

PCBH Brief Intervention Competency Assessment Tool (BI-CAT)

Competency means “adequacy; possession of required skill, knowledge, qualification or capacity”. This tool is designed to help you assess your competence in skills involved in effective delivery of brief interventions in primary care. Specific competencies are grouped in four domains: Practice Context, Intervention Design, Intervention Delivery, and Outcomes-Based Practice. Use this scale to assign a “rating” to your competence level today.

1 = low 2 = adequate 3 = exceptional

Primary Care Context: This area concerns your ability to consistently promote optimal behavior change opportunities for your patients in the setting where you work. Do you . . .

| <i>Competency</i> | <i>Rating</i> |
|---|---------------|
| 1. Understand the most common problems of clients in your setting and promote their access to your services for these problems (e.g., shape services for high impact populations and market to them)? | |
| 2. Address barriers to client access of your service (e.g., minimize stigma, select optimal location, clinic hours of operation)? | |
| 3. Work to share your skills with other members of your team so that they can support your interventions (e.g., offer transparent descriptions of interventions)? | |
| 4. Define the demands of your practice setting and make necessary adjustments to your practice (e.g., numerous clients and limited providers / shorten visit times)? | |

Intervention Design: This area concerns your ability to design strong brief interventions. Do you . . .

| <i>Competency</i> | <i>Rating</i> |
|--|---------------|
| 1. Introduce yourself and your services in ways that promote change (e.g., My job is to help you improve your health, We will come up with one or more strategies to help you today. You may improve without further treatment)? | |
| 2. Target problem of concern to patient at time of visit? | |
| 3. Identify and use client strengths in intervention design? | |
| 4. Normalize the client’s problem or avoid pathology explanations of the problem? | |
| 5. Focus on small changes, “one step at a time”? | |
| 6. Frame intervention as “an experiment to see what happens”. Create permission to fail? | |
| 7. Identify and address barriers to patient’s follow through with behavior change plans? | |
| 8. Assess confidence in behavior change plan at all visits? | |
| 9. At follow-up encourage patient to take ownership of behavior changes? | |

Intervention Delivery: This area concerns your ability to integrate brief interventions into the primary care system, so that more patients benefit from your brief services. Do you . . .

| <i>Competency</i> | <i>Rating</i> |
|--|---------------|
| 1. Establish a care pathway (or routine procedure) for consistent delivery of acceptable, effective interventions for common problems presented by clients (e.g., skill groups for patients with depression and / or lifestyle problems, workshops for patients with high stress or parenting concerns)? | |
| 2. Offer groups to clients to enhance access to skill practice and social / emotional support (e.g., group medical visits for patients with chronic pain or patients with diabetes)? | |

Outcomes-Based Practice: This area concerns your ability to use outcomes to plan and evaluate treatment. Do you . . .

| <i>Competency</i> | <i>Rating</i> |
|--|---------------|
| 1. Use outcomes tailored to assess brief interventions (e.g., problem severity rating)? | |
| 2. Demonstrate willingness and ability to change intervention based on assessment results (e.g., confidence rating)? | |
| 3. Use outcomes in aggregate to evaluate the effectiveness of your practice (e.g., client’s mental health or health-related quality of life scores at initial and follow-up visits)? | |