

BAP Core Competencies

Practicum Two: Eight Core Competencies of BAP

Director

Steven Cole, MD, MA, Stony Brook & Hofstra/Northwell SOM, & Member of MINT

Associate Directors

Hillary Logan Bolter, LCSW, LCAS, MI Center for Change & Member of MINT

Deirdra Frum-Vassallo, PsyD, ABPP, BAP Professional Network & Member of MINT

Roy Stein, MD, UNC SOM & Member of MINT



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:

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

Acknowledgements

For contributions to the development of BAP-MI:

- Taranjeet Ahuja
- Denise Ernst
- Richard Frankel
- Deirdra Frum-Vassallo
- Damara Gutnick
- Ali Hall
- Katherine Hartlieb
- Yuri Jadotte
- Igor Koutsenok
- Camila Romero
- Deepa Sannidhi
- Kelley Skeff
- Roy Stein
- Joseph Weiner

Summer Course: BAP Core Competencies

Online Self-Directed Program + 4 Zoom 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

You leave practicum two with sufficient knowledge, skill, and enthusiasm for BAP to begin applying them in clinical practice.

Agenda: Zoom Practicum Two

1. Introduction & Overview 05 min
2. Field Exercise Two: Reflections & Discussion 05 min
3. BAP Stepped-Care Competencies 20 min
4. Small Group Practice 20-45 min
5. Discussion & Pre-Work for Practicum Three 10 min

Field Exercise Two: Follow-Up



Reflections?

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





Making the Plan

Reinforcing the Plan

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

BAP Stepped-Care Skills

- BAP with Behavioral Menu
- BAP with Problem-Solving for Low Confidence
- Follow-Up

All Evidence-Based and Associated with Improved Outcomes

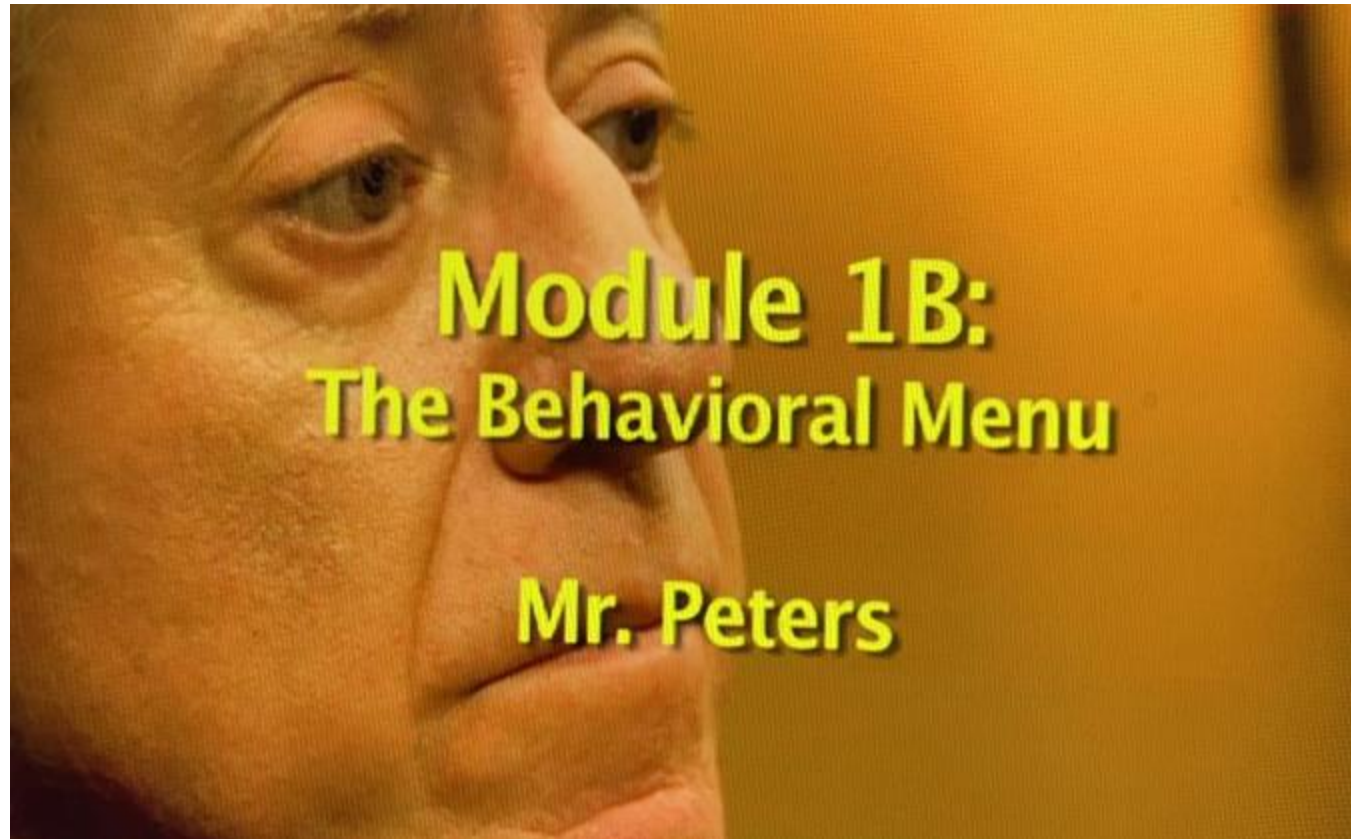
BAP Stepped-Care Skills

- BAP with Behavioral Menu
- BAP with Problem-Solving for Low Confidence
- Follow-Up

All Evidence-Based and Associated with Improved Outcomes

BAP with Behavioral Menu

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



<https://www.youtube.com/watch?v=hJnpC9tB30Q>



Reflections: What & How?

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

I really don't know.... there's just so much I should be doing....

Behavioral Menu



Behavioral Menu

Would it be okay if I offered some suggestions...?

Sure, that would help...



BAP with Behavioral Menu

A. REQUEST PERMISSION TO SHARE IDEAS

Ask

“Would it be okay for me to share some ideas that might be helpful?”



B. SHARE IDEAS & ASK

Provide 2-3 Ideas and Evoke Personal Choice, ask:

*“I wonder if you’d like to make a plan around one of these ideas,
or perhaps there’s something else you’d like to work on?”*

Visual Aids Often Helpful

There are many things people do for their health.
Here are some things you might want to talk to your
health care team about.

Choose to talk about changing any of these and add other concerns in the blank circles.



Rollnick R, Mason P, Butler C. *Healthy Behavior Change: A Guide for Practitioners*. New York: Churchill Livingstone; 1999.

Rollnick S, Miller WR, Butler C. *Motivational Interviewing in Health Care: Helping Patients Change Behavior*. New York: Guilford Press; 2008.

Stott N, Rollnick S, Rees M, Pill R. Innovation in clinical method: diabetes care and negotiating skills. *Family Practice*. 1995;12(4):413-418.

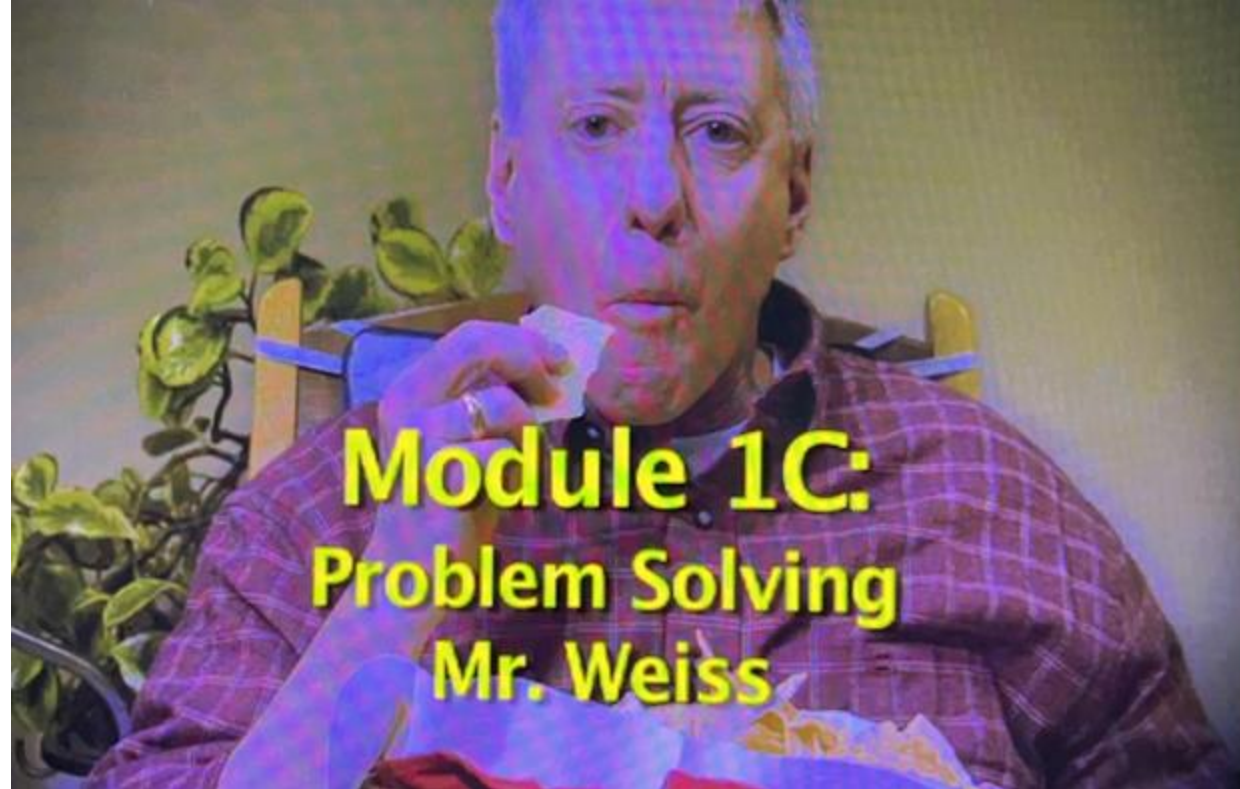


BAP Stepped-Care Skills

- BAP with Behavioral Menu
- BAP with Problem-Solving for Low Confidence
- Follow-Up

BAP with Problem-Solving

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



<https://www.youtube.com/watch?v=47pAGMHlh-g>



Reflections: What & How?

Problem Solving

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

Five



A confidence level of 5 is great.... a lot higher than a 3 or a 2, it shows lots of confidence and commitment. We know plans with confidence levels of 7 or greater have a higher chance of being carried out. Would you like to work with me to see if we can get your plan to a 7 or higher?

Problem
Solving

Sure

Some patients can increase confidence by making their plan less ambitious, or by finding someone to help them, OR maybe you have some other idea?

Problem
Solving



BAP with Problem-Solving

A. EXPLAIN & ASK

“A confidence level of 5 is great.... a lot higher than a 3 or a 2, it shows lots of confidence and commitment. We know plans with confidence levels of 7 or greater have a higher chance of being carried out. Would you like to work with me to see if we can get your plan to a 7 or higher?”



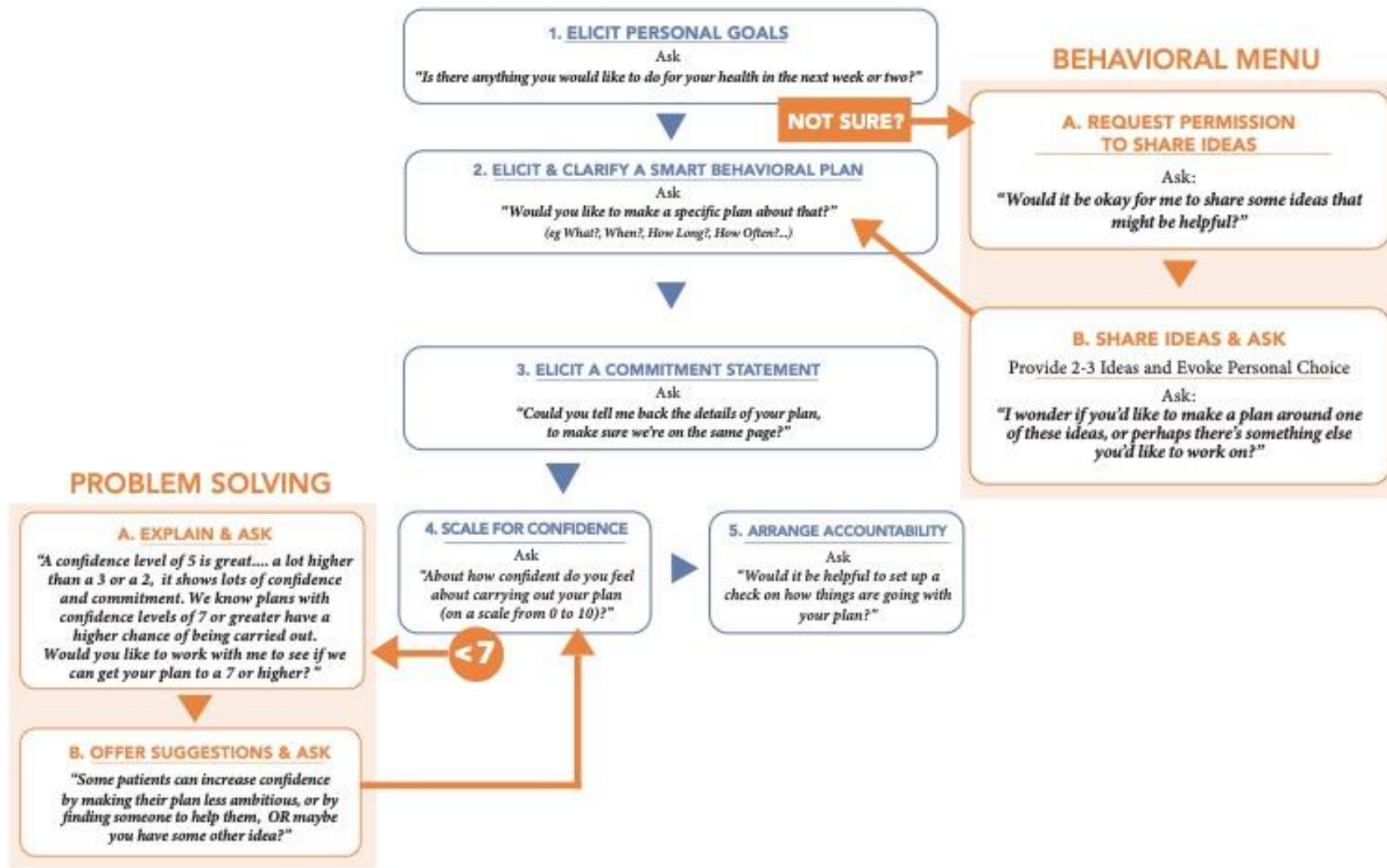
B. OFFER SUGGESTIONS & ASK

“Some patients can increase confidence by making their plan less ambitious, or by finding someone to help them, OR maybe you have some other idea?”

BAP Flow Chart (2024-R)*

Stepped Care Skills

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



* Revised from Cole S, Gutnick D, Davis C, and Reims K: "Brief Action Planning Flow Chart," 2016

www.BAPProfessionalNetwork.org

BAP Stepped-Care Skills

- BAP with Behavioral Menu
- BAP with Problem-Solving for Low Confidence
- Follow-Up

***How did it go with
your plan?***

Follow
Up



Follow Up

Ask

“How did it go with your plan?”

Follow Up

Ask

“How did it go with your plan?”

Little or No Success



Normalize/Affirm Outcome

“Lots of people have trouble in the beginning. Your interest in planning shows energy for change.”

Follow Up

Ask

“How did it go with your plan?”

Partial or Complete Success



Affirm Success

“Good work. Your efforts show initiative and strength.”

Follow Up

Ask

“How did it go with your plan?”

Little or No Success



Normalize/Affirm Outcome

“Lots of people have trouble in the beginning. Your interest in planning shows energy for change.”

Partial or Complete Success



Affirm Success

“Good work. Your efforts show initiative and strength.”

***What would you like
to do next?***

Follow
Up

Explore
Preferences



EXPLORE PATIENT PREFERENCES

Ask

“What would you like to do next?”

BAP Flow Chart (2024-R)*

Follow Up

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

“How did it go with your plan?”

Little or No Success

Partial or Complete Success

Normalize/Affirm Outcome

“Lots of people have trouble in the beginning. Your interest in planning shows energy for change.”

Affirm Success

“Good work. Your efforts show initiative and strength.”

Explore Patient Preferences

Ask

“What would you like to do next?”

Principles of Motivational Interviewing (MI) **Ground the BAP Skill Set**

Connection/Engagement

- **Precedes Question One**

Spirit of MI (Values/Mindset)

- **Consistently Demonstrated**
Compassion, Autonomy Support
Partnership, Empowerment

* Revised from Cole S, Gutnick D, Davis C, and Reims K: “Brief Action Planning Flow Chart,” 2016
www.BAPProfessionalNetwork.org

Download BAP Flow Chart (2024-R)

3 Pages

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

- Brief introductions
- Choose “Roles:” (Clinician, Patient/Client, Observers)
 - Choose stepped-care skills you would like to practice
 - (or) Repeat Mr. Peters/Mr. Weiss/Real-Play/Role-Play
 - Clinician follows BAP Flow Chart
 - Observer, or anyone “freezes” discussion for coaching/feedback
 - Switch roles after 15 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 (45 minutes)

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 Two CME

Pre-Work for Practicum Three

- [On-line Program: Module 5](#)
- Field Exercise 3 (Parts A and B):
BAP with patient/client/family/friend
- Download BAP Checklist for Practicum Three

Summary and Conclusion