

High-Level Gap Analysis Tool Instructions

BHSS Clinical Training Program

Introduction

The High-Level Gap Analysis Tool will assist you in beginning to self-assess your broad understanding of what changes your program may expect to make if you decide to implement a BHSS curriculum.

Important Notes Before You Begin

- This tool is intended to capture what exists in your program at this moment. Please do not select answers based on what you hope or plan to develop in the future. It is important to first identify all gaps between your program and a BHSS curriculum to begin planning for future development.
- A complete list of the BHSS Learning Objectives (LOs) is available in the BHSS Curriculum Map. Viewing these is not necessary for completing the gap analysis but may provide additional helpful context to your program as you complete this tool.

Instructions

High-Level Gap Analysis

1. Open the BHSS High-Level Gap Analysis Tool document and save it in a file location appropriate for your organization. *Note: We recommend using the Excel desktop application if possible to allow certain features to function correctly.*
2. Select the tab titled “High-Level Tool.”
3. Read each competency in Column A (“BHSS Competency”). Hover your mouse over each cell in Column A to view example Learning Objectives (LOs) for each competency. See Image 1 for an example of this.

A	B	C
BHSS Competency	Self-Assessment: By the end of your program’s current curriculum, what level of proficiency does a learner have?	Comments
4-b: Practice interprofessional communication.	[Select 1]	[Add comments]
4-c: Contribute to teams and teamwork.	Sample LOs	
5-a: Utilize appropriate standardized screening tools to identify common behavioral health conditions.	4c3-K: Identify team-based processes that support patient safety and improved outcomes. 4c6-S: Demonstrate flexibility and adaptability while working with a care team. 4c8-A: Value continuing education in team-based processes related to patient safety and improved outcomes.	

Image 1: Screenshot of Sample LOs

4. Beginning in Column B, evaluate the level of proficiency a learner has by the end of your program’s current curriculum. For each competency in Column A, evaluate the level of proficiency a learner has by the end of your program’s current curriculum. Select the appropriate response from the dropdown menu in Column B (See Image 2 for an example). **Note:** In the context of this tool and the BHSS curriculum map, **proficiency** means that a learner demonstrates the competency with the degree of competence or skill expected upon

completion of the BHSS program, ideally via independent practice (e.g., role-play activities, supervision).

- **Learner reaches proficiency in this competency:** Learners are assessed as proficient, via one or multiple courses.
- **Learner reaches partial level of proficiency in this competency:** Learners may be assessed as proficient for some aspects of this competency but not all, via one or multiple courses.
- **Learner does not reach proficiency in this competency:** Learners are not assessed as proficient in your program but might be introduced to some aspects of this competency, via one or multiple courses.
- **Program does not address this competency at all:** Your program currently does not instruct on or assess this competency.
- **Unsure: Discuss with BHSS team:** Select this option if you need more information, such as if you're unsure about the spirit of a competency or if what your program currently offers aligns with this competency. Any items you select with this option will be flagged in your summary (see below) for discussion.

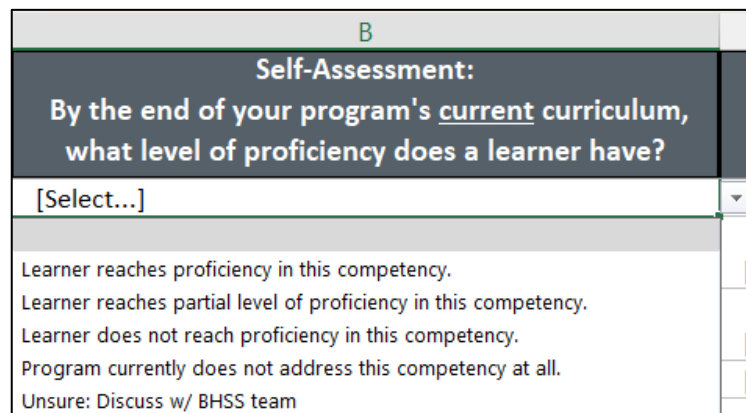


Image 2: Screenshot of Column B dropdown menu

5. Add comments or notes as needed in Column C that you'd like to capture, such as why you're unsure if your program meets this competency. These notes will aid in your conversations with the BHSS Project Team and help your program as you begin planning toward implementation of a BHSS curriculum.
6. Repeat steps 3-5 above for all the competencies in Column A.

High-Level Summary

This worksheet automatically populates based on your responses in the High-Level Tool, Column B.

7. After completing Steps 3-6 above for all the competencies, select the tab titled "High-Level Summary Dashboard" to consider the overall level of alignment your program currently has with a BHSS curriculum. This includes initial considerations of what will or may need to be revised or added in your program to implement a BHSS curriculum.



- **Areas to Consider Prioritizing (Column A):** All competencies that learners in your program reach little to no proficiency in. These are the competencies that your program will likely need to add courses for.
- **Areas Partially Aligned (Column B):** All competencies that that learners in your program reach some level of proficiency in. These are the competencies that your program will likely need to add to existing courses or otherwise modify the curriculum.
- **Areas to Check On (Column C):** All competencies that you marked as “Unsure.” These are competencies to discuss further with the BHSS Project Team.
- **Areas Most Aligned (Column D):** All competencies that learners in your program reach proficiency in. These are the areas that your program is likely already addressing adequately
- **Competencies Not Assessed Column E):** All competencies that you haven’t yet selected a response for in Columns B-Z of the Detailed Tool. This column will automatically update as you select responses for each competency.

Next Steps

Reach out to the BHSS Project Team (bhsswa@uw.edu) to arrange a consultation to discuss the results of your high-level gap analysis and possible next steps.

Feedback

If you have feedback about these materials or about the BHSS curriculum, we encourage you to provide it through our form: [BHSS Clinical Training Program Curriculum Feedback Form](#).

Questions or Technical Assistance

Please contact the BHSS Project Team (bhsswa@uw.edu).