# Behavioural Education and Training Supports Inventory (BETSI)

# Section A - INTRODUCTION AND OVERVIEW
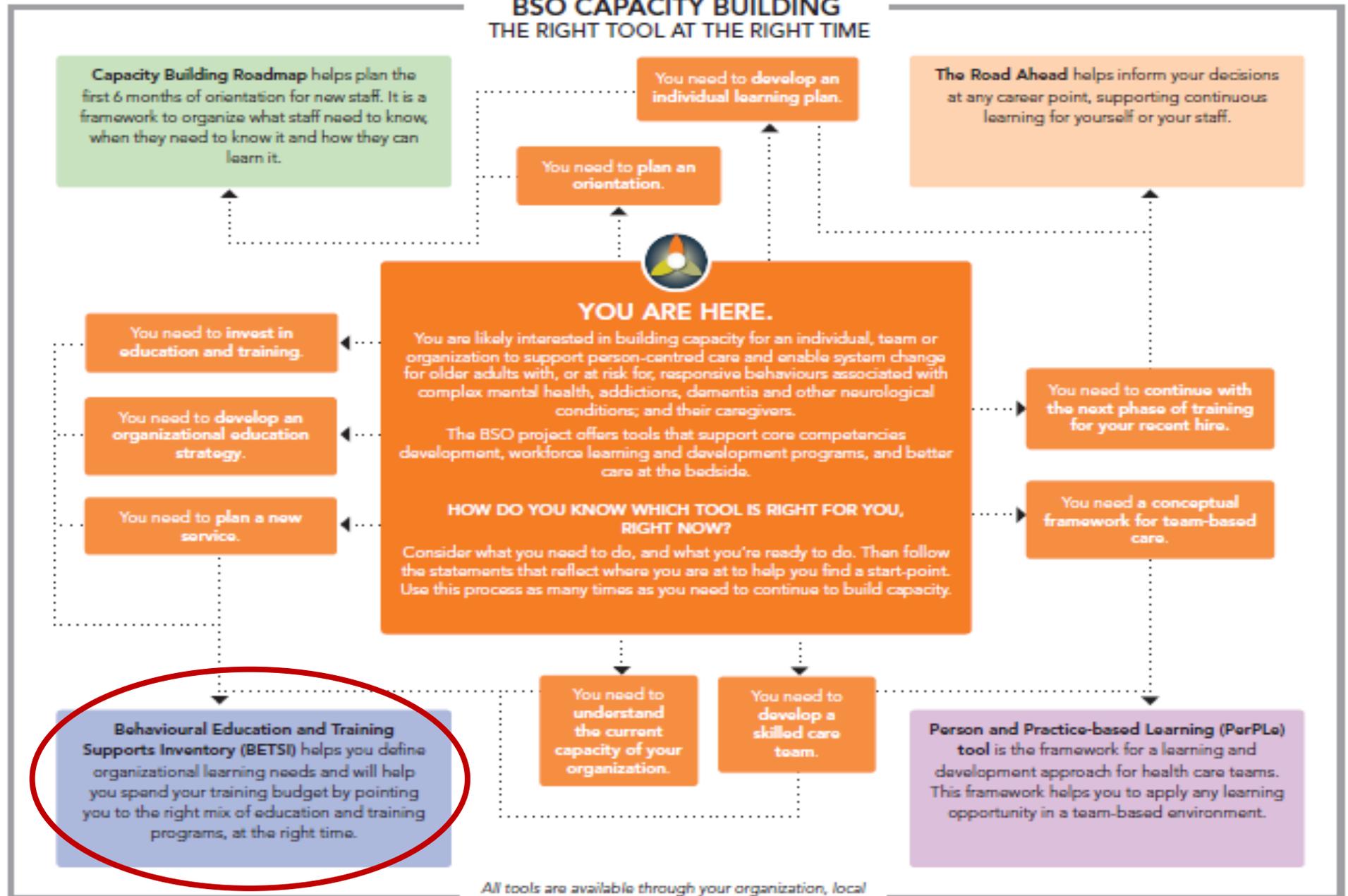
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In partnership with…

# 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 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 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*

# Acknowledgements

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Watch the BETSI Video Now!

# Introduction

The intent of this document is to support the implementation of Pillar #3 of the Behavioural Support Ontario (BSO) Project.

> **Pillar #3 Knowledgeable Care Team and Capacity Building**
>
> 1. *Strengthen capacity of current and future professionals through education and focused training to transfer new knowledge and best practice.*
>
> 2. *Develop skills and effective use of quality improvement tools and processes for continuous service improvement within and across sectors.*

To support the implementation of knowledgeable care teams and build knowledge and skill capacity for care providers serving the target population (described below) across the BSO project, the Dementia Educational Needs Assessment (DENA[1]) was adapted into a system-wide framework and tool document to address behavioural education for the BSO target population.

While developing the Behavioural Education and Training Support Inventory (BETSI) Framework, the Provincial Education and Training Committee found a larger scope of needs to expand to the community and informal caregiver populations and include cultural sensitivity as well as implementation and sustainability strategies in system-wide education and practice. Thus, the Committee plans to address needs in two phases to meet the rapid implementation cycle of the BSO project and to ensure ongoing value and application of the BETSI Framework

**Phase 1** aimed to identify and support Local Health Integration Network (LHIN) decision making needs by developing the BETSI Framework for release in June 2012. This tool targets the education needs and associated programs to support those newly hired for the BSO Project and local care providers (primarily Long-Term Care and Community Care) caring for complex, high risk and high need individuals. The focus is on education programs and curricula, though additional resources can be found at www.bsoproject.ca Embedded in this tool are strategies to support the translation of knowledge into sustainable practice change.

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[1] Dementia Education Needs Assessment, 2008 http://www.akeresourcecentre.org/DENA

**Phase 2** will aim to strengthen and expand Phase 1 to address the education needs of those caring for individuals needing prevention strategies, as well as those who are experiencing an acute decline in the community. During Phase 2 the Committee will focus on:

▪ Identifying gaps from the existing program inventory list;
▪ Expanding the focus to primary care, residential care, community care and acute care sectors;
▪ Expanding the scope to include cultural sensitivity, diversity, caregivers & families;
▪ Sharing evidence-based strategies to support the translation of knowledge into practice
▪ Evaluation of product and tools.

The Committee will determine at that time how to best meet these objectives (e.g. development of a supplementary resource, facilitation of knowledge exchange events, etc)

**Want More Information? -** Check out www.bsoproject.ca for more information about this work, as well as additional resources to support capacity building across all of the identified BSO Core Competencies

**Please reference as follows -** Behavioural Supports Ontario Education & Training Committee. *Behavioural Education and Training Supports Inventory (BETSI): A Decision Making Framework*. Behavioural Supports Ontario Project. Canada: 2012

# The BETSI framework

## Why?

The purpose of the BETSI Framework is to assist the LHINs and their local service providers as they aim to build knowledgeable care teams who will provide the best care possible, in safe and supportive workplaces, for the **BSO target population**:

> **Older adults with or at risk of responsive behaviours due to mental health, dementia, addictions or other neurological disorders; and their caregivers.**

Continuing education can take many forms – it can be informal, such as 'teaching in the moment' opportunities and case-based learning, or it can be formal education initiatives, such as workshops. This tool focuses on formal education opportunities but it is recommended that the BETSI Framework be used in parallel with previously released capacity building resources. Any educational programming should be **one component in a broad and comprehensive capacity building plan**, as described in supplementary resources including the BSO Recommended Core Competencies[2], BSO Capacity Building Roadmap[3] and the Person Centred Team Based Service Learning Framework[4].

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[2] Health Human Resources Workgroup. *Recommended Core Competencies for Health Human Resources.* Behavioural Supports Ontario Project. Canada:2011
[3] Harris M, Clark S, Lusk L. *Behavioural Supports Ontario Capacity Building Roadmap.* Behavioural Supports Ontario Project. Canada:2012
[4] South East LHIN Behavioural Supports Ontario Capacity Enhancement Working Group. *Person Centred Team Based Service Learning Framework*. Behavioural Supports Ontario Project. Canada:2012.

Ultimately, the BETSI Framework will assist users **to determine whether they need education, whether they are able to support practice change, what educational opportunities are available to them,** the components necessary to ensure effective implementation and to sustain investments, **and how these programs align with the BSO target population, core competencies and service functions.** The BETSI Framework is meant to be used in an ongoing way as a 'check and balance' to support local decision making – not only during the influx of new hiring but also as changes occur due to turnover, service provision and learning needs.

## What?

The BETSI Framework is divided into two sections to facilitate and promote the translation of "knowledge-to-practice."

- The first section is a brief **conceptual framework** of the BETSI structure that briefly describes why, what, who and how to use the BETSI tool.

- The second section is a **practical decision making tool** and program inventory that guide audiences to self assess capacity, readiness and specific needs for staff education and training on behavioural support. This section is organized in four parts:.


**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.

**Part 4: 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.

## Who?

The BETSI Framework should be used by those who need to make decisions about what education is required to manage and better serve the target population. It is recommended that health organizations and LHIN capacity building leaders complete the tool in partnership with targeted sectors including but not limited to:

- Long Term Care
- Residential Care
- Community Care (e.g. CCAC's, community support services etc)
- Acute Care

- Supportive Housing
- Primary Care
- Specialized Services

The BETSI Framework can also be used by those who provide collaborative care for the target population and make education-related decisions. These persons may include:

- Senior management leaders
- Psychogeriatric Resource Consultants
- Public Education Coordinators
- Case Managers
- Educators
- Clinicians

- EMS
- Police
- Joint Health and Safety committees and/or Health and Safety representatives
- Health and Safety Specialists
- Advocacy group representation

**Target learners** include those who provide care to the target population.

## How?

**Assess and identify** - Use the following **BETSI decision making tool**, matrix and inventory to determine your needs and if appropriate chose appropriate facilitated learning programs to meet those needs.

**Implement** - Capacity building is more than just what an individual learns. It is the opportunity to apply learning into practice change. Sometimes this may appear to be an easy task than when putting into action. The BSO Capacity Building Roadmap[5] identified organizational factors to **support individual performance** - recognizing that the successful application of new knowledge and skills is dependent on multiple variables. Ensure organizational structures, and processes are in place to enable translation of knowledge to practice.

Example of "Structures" include:

- Policies and Procedures;
- Reorganization of staffing and services;
- Documentation forms;
- Clinical pathways' equipment (as required)

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[5] Harris M, Clark S, Lusk L. *Behavioural Supports Ontario Capacity Building Roadmap.* Behavioural Supports Ontario Project. Canada:2012

Examples of "Processes" include:

- Mandatory education for implementation;
- Application of knowledge to practice ;
- Continuous implementation progress and outcomes are shared with the whole team.

Thus, the most critical elements for implementation are (1) clear performance expectation; (2) essential support; (3) motivation; (4) opportunities for feedback and reflection"; and (5) supportive and safe work environment.

**Make it stick** - Frequently a large gap exists between evidence-based knowledge and transference to workplace performance.  Innovative practices do not always translate well in existing organizational structures; it is important to consider *how* new practice will be sustained when moving the organization from current state to a change in practice (future state)[6].
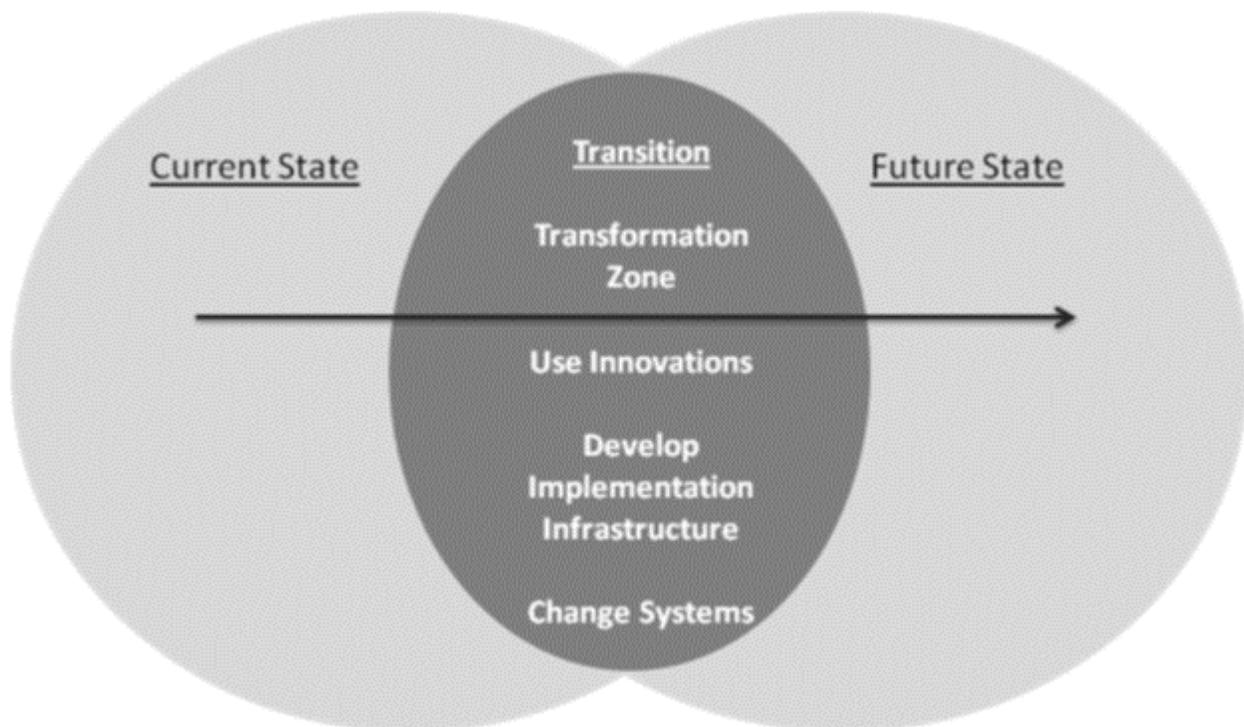


Strategic and ongoing efforts to foster a learning-to-practice environment are needed to ensure program sustainability and make best practice become the norm. Programs need to be implemented in a consistent manner with checklists or process audit and mapping tools to reduce the likelihood of deviations. In addition, ongoing measurement and evaluation efforts are critical elements to enable success (see Part IV- Program Implementation and Sustainability for more detail).

We are talking about a true cultural transformation in practice, mindset, attitudes, leadership, management support and staff competencies. This "change management" approach will be further elaborate in Phase 2.

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[6] Fixsen et al. (2005)