Behavioural Activation Competencies

1. PSYCHOEDUCATION ON BEHAVIOURAL ACTIVATION

Check all behaviours demonstrated in each category.		
Unhelpful or potentially harmful behaviours	**Basic helping skills**	**Advanced helping skills**
❑ Judges client for feelings or behaviours (e.g., 'Why worry about such things, you're only being lazy') ❑ Lectures or tells client they must participate in activities that would 'help' them ❑ Rushes explanation	❑ Explains the relationship and cycle between mood/feelings and activities (e.g., 'What we do affects how we feel and how we feel affects what we do') ❑ Relates the process to how the client has been feeling ❑ *None of the above*	❑ *Completes all Basic Helping Skills* ❑ Gives examples of common connections between feelings and activities ❑ Identifies client's experienced feelings and explains how these might affect behaviour ❑ Explains how working with this technique is useful ❑ Uses metaphors to explain

Check the level that best applies (only one level should be checked)			
❑ **Level 1** *any unhelpful behaviour*	❑ **Level 2** *no basic skills,* *or some but not all basic skills*	❑ **Level 3** *all basic skills*	❑ **Level 4** *all basic helping skills* *plus any advanced skill*

Notes:

2. CONNECTING MOOD & ACTIVITIES

Check all behaviours that are demonstrated in each category.		
Unhelpful or potentially harmful behaviours	**Basic helping skills**	**Advanced helping skills**
❑ Only identifies negative or 'bad' behaviours or activities ❑ Tells client there is no connection between feelings and activities or does not ask about how feelings affect activities/behaviours ❑ Does not ask about 'positive' or helpful activities client typically did or does ❑ Tells client what to do	❑ Discusses the relationship between moods/feelings and activities/behaviours ❑ Asks client to think of activities linked to when they're feeling 'up' vs. 'down' ❑ *None of the above*	❑ *Completes all Basic Helping Skills* ❑ Clarifies and/or supports client's connections between moods/feelings and activities or reframes as needed ❑ Explores relationship in both directions (feelings to activity; activity to feelings) ❑ Prompts client to help brainstorm activities connected to feelings e.g., ('I hear in your voice that you feel a certain way about this activity, can you tell me more?') ❑ Uses a visual tool to help client make connections

Check the level that best applies (only one level should be checked)			
❑ **Level 1** *any unhelpful behaviour*	❑ **Level 2** *no basic skills,* *or some but not all basic skills*	❑ **Level 3** *all basic skills*	❑ **Level 4** *all basic helping skills* *plus any advanced skill*

Notes:

3. MOOD & ACTIVITY MONITORING

Check all behaviours that are demonstrated in each category.		
Unhelpful or potentially harmful behaviours	**Basic helping skills**	**Advanced helping skills**
❑ Fills out activity monitoring sheet for client ❑ Only uses client's negative feelings and behaviours in the chart	❑ Explains mood and activity monitoring chart ❑ Practices with client in session and assigns home practice ❑ *None of the above*	❑ *Completes all Basic Helping Skills* ❑ Elicits feedback and ensures client understands (e.g., asks client to give example of how it works) ❑ Discusses possible barriers and facilitators ❑ Schedules next session for review

Check the level that best applies (only one level should be checked)			
❑ **Level 1** *any unhelpful behaviour*	❑ **Level 2** *no basic skills,* *or some but not all basic skills*	❑ **Level 3** *all basic skills*	❑ **Level 4** *all basic helping skills* *plus any advanced skill*

Notes:

4. REVIEWING AT-HOME PRACTICE FOR MOOD & ACTIVITY MONITORING

Check all behaviours demonstrated in each category.		
Unhelpful or potentially harmful behaviours	**Basic helping skills**	**Advanced helping skills**
❑ Scolds or blames client for incomplete activities ❑ Tells client what should and shouldn't have been done	❑ Reviews monitoring chart with client ❑ Praises any attempt client made to use or consider monitoring chart, even if not successful ❑ Explores and normalises any challenges client mentions ❑ *None of the above*	❑ *Completes all Basic Helping Skills* ❑ Asks for client's feedback on what they learned, how they felt, etc. ❑ Encourages using the chart daily ❑ If not (completely) successful, works with client on managing barriers (e.g., setting effective reminders)

Check the level that best applies (only one level should be checked)			
❑ **Level 1** *any unhelpful behaviour*	❑ **Level 2** *no basic skills,* *or some but not all basic skills*	❑ **Level 3** *all basic skills*	❑ **Level 4** *all basic helping skills* *plus any advanced skill*

Notes:

5. ACTIVITY SCHEDULING/BEHAVIOURAL SCHEDULING

Check all behaviours demonstrated in each category.		
Unhelpful or potentially harmful behaviours	**Basic helping skills**	**Advanced helping skills**
❑ Makes activity chart/schedule without client's input ❑ Schedules activities that are very vague or unobtainable in the short-term (e.g., get a new job, walk in forest) ❑ Scolds or blames client for feelings or negative behaviours or activities ('It's your fault')	❑ Brainstorms list of different types of activities with client ❑ Asks client to choose one task and one pleasant activity to begin with ❑ Schedules specific days, times, and locations for selected activities ❑ *None of the above*	❑ *Completes all Basic Helping Skills* ❑ Connects activities with reminders or with other events or commitments ❑ Reviews potential barriers or challenges ❑ Effectively uses worksheet

Check the level that best applies (only one level should be checked)			
❑ **Level 1** *any unhelpful behaviour*	❑ **Level 2** *no basic skills,* *or some but not all basic skills*	❑ **Level 3** *all basic skills*	❑ **Level 4** *all basic helping skills* *plus any advanced skill*

Notes:

6. REVIEW OF BETWEEN SESSION PRACTICE ACTIVITY/BEHAVIOUR SCHEDULING

Check all behaviours demonstrated in each category.		
Unhelpful or potentially harmful behaviours	**Basic helping skills**	**Advanced helping skills**
❑ Scolds or blames client for incomplete tasks ❑ Tells client what should and shouldn't have been done (e.g., 'It's your fault, you should've been braver')	❑ Discusses implementation of the activity ❑ Praises any attempt to implement activity, even if not successful ❑ Explores and normalises any challenges client mentions ❑ *None of the above*	❑ *Completes all Basic Helping Skills* ❑ If not (completely) successful, adapts activity accordingly ❑ Chooses new activity that is more feasible as needed ❑ If client was successful, discusses steps to continue with "up" activities

Check the level that best applies (only one level should be checked)			
❑ **Level 1** *any unhelpful behaviour*	❑ **Level 2** *no basic skills,* *or some but not all basic skills*	❑ **Level 3** *all basic skills*	❑ **Level 4** *all basic helping skills* *plus any advanced skill*

Notes:

Competency descriptions and abbreviated instructions for standardized role plays

If using standardized role plays, the following descriptions and prompts can be used when eliciting different competencies. For full details on performing standardized role plays see https://equipcompetency.org/

1,PSYCHOEDUCATION ON BEHAVIOURAL ACTIVATION

Helper explains principles of behavioural activation and the relationship between activity and mood. Helper explains the cycle of how feelings and mood can affect behaviours and activities in both directions (e.g., inactivity promotes lower mood, contributing to inactivity; low mood promotes low activity, promoting lower mood) and relates the process to how the client has been feeling. Helper describes how finding activities the client enjoys or finds meaningful (including different ways the client can engage in them) may be beneficial. Helper discusses the number of sessions and allows the client to ask questions about the process. If the client finds it helpful, client involves a family member or friend.

SINGLE COMPETENCY ROLE-PLAY

Trainer prompts Helper: "I will act as your client. I'm complaining of constantly feeling tired, staying in bed most days, and have stopped seeing my close friends. Your role is to explain the cycle of behaviours and activities affecting mood and feelings, and how doing more activities that I enjoy may be helpful."

Trainer or another trained actor should act as the client for this role-play.

Role-play features "client" explaining current bad feelings and unhelpful behaviours.

Role-play should "stop" once competency has been rated OR allotted time has been reached (e.g., 5-15 min).

Should *not* do	Should do
- Scold or blame client for feelings and negative behaviours - Lecture client to participate in behavioural activation	- Explain how behaviours and activities affect mood and feelings; relate the process to how client has been feeling - Explore activities the client enjoys and values, and how it might benefit to engage in them proactively - Discuss number of sessions for behavioural activation and allow client to ask questions about the process

2,CONNECTING MOOD AND ACTIVITIES

Helper works with the client to identify their behaviours/activities that connect to feelings ("up-down" activities). Different behaviours and activities that help the client feel good ("up activities") and those that connect to the client feeling bad ("down activities") are identified, including a mix of personal, social, and physical activities. A visual tool (like a diagram or triangle) may be used to reinforce these connections. Helper explains how mood leads to activity/behaviour and behaviour/activities can also lead to mood. Helper allows the client to come up with the ideas for activities. Helper may give suggestions to help client if they're having difficulty.

SINGLE COMPETENCY ROLE-PLAY

Trainer prompts helper: "You have just explained to a client the basic principles of behavioural activation and related it to their current behaviours and feelings. Your role is to now identify both positive and negative behaviours the client engages in ("up-down activities"), making connections with these activities and how the client feels. You may start by asking me what I did last week."

Trainer or another trained actor should act as the client for this role-play.

Role-play features Helper asking about activities the client did last week.

Role-play should "stop" once competency has been rated OR allotted time has been reached (e.g., 5-15 min).

Should *not* do	Should do
● Identify **only** negative/'bad' activities/behaviours ● Only identify one type of activity (e.g., only physical, but not social) ● Lecture client and not allow client input	● Connect feelings and activities, both ("up activities") and ("down activities") ● Explain both directions (mood→activity) & (activity→mood) ● Use a visual tool like a diagram or triangle to reinforce connections ● Allow client to come up with ideas for activities

3.MOOD AND ACTIVITY MONITORING

Helper works with the client to help them track their moods and activities, beginning with "up/down" moods and activities discussed previously. Helper ensures client understands how to track her/his mood and activities on their own, explaining the importance of doing this at home to self-monitor and better understand how their feelings are related to activities/behaviours throughout the week. Helper may use a visual tool such as a monitoring chart to support home practice. Helper elicits feedback from the client, discussing feelings about tracking moods and feelings at home.

SINGLE COMPETENCY ROLE-PLAY

Trainer prompts helper: "You have just worked with a client to identify "up/down" activities. Your role now is to review/orient the client with an activity monitoring chart and practice in-session. Remember to make sure they know the importance of using this monitoring chart on their own during home practice. You may start by explaining what an activity monitoring chart is."

Trainer or another trained actor should act as the client for this role-play.

Role-play features Helper explaining about a mood and activity monitoring chart.

Role-play should "stop" once competency has been rater OR allotted time has been reached (e.g., 5-15 min)

Should *not* do	Should do
● Fill out chart for client ● Only use client's negative feelings and behaviours to practice filling chart	● Ensure client understands how to complete a mood & activity monitoring chart ● Explain importance of using chart at home, self-monitoring throughout the week ● Elicit feedback from client about using chart ● Set up next session for review

4.REVIEWING AT-HOME PRACTICE FOR MOOD AND ACTIVITY MONITORING

In follow-up session to competency #3 Mood and Activity Monitoring, Helper reviews the practice activity with the client. Helper reviews how the client's home practice for monitoring activities and moods went. Helper discusses how activities were related to rated moods on the chart. Helper praises client for successes, normalises and discusses barriers/ challenges and works with client on ways to overcome barriers. Helper is encouraging and supports daily use of daily, highlighting the taking part in more activities that help the client feel better.

SINGLE COMPETENCY ROLE-PLAY

Trainer prompts Helper: "Last week, you assigned a client at-home practice for using the mood & activity monitoring chart. You are now meeting with the client in a follow-up session to review the assignment and discuss how things went, learning about successes and barriers."

Trainer or another trained actor should act as the client for this role-play.

Role-play features Helper reminding client about the at-home practice for monitoring chart assigned the previous session.

Role-play should "stop" once competency has been rater OR allotted time has been reached (e.g., 5-15 min)

Should *not* do	Should do
- Blame client for not trying/completing monitoring cha - Tells client what should and shouldn't have been done	- Review how client's home practice for monitoring mood and activities went - Discuss how activities were related to rated moods on the chart - Praise client for successes, normalise and discuss barriers/challenges - Encourage and support use of the chart daily

5,ACTIVITY SCHEDULING/BEHAVIOURAL SCHEDULING

Helper works with the client to develop an activity schedule consistent with client's goals and values, which are meaningful to the client and support 'up moods'. Helper works with client to create a list of activities which are feasible and work towards a goal (e.g., returning home from work early might help to spend more time with family; finishing schoolwork allows more time with friends, etc.). Helper works with client to schedule practicing specific activities in line with goals that help the client feel better including breaking the activity into steps and thinking of times and places for practice to ensure success. Helper reviews with the client any potential challenges or barriers and, when applicable, encourages the client to use the monitoring chart to keep track of moods related to the activities.

SINGLE COMPETENCY ROLE-PLAY

Trainer prompts Helper: "You have worked with a client and reviewed his/her at-home practice using the Mood & Activity Monitoring Chart. Your role now is to develop an activity schedule consistent with the client's treatment goal (e.g., returning home from work early to spend more time with family). You may use the monitoring chart from home practice to find activities to schedule."

Trainer or another trained actor should act as the client for this role-play.

Role-play features Helper addressing the monitoring chart from home practice and explains finding activities to schedule.

Role-play should "stop" once competency has been rated OR allotted time has been reached (e.g., 5-15 min)

Should *not* do	Should do
- Make activity schedule without client input - Create vague or unobtainable activities for the short-term	- Work with client to create list of activities which are feasible and work towards client's treatment goal - Work with client to schedule specific activities to practice, including times and places to practice - Break activity into steps to support success - Review barriers and challenges to practicing activities

6,REVIEW OF BETWEEN SESSION PRACTICE ACTIVITY/BEHAVIOUR SCHEDULING

In follow-up session of Competency #5, Activity/Behaviour Scheduling, to what extent did the Helper review practice activity with the client. Helper reviews the activity assigned in previous session and discusses with client on how it went. Helper praises client for successes, normalises and discusses barriers/ challenges and work with client on ways to overcome barriers. Helper is encouraging.

SINGLE COMPETENCY ROLE-PLAY

Trainer prompts Helper: "Last week, you assigned the client a practice activity including steps for success and times and places for practice: the client was asked to go for a walk for 25 minutes in the afternoon on Tuesday, Thursday and Saturday and rate mood/feelings before and after the walks. Your role now is to review the assignment and discuss how things went. You may begin by reminding the client of the assigned home practice."

Trainer or another trained actor should act as the client for this role-play.

Role-play features Helper reminding "client" of assigned home practice from last week to review.

Role-play should "stop" once competency has been rated OR allotted time has been reached (e.g., 5-15 min)

Should *not* do	Should do
● Blame client for not trying/completing activities ● Accuses client of lying (e.g., didn't practice activities	● Review the activity assigned in previous session and discuss with client how things went ● Praise client for successes, discuss barriers and reassure client that challenges are typical ● Work with client to find way around any discussed barriers and challenges ● Encourage client to continue practicing