Behavioural Education and Training Supports Inventory (BETSI)

Section B - ASSESSMENT TOOL
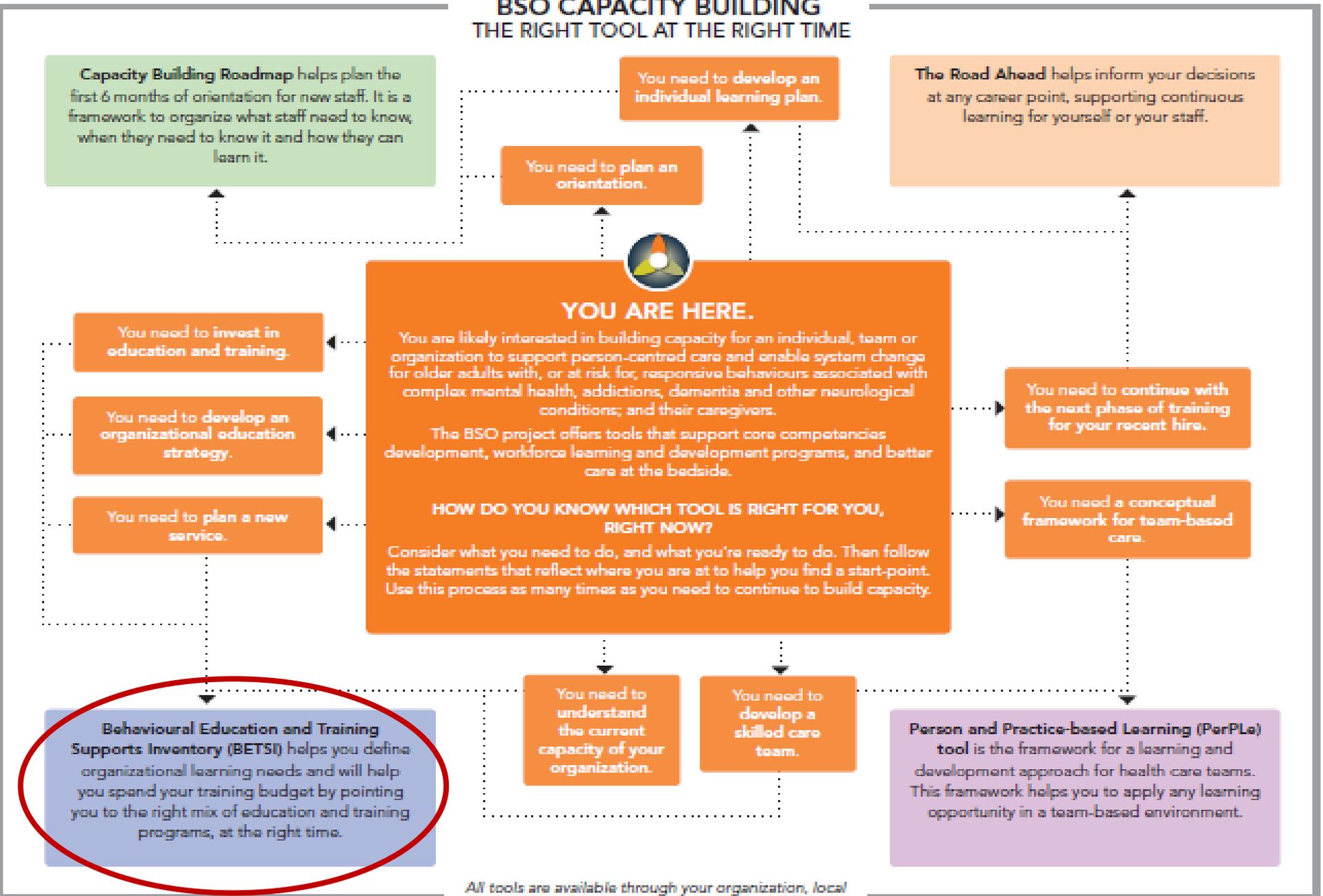
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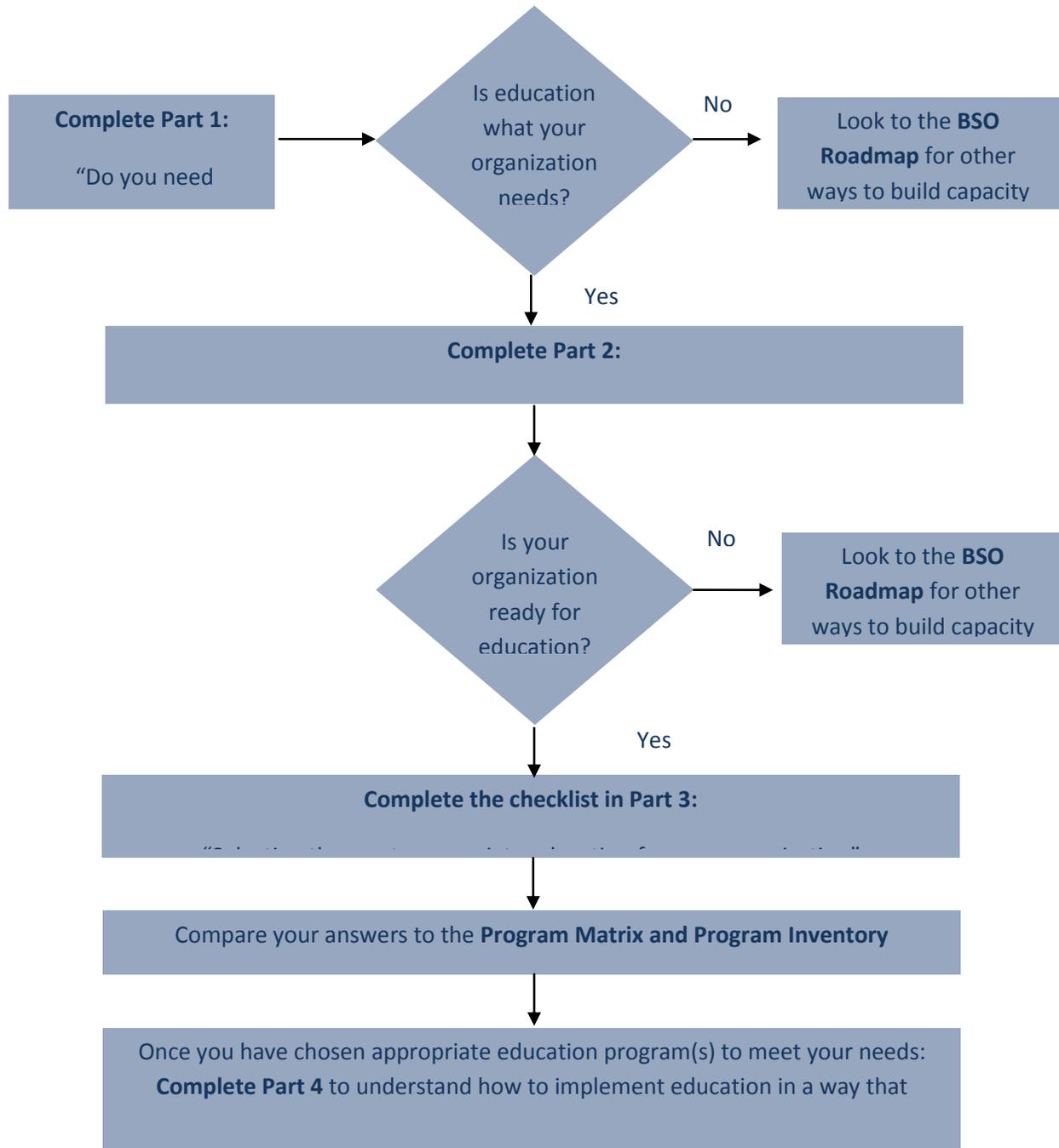
In partnership with…

BSO CAPACITY BUILDING
THE RIGHT TOOL AT THE RIGHT TIME

Capacity Building Roadmap helps plan the first 6 months of orientation for new staff. It is a framework to organize what staff need to know, when they need to know it and how they can learn it.

You need to develop an individual learning plan.

You need to plan an orientation.

The Road Ahead helps inform your decisions at any career point, supporting continuous learning for yourself or your staff.

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.

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 continue with the next phase of training for your recent hire.

You need a conceptual framework for team-based care.

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 (PerPLe) tool 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

Instructions for Using the BETSI Framework

Complete Part 1:

"Do you need

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?

No → Look to the **BSO Roadmap** for other ways to build capacity

Yes

Complete the checklist in Part 3:

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

Part 1 – Do you need education?

It is important to keep in mind that when making decisions related to education there are no wrong or bad decisions. In determining whether you need education at this point in time, reflect on the following questions.

What is the issue that brings you to this tool?

There are many reasons to use this tool – many of which are inter-related. You may have turned to this tool because you are faced with issues, need to make decisions about employee development, or are trying to make sense of available education programs related to the target population and employee health and safety. Examples of some issues you may be faced with include:

Organizational Issues

- Resolving issues related to a behavioural incident(s) involving resident/ clients, family, volunteers, or employees;
- Policy planning;
- Ministry of Labour compliance issues;
- Ministry of Health and Long Term Care compliance issues;
- Employee orientation;
- Employee health and Safety Issues.

Employee Development.

- Budgeting and planning for multi-year staffing and education;
- Making decisions regarding specific education programs;
- Making Continuous Quality Improvement (CQI) decisions such as those related to prevention, risk management and/or enhancing quality of life;
- Enhancing employee and client safety;
- Wanting to support and sustain best practices;
- Preparing for accreditation; or
- Employee orientation.

What are the identified gaps in performance that exist in your organization?

You may be thinking that your organization needs additional education because of gaps in skills or knowledge related to the care of target population. Look back to the **BSO Core Competencies**[1] - What are the skills or knowledge that you would like employees to have? What changes in performance would you like? What do you hope to achieve? What commitment to education have you already made in this area and what has come of it? What remains to be accomplished?

Who have you consulted with about this type of education for your organization?

You do not need to make decisions about continuing education alone. Be willing to collaborate with and learn from others. There is a wealth of knowledge and expertise available to help you do this. Consider consulting with others who may help you to make decisions. Start inside your organization and then consult with external resources as necessary. Depending on your particular issue or question, consider consulting and collaborating with:

Internal Resources

- P.I.E.C.E.S. trained employees
- Other in-house resources (e.g., stroke, palliative care resources)
- Employee educators
- Social workers
- Clinical leadership
- Joint Health and Safety committee and/or Health and Safety representatives
- Health and Safety Specialists
- Physicians and specialists
- Family members
- Family and Resident/Client councils
- Community advisory groups
- Spiritual Care providers (e.g., chaplain, rabbi, priest)
- Front-line employees

External Resources

- Psychogeriatric Resource Consultants (PRCs)
- RNAO LTC Best Practice Coordinators
- Provincial Associations or Organizations
- Specialty Geriatric Outreach Programs
- Public Services Health & Safety Association consultants
- Local Chapter of the Alzheimer Society
- Local Dementia Network
- Your community of practice
- Regional Geriatric Programs (RGPs)
- Local education institutions (colleges and universities)
- Community agencies

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[1] Behavioural Supports Ontario. *Recommended Core Competencies for Health Human Resources.* December 2011

What other options exist for developing capacity in your organization?

There are many potential solutions to the problems faced within health and community care settings. Education is sometimes part of the solution, but it might not necessarily be what your organization needs at this point in time. You may already have the expertise you need within your organization, but may need to consider how best to support and use that expertise or how to ensure employee apply what they have learned from previous educational initiatives. In addition to facilitated learning programs, consider other approaches to support capacity building including:

- Regular reflective practice
- Quality improvement processes
- Self-directed learning
- Continuous team engagement for collaborative learning
- Mentorship and job shadowing

- Communities of practice (CoP's) or Collaboratives
- Case based discussion
- Organizational orientation
- Knowledge exchange events (E.g. webinars, workshops)

If you determine that education is what your organization needs at this time, then please proceed to Part II: Education Readiness Tool.

Part 2 - Is your organization ready for education?

Prior to embarking on program implementation, the readiness of the organization must be evaluated to ensure program sustainability. It is important that the organization know: the groups that they are targeting, the current strengths and needs of the organization prior to implementation, and the need to develop a planning group, stakeholder involvement to facilitate participatory approach.

The following reflective questions highlight the factors that will increase your chance of success with education and practice change. This tool is not designed to give you a readiness score with regard to the formal education programs. Rather, the following questions provide an opportunity to integrate education with practice. This tool emphasizes the success factors that make education optimally effective.

Is your practice environment willing and able to support performance improvement?	→	Do you have potential champions for change?	→	What does your organization think about evidence – based practice change?	→	Can your organization support employees in transferring knowledge to practice?
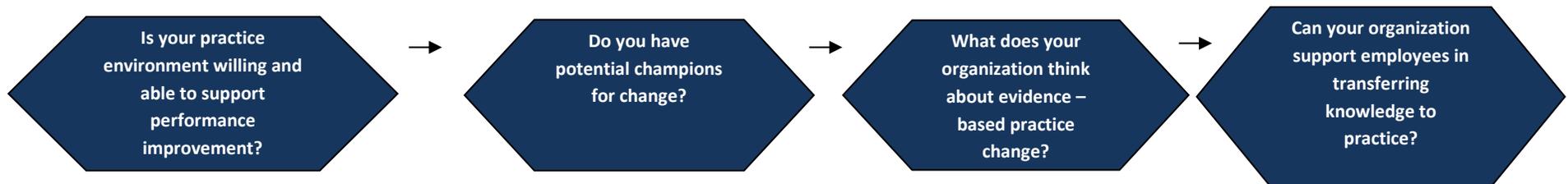
Structural Factors

- Do you have a program infrastructure in place (standards/ policies/ procedures/ evaluation process) to support practice change?
- Are you able to provide needed resources? These include:
  - employee coverage
  - time and opportunity to practice
  - involvement of other employees
  - specific program expectations (e.g., direct care, employee education)

Social Factors

- Is there senior leadership commitment?
- Do you have local champions who can support practice changes?
- Will the existing culture and belief systems in your setting support change?
- Are you willing to support changes in administrative or care process that may be needed to allow for performance improvement?

Economic Factors

- Do you have the resources to support continuing education? This could include:
  - program costs (tuition, travel)
  - implementation costs (space, equipment)

- Do you have appropriate candidates for education?
- Do they have the necessary knowledge and skills to do this?
- Do they have the personal characteristics to be successful/ effective?
- Do they have good rapport with other employees?
- Are they committed to this?
- Are they interested/ passionate about this?
- Are they able to be a good role model to other employees?

- Does senior leadership perceive the need for change?
- Do you have senior leadership support?
- Do employees perceive the need for change?
- Do you have management support for this?
- Do employees tend to have negative reactions to new innovations or practices?
- Do employees tend to be positive about practice changes?
- What barriers to practice change exist in your organization?
- Are these barriers modifiable?

Knowledge Transfer Strategies

- Do employees have the authority to make practice changes?
- Can they take responsibility for changes?
- Do they have designated time for activities?
- Do they have time to consult/ network?
- Do they have access to resources needed to support change?
- Is there motivation for knowledge transfer: reinforcements incentives/rewards
- Will employees get prompt feedback about performance expectations?

Ready to select a program?	Not ready for to select a program?
Continue on to Part III	Reconsider what resources (in-house expertise, external resources) you already have to assist you. Explore other options for developing capacity in your organization.

Part 3a – What education is right for your organization?

You have concluded that your organizations has the resources, potential change agents, and organizational climate to support continuing education. This next section of the tool will assist you to select the most appropriate related education program for your organization at this time. Answer the questions below and match your answers to the information provided in the Program Matrix and Program Inventory. The training programs listed will assist organization to comply with components of the Long Term Care Home Act and Occupational Health and Safety Act. In addition these programs support person centred care strategies and best practices for program implementation and sustainability.

What outcomes do you hope to achieve with the education?

- Resolution of client behavioural issues
- Compliance with Ministry orders
- Policy/ program development
- Enhancement of employee and client safety
- Comprehensive training of new employees.

Which group(s) do you want to target for education? Do you have eligible candidates?

- Registered employees
- Unregulated employees
- Support employees
- Management
- All employees, including dietary, housekeeping.

Can you support the program requirements?

- Time commitment?
- Tuition costs?
- Travel costs?
- Employees coverage?
- Equipment requirements?
- Other requirements?

What format(s) do you prefer for the education program?

- Hands on Practical training
- Classroom lecture
- E-learning
- Webinars
- Videos.

What subgroups of the BSO target population do you serve?

- Older Adults
- Dementia
- Mental Health
- Addictions
- Neurological Issues
- Responsive Behaviours
- Caregivers.

What BSO core competencies do you want to target through education and training?

- Knowledge
- Person Centred Care Delivery
- Clinical Skills (Including Assessment, Care Planning and Intervention)
- Field-Based Quality Improvement and Knowledge Transfer
- Change Management Skills
- Leadership, Facilitation, Coaching and Mentoring
- Cultural Values and Diversity
- Prevention and Self-Management
- Resiliency   and Adaptability
- Collaboration and Communication
- Technology Skills
- Professional and Work Ethics.

What BSO service functions will be required of learners?

- Prevention and Early Detection of Issues
- Acute Episode / Urgent Care
- Assessment and Care Planning
- Monitoring and Collaborative Management
- Specialized Referral and Support
- Debriefing and Identifying Preventative Strategies.

If there are gaps in any of the above sections,

- Explore other options for developing capacity in your organization.
- Reconsider what resources (in-house expertise, external resources) you already have to assist you. Reflect on the education programs your employees have already completed. How can your organization assist employees to transfer that knowledge to practice?
- Consider supporting existing programs or individuals.

Print program matrix and program inventory

Part 3b - Program matrix

The following program matrix maps each of the education and training programs to: The BSO target population, the BSO core competencies and BSO related service functions. Based on your answers to the Part III checklist, use this matrix to identify which programs *may* be the right fit to meet your BSO needs. Print the supplementary BETSI Program Inventory to explore further details about each program.

Program	Older adult	Dementia	MH	Addiction	Neurological Conditions	Responsive Behaviours	Caregivers	Knowledge	PCC	Clinical Skills	QI KT	Change Management	Lead, coach, facilitate,	Cultural Diversity	Prevention Self Manag.	Resiliency Adaptability	Collabor. Communicat	Technical skills	Prof. Work Ethics	Prevention	Early Detection	Acute Episode	Assessment Care	Monitoring Collab Managemen	Specialized Referral / Support	Identify prevention strategies
GPA Basics	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X			X
GPA Recharged	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X			X
GPA Coach	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X			X
GPA Student	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X			X
Advanced Gerontological Education	X	X	X	X		X		X	X	X	X		X		X		X			X	X	X	X		X	X
PIECES	X	X	X	X	X	X	X	X	X	X	X		X	X	X		X		X	X	X	X	X		X	X
CAMH Healthy Aging Project	X	X	X	X		X	X	X	X				X	X		X	X		X	X	X	X	X		X	X
U-First!	X	X	X		X	X		X	X		X		X	X		X	X		X	X	X	X	X			X
Me and U-First!	X	X			X	X	X	X	X					X		X	X		X	X			X		X	X
Montessori Methods for Dementia	X	X	X			X	X	X	X	X	X		X	X	X	X	X		X	X	X	X	X			X
Spaced Retrieval Technique	X	X				X	X	X	X											X		X	X			X
Validation Communication		X	X			X	X			X	X	X		X	X	X	X				X	X	X			
MAREP Education Series CD-ROM		X				X	X	X	X	X	X		X		X		X		X	X	X	X	X		X	X
MAREP Behaviours CD-ROM	X	X				X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X	X
MAREP I'm Still Here	X	X				X	X	X	X				X	X	X	X	X		X	X	X	X	X		X	X
MAREP Dementia Education (on-		X				X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X	X
Reitman CARERS Program	X	X	X		X	X	X	X	X	X	X		X	X	X	X	X		X				X			
ED GMH Program	X	X	X	X		X		X	X	X	X	X		X			X		X	X	X	X			X
Dementia BPSD Workshop	X	X				X	X	X	X	X	X						X		X	X		X	X			
Respectful Directions							X						X	X	X	X	X		X	X					X	X
Insitute for Work & Health Toolkit							X	X												X						
PSHSA Book 4		X						X	X	X					X		X			X		X				X
PSHSA Book 1	X	X	X		X	X	X	X	X		X				X		X			X	X	X				X
PSHSA Book2	X	X	X	X	X	X	X	X							X		X			X						X
PSHSA Book3							X	X							X		X			X						X
PSHSA Workplace Violence Prevention							X		X	X					X		X			X						
PSHSA Assessing Violence in Community							X								X		X			X				X		
PSHSA Assessing Violence Acute/LTC							X								X		X			X				X		
PSHSA Community Care Tool							X								X		X			X				X		
PSHSA Effective Leadership Series							X								X		X									
PSHSA Occupational Health & Safety							X								X		X			X						
PSHSA Joint Health & Safety Committees							X								X		X			X						
PSHSA First Steps in Health & Safety							X								X		X			X						
PSHSA Hazard Specific Training							X								X		X									