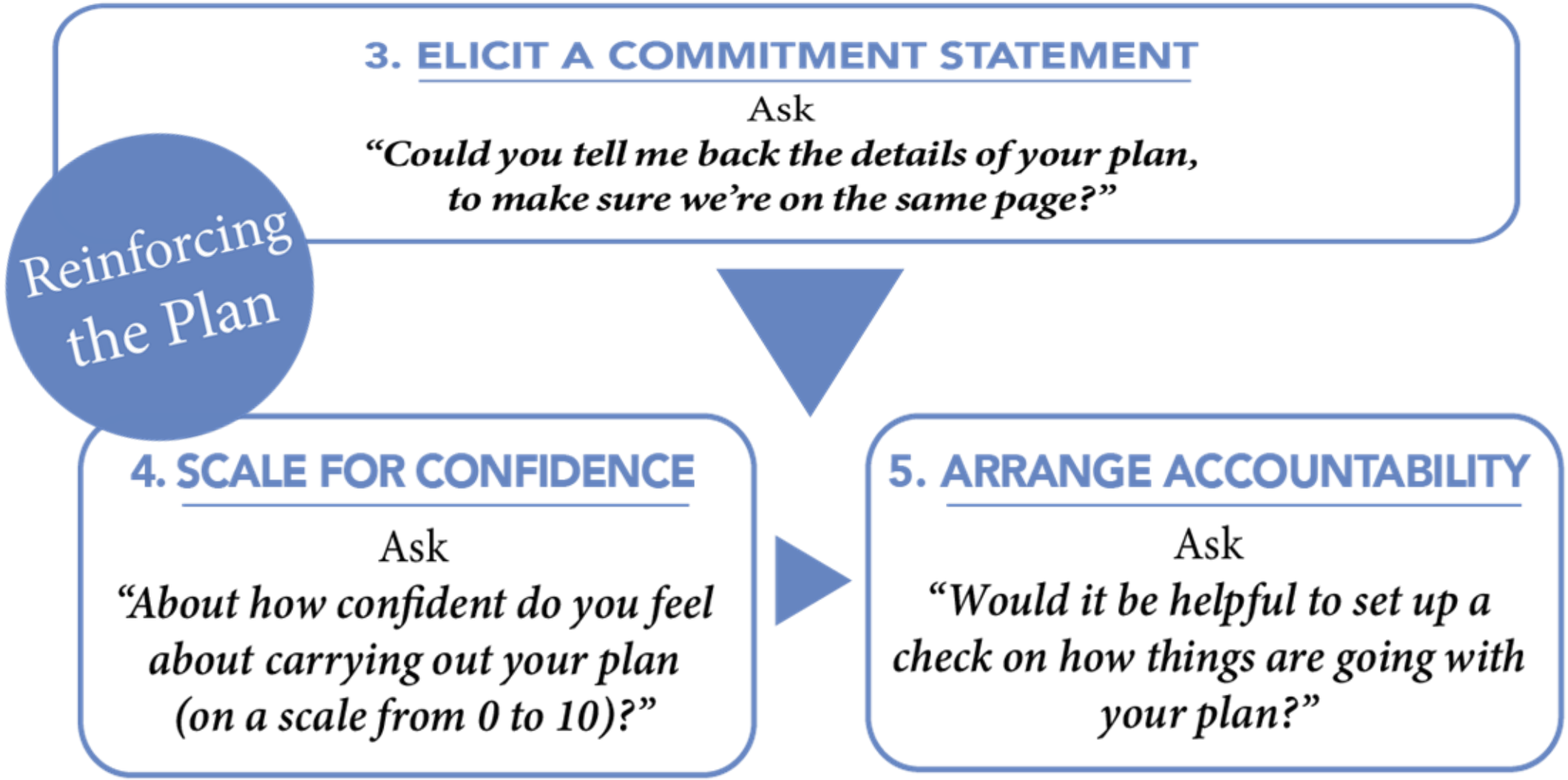
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ELICIT GENERAL GOAL & DEVELOP SPECIFICS

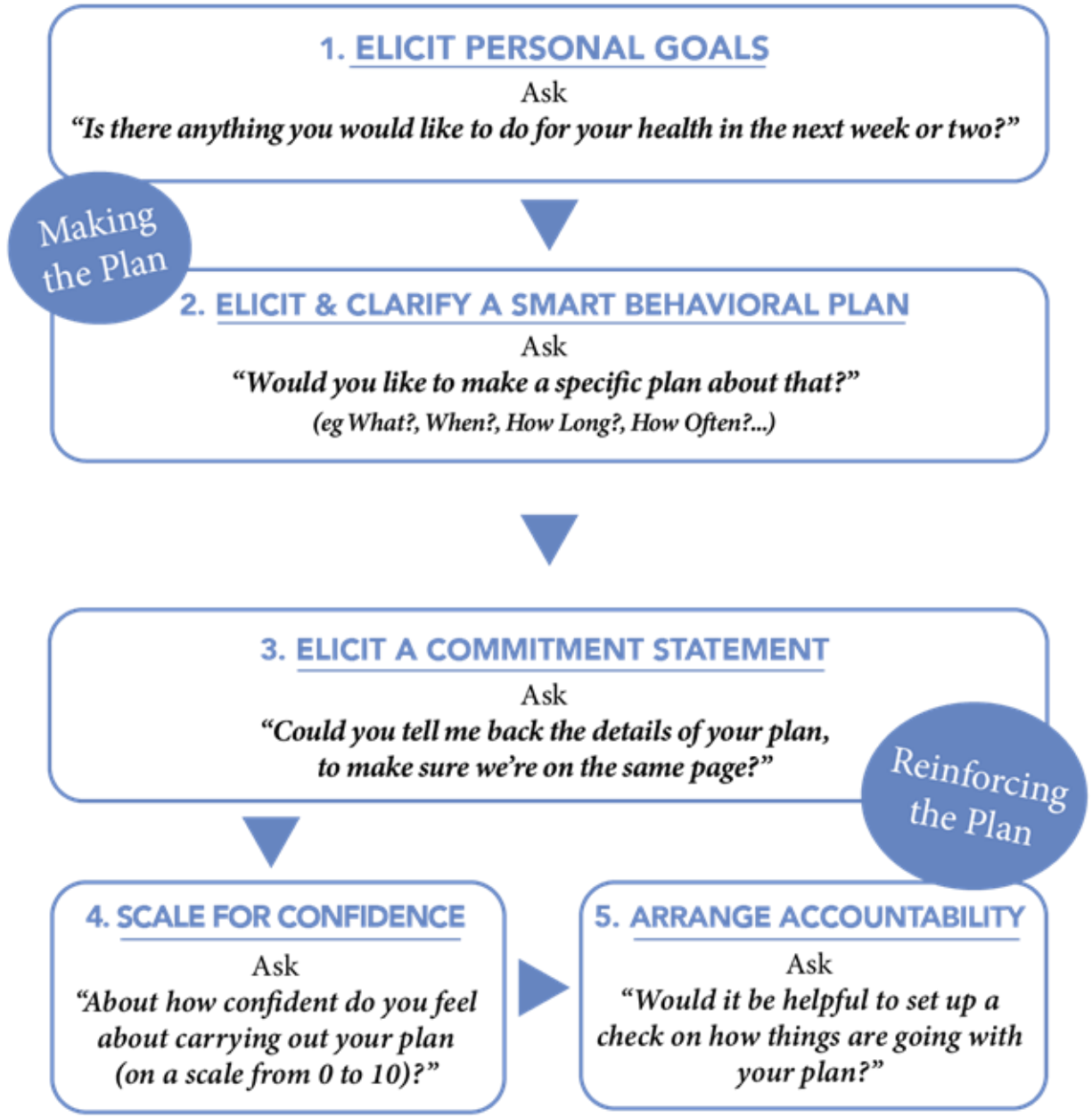


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REINFORCING THE PLAN



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* Revised from Cole, Gutnick, Davis, & Reims: "Brief Action Planning Flow Chart," 2016

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What is Brief Action Planning (BAP)?

BAP is a pragmatic, evidence-informed, and versatile MI-consistent tool to support patient self-management and facilitate health behavior change.

BAP is particularly appropriate for patients ready or nearly ready for planning (for whom ambivalence is not a persistent barrier and advanced MI skills may not be needed).

In the practice of MI, with patients ambivalent about change, BAP can function as a flexible roadmap from "Evocation" into and through the 4th MI task of "Planning."

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BAP Overview

- BAP is a motivational tool/roadmap for Action Planning
- Eight Core Competencies: 5 Foundational & 3 Stepped-Care
- Connection/Engagement (rapport) precedes launching BAP
- Spirit of MI throughout
  - Partnership, Autonomy Support, Empowerment

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Elements of the Spirit of MI*: “CAPE”

(Values/Attitudes/Mindset)

Ground the Skill Set of BAP

- **Compassion**
  (Holding patient’s well-being as primary.)
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  (Facilitating patient’s strength &resources & ideas.)

Autonomy Support & Curiosity & Humility



*Miller WR, Rollnick S. *Motivational Interviewing: Helping People Change and Grow*, 2023

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BAP: Five Foundational Skills

With connection (rapport) & Spirit of MI, clinicians launch BAP:

Question One

1. ELICIT PERSONAL GOALS

Ask

"Is there anything you would like to do for your health in the next week or two?"

Making the Plan

Is there anything you would like to do for your health in the next week or two?



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1. Context Specific Version of Question One

Elicit Personal Goals

Ask

“Is there anything you’d like to do in the next week or two, about your health, well-being, or……”

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Making the Plan

Context Specific

Is there anything you would like to do in the next week or two about your...?



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Making the Plan



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2. ELICIT & CLARIFY A SMART BEHAVIORAL PLAN

Ask

"Would you like to make a specific plan about that?"

(eg What?, When?, How Long?, How Often?...)

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Making the Plan



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Making the Plan



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2. SMART BEHAVIORAL PLANNING

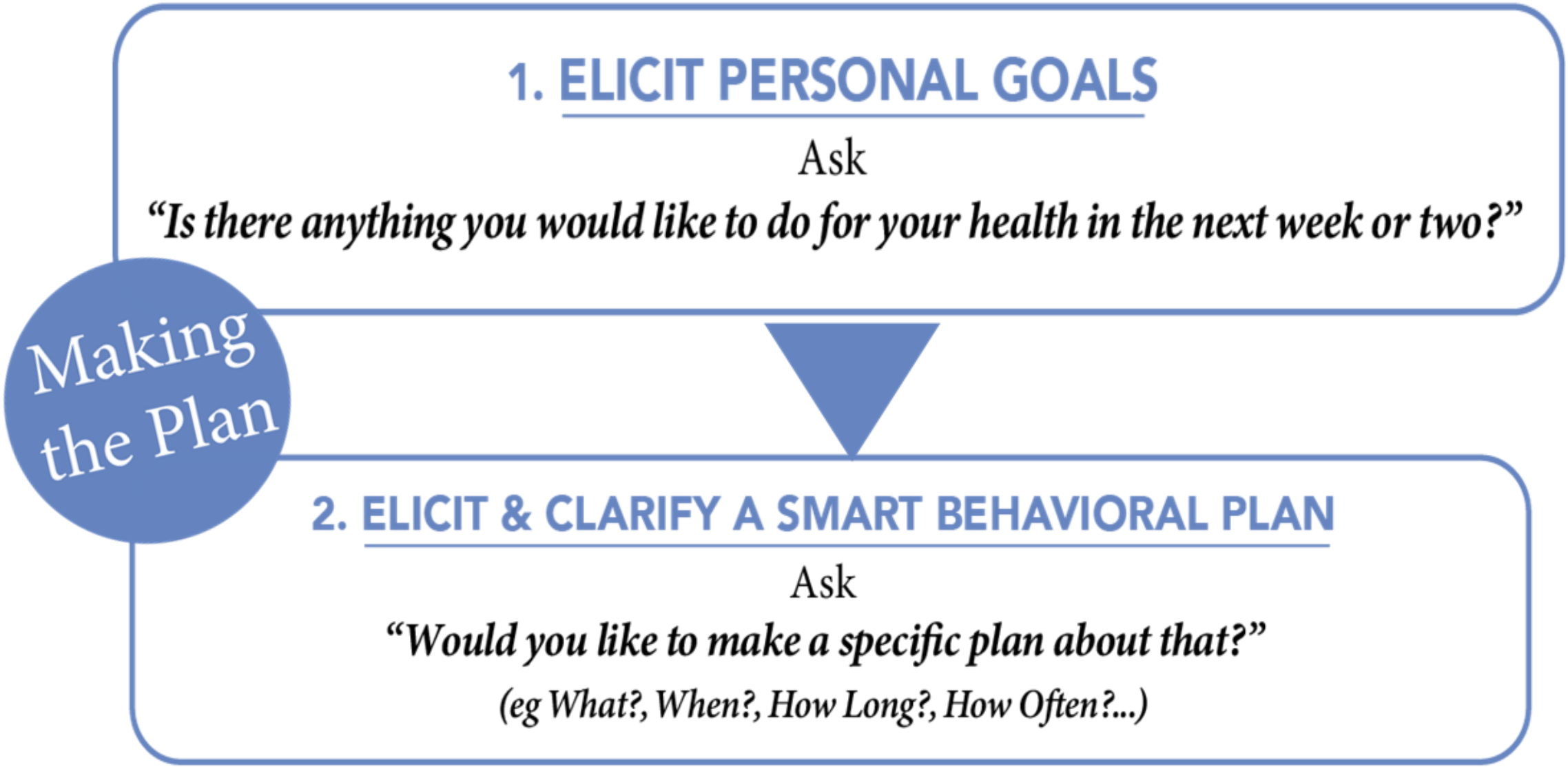
"SMART": Specific, Measurable, Achievable, Relevant and Timed.

With permission:

- What?
- When?
- Where?
- How often/long/much?
- Start date?

Locke (1968) and Locke & Latham (1990, 2002); Bodenheimer (2009)

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3. ELICIT A COMMITMENT STATEMENT

Ask

"Could you tell me back the details of your plan, to make sure we're on the same page?"

Reinforcing the Plan

4. SCALE FOR CONFIDENCE

Ask

"About how confident do you feel about carrying out your plan (on a scale from 0 to 10)?"

5. ARRANGE ACCOUNTABILITY

Ask

"Would it be helpful to set up a check on how things are going with your plan?"

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Reinforcing the Plan

3. ELICIT A COMMITMENT STATEMENT

Ask

"Could you tell me back the details of your plan, to make sure we're on the same page?"

REINFORCING THE PLAN: Elicit a Commitment Statement

- After the plan has been formulated, the clinician elicits a "commitment statement" in the 1st person, e.g….
- *"I will…."*
- Strength of the commitment statement predicts relative success of the plan.

Cialdinini 2021, Aharonovich, 2008; Amrhein, 2003

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Reinforcing the Plan

4. SCALE FOR CONFIDENCE

Ask

"About how confident do you feel about carrying out your plan (on a scale from 0 to 10)?"

Lorig, 2014

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Reinforcing the Plan

5. ARRANGE ACCOUNTABILITY

Ask

"Would it be helpful to set up a check on how things are going with your plan?"

Glasgow, 2006

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Reinforcing the Plan

3. ELICIT A COMMITMENT STATEMENT

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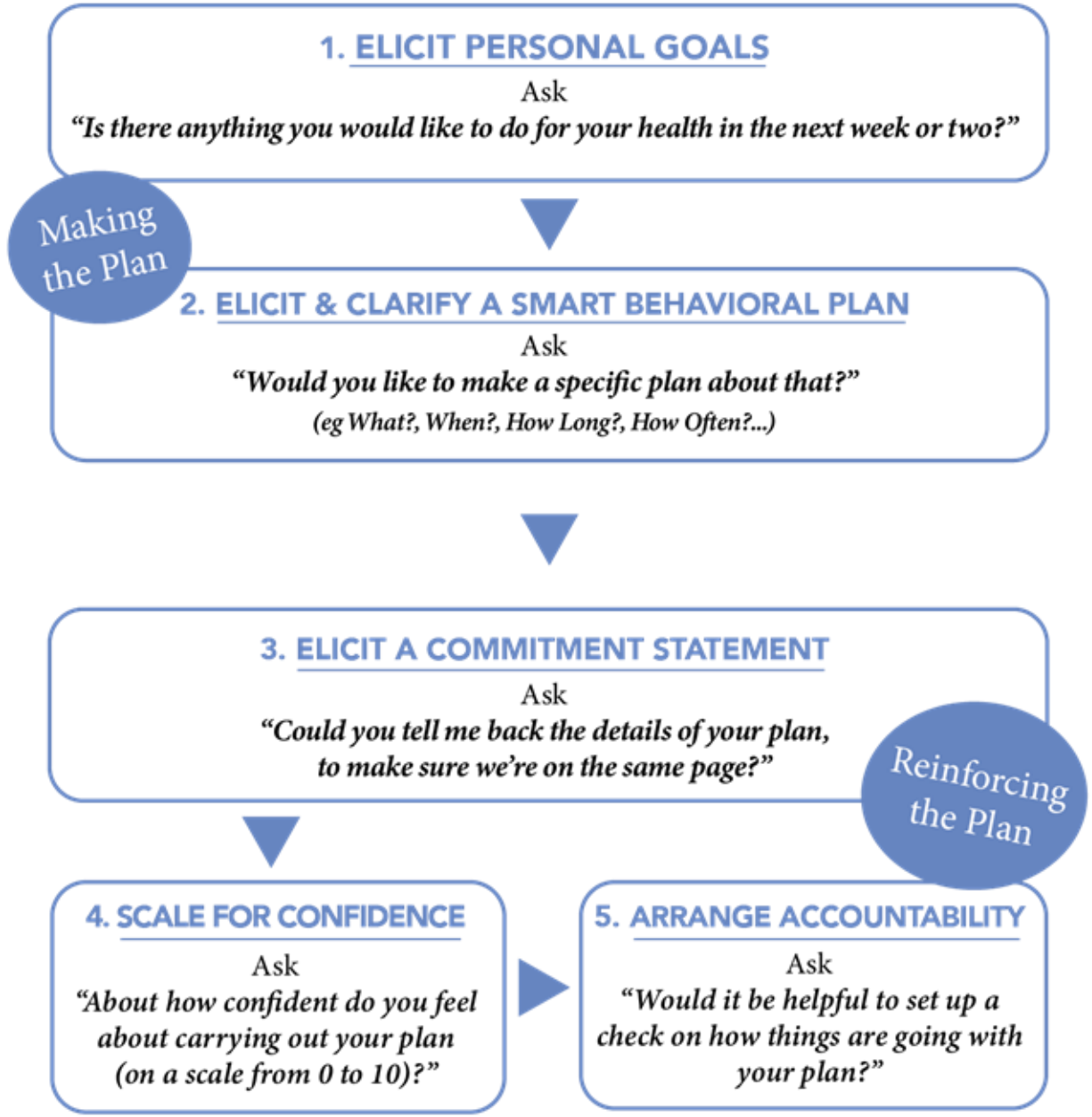
BAP Flow Chart (2024-*R*)*

The Five Foundational Skills

Cole S, Jadotte Y, Frum-Vassallo D, Miles C, Cornell O

* Revised from Cole S, Gutnick D, Davis C, Reims K, BAP Flow Chart, 2016

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* Revised from Cole, Gutnick, Davis, & Reims: "Brief Action Planning Flow Chart," 2016

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Break-Out Groups of 3

- **Brief introductions**
- **Choose “Roles:” (Clinician, Patient/Client, Observers)**
  - Real-play
  - Clinician follows BAP Flow Chart
  - Observer, or anyone ”freezes” discussion for coaching/feedback
  - Switch roles after 10 minutes: Everyone has turn in each role

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Coaching Feedback: Suggestions

1. *What was done well ?*

   (be specific, “clinician” starts, then others)

2. *What might be improved?*

   (be specific, “clinician” starts, then others)

3. **Re-practice the same sequence with suggestions**

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DOWNLOAD

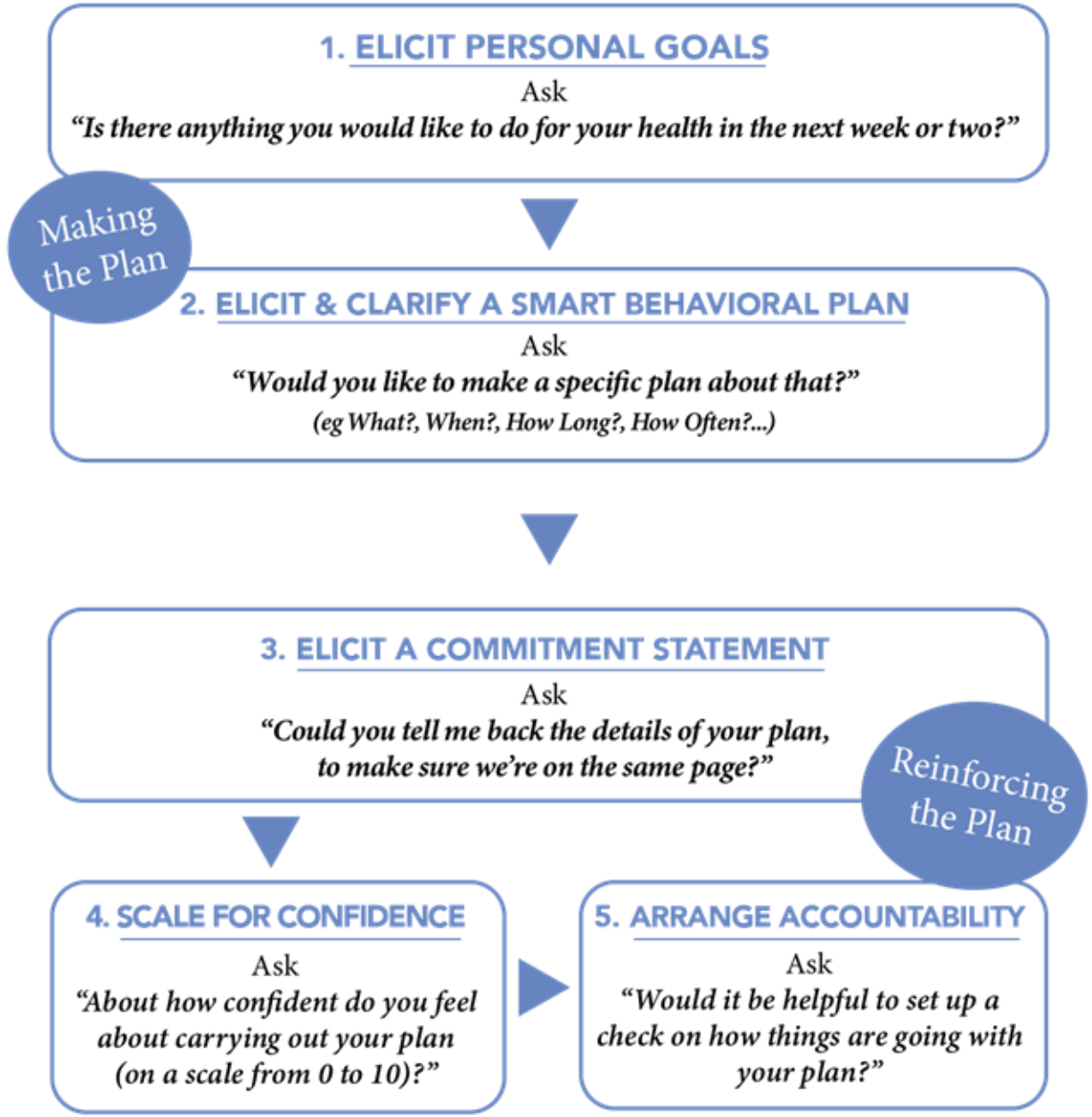
BAP FLOW CHART (2024 R)
THE FIVE FOUNDATIONAL SKILLS

https://bapprofessionalnetwork.org/wp-content/uploads/BAP-Flowchart_2024-R__5-Foundational-Skills.pdf

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Break-Out
(30 minutes)

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* Revised from Cole, Gutnick, Davis, & Reims: "Brief Action Planning Flow Chart," 2016

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Return to Full Workshop

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Reflections: Break-Out Groups

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Pre-Work for Practicum Two

- Read Gutnick et al paper on BAP (2014)
  - ***Note: useful because it reviews evidence-base for each skill with clinical application – but organizes eight core competencies in a slightly different manner ("3 questions + 5 skills") than this course***

- Online Program
  - Complete Module 3
    - Spirit of MI
    - Quiz 2: Spirit of MI
  - Complete Module 4
    - Behavioral Menu
    - Problem-Solving
    - Follow-Up
    - Quiz 3: The 8 Skills of BAP
  - Complete Module 5, Unit 1 & Unit 2
    - Practice BAP with colleague
    - Practice Follow-Up with colleague

- **Download BAP Flow Chart (3 pages) for Practicum 2**

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Email Us

questions/comments/feedback

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Summary and Conclusion

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