

## Quality Endorsed Unit

This unit does not form part of a regulated qualification.

**Unit Title:** Behavioural Activation Skills – A Therapeutic Approach

**Unit Reference Number:** GA9/3/WR/011

**Level:** 3

**Credit Value:** 4

**Minimum Guided Learning Hours:** 40

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the link between activity and mood and what Behavioural Activation (BA) is	1.1 Explain the link between activity and mood and how it affects behaviour
	1.2 Explain Behavioural Activation
2. Be able to assess the client's current situation and identify long term goals	2.1 Assess a client's current situation and activity levels using a values-based approach
	2.2 Create long term value informed goals with the client
	2.3 Reflect on own skills and practices
3. Be able to identify appropriate activities with the client and create an activity hierarchy	3.1 Create a personal plan, including a range of activities, that supports the client to meet their goals
	3.2 Create an activity hierarchy
	3.3 Reflect on own skills and practices
4. Be able to support the client to plan an activity diary	4.1 Create an activity scheduling diary with a client
	4.2 Reflect on own skills and practices
5. Be able to monitor and review progress with the client and end the intervention effectively	5.1 Reflect on the success and setbacks from planned activity
	5.2 Explain how you would end a Behavioural Activation Intervention

Indicative Content	
LO1	<ul style="list-style-type: none"> <li>• <b>Taught:</b> Day 1 (3.5 hours)</li> <li>• <b>Subjects covered:</b> Introduction to BA, rationale, core principles, key stages.</li> <li>• <b>Assessment:</b> Create a factsheet to be started in session and completed outside of teaching hours.</li> </ul>
LO2	<p>When assessing clients this should always be completed in a collaborative way, working with the client.</p> <ul style="list-style-type: none"> <li>• <b>Taught:</b> Day 1 (3.5 hours)</li> <li>• <b>Subjects Covered:</b> Values based assessment skills, creating “wishy washy” values-based goals, setting HWK task (base line diary), use of reflection to aid learning.</li> <li>• <b>Assessment:</b> Observed role play in session, completed goals worksheet from role play, reflective journal entry to be completed outside of teaching hours.</li> </ul>
LO3	<ul style="list-style-type: none"> <li>• <b>Taught:</b> Day 2 (3.5 hours)</li> <li>• <b>Subjects Covered:</b> Activity identification, creating a hierarchy.</li> <li>• <b>Assessment:</b> Observed role play in session, completed activity identification (PRN) worksheet from role play, hierarchy worksheet from role play, reflective journal entry to be completed outside of session.</li> </ul>
LO4	<p>When planning the activity diary with a client it will need to involve empowering clients to implement the activities and supporting them to do this.</p> <ul style="list-style-type: none"> <li>• <b>Taught:</b> Day 2 (3.5 hours)</li> <li>• <b>Subjects covered:</b> Creating an activity diary, supporting a client to implement an activity diary.</li> <li>• <b>Assessment:</b> Observed role play in session, completed activity diary worksheet from role play, reflective journal entry to be completed outside of teaching hours.</li> </ul>
LO5	<ul style="list-style-type: none"> <li>• <b>Taught:</b> Day 3 (3.5 hours)</li> <li>• <b>Subjects covered:</b> Reviewing progress, ending the intervention.</li> <li>• <b>Assessment:</b> Written summary started in session and completed outside of teaching hours. Reflective entry to be completed outside of teaching hours.</li> </ul>