

Curriculum Map with Sample Learning Objectives For the Behavioral Health Support Specialist Clinical Training Program

Contents

Purpose	1
Definitions	2
Creative Commons	2
Feedback	2
MC1: Health Equity	3
MC2: Helping Relationship	4
MC3: Cultural Responsiveness	5
MC4: Team-Based Care and Collaboration	7
MC5: Screening & Assessment.....	8
MC6: Care Planning and Care Coordination.....	10
MC7: Intervention	12
MC8: Law, Ethics, & Professional Practice	15
References.....	16

PURPOSE

The following document provides the meta-competencies (MCs), competencies, and learning objectives (LOs) created for the UW BHSS Clinical Training Program Curriculum.

The sample LOs capture a high level of detail and use measurable verbs to capture the spirit of what evidence, via assessment, would indicate that a BHSS learner has met this objective by the end of the BHSS curriculum. The BHSS Project Team has provided this level of detail to be supportive, not prescriptive, to education partners as they learn about the BHSS Clinical Training Program curriculum and begin planning to implement a BHSS curriculum into their program.

DEFINITIONS

The numbering of the MCs, competencies, and learning objectives is not indicative of sequence of learning or difficulty. Instead, the learning objectives were created through the framework of Bloom’s Taxonomy, beginning with knowledge, progressing to skills, then attitudes, progressing from lower- to higher-order thinking where appropriate. Each learning objective has a suffix of “K”, “S”, or “A”. This indicates if the learning objective addresses knowledge (K), skill (S), or attitude (S).

Suggested sequencing is noted across a BHSS curriculum timeline:

- **Pre-BHSS:** Prerequisite learning and assessment that is assumed to have already occurred prior to the BHSS curriculum.
- **Foundations:** Learning and assessment that will happen earlier within the BHSS curriculum. Topics or content are foundational and will be built upon further in the curriculum.
- **Advanced:** Learning and assessment that will happen later within the BHSS curriculum. Topics or content are more complex and build upon learning that occurred in Pre-BHSS and Foundations learning.
- **Practicum:** Learning and assessment that will occur at an internship or practicum site while working with a site supervisor.

Sequencing is indicated in phases (Hundey & Watson, 2019):

- **Introduce (I):** “Key ideas, concepts, or skills related to the learning objective are introduced and demonstrated at an introductory level. Instruction and learning activities focus on basic knowledge, skills, and affect/attitudes and entry-level complexity”.
- **Reinforce (R):** “Learning objective is reinforced with feedback; learners demonstrate the learning objective at an increasing level of proficiency. Instruction and learning activities concentrate on enhancing and strengthening existing knowledge and skills, as well as expanding complexity”.
- **Proficient (P):** “Learners demonstrate the learning objective with the degree of competence or skill expected upon completion of the program, ideally via independent practice. Instruction and learning activities concentrate on enhancing and strengthening existing knowledge and skills, as well as expanding complexity”.
- **Not Addressed or Assessed (NA)**

CREATIVE COMMONS

The UW BHSS Clinical Training Program Curriculum Map is licensed under a [Creative Commons Attribution-NonCommercial-NoDerivs 4.0 International License](#). Please reach out to the BHSS Project Team at bhsswa@uw.edu if you have questions about making changes or modifications to these materials for your program’s purposes.

FEEDBACK

If you would like to submit feedback about this BHSS Curriculum Map and its contents to the BHSS Project Team, please use the [BHSS Curriculum Feedback Form](#). A member of the BHSS Project Team will follow up with you.

MC1: HEALTH EQUITY

		BHSS Curriculum				Assessment Examples
		Pre-BHSS	Foundations	Advanced	Practicum	
Competency	Sample Learning Objectives					
1-a: Recognize the impact of health disparities on patient engagement.						
Keywords: <ul style="list-style-type: none"> Care Coordination Health Equity Interviewing Skills Patient Engagement Patient-Centered Care Population Health Psychoeducation Screening Social and Cultural Diversity Social Determinants of Health (SDOH) Team-Based Care 	1a3-K Describe methods for identifying SDOH.	I	R	P		<ul style="list-style-type: none"> Quizzes Analysis of case via class discussion or written paper Role play use of a screening tool with other students Shadowing providers in practicum Observed in practicum
	1a9-S Incorporate knowledge of a patient's SDOH into interventions as appropriate.	NA	NA	I	R, P	
	1a11-A Value that everyone has equal opportunity for health and that reducing disparities benefits all.	I	R	P		
1-b: Practice use of inclusive communication that supports healthcare equity.						
Keywords: <ul style="list-style-type: none"> Documentation Health Equity Interviewing Skills Patient-Centered Care Psychoeducation Social and Cultural Diversity 	1b5-K Articulate the importance of using plain language and familiar concepts, words, numbers, and images in ways that make sense to a patient.	NA	I, R	P		<ul style="list-style-type: none"> Classroom discussion Responding to case scenarios Role play scenarios Practice clinical documentation for case scenario
	1b11-S Use language that is accessible and meaningful to the unique needs of a patient.	NA	I	R	P	
	1b15-S Use inclusive and bias-free language in writing and clinical practice.	NA	I	R	P	

MC2: HELPING RELATIONSHIP

Competency		Sample Learning Objectives		Pre-BHSS	BHSS Curriculum			Assessment Examples
					Foundations	Advanced	Practicum	
2-a: Develop supportive and effective working alliance with patients and their support networks.								
Keywords: <ul style="list-style-type: none"> • Interviewing Skills • Patient-Centered Care • Social and Cultural Diversity • Therapeutic Skills 	2a3-K	Describe the facilitative conditions of an effective working alliance.	NA	I, R, P			<ul style="list-style-type: none"> • Articulate purpose of supportive listening • Quiz • In-class assignments and reactions to role play sessions. 	
	2a6-S	Explore a patient’s perspective using supportive listening.	NA	NA	I, R	R, P		
	2a8-A	Appreciate the qualities of attending, genuineness, positive regard, and empathy when initiating relationships with patients.	NA	NA	I, R	R, P		
2-b: Engage patients to enhance participation in care.								
Keywords: <ul style="list-style-type: none"> • Care Coordination • Case Management • Crisis Intervention • Health Equity • Intervention • Interviewing Skills • Motivational Interviewing (MI) • Patient Engagement • Patient-Centered Care • Population Health • Shared Decision-Making • Social and Cultural Diversity • Therapeutic Skills 	2b4-K	Describe adaptive strategies of patient engagement for persons with disabilities.	NA	I, R	P			
	2b6-S	Support a patient in voicing their own care goals and challenges.	NA	NA	I	R, P		
	2b9-A	Appreciate the impact of early engagement on improved patient outcomes.	NA	I, R	R, P			
2-c: Facilitate group psychoeducation.								
Keywords: <ul style="list-style-type: none"> • Assessment • Care Coordination • Group Skills • Patient-Centered Care 	2c3-K	Identify stages of group formation, interaction, and adjournment.	NA	NA	I, R, P		<ul style="list-style-type: none"> • Team based assignment to design a brief psychoeducation group including steps with implementation, selection of best-fit techniques, and methods of evaluation. 	
	2c9-S	Initiate a group, including establishing boundaries and norms for group process.	NA	NA	I, R	P		

		BHSS Curriculum				Assessment Examples
		Pre-BHSS	Foundations	Advanced	Practicum	
Competency	Sample Learning Objectives					
<ul style="list-style-type: none"> • Psychoeducation • Therapeutic Skills • Trauma-Informed Care 	2c15-A Appreciate differences between individual and group dynamics in the helper relationship.	NA	NA	I, R	R, P	<ul style="list-style-type: none"> • Co-lead or lead a brief psychoeducation group with opportunities to analyze group process with supervisor at key steps: group design, group start, mid-point, and end of group.

MC3: CULTURAL RESPONSIVENESS

		BHSS Curriculum				Assessment Examples
		Pre-BHSS	Foundations	Advanced	Practicum	
Competency	Learning Objectives					
3-a: Develop knowledge of a patient’s identity(ies).						
Keywords: <ul style="list-style-type: none"> • Assessment • Interviewing Skills • Patient-Centered Care • Professional Development • Social and Cultural Diversity • Therapeutic Skills • Whole Person Care 	3a4-K Explain how identity and culture impact a patient’s attitude about and approach to healthcare, healing, and recovery.	NA	I	R, P		<ul style="list-style-type: none"> • Demonstrate foundational knowledge of diverse cultures and intersectional identities through a classroom paper or discussion of case example. • Discussion on “cycle of socialization”
	3a7-S Explore with patients their culture and social identity(ies) by asking open ended questions.	NA	NA	I	R, P	
	3a10-A Recognize culture as an integral and inseparable aspect of whole person healthcare.	NA	I	R, P		

Competency			Learning Objectives			BHSS Curriculum				Assessment Examples
						Pre-BHSS	Foundations	Advanced	Practicum	
3-b: Provide services responsive to a patient’s identity(ies).										
Keywords: <ul style="list-style-type: none"> Assessment Care Coordination Patient-Centered Care Social and Cultural Diversity Treatment of Behavioral Health Conditions Whole Person Care 	3b4-S	Integrate values, traditions, and activities that are relevant to patients, into interventions.	NA	NA	I, R	R, P	<ul style="list-style-type: none"> Reflection paper or other written response or oral presentation in class Supervisor and self-evaluations of practicum experiences 			
	3b7-S	Collaborate with patients to assess and incorporate cultural healing methods they practice into interventions, as relevant.	NA	NA	I	R, P				
	3b9-A	Value the importance of culturally responsive, individualized whole health care plans.	NA	I	R	P				
3-c: Practice cultural humility in helping relationships.										
Keywords: <ul style="list-style-type: none"> Health Equity Interviewing Skills Patient-Centered Care Reflective Practice Social and Cultural Diversity Therapeutic Skills 	3c1-K	Explain the meaning of cultural humility in the context of helping relationships.	I	R, P			<ul style="list-style-type: none"> In-class assessment such as essay or test question; complete target/agent identities exercise in class Practice repairing a rupture or cultural disconnect in role play Supervisor and self-evaluations of practicum experiences Reflection paper in class or practicum 			
	3c9-S	Address and repair the helping relationship when disconnects – cultural or other – occur.	NA	I	R	P				
	3c14-A	Acknowledge power dynamics in multicultural interactions specific to the context of the helping relationship.	NA	I, R	R	P				
3-d: Strive to address own biases in work with patients.										
Keywords: <ul style="list-style-type: none"> Health Equity Reflective Practice Social and Cultural Diversity 	3d1-K	Explain the impact of implicit and explicit bias on care quality and patient experience.	I	R, P			<ul style="list-style-type: none"> Harvard implicit bias training Reflection paper or verbal reflection on material describing implicit bias, microaggression, and impact on helper relationship Supervisor evaluation, including rating of openness to exploration of personal and social bias. 			
	3d5-S	Engage in self-examination of how own biases may influence interactions with patients.	NA	I, R	R	P				
	3d10-A	Commit to minimizing the impact of own values, assumptions, and biases during interactions with patients and care delivery.	NA	I	R, P					

MC4: TEAM-BASED CARE AND COLLABORATION

Competency		Learning Objectives		Pre-BHSS	BHSS Curriculum			Assessment Examples
					Foundations	Advanced	Practicum	
4-a: Integrate professional identity and scope of practice within a healthcare team.								
Keywords: <ul style="list-style-type: none"> • Law and Ethics • Patient-Centered Care • Reflective Practice • Stepped Care • Supervision • Team-Based Care 	4a3-S	Describe the BHSS’s role in team-based care to a patient.	NA	I	R	P		
	4a5-S	Explain the stepped care model to care teams and its relationship to positive outcomes for patients.	NA	I	R	P		
	4a8-A	Value team-based care.	NA	I	R	P		
4-b: Practice interprofessional communication.								
Keywords: <ul style="list-style-type: none"> • Professional Development • Supervision • Team-Based Care 	4b2-K	Describe how communication affects team processes and patient care and outcomes.	NA	I, R, P			<ul style="list-style-type: none"> • Class discussion and reflection on communication components • Demonstrate in practicum via observation (e.g., setting- and org-specific acronyms and terminology) • Practice SBAR in a mock team meeting and include description of one evidence-based strategy in recommendation 	
	4b4-S	Effectively and succinctly share information with the interprofessional team using a team-appropriate process (For example, SBAR (Situation-Background-Assessment-Recommendations)).	NA	NA	I, R	P		
	4b6-A	Value brief, clear, concise, and timely communication between team members.	NA	I	R	P		
4-c: Contribute to teams and teamwork.								
Keywords: <ul style="list-style-type: none"> • Professional Development • Recovery Model • Reflective Practice • Supervision • Team-Based Care 	4c3-K	Identify team-based processes that support patient safety and improved outcomes.	NA	I	R	P		
	4c6-S	Demonstrate flexibility and adaptability while working with a care team.	NA	NA	I, R	R, P		
	4c8-A	Value continuing education in team-based processes related to patient safety and improved outcomes.	NA	NA	I	R, P		

MC5: SCREENING & ASSESSMENT

		BHSS Curriculum					
		Pre-BHSS	Foundations	Advanced	Practicum		
Competency	Learning Objectives					Assessment Examples	
5-a: Utilize appropriate standardized screening tools to identify common behavioral health conditions.							
Keywords: <ul style="list-style-type: none"> Assessment Health Equity Intervention Measurement-Based Care Population Health Psychoeducation Scope of Practice Screening Social and Cultural Diversity 	5a3-K	Describe evidence base for screening and implications for preventative care across diverse populations.	NA	I, R	P	<ul style="list-style-type: none"> Choose a BH screening tool and write about its strengths/ weaknesses Quiz/test about screening tools Role play with student Practice documentation of screening tool score interpretation with summary of next step. Supervisor review of chart notes/appropriate documentation using screening tools. 	
	5a8-S	Administer evidence-based screening tools, utilizing aids to improve accessibility as appropriate.	NA	NA	I, R		P
	5a10-S	Discuss the results of the evidence-based screening tool with a patient.	NA	NA	I, R		P
5-b: Conduct a suicide risk assessment and provide appropriate intervention under supervision							
Keywords: <ul style="list-style-type: none"> Assessment Crisis Intervention Interviewing Skills Measurement-Based Care Population Health Screening Shared Decision-Making 	5b2-K	Identify elements of a structured interview for suicide risk assessment.	NA	I	R	P	<ul style="list-style-type: none"> Examination Case example discussion Observation in role play Practice documentation of screening tool interpretation with summary of next step Instructor and practicum site supervisor endorsement of student preparedness to conduct a suicide assessment.
	5b4-S	Administer a standardized screening tool such as the CSSR-S and identify level of suicide risk.	NA	I	R	P	
	5b7-S	Design a collaborative safety plan with a patient.	NA	I	R	P	
5-c: Conduct a patient-centered biopsychosocial assessment.							
Keywords: <ul style="list-style-type: none"> Assessment Documentation Interviewing Skills Social and Cultural Diversity Social Determinants of Health (SDOH) Team-Based Care Whole Person Care 	5c3-K	Explain how the biopsychosocial assessment informs the diagnostic process.	NA	I	R, P	<ul style="list-style-type: none"> Examination/quizzes Observation of role play; Case study including options for course of action. 	
	5c5-S	Gather information supporting a biopsychosocial assessment using a common template or framework in healthcare.	NA	I	R		P
	5c8-S	Generate follow-up questions for symptoms needing further exploration or clarification, based on a biopsychosocial framework.	NA	I	R		P

Competency		Learning Objectives		BHSS Curriculum				Assessment Examples
				Pre-BHSS	Foundations	Advanced	Practicum	
5-d: Use measurement-based care to support stepped care approaches and adjust the type and intensity of services to the needs of the patient.								
Keywords: <ul style="list-style-type: none"> • Assessment • Case Management • Measurement-Based Care • Patient-Centered Care • Population Health • Psychoeducation • Screening • Shared Decision-Making • Supervision • Therapeutic Skills • Treatment to Target 	5d1-K	Explain the purpose of systematic use of behavioral health measures.	NA	I, R	P		<ul style="list-style-type: none"> • Observation by supervisor 	
	5d5-S	Review symptom checklist with patient for accuracy.	NA	I	R	P		
	5d7-S	Negotiate new care goals with patient based on progress.	NA	NA	I, R	P		

MC6: CARE PLANNING AND CARE COORDINATION

		BHSS Curriculum				Assessment Examples
		Pre-BHSS	Foundations	Advanced	Practicum	
Competency	Learning Objectives					
6-a: Contribute to the development of a whole health care plan and stay well plan with the patient, the patient’s support network, and healthcare team members.						
Keywords: <ul style="list-style-type: none"> Assessment Care Coordination Case Management Recovery Model Shared Decision-Making Team-Based Care Treatment Planning Whole Person Care 	6a2-K Describe the components of shared decision-making in the care planning process.	I	R, P			<ul style="list-style-type: none"> Examination questions on whole health care and stay well plans Observation of whole health care plan & stay well plan discussion with patient Observation of professional disclosure and transparency related to treatment plan Observation of student attitudes in discussion and demonstration of care planning skill
	6a8-A Recognize the importance of involving the patient actively in both whole health care planning and stay well planning.	NA	I, R	P		
6-b: Maintain a registry to systematically track patient treatment response to interventions.						
Keywords: <ul style="list-style-type: none"> Measurement-Based Care Population Health Screening Supervision Treatment to Target 	6b4-S Use a registry to record symptom measures from validated behavioral health screening tools (such as the PHQ-9 and GAD-7).	NA	NA	I	R, P	
	6b6-S Use registry data to identify and prioritize patients to discuss as part of supervision, team meetings, or case review sessions.	NA	NA	I	R, P	
	6b7-A Endorse use of a registry to facilitate population-based care.	NA	I	R	P	
6-c: Ensure the flow and exchange of information among patients, patients’ support networks, and linked providers.						
Keywords: <ul style="list-style-type: none"> Care Coordination Case Management Documentation Law and Ethics Team-Based Care 	6c1-K Explain privacy and confidentiality policies, rules, and laws in healthcare as they relate to information exchange.	NA	I			<ul style="list-style-type: none"> Examination questions related to HIPAA, privacy, information exchange, and confidentiality Observation of privacy and confidentiality discussion in role play or practice Observation of care plan discussion with patient Observation of case presentation
	6c5-S Enact confidential communication standards in all acts of healthcare information exchange.	NA	NA	NA	I, R, P	
	6c7-A Demonstrate confidence in setting limits based on privacy and confidentiality policies, rules, and laws.	NA	NA	NA	I, R, P	

		BHSS Curriculum					
		Pre-BHSS	Foundations	Advanced	Practicum		
Competency	Learning Objectives					Assessment Examples	
6-d: Facilitate external referrals to social and community-based services (housing assistance, food banks, vocational rehabilitation, substance use disorder treatment, etc.).							
Keywords: <ul style="list-style-type: none"> Assessment Care Coordination Case Management Documentation Health Equity Social and Cultural Diversity Social Determinants of Health (SDOH) Team-Based Care 	6d4-K	Identify components of a high-quality and supportive referral.	NA	I, R	P	<ul style="list-style-type: none"> Identify the components of a high-quality, supportive, and effective referral using case examples Initiate a relationship with a new referral source or update an existing referral source on behalf of the healthcare team Observation of the BHSS explaining a referral or following up with a referral. 	
	6d9-S	Document, track, and follow up with patients regarding referrals.	NA	I	R		P
	6d11-A	Value the impact that a quality referral has on the health and well-being of all patients.	NA	I	R		P
6-e: Demonstrate accurate documentation of services provided and summaries of contact with linked providers in the patient record.							
Keywords: <ul style="list-style-type: none"> Care Coordination Case Management Documentation Law and Ethics Patient-Centered Care 	6e4-K	Explain the relationship between documentation, medical necessity, and regulatory standards.	NA	I, R, P		<ul style="list-style-type: none"> Examination questions regarding common frameworks, policy, rules, and laws related to documentation Completed samples of documentation based on video-observation, in vivo role plays, and patient encounters in training 	
	6e6-S	Document patient healthcare records in a way that respects individual requests as well as standard confidentiality guidelines.	NA	NA	I		R, P
	6e10-A	Invest in timely and accurate documentation of patient encounters.	NA	NA	I		R, P
6-f: Recognize the interaction between behavioral health conditions, chronic physical health conditions, and their associated symptoms.							
Keywords: <ul style="list-style-type: none"> Assessment Care Coordination Health Equity Psychoeducation Reflective Practice Team-Based Care Treatment of Behavioral Health Conditions Treatment Planning 	6f3-K	List commonly prescribed medications and their side effects for behavioral health conditions.	NA	I	R, P	<ul style="list-style-type: none"> Activity explaining basic pharmacological treatment Quiz or matching activity Observed practice session providing psychoeducation on health behaviors and link to physical, mental, and emotional well-being Role play about discussing medications with a classmate 	
	6f6-S	Reinforce education provided by other healthcare providers on self-managing chronic conditions.	NA	NA	I		R, P
	6f8-A	Endorse the concept that behavioral health and physical health are interconnected.	I	R	P		

MC7: INTERVENTION

Competency		Learning Objectives		BHSS Curriculum				Assessment Examples
				Pre-BHSS	Foundations	Advanced	Practicum	
7-a: Integrate motivational interviewing strategies into practice.								
Keywords: <ul style="list-style-type: none"> Care Coordination Intervention Interviewing Skills Law and Ethics Motivational Interviewing (MI) Patient-Centered Care Shared Decision-Making Social and Cultural Diversity Team-Based Care Therapeutic Alliance Therapeutic Skills Treatment of Behavioral Health Conditions 	7a5-S	Identify appropriate stage of change for patient goals of care.	NA	I, R, P			<ul style="list-style-type: none"> Identify specific stage of change for unique patient scenarios List change talk strategies Role play, patient interactions (practicum) 	
	7a7-S	Support patients in creating a detailed plan for change.	NA	I	R	P		
	7a9-S	Articulate patient values and treatment preferences to the care team.	NA	I	R	P		
7-b: Provide psychoeducation to patients and their support network about behavioral health conditions and treatment options consistent with recommendations from the healthcare team.								
Keywords: <ul style="list-style-type: none"> Intervention Interviewing Skills Psychoeducation Social and Cultural Diversity 	7b2-K	Describe the basic components of psychoeducation.	NA	I, R, P			<ul style="list-style-type: none"> Comprehensive exam questions for BHSS program. Role play, live demonstration or video recording of student providing psychoeducation to individual patients and their support networks Observation of student attitudes in demonstration of psychoeducation skills 	
	7b4-S	Provide psychoeducation to patients on common health conditions, behavioral health conditions, and self-management strategies, as appropriate.	NA	I	R	P		
	7b9-A	Value the role of psychoeducation in promoting self-management.	NA	I	R	P		
7-c: Apply brief, evidence-based strategies for common mental health presentations, based on cognitive behavioral principles and behavioral activation.								
Keywords: <ul style="list-style-type: none"> Intervention Interviewing Skills 	7c1-K	Recall the common elements of brief treatment and its overarching stages.	NA	NA	I, R, P		<ul style="list-style-type: none"> Comprehensive exam questions for BHSS program. Role play 	

		BHSS Curriculum				Assessment Examples
		Pre-BHSS	Foundations	Advanced	Practicum	
Competency	Learning Objectives					
<ul style="list-style-type: none"> Motivational Interviewing (MI) Patient Engagement Patient-Centered Care Therapeutic Skills Treatment of Behavioral Health Conditions Treatment to Target 	7c8-S Set an agenda collaboratively with the patient as first topic of the meeting, or as early as possible.	NA	NA	I, R	P	<ul style="list-style-type: none"> Supervisor evaluation of students (practicum) Student self-eval/ reflection
	7c12-A Value fidelity to brief evidence-based intervention strategies for treating common behavioral health conditions.	NA	NA	I, R	P	
7-d: Apply brief, evidence-based strategies for mild-to-moderate depression, based on cognitive behavioral principles and behavioral activation.						
Keywords: <ul style="list-style-type: none"> Assessment Intervention Psychoeducation Therapeutic Skills Treatment of Behavioral Health Conditions 	7d1-K Describe the Behavioral Activation (BA) model of depressive symptoms.	I	NA	I, R, P		<ul style="list-style-type: none"> Certificate of completion for BA training; Comprehensive exam questions for BHSS program Written assignment demonstrating a (basic) case formulation and treatment plan Videotaped BA role plays assessed via fidelity checklists Simulated and real-world patient scenarios Self-assessment of attitudes toward depressive disorders and/or of own roleplay skills
	7d3-K Describe how to develop a case formulation for a patient experiencing elevated depressive symptoms.	NA	NA	I, R, P		
	7d5-K Describe how to evaluate the outcome of patients' behavioral activation efforts.	NA	NA	I, R, P		
7-e: Apply brief, evidence-based strategies for mild-to-moderate anxiety, based on cognitive behavioral principles and behavioral activation.						
Keywords: <ul style="list-style-type: none"> Assessment Intervention Psychoeducation Treatment of Behavioral Health Conditions 	7e2-K Describe the CBT model of anxiety (CBT-A) symptoms.	NA	NA	I, R, P		<ul style="list-style-type: none"> Certificate of completion for CBT-A training Comprehensive exam questions for BHSS program. Videotaped CBT-A role plays assessed via fidelity checklists. Self-assessment of attitudes toward anxiety disorders Observation of helper behavior and attitudes in demonstration of CBT-A.
	7e4-S Provide tailored patient psychoeducation on the CBT-A model of anxiety symptoms.	NA	NA	I, R	P	
	7e6-S Apply anxiety management strategies.	NA	NA	I, R	P	

		BHSS Curriculum				Assessment Examples	
Competency	Learning Objectives	Pre-BHSS	Foundations	Advanced	Practicum		
7-f: Utilize a screening, brief intervention, and referral (SBIRT) approach appropriate to patient alcohol or substance use problems.							
Keywords: <ul style="list-style-type: none"> Assessment Care Coordination Case Management Health Equity Intervention Interviewing Skills Motivational Interviewing (MI) Patient-Centered Care Population Health Recovery Model Reflective Practice Screening Substance Use Disorders Therapeutic Alliance Therapeutic Skills 	7f1-K	Identify the principles of harm reduction and the relationship to negotiating an action plan.	NA	NA	I, R, P	<ul style="list-style-type: none"> Quizzes within the State of WA required SBIRT training and educational institution LMS Certificate of completion for SBIRT training Comprehensive exam questions for BHSS program Role play video or live demonstration of SBIRT process of a standardized case scenario with a patient risky levels of alcohol use, assessed by instructor using a standardized instrument Self-assessment of attitudes toward substance use disorders with a journal reflection Observation of helper behavior and attitudes in demonstration of SBIRT. 	
	7f10-S	Demonstrate proficiency in delivering a BNI.	NA	NA	I, R		P
	7f13-A	Demonstrate optimism for a patient's ability to change in their own time frame.	NA	NA	I, R		P
7-g: Demonstrate a clear understanding of the evidence base for brief intervention strategies that focus on symptom reduction.							
Keywords: <ul style="list-style-type: none"> Assessment Care Coordination Intervention Law and Ethics Measurement-Based Care Professional Development Reflective Practice Shared Decision-Making Stepped Care Supervision Team-Based Care Therapeutic Skills Treatment of Behavioral Health Conditions Treatment to Target 	7g3-K	Identify strategies for helping patients adapt to changes in symptom intensity.	NA	NA	I, R, P	<ul style="list-style-type: none"> Quiz on knowledge of core learning objective Completion of State of Washington required training for telehealth Comprehensive exam questions. In-class practice of stepped care discussions with patients Practicum-based assessment of skills through live or recorded observation by site supervisor Observation of stepped care practice in practicum Observation of fidelity to low-intensity interventions in practicum. 	
	7g5-S	Assess patient progress to identify barriers to improvement, problem solve options with patient, and revise care planning, including stepping up to high-intensity interventions.	NA	NA	I, R		P
	7g8-A	Acknowledge the value of a stepped care model.	NA	NA	I, R		P

MC8: LAW, ETHICS, & PROFESSIONAL PRACTICE

Competency		Learning Objectives		Pre-BHSS	BHSS Curriculum			Assessment Examples
					Foundations	Advanced	Practicum	
8-a: Identify and apply federal and state laws to practice.								
Keywords: <ul style="list-style-type: none"> Crisis Intervention Law and Ethics Professional Development Team-Based Care Treatment of Behavioral Health Conditions 	8a1-K	Summarize HIPAA, HITECH, and CFR-42 related to privacy and confidentiality.	NA	I, R, P			<ul style="list-style-type: none"> Test or quiz in class State jurisprudence examination Simulated practice or actual cases as they arise in practicum Supervisor and team feedback in practicum 	
	8a6-S	Deliver informed consent consistent with the practice site and care modality.	NA	I	R	P		
	8a7-S	Exercise duty to protect, duty to warn, and mandatory reporting obligations as cases occur.	NA	I	R	P		
8-b: Integrate foundations of interprofessional ethics into practice.								
Keywords: <ul style="list-style-type: none"> Law and Ethics Professional Development Reflective Practice Supervision Team-Based Care Treatment of Behavioral Health Conditions 	8b1-K	Distinguish between law, ethics, rules, and policy.	NA	I, R	R	P	<ul style="list-style-type: none"> Test or quiz with both multiple choice and open-ended questions. Observed in supervision Supervisor, team, and patient feedback through evaluation tools in practicum. 	
	8b5-S	Apply ethical principles in day-to-day care delivery using an ethical decision-making model.	NA	I	R	P		
	8b7-A	Value role in protecting the welfare of others.	NA	I	R	P		
8-c: Utilize supervision and consultation to guide practice.								
Keywords: <ul style="list-style-type: none"> Intervention Law and Ethics Professional Development Reflective Practice Supervision Treatment of Behavioral Health Conditions 	8c4-S	Utilize strategies for risk reduction in day-to-day practice.	NA	NA	I	R, P	<ul style="list-style-type: none"> Analyzing case examples Short answer quiz Evaluated in practicum assessment by supervisor Discussing cases during practicum supervision 	
	8c6-S	Practice transparent communication with supervisor and patients when boundary crossings, violations, or risks of harm occur.	NA	NA	I	R		
	8c7-S	Integrate supervisor feedback into practice.	NA	NA	I	R, P		

Competency		Learning Objectives		BHSS Curriculum			Assessment Examples
				Pre-BHSS	Foundations	Advanced	
8-d: Engage in ongoing reflective practice.							
Keywords: <ul style="list-style-type: none"> • Law and Ethics • Professional Development • Reflective Practice • Self-Care • Supervision • Team-Based Care 	8d3-K	Describe the relationship between provider well-being and the impact on patient care.	NA	I, R	P		<ul style="list-style-type: none"> • Journal practice with instructor feedback • Group based journal sharing and commentary • Observed in supervision • Student self-report • Attitude may be assessed both in classroom and supervision.
	8d6-S	Engage in self-reflection regarding one's personal and professional functioning.	I	I	R	P	
	8d8-S	Identify support system for work with patients that includes supervisor, consultants, colleagues, and other forms of professional or peer support.	NA	NA	I	R	

REFERENCES

Hundey, B., & Watson, G. (2019). *Curriculum map instructions - student progression of learning with A and I methods*. Western Canada University Centre for Teaching & Learning. <https://teaching.uwo.ca/pdf/curriculum/Curriculum%20Map%20Instructions%20-%20Student%20Progression%20of%20Learning%20with%20A%20and%20I%20Methods,%202019.pdf>