Ontario Shores Research Day: Behavioural Education and Training Supports Inventory (BETSI)
March 2013
Behavioural Support Ontario (BSO): Investment in Pillar 3

- **BSO** enhances the health care services of seniors, their families and caregivers, dealing with responsive behaviours associated with dementia, mental illness, addictions and other neurological conditions.
  - Quality Improvement
  - Knowledge Exchange opportunities
  - BSO Core Competencies
  - BSO Capacity Building Roadmap
  - Education & Training Committee
Pillar #3 Knowledgeable Care Team and Capacity Building Objectives

• *Strengthen capacity of current and future professionals through education and focused training to transfer new knowledge and best practice.*

• *Develop skills and effective use of quality improvement tools and processes for continuous service improvement within and across sectors*
BSO Capacity Building Roadmap

BSO CAPACITY BUILDING ROADMAP helps plan the first 6 months of orientation for new staff and beyond. It is a framework to organize what a staff need to know, when they need to know it and how they can learn it.

You need to develop an individual learning plan.

The ROAD AHEAD helps inform your decisions about continuous learning for yourself or staff at any career point.

You need to plan an orientation.

YOU ARE HERE.

You are likely interested in building capacity for an individual, team or organization to support person-centred care and enable system change for older adults with, or at risk for, responsive behaviours associated with complex mental health, addictions, dementia and other neurological conditions; and their caregivers.

The BSO project offers tools that support core competencies development, workforce learning and development programs, and better care at the bedside.

HOW DO YOU KNOW WHICH TOOL IS RIGHT FOR YOU, RIGHT NOW?

Consider what you need to do, and what you’re ready to do. Then follow the statements that reflect where you are at to help you find a start-point. Use this process as many times as you need to continue to build capacity.

You need to invest in education and training.

You need to develop an organizational education strategy.

You need to plan a new service.

YOU ARE HERE.

BEHAVIOURAL EDUCATION AND TRAINING SUPPORTS INVENTORY (BETSI) helps you define organizational learning needs and will help you spend your training budget by pointing you to the right mix of education and training programs, at the right time.

You need to understand the current capacity of your organization.

You need to develop a skilled care team.

PERSON AND PRACTICE-BASED LEARNING TOOL (PerPLe) is the framework for a learning and development approach for health care teams. This framework helps you to apply any learning opportunity in a team-based environment.

All tools are available through your organization, local LHIN, or the BSO website: www.bsoproject.ca

Public Services Health & Safety Association™
BSO Education & Training Committee

NEED

*How do we choose education and training programs to best enable staff to care for clients with responsive behaviours in a way that is safe and person-centred?*

OPPORTUNITY

In 2008 the Dementia Educational Needs Assessment (DENA) was developed. The BSO Education & Training Committee identified an opportunity to build on and expand this resource to meet the current identified need for the BSO target population.

ACTION

Committee of 22 members representing community and healthcare sector was established with a smaller BETSI subgroup who produced the product.

PHASE 1

The Behavioural Education and Training Supports Inventory (BETSI) Decision Making Framework and Program Inventory
BSO Education Committee Members

- Andrea Moser
- Anne Bell
- Barb McCoy
- Beth McCracken
- Carol Fitzpatrick
- Clara Ho
- Dianne Martin
- Doris Grinspun
- Henrietta Van hulle
- Josephine Santos
- Kathryn Pilkington
- Ken Le Clair
- Matt Snyder
- Miranda Ferrier
- Nancy Cooper
- Howard Ovens
- Sarah Blakely
- Sarah Clark
- Sue VanderBent
- Susan Thorning
- Tim Savage
- Angelina Yau
Introducing BETSI

• BSO includes the “updated” Behavioural Education and Training Supports Inventory- BETSI tool (formerly DENA).
• A set of tools to determine education needs for those dealing with responsive behaviours
  – Section A: Introduction and Overview
  – Section B: Assessment Tool
    • Do you need education?
    • Is your organization ready to support education?
    • What education is right for your organization?
    • Program Matrix
  – Section C: Sustaining and Evaluating the Assessment
  – Section D: BETSI Inventory
• http://www.akeresourcecentre.org/BSO
Section B- BETSI Decision Making Tool

- **Part 1: Do you need education?** This part of the tool assists you to determine whether education is what your organization needs at this point in time and provides suggestions for alternative options.

- **Part 2: Readiness for Education Tool.** This part of the tool assists you to determine whether your organization is “ready” to select a formal education program. That is, whether you have the supports and resources in place to support the education and facilitate practice change. This tool emphasizes what success factors to make education optimally effective.

- **Part 3a: Selecting the Most Appropriate Education for your Organization.** This checklist will help you identify what are your driving needs for education

- **Part 3b: Program Matrix and Inventory.** This part of the tool will assist you to select the most appropriate education program based on your needs.
Complete Part 1:
“Do you need education?”

Is education what your organization needs?

No

Look to the BSO Roadmap for other ways to build capacity

Yes

Complete Part 2:
“Is your organization ready for education?”

Is your organization ready for education?

No

Look to the BSO Roadmap for other ways to build capacity

Yes

Complete the checklist in Part 3:
“Selecting the most appropriate education for your organization”

Compare your answers to the Program Matrix and Program Inventory

Once you have chosen appropriate education program(s) to meet your needs; Complete Part 4 to understand how to implement education in a way that sustains the investment.
## BETSI – Program Matrix

<table>
<thead>
<tr>
<th>BSO target population</th>
<th>BSO Core Competencies</th>
<th>BSO Service Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA Basics</td>
<td>Knowledge</td>
<td>Prevention</td>
</tr>
<tr>
<td>GPA Recharged</td>
<td>PCC</td>
<td>Detention</td>
</tr>
<tr>
<td>GPA Coach</td>
<td>Clinical Skills</td>
<td>Acute Episode</td>
</tr>
<tr>
<td>GPA Student</td>
<td>GIKT</td>
<td>Assessment Care</td>
</tr>
<tr>
<td>Advanced Gerontological Education</td>
<td>Change</td>
<td>Monitoring</td>
</tr>
<tr>
<td>PIECES</td>
<td>Management</td>
<td>Collab. Services</td>
</tr>
<tr>
<td>CAMH Healthy Aging Project</td>
<td>Leadership</td>
<td>Collab.</td>
</tr>
<tr>
<td>U-First!</td>
<td>Lead, Guide, Facilitate</td>
<td>Collabor.</td>
</tr>
<tr>
<td>Me and U-First!</td>
<td>Diversity</td>
<td>Communication</td>
</tr>
<tr>
<td>Montessori Methods for Dementia</td>
<td>Cultural</td>
<td>Technical</td>
</tr>
<tr>
<td>Spaced Retrieval Technique</td>
<td>Prof. Work</td>
<td>Prof. Work</td>
</tr>
<tr>
<td>Validation Communication</td>
<td>Ethical</td>
<td>Prof. Work</td>
</tr>
<tr>
<td>MAREP Education Series CD-ROM</td>
<td>Resilience</td>
<td>Prof. Work</td>
</tr>
<tr>
<td>MAREP Behaviours CD-ROM</td>
<td>Adapting</td>
<td>Prof. Work</td>
</tr>
<tr>
<td>MAREP I’m Still Here</td>
<td>Prevention</td>
<td>(or Retrieve)</td>
</tr>
<tr>
<td>MAREP Dementia Education (on-</td>
<td>Resilience</td>
<td>Prevention</td>
</tr>
<tr>
<td>Reitman CAREPS Program</td>
<td>Adapting</td>
<td>Prevention</td>
</tr>
<tr>
<td>ED GMH Program</td>
<td>Collaboration</td>
<td>Prevention</td>
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<tr>
<td>Dementia BPSD Workshop</td>
<td>Technical</td>
<td>Prevention</td>
</tr>
<tr>
<td>Respectful Directions</td>
<td>Ethical</td>
<td>Prevention</td>
</tr>
<tr>
<td>Insitute for Work &amp; Health Toolkit</td>
<td>Ethical</td>
<td>Prevention</td>
</tr>
<tr>
<td>PSHSA Book 4</td>
<td>Ethical</td>
<td>Prevention</td>
</tr>
<tr>
<td>PSHSA Book 1</td>
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<td>Prevention</td>
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<td>PSHSA Book 2</td>
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<tr>
<td>PSHSA Workplace Violence Prevention</td>
<td>Ethical</td>
<td>Prevention</td>
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<tr>
<td>PSHSA Assessing Violence in Community</td>
<td>Ethical</td>
<td>Prevention</td>
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<tr>
<td>PSHSA Assessing Violence Acute/LTC</td>
<td>Ethical</td>
<td>Prevention</td>
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<tr>
<td>PSHSA Community Care Tool</td>
<td>Ethical</td>
<td>Prevention</td>
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<tr>
<td>PSHSA Effective Leadership Series</td>
<td>Ethical</td>
<td>Prevention</td>
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<tr>
<td>PSHSA Occupational Health &amp; Safety</td>
<td>Ethical</td>
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<td>PSHSA Joint Health &amp; Safety Committees</td>
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<td>Prevention</td>
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<td>PSHSA First Steps in Health &amp; Safety</td>
<td>Ethical</td>
<td>Prevention</td>
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<tr>
<td>PSHSA Hazard Specific Training</td>
<td>Ethical</td>
<td>Prevention</td>
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Section C: Program Implementation and Sustainability

• This part of the tool identifies the components necessary to ensure effective implementation and to sustain investment made in the chosen training programs. Research has identified that training alone will not affect change in behaviour or a reduction in injuries.
# Implementation - The How To

<table>
<thead>
<tr>
<th>Effective</th>
<th>Not Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Consistent Sustainable Positive Outcomes</td>
</tr>
<tr>
<td></td>
<td>Inconsistent; Not Sustainable; Poor outcomes</td>
</tr>
<tr>
<td>Not Effective</td>
<td>Poor outcomes</td>
</tr>
<tr>
<td></td>
<td>Inconsistent; Not sustainable; Poor Outcomes; Sometimes harmful</td>
</tr>
</tbody>
</table>
# Levels of Program Implementation

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Examples</th>
<th>Rationale for Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure</strong></td>
<td>• Policies and procedures&lt;br&gt;• Reorganization of staffing or services&lt;br&gt;• Documentation forms&lt;br&gt;• Clinical pathways&lt;br&gt;• Equipment (as required)</td>
<td>• Provide rationale for change in practice and guide the practice&lt;br&gt;• Ensures sufficient staffing to carry out implementation&lt;br&gt;• Include prompts to perform assessments and specific interventions&lt;br&gt;• Provide a guide to recommended clinical care&lt;br&gt;• If equipment is required for the implementation, then having its availability will promote the action</td>
</tr>
<tr>
<td><strong>Process</strong></td>
<td>• Mandatory educational sessions for implementation&lt;br&gt;• Key indicators of application of knowledge to practice are included in the performance appraisals&lt;br&gt;• Information about the results of implementation to manage behaviours is shared with clinical managers and clinical staff on a quarterly basis.</td>
<td>• Supports optimal delivery of an implementation strategy (education to all staff)&lt;br&gt;• Indicates importance of knowledge application to clinical practice&lt;br&gt;• Provides a forum for discussion of relevant outcomes and an opportunity to make changes to implementation strategies if required.</td>
</tr>
</tbody>
</table>
Implementation Outcomes

The essential implementation outcomes are:
1. Changes in adult professional behavior (knowledge and skills of practitioners and other key employee members within an organization or system),
2. Changes in organizational structures and cultures, both formal and informal (values, philosophies, ethics, policies, procedures, decision making), to routinely bring about and support the changes in adult professional behavior, and
3. Changes in relationships to consumers, stakeholders (location and nature of engagement, inclusion, satisfaction), and systems partners.
Core Components for Implementation

- Also referred to as implementation drivers
- Is the infrastructure to support implementation
- The core intervention components are, by definition, essential to achieving good outcomes for consumers at the implementation site
Section D- BETSI Inventory

- A comprehensive inventory of available and related programs was developed as part of the BETSI framework
- Programs divided into two categories – Clinical Training programs, or Health and Safety Training programs
- Inventory provides important information about each program, including BSO target population, BSO core competencies, BSO service functions, program description, target learner, method of delivery, teachers/trainers, length of training, cost, partners, and contact information
BETSI Inventory – Clinical Training Programs

- Gentle Persuasive Approaches (GPA) BASICS (Beginner Competency Level)
- GPA RECHARGED (GPA-R) (Refresher and Application Competency)
- GPA (Coach Competency Level)
- GPA STUDENT (Beginner Competency Level)
- Advanced Gerontological Education (AGE) Education Committee
- P.I.E.C.E.S. A Model for Collaborative Care and Changing Practice
- CAMH’s Healthy Aging Project
- U-First!
- Me and U-First! E-modules
- Montessori Methods for Dementia™
- Spaced Retrieval (SR) Technique
- Validation Communication Techniques
- Murray Alzheimer Research and Education Program, U of Waterloo
- Reitman Centre CARERS Program, Mt. Sinai Hospital
- Emergency Department Geriatric Mental Health Program, Mt. Sinai Hospital
- Dementia BPSD Workshop
- Respectful Directions
BETSI Inventory – Health & Safety Training Programs

- Toolkit for newcomers on OHS and workers’ compensation, Institute for Work and Health
- Preventing Client Aggression/Responsive Behaviours Through Gentle Persuasive Approaches (GPA), Public Services Health & Safety Association
- Implementing a Workplace Violence Prevention Program, PSHSA
- Developing Crisis Prevention and Communication Strategies, PSHSA
- Developing Human Resource Strategies for Managing Workplace Violence, PSHSA
- Workplace Violence Prevention in Health and Community Care, PSHSA
- Assessing Violence in the Community: A Handbook for the Workplace, PSHSA
- Assessing Violence in Acute Care or Long-Term Care Facilities E-tool, PSHSA
- Community Care: A Tool to Reduce Workplace Hazards, PSHSA
- Effective Leadership Series, PSHSA
- Roles and Responsibilities in Occupational Health and Safety, PSHSA
- Effective Joint Health and Safety Committees, PSHSA
- First Steps in Health and Safety: Orientation for New Employees, PSHSA
- Hazard Specific Training, PSHSA
Next Steps

• Broadening of language in BETSI to include hospitals and community
• Add curricula to program inventory – hospitals and community
• Development of an E-Tool
• Communication and Promotion
Where to Find Us

www.pshsa.ca

www.healthandsafetyontario.ca