



# Behavioral Health Aide/Practitioner Knowledge & Skills Checklist

BHA Name \_\_\_\_\_ Supervisor Name \_\_\_\_\_

Date Begun \_\_\_\_\_

This is a:      BHA Self Assessment      Supervisor Assessment

Current BHA Certification level:      Not Certified      BHA-I      BHA-II      BHA-III      BHA-P

BHA is applying for level:      BHA-I      BHA-II      BHA-III      BHA-P

## CHECKLIST INSTRUCTIONS:

The BHA Knowledge and Skills Checklist must be completed for initial certification and each time a BHA/P wishes to renew certification or advance to a higher certified practice level.

- **Column 1** lists ten competency areas with specific sub-skills to be rated.
- **Column 2** is completed by rating the BHA's current skill level (T, I, II, III, or P) for each skill (regardless of a BHA's current certification level, they may be rated below, at, or above that certification level on any particular item).
- **Column 3** is automatically populated with a yes or no. Yes, means the BHA meets or exceeds the skill requirement for that item.
- **Column 4** may be used to enter notes or comments pertaining to the skill rating.

1	2	3	4
Competency	BHA Skill Level Rating	Meets Minimum Skill Level	Notes

**Note:** Some competencies or items are only applicable to BHA-II, III, and Ps. If rating is for BHA I, the skills that pertain to BHA –II, III or P will be inactivated on the form.

Before rating a BHA on the Competency Checklist, review the Rating Guide below. This Guide outlines the common characteristics of a worker at each BHA skill level. For example, if evaluating an individual to determine if they have mastered competencies at the BHA-III level, keep in mind that he or she should be at an advanced level of proficiency on that competency, and require minimal supervision and direction to perform the competency.

Level →	Trainee-Prior to BHA Certification	BHA-I	BHA-II	BHA-III	BHP
Typical developmental level:	Beginning Proficiency	Basic Proficiency	Intermediate Proficiency	Advanced Proficiency	Independent
Skill level:	Is learning the basic skill	Has developed the basic skill	Has intermediate level skill, recognizes when to seek assistance	Has advanced skill	Use the advanced skill flexibly
Supervision/Structure Required	Extensive and close/High	Frequent Moderately High	Occasional Moderate	Less frequent Minimal	Less frequent Minimal

Competency	BHA Skill Level Rating	Meets minimum Skill Level	Notes
	T, I, II, III, P		
<b>I. WORKING WITH OTHERS</b>			
<b>Communicates effectively</b>			
1. Engages in active and reflective listening			
2. Speaks clearly and slowly enough to be understood			
3. Uses non-judgmental words and behaviors			
4. Communicates directly with the client's family & significant others (with client consent)			
5. Uses "person centered/person first" language			
6. Uses technical language correctly, including clinical terminology			
<b>Builds positive relationships</b>			
7. Demonstrates warmth, empathy, and genuineness			
8. Shows respect and concern for others through words and actions			
9. Focuses on and respects the concerns and preferences of the client and family			
10. Provides support and encouragement to colleagues and clients			
11. Collaborates with colleagues and clients to complete tasks and solve problems			
12. Maintains appropriate boundaries in all relationships			
<b>Subtotal I</b> Scores at or above target certification level:			
<b>II. SCREENING &amp; ASSESSMENT</b>			
<b>Gathers information using multiple sources</b>			
1. Obtains information from providers knowledgeable of the client and family			
2. Collects demographic, psychological, social, and medical information through interviews of the client and family			
3. Summarizes all information verbally or in writing			
4. Demonstrates sound judgment in evaluating and using the information collected			
<b>Uses screening and diagnostic tools</b>			
5. Assists clients in completing screening tools on substance use and mental health conditions			
6. Scores and interprets the results of screening tools correctly			

Competency	BHA Skill Level Rating	Meets min. Skill Level	Notes
	T, I, II, III, P		
<b>Assesses and identifies strengths and needs</b>			
7. Assesses clients' preferred method of communication and language barriers			
8. Identifies client and family strengths and resources			
9. Identifies barriers to engaging in services and provides solutions			
10. Identifies client and family goals			
11. Assesses clients' motivation and readiness to participate in services			
12. Identifies client problems, mental health and substance use conditions, and stressors			
13. Identifies signs of abuse and neglect			
14. Assesses level of risk for harm to self or others			
15. Determines whether additional assessment is required and arranges if necessary			
16. <b>BHA II, III, BHP only</b> Assesses physical and psychological risk associated with acute intoxication, overdose, withdrawal, detoxification, and co-occurring mental health and substance use disorders			
17. <b>BHA II, III, BHP only</b> Applies the criteria in the current version of the Diagnostic and Statistical Manual for Mental Disorders (DSM) in assessing clients' behavioral health conditions			
18. <b>BHA II, III, BHP only</b> Applies the ASAM patient placement criteria to guide treatment planning and recommend a level of care			
<b>Subtotal II</b>			
Scores at or above target certification level:			
<b>III. PLANNING SERVICES</b>			
<b>Identifies recommended goals &amp; services</b>			
1. Identifies recommended short-term and long-term service goals			
2. Identifies service options based on experience & research			
3. Evaluates eligibility and insurance coverage or ability to pay for recommended services			

Competency	BHA Skill Level Rating	Meets min. Skill Level	Notes
	T, I, II, III, P		
<b>Supports client &amp; family member decision-making in developing the plan of care</b>			
60E qo o wplecvu'qweqo g'qh'ij g'uetggplpi '(cuuguo gpv'v'ij g'erkpv'('hco kn{			
70Cuukuu'ij g'erkpv'('hco kn{ 'lp'wpf gtucpf lpi ij g'erkpv'eqpf kkpup'cpf 'ghgeu			
80F kuewu'u'tgeqo o gpf gf 'i qcu'cpf 'ugt xlegu y kj 'erkpv'('hco kn{ 'cngtpcv'qr vkpu			
90Cuukuu'erkpv'lp'eqo o wplecvpi 'j ku'qt'j gt pggf u'v'q'qij gt			
: 0P gi q'wcvu'cpf 'hpcrk gu'c'r np'qh'ectg'y kj 'ij g'erkpv'('hco kn{ 'dcugf 'qp'ij gt'r tghetgpegu			
<b>Assists clients in developing personal plans</b>			
; 0Cuukuu'ij g'erkpv'lp'f gxrnp lpi 'c"safety'r np" as needed			
320Uw r qtu'ij g'erkpv'lp'f gxrnp lpi 'y gmpgu'('tgeqxt { 'r npu			
<b>Subtotal III</b>			
Ueqtgu'cv'qt'cdqyg'vcti gv'egt w'hecvkp'rgxgn'			
<b>IV. PROVIDING SERVICES</b>			
<b>Coordinates Care</b>			
30Cttcpi gu'hqt'cuukucpeg.'h'pggf gf.'y kj npi wci g'tcpur'vqp'qt'hkgtce{			
40K r ngo gpw'ij g'r np'qh'ectg'*g0 0'dgi kpu ugt xlegu.'o cngu'tghgttcu+			
50O qpkqtu'erkpv'eqpf kkp.'dgi cxkqt.'cpf r tqi tguu'qp'c'eqpv'wqwu'dcuku			
60Tgeqi pk gu'y j gp'r tqi tguu'j cu'umy gf . cff tguugu'dcttktu.'cpf 'y qtmu'v'q' q'wcv'ij g'erkpv			
70Gxcmcvu'r tqi tguu'cpf 'tgxky u'cpf 'tgxkugu'ij g r np'qh'ectg'qp'c'tgi wct'dcuku			
80Gpeqwtci gu'erkpv'r ct'vkr cvkp'lp'ugt xlegu'cpf tgej gu'qw'y j gp'ij g'erkpv'ku'pq'gpi ci gf			
90Rctvkr cvu'lp'f gxrnp lpi . 'eqqtf kpcvpi . 'cpf o qpkqt lpi 'c'f kiej cti g'r np			
: 0Guedrkij gu'y qtnkpi 'tgrv'qpuj k u'('eqqtf kpcv'ectg'y kj 'qij gt'r tqxkf gtu'cpf 'vgco u lp'ij g'DJ C'ci gpe{			

Competency	BHA Skill Level Rating	Meets min. Skill Level	Notes
	T, I, II, III, P		
; 0Guxcdnkj gu'y qtnkpi 'tgrvqpuj kr u'(\ eqqtf kpcvu'ectg'y kj 'qvj gt'r tqxf gtul'p'qvj gt ci gpekgu			
320Cuukuw'lp'guxcdnkj kpi 'tqwkpg'cpf 'hqto cn y qtnkpi 'tgrvqpuj kr u'y kj 'qvj gt'ci gpekgu0			
<b>Assists with medication management</b>			
330Tgxkgy u'yj g'huv'qh'yj g'enkpva'o gf lecvkpu cpf 'yj gk'ghgew'cpf 'ukf g'ghgew			
340Uw r qt w'enkp'v'cpf 'hco kn' 'gf wecvkp'cdqww o gf lecvkp'ghgew'cpf 'ukf g'ghgew			
350Eqcej gu'yj g'enkp'v'qp'utcvgi kgu'hqt'cnkpi o gf lecvkpu'cu'r tguetkdgf			
360Eqcej gu'yj g'hco kn' 'qp'utcvgi kgu'hqt uw r qtvkpi 'yj g'enkp'v'kp'cnkpi 'o gf lecvkpu			
370Uw r qt w'yj g'enkpva'r ctvek cvkp'kp'o gf lecn cr r qkpo gpv'u'o gf lecn'o qpkqtkpi . 'cpf 'hcd vgukpi 0			
380Cuukuw'yj g'enkp'v'kp'o qpkqtkpi 'cpf 'tgr qtvkpi o gf lecvkp'ghgew'cpf 'ukf g'ghgew'v'yj g'o gf lecn r tguetkdgf			
<b>Provides individual counseling</b>			
390Rtqxf gu'go qvqpcn'uw r qtv'gpeqwtci go gpv. cpf 'tgcuwtcpeg			
3: 0J gr u'yj g'enkp'v'f ghp'g'yj g'r tqdrgo 'd{ 'vgnkpi yj gk'uvqt{ . 'f kuewukpi 'yj gk'ukwcvkp. 'cpf ej cnkpi kpi 'j ku'qt'j gt'ewtgpv'r gtur gevkg. 'y j gp y cttepvgf 0			
3; 0J gr u'yj g'enkp'v'ugv'i qcnu'd{ 'f kuewukpi 'yj g r quukdkkku'cpf 'cuukukpi 'yj g'enkp'v'q'ugnev'cpf eqo o k'v'q'pgy 'i qcnu			
420J gr u'yj g'enkp'v'cnk'cevkp'yj tqvi j 'r tqdrgo / uqrkpi . 'gf wecvkp'cpf 'tcklpi . 'tghgekpi 'qp'r cuv gZR gtlkpegu'cpf 'r cwgtpu. 'etgcvkpi 'cp'cevkp'r rcp. eqpvtcevki . 'cpf 'rtqxf kpi 'hggf dcem			
<b>Manages crises</b>			
430Tgeqi pk gu'dgj cxkqtcn'j gcnj 'etkugu'cpf 'gctn' y ctpkpi 'uki pu'qh'etkugu			
440Cuukuw'lp'f gguenrvkpi 'r tqdrgo u'lp'yj gk'gctn' r j cug			

Competency	BHA Skill Level Rating	Meets min. Skill Level	Notes
	T, I, II, III, P		
23. Reports crises and seeks assistance from a supervisor or licensed behavioral health professional			
24. Seeks assistance, as needed, from Village Public Safety Officers, other first responders, or community members			
25. Assists in implementing the response to a individual, family, and community crises			
26. Communicates with the family and others about the crisis and the response			
27. Assists with notifications and investigations of reportable events (e.g., abuse, domestic violence, assaults, neglect, deaths)			
28. Provides support to those affected by the crisis and assist them in accessing supportive services			
29. Assists the client and family in obtaining services related to the crisis (e.g., domestic violence shelter; emergency foster care).			
30. Participates in debriefing meetings to discuss the crisis and the response			
<b>Provides family counseling – BHA II, III, BHP only</b>			
31. Assesses family norms and roles (in nuclear and extended families, clans, biological and non-biological families)			
32. Uses genograms and sociograms to assess and work with families			
33. Identifies family dynamics, functional and dysfunctional units, and barriers to communication			
34. Identifies the impact within the family of an individual with a mental health or substance use condition and accommodations made by the family for the individual			
35. Identifies the impact on family functioning of stressors (e.g., medical illness, separation, divorce, abuse, financial concerns, housing issues, legal trouble)			
36. Engages members of the family in constructive problem-solving			
37. Assists the family in improving its functioning			

Competency	BHA Skill Level Rating	Meets min. Skill Level	Notes
	T, I, II, III, P		
<b>Provides group counseling – BHA II, III, BHP only</b>			
38. Identifies the functions, limitations, and risks of different types of groups (educational, psycho-educational, self-help, support, activity, skill development, therapeutic)			
39. Identifies appropriate members for the different types of group			
40. Orients new members to groups addressing the purpose, rules, boundaries, levels of self-disclosure			
41. Runs groups effectively, providing adequate structure, encouraging member interaction, and maintaining safety			
42. Assists clients in ending participation in a group or transitioning to another group			
43. Manages the ending of groups			
<b>Subtotal IV</b> Scores at or above target certification level:			
<b>V. LINKING TO COMMUNITY RESOURCES</b>			
<b>Identifies recommended resources</b>			
1. Maintains information on a range of community resources (e.g., service, medical, financial, housing, spiritual, volunteer)			
2. Maintains information on traditional support & intervention resources (Elders, traditional healers)			
3. Identifies recommended resources and traditional supports for the client and family based on need and eligibility			
4. Identifies resources outside of the community that may need to be brought into the community			
<b>Supports client &amp; family decision-making in selecting resources</b>			
5. Discusses resource recommendations & options with the client & family			
6. Motivates the client & family to access and use resources			
7. Negotiates a plan with the client & family about accessing resources based on their preferences			

Competency	BHA Skill Level Rating	Meets min. Skill Level	Notes	
	T, I, II, III, P			
<b>Connects individuals and families to community resources</b>				
8. Makes a referral and actively connects the client or family to selected resources				
9. Ensures that the referral was accepted and client or family is receiving services				
10. Makes an alternate referral if the initial referral was unsuccessful				
11. Draws on individuals in the community to offer support to the client & family				
<b>Subtotal V</b>				
Scores at or above target certification level:				
<b>VI. COMMUNITY EDUCATION &amp; ADVOCACY</b>				
<b>Provides education</b>				
1. Educates clients, families, and the community about behavioral health conditions and their prevention and treatment				
2. Provides information to destigmatize people with mental health and substance use conditions				
<b>Participates in prevention activities</b>				
3. Uses community gatherings to encourage healthy behaviors				
4. Serves in community workgroups focused on prevention and early intervention with behavioral health conditions				
5. Works with community leaders to develop supports for individuals and families at risk				
6. Engages and provides support to individuals and families at risk				
7. Educates clients and families about strategies for improving physical and mental health				
8. Assists in assessing community needs and readiness for prevention and early intervention activities				
<b>Provides advocacy</b>				
9. Provides information to clients and families about their rights and responsibilities				



Competency	BHA Skill Level Rating	Meets min. Skill Level	Notes
	T, I, II, III, P		
10. Supports individual and family goals and wishes within the agency and with other organizations			
11. Helps clients and families to participate in service planning meetings			
12. Refers clients and families to peer and family support activities and advocacy organizations			
<b>Subtotal VI</b> Scores at or above target certification level:			
<b>VII. CULTURAL COMPETENCY &amp; INDIVIDUALIZING CARE</b>			
<b>Delivers culturally relevant services</b>			
1. Recognizes and adapts to different cultures, including the varied Alaska Native tribes and communities			
2. Recognizes and respects diversity, differences, and cultural traditions, including among different Alaska Native tribes and communities			
3. Assesses and manages one's own personal biases			
4. Is aware of the traditions of the community			
5. Demonstrates awareness of and sensitivity to the client's degree of involvement in their traditions, values, and community			
6. Adapts services to the unique characteristics and preferences of the client and family			
7. Applies knowledge of gender expression, gender identity, sexual orientation, life span development, financial status, religion, disability, and intergenerational differences in delivering services			
8. Promotes empowerment as a goal and desirable treatment outcome for Alaska Native/American Indian people by fostering client and family decision-making, problem-solving, and self-determination.			
9. Effectively discusses cultural issues and differences with clients			
10. Uses cultural views of health and family when assisting in providing services			
11. Utilizes cultural resources and traditional practices when providing services (e.g., storytelling, talking circles, and deferring to elders)			

Competency	BHA Skill Level Rating	Meets min. Skill Level	Notes
	T, I, II, III, P		
12. Identifies and addresses issues of difference to reduce conflict between individuals and groups			
<b>Obtains consultation on cultural issues</b>			
13. Routinely considers and discusses cultural issues in supervision and team meetings			
14. Consults with elders or traditional healers in the community			
<b>Subtotal VII</b> Scores at or above target certification level:			
<b>VIII. DOCUMENTING</b>			
<b>Completes required documentation</b>			
1. Completes all required documentation (e.g., screening & assessment, intake, service plans, progress notes, discharge summaries)			
2. Produces documentation that is objective, accurate, and legible with correct language, grammar, and spelling			
3. Completes documentation in a timely manner			
<b>Responds to client requests to view records</b>			
4. Reviews client documentation with clients when they request to do so and when approved by the agency			
5. Demonstrates sensitivity as assists clients in understanding their documentation			
<b>Follows all documentation requirements and guidelines</b>			
6. Has knowledge of organization documentation policies			
7. Has familiarity with insurance payer requirements, including the Center for Medicare and Medicaid Services (CMS)			
8. Has knowledge of the documentation requirements of accrediting bodies			
<b>Subtotal VIII</b> Scores at or above target certification level:			

***BHA/P Knowledge and Skills Checklist***

Competency	BHA Skill Level Rating	Meets min. Skill Level	Notes
	T, I, II, III, P		
<b>IX. PROFESSIONAL &amp; ETHICAL PRACTICE</b>			
<b>Fulfills responsibilities and commitments</b>			
1. Minimizes absences, arrives on time, and completes a full work day			
2. Completes assigned duties in a timely way and follows through on instructions received, reasonable requests, and promises made			
3 Acts professionally in interactions with the client, family, community and other professionals			
4. Works within the limits of assigned duties and role			
5. Recognizes personal limits of knowledge and skills			
6. Seeks additional supervision or consultation when uncertain about what to do or concerned about the performance of others			
<b>Practices ethically</b>			
7. Complies with the BHA Code of Ethics			
8. Complies with laws, regulations, and agency policies			
9. Manages effectively personal and professional boundaries with clients, families, and the community			
10. Models appropriate personal and professional behavior			
11. Respects client and family rights			
<b>Obtains client consent</b>			
12. Provides information and obtains informed consent			
13. Complies with special rules and procedures related to consent for: involuntary commitment; mandated reporting; minors; or individuals unable to consent, under guardianship, or subject to a court order			

Competency	BHA Skill Level Rating	Meets min. Skill Level	Notes
	T, I, II, III, P		
<b>Maintains confidentiality and privacy</b>			
14. Complies with laws, regulations, and agency policies regarding confidentiality and privacy (e.g., HIPAA, Federal Privacy Act, 42 C.F.R., Part 2)			
15. Complies with the procedures regarding disclosure of confidential information (e.g., mandated reporting, duty to warn, client authorized releases of information)			
16. Maintains the physical security of confidential information (electronic and hard copy)			
17. Educates clients and families about confidentiality, privacy, and their limits			
18. Assists clients with decisions and process to release confidential information			
19. Maintains the confidences and privacy of clients and families, even when not required by law, regulation or policy			
20. Protects client and family anonymity when providing information for statistical information and research			
21. Assists in ensuring that other individuals providing services comply with the laws, regulations, and policy on confidentiality and privacy			
<b>Manages stress and maintains personal health</b>			
22. Recognizes signs of personal stress			
23. Uses self-care strategies to manage stress, maintain health, and prevent burnout			
<b>Subtotal IX</b>			
Scores at or above target certification level:			

Competency	BHA Skill Level Rating	Meets min. Skill Level	Notes
	T, I, II, III, P		
<b>X. PROFESSIONAL DEVELOPMENT</b>			
<b>Seeks opportunities to improve knowledge, skills and abilities</b>			
1. Sets personal goals for professional development			
2. Participates in employer sponsored training and other continuing education activities			
3. Adopts best practices learned through continuing education			
<b>Uses supervision effectively</b>			
4. Participates routinely and constructively in supervision			
5. Uses supervision, peer consultation, and self-evaluation to enhance self-awareness and improve professional performance			
6. Uses formal evaluations to improve professional performance and the quality of services provided			
7. <b>BHA II, III, BHP only</b> Provides guidance and mentoring to others			
<b>Subtotal X</b>			
Scores at or above target certification level:			
<b>END OF CHECKLIST</b>			



## Behavioral Health Aide/Practitioner Knowledge & Skills Checklist

BHA Name: \_\_\_\_\_

Current BHA Certification Level:      Not Certified      BHA-I      BHA-II      BHA-III      BH-P

This BHA is applying for level:                      BHA-I      BHA-II      BHA-III      BH-P

### SCORING SUMMARY

	BHA -I	BHA-II, III, P	Met 80% minimum?
I. WORKING WITH OTHERS	Raw Score      % Score / 12 =	Raw Score      % Score / 12	
II. SCREENING & ASSESSMENT	/ 15 =	/ 18 =	
III. PLANNING SERVICES	/ 10 =	/ 10 =	
IV. PROVIDING SERVICES	/ 30 =	/ 43 =	
V. LINKING TO COMMUNITY RESOURCES	/ 11=	/ 11 =	
VI. COMMUNITY EDUCATION & ADVOCACY	/ 12 =	/ 12 =	
VII. CULTURAL COMPETENCY & INDIVIDUALIZING CARE	/ 14 =	/ 14 =	
VIII. DOCUMENTING	/ 8 =	/ 8 =	
IX. PROFESSIONAL & ETHICAL PRACTICE	/ 23 =	/ 23 =	
X. PROFESSIONAL DEVELOPMENT	/ 6 =	/ 7 =	

\_\_\_\_\_  
BHA name

**has**      **has not** met the minimum 80% requirement in all 10 BHA Checklist Competency Areas to advance or renew to BHA level:

**SIGNATURE PAGE**

The clinical supervision of a behavioral health aide or practitioner may be direct, indirect, or general as defined in BHA Standards. BHA's must evidence competence in each of the areas detailed in this document that is commensurate with the level of certification being sought, provided that: *(Clinical Supervisor, please initial each item and date/sign below)*

\_\_\_ the person providing clinical supervision must either be a licensed behavioral health clinician or masters level behavioral health professional, provided that a behavioral health practitioner (BHP) acting within the scope of his or her certification may provide day-to-day support and mentoring of behavioral health aides I, II, III;

\_\_\_ the behavioral health aide or practitioner must be supervised at whatever level of supervision is required for the specific service or care being provided;

\_\_\_ the supervisor may impose a higher level of supervision on the behavioral health aide or practitioner than that provided in this article, and

\_\_\_ the supervisor may develop an individualized protocol under which the behavioral health aide or practitioner is permitted to engage in a wider range of activities than that allowed under this article.

By signing below, I verify that I have reviewed and understand the BHA Knowledge & Skills checklist and Supervision requirements under Sec. B2.10.100. By signing below, I also attest that the applicant has demonstrated the knowledge and skill needed for the certification being sought.

BHA Applicant Printed Name: \_\_\_\_\_

BHA Applicant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Clinical Supervisor\*\* Printed Name & Credentials: \_\_\_\_\_

Clinical Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Submit a copy of the Scoring Summary (page 13) and Signature page (page 14) of this checklist with the BHA's Certification Application packet.**