

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.

Acknowledgements

For contributions to the development of BAP:

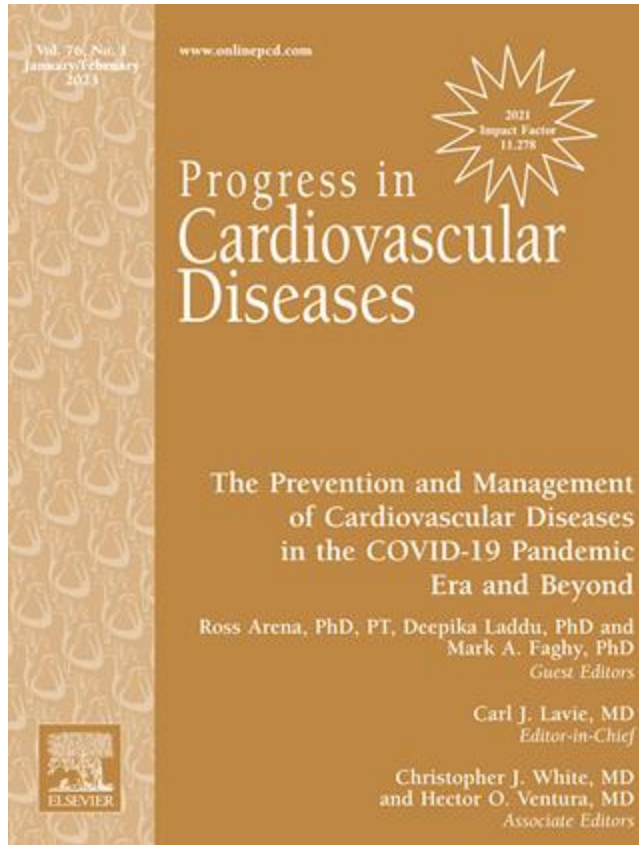
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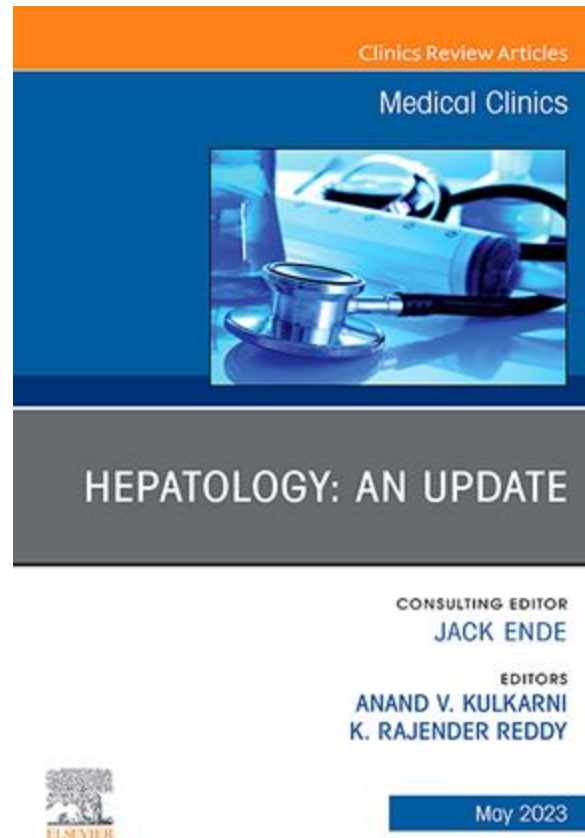
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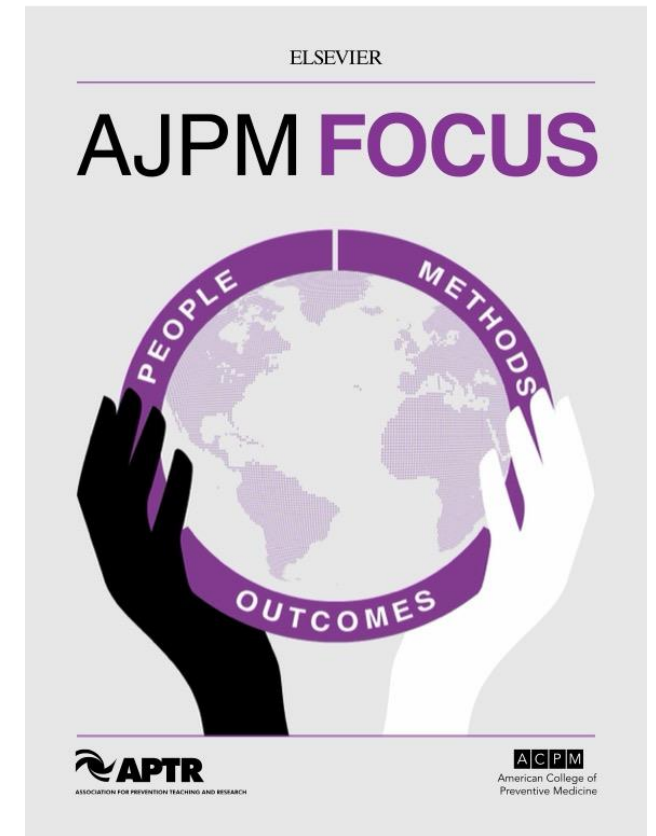
Recent Peer-Reviewed Publications



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.



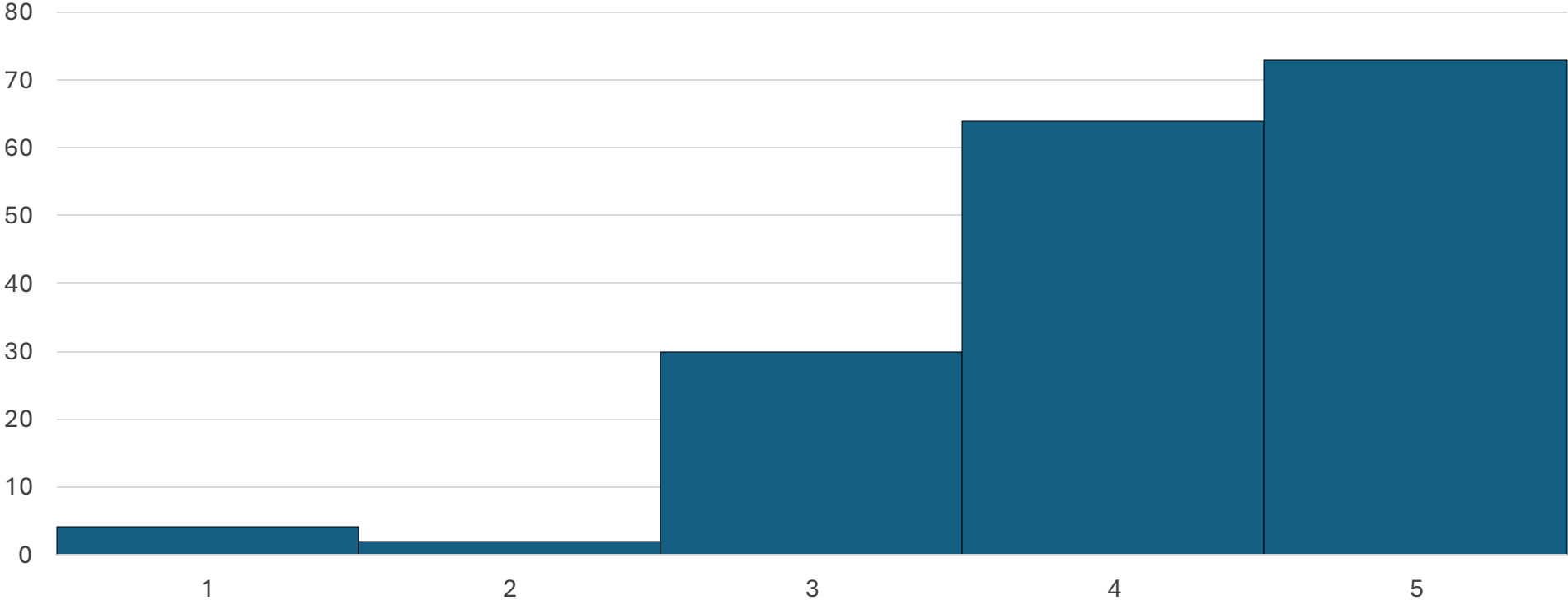
BAP- MI: A Novel Stepped-Care Integration of Brief Action Planning and Motivational Interviewing to Optimize Outcomes, September 2023



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

*Janelle MacPherson



Summer Course: 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

Our Hopes, BAP Core Competencies:

1. You will reach **critierion-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.

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

Agenda: Practicum One

1. Introduction & Overview 05 min
2. Exercise 10 min
3. Spirit of Motivational Interviewing 5-10 min
4. BAP Foundational Skills: Demonstration & Discussion 20 min
5. Small Group Practice & Discussion 15-30 min
6. Open Discussion & Pre-Work for Practicum Two 05-15 min

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

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?

Break-Out Groups

10 minutes

Return to Full Workshop



Your Reflections?

Spirit of MI*: “CAPE”

(Values/Attitudes/Mindset)

Grounds the Skill Set of BAP

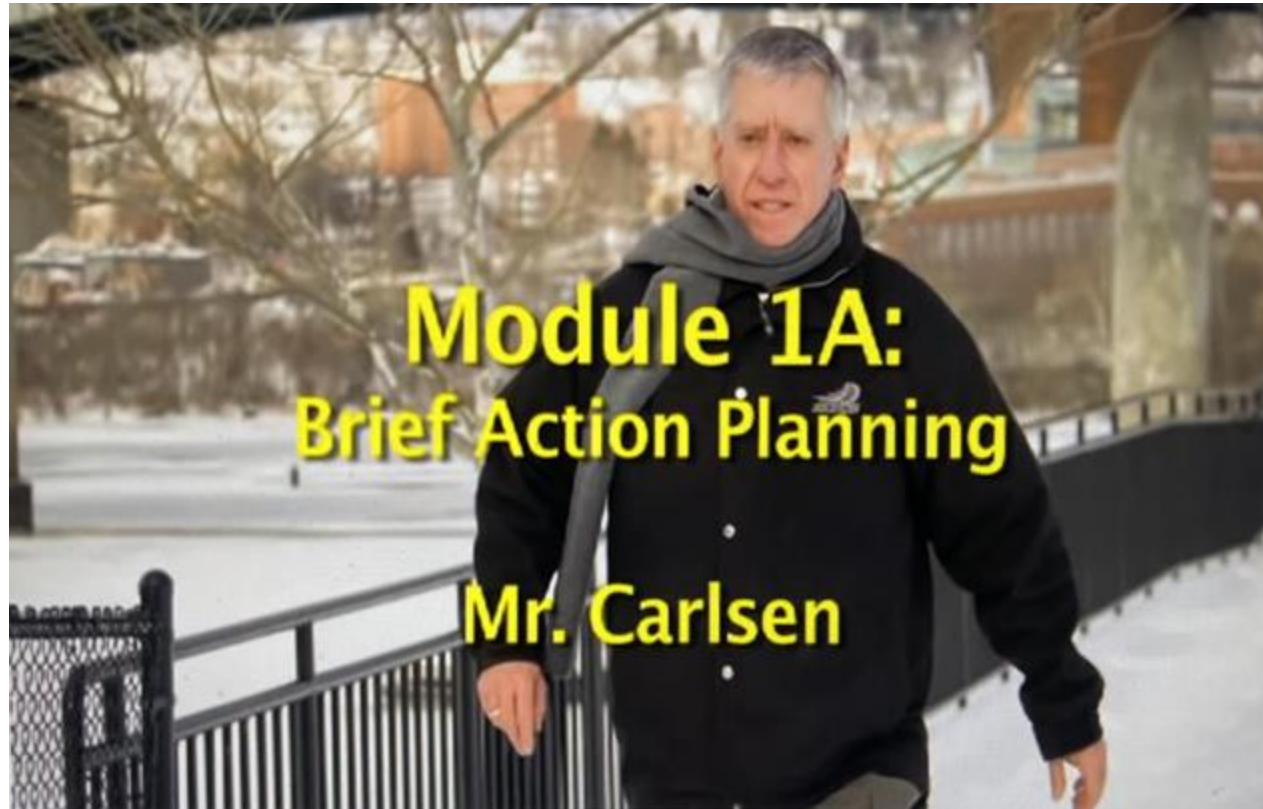
- **Compassion**
(The patient’s well-being is primary.)
- **Autonomy Support**
(Respect the patient & their right to change or not.)
- **Partnership**
(Demonstrate equality for action planning purposes.)
- **Empowerment/Evocation**
*Ideas for change should come from the patient.
(Curiosity & Humility)*



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

5 Foundational Skills: Demonstration

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



<https://www.youtube.com/watch?v=UbjCWDh3v4>



Reflections: What & How?

ELICIT GENERAL GOAL & DEVELOP SPECIFICS

1. ELICIT PERSONAL GOALS

Ask

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



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?...)

Making
the Plan

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

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?”



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

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.”

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

Spirit of MI*: “CAPE”

(Values/Attitudes/Mindset)

Grounds the Skill Set of BAP

- **Compassion**
(The patient’s well-being is primary.)
- **Autonomy Support**
(Respect the patient & their right to change or not.)
- **Partnership**
(Demonstrate equality for action planning purposes.)
- **Empowerment/Evocation**
*Ideas for change should come from the patient.
(Curiosity & Humility)*



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

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?”

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

Making the Plan



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.....”

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

Context Specific

Making the Plan



Making the Plan

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

*Hmmm...
I guess I really should get some exercise.*



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?...)

Making the Plan

Would you like to make a specific plan about that?

What do you mean by “plan”?



Making the Plan

Well, a “plan” means deciding on something very specific you’d like to do, when you’d like to start, how long, how often....things like that.

Oh, okay...



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)

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

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?...)

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. ASSESS 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?”

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.

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

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

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. ASSESS 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?”

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





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

Break-Out Groups of 3 (or Program-Specific Grouping): Suggestions

- 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

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**

Break-Out Group Work

Use for Part One of Field Exercise Two

1. Part One: (today's break-out)
Practice Foundational Skills of BAP with a “real-play” partner
2. Part Two: (share emails/schedule 30 min. small group practice before Practicum Two)
Practice and Experience Follow-Up on Action Planning

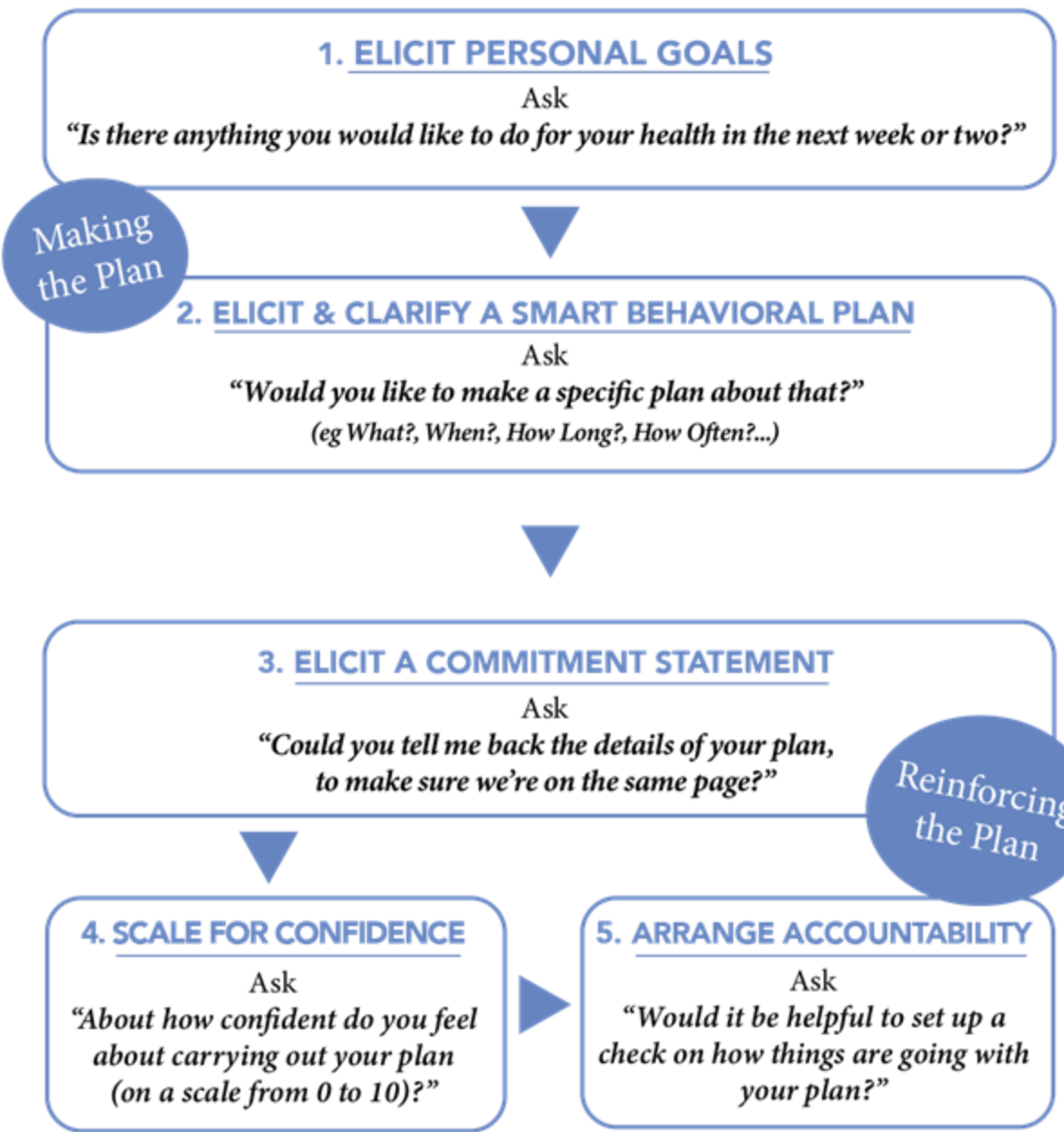
DOWNLOAD

BAP FLOW CHART (2024 R)
THE FIVE FOUNDATIONAL SKILLS

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



Break-Out (15-30 minutes)



Making the Plan

Reinforcing the Plan

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

Return to Full Workshop



Reflections: Break-Out Groups

FOR CE

We Will Provide Form at End of Practicum 4

FOR CME
Fill Out Brief Evaluation Form for 1.5 Hours

EVALUATION PRACTICUM ONE

Summary and Conclusion

Pre-Work for Practicum Two

- Read Gutnick et al paper on BAP (2014)
 - *Note: particularly useful because it reviews evidence-base for each skill with clinical application – but organizes and presents the eight core competencies in a slightly different manner (“3 questions + 5 skills”) – not necessary to learn that approach*
- 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 Field Exercise 2 (Part B):
Practice & Experience BAP Follow-Up with partner(s) – 30 minute self-arranged
- Download BAP Flow Chart (3 pages) for Practicum 2

Email Us

questions/comments/feedback

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