

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	
<input type="checkbox"/> Judges client for feelings or behaviours (e.g., 'Why worry about such things, you're only being lazy') <input type="checkbox"/> Lectures or tells client they must participate in activities that would 'help' them <input type="checkbox"/> Rushes explanation	<input type="checkbox"/> 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') <input type="checkbox"/> Relates the process to how the client has been feeling <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Gives examples of common connections between feelings and activities <input type="checkbox"/> Identifies client's experienced feelings and explains how these might affect behaviour <input type="checkbox"/> Explains how working with this technique is useful <input type="checkbox"/> Uses metaphors to explain	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
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	
<input type="checkbox"/> Only identifies negative or 'bad' behaviours or activities <input type="checkbox"/> Tells client there is no connection between feelings and activities or does not ask about how feelings affect activities/behaviours <input type="checkbox"/> Does not ask about 'positive' or helpful activities client typically did or does <input type="checkbox"/> Tells client what to do	<input type="checkbox"/> Discusses the relationship between moods/feelings and activities/behaviours <input type="checkbox"/> Asks client to think of activities linked to when they're feeling 'up' vs. 'down' <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Clarifies and/or supports client's connections between moods/feelings and activities or reframes as needed <input type="checkbox"/> Explores relationship in both directions (feelings to activity; activity to feelings) <input type="checkbox"/> 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?') <input type="checkbox"/> Uses a visual tool to help client make connections	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
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	
<input type="checkbox"/> Fills out activity monitoring sheet for client <input type="checkbox"/> Only uses client's negative feelings and behaviours in the chart	<input type="checkbox"/> Explains mood and activity monitoring chart <input type="checkbox"/> Practices with client in session and assigns home practice <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Elicits feedback and ensures client understands (e.g., asks client to give example of how it works) <input type="checkbox"/> Discusses possible barriers and facilitators <input type="checkbox"/> Schedules next session for review	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
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	
<input type="checkbox"/> Scolds or blames client for incomplete activities <input type="checkbox"/> Tells client what should and shouldn't have been done	<input type="checkbox"/> Reviews monitoring chart with client <input type="checkbox"/> Praises any attempt client made to use or consider monitoring chart, even if not successful <input type="checkbox"/> Explores and normalises any challenges client mentions <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Asks for client's feedback on what they learned, how they felt, etc. <input type="checkbox"/> Encourages using the chart daily <input type="checkbox"/> 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)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

5. ACTIVITY SCHEDULING/BEHAVIOURAL SCHEDULING

Check all behaviours demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Makes activity chart/schedule without client's input <input type="checkbox"/> Schedules activities that are very vague or unobtainable in the short-term (e.g., get a new job, walk in forest) <input type="checkbox"/> Scolds or blames client for feelings or negative behaviours or activities ('It's your fault')	<input type="checkbox"/> Brainstorms list of different types of activities with client <input type="checkbox"/> Asks client to choose one task and one pleasant activity to begin with <input type="checkbox"/> Schedules specific days, times, and locations for selected activities <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Connects activities with reminders or with other events or commitments <input type="checkbox"/> Reviews potential barriers or challenges <input type="checkbox"/> Effectively uses worksheet	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 any unhelpful behaviour	<input type="checkbox"/> Level 2 no basic skills, or some but not all basic skills	<input type="checkbox"/> Level 3 all basic skills	<input type="checkbox"/> 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	
<input type="checkbox"/> Scolds or blames client for incomplete tasks <input type="checkbox"/> Tells client what should and shouldn't have been done (e.g., 'It's your fault, you should've been braver')	<input type="checkbox"/> Discusses implementation of the activity <input type="checkbox"/> Praises any attempt to implement activity, even if not successful <input type="checkbox"/> Explores and normalises any challenges client mentions <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> If not (completely) successful, adapts activity accordingly <input type="checkbox"/> Chooses new activity that is more feasible as needed <input type="checkbox"/> If client was successful, discusses steps to continue with "up" activities	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 any unhelpful behaviour	<input type="checkbox"/> Level 2 no basic skills, or some but not all basic skills	<input type="checkbox"/> Level 3 all basic skills	<input type="checkbox"/> Level 4 all basic helping skills plus any advanced skill
Notes:			

Acknowledgement. These competencies were informed by research described in: Pedersen, G. A., Lakshmin, P., Schafer, A., Watts, S., Carswell, K., Willhoite, A., Ottman, K., van 't Hof, E., & Kohrt, B. A. (2020). Common factors in psychological treatments delivered by non-specialists in low- and middle-income countries: Manual review of competencies. *Journal of behavioral and cognitive therapy*, 30(3), 165–186. <https://doi.org/10.1016/j.jbct.2020.06.001>

The following documents supported development of competency descriptions:

- Anand A, Chowdhary N, Dimijian S, Patel V: Healthy Activity Program. Sangath, London School of Hygiene & Tropical Medicine, 2013. <http://www.sangath.in/premium-manual/>
- Dawson KS, Watts S, Carswell K, et al. Improving access to evidence-based interventions for young adolescents: early adolescent skills for emotions (EASE). *World Psychiatry*. 2019
- Murray L, Dorsey S, Skavenski S, Metz K: Common Elements Treatment Approach (CETA) Counselor Manual (Adult): Lebanon. 2017. <https://www.jhsph.edu/research/centers-andinstitutes/global-mental-health/our-projects/by-intervention/>
- World Health Organization: Problem Management Plus (PM+): Individual psychological help for adults impaired by distress in communities exposed to adversity. Generic field-trial version 1.0. Geneva, 2016. <https://www.who.int/publications/i/item/WHO-MSD-MER-16.2>

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