Behavioural Supports Alberta Symposium 2016

18 February 2016 2-140 ECHA University of Alberta, Edmonton, Alberta





Welcome!





Acknowledgements



UNIVERSITY OF ALBERTA

Ongoing support of ICCER's Community Needs Driven Research Network

Funding support for the research component of the 2016 BSA Symposium

Research project funding from Covenant Health and their Network of Excellence in Seniors' Health and Wellness





FACULTY OF REHABILITATION MEDICINE



Housekeeping issues

- In person and Calgary Rockyview coffee and goodies are available all morning. Help yourself.
- Complete the BSA 2016 Symposium Orientation Survey and either turn it in (in-person) or online at <u>http://goo.gl/forms/MYOCUY6K2X</u>
- Remote sites please keep mute on except when you want to speak
- Complete your evaluation form http://tinyurl.com/j6xmyy4





Evaluation Forms

On site – leave in box at registration table

Online – available at http://tinyurl.com/j6xmyy4

Email to emily@iccer.ca or fax to 780-481-7448





A Bit of History

- ICCER
- HCAT
- Community Needs Driven Research Network
- Responsive Behaviours Symposium November 2012
- Findings from Symposium led to BSA development
- BSA Symposium February 2014
- BSA related research projects PI Brémault-Phillips
- BSA Symposium February 2015
- Follow up research projects and expansion of BSA activities





Agenda

9:00-9:15 AM 9:15-9:30 AM Welcome, introductions, outline of the day

BSA

9:15-9:30 AM Setting the Stage: Importance of engaging around competencies - Suzette Brémault-Phillips, University of Alberta

- 9:30-10:00 AM The Concept of Competencies Jeanne Weis, CLPNA and Harrison Applin, Northern Lakes College
- 10:00-10:20 AMPerspectives and Context: Addictions and MentalHealth, Complex needs Sandy Marcynuk, AHS
- 10:20-10:40 AM Perspectives and Context: AHS Seniors Health Strategic Clinical Network - Mollie Cole, AHS

10:40-11:15 AM Interprofessional Competencies - Sharla King, HSERC, University of Alberta

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11:15 AM - 12:00 PM Competencies as they relate to Legislation, Policy, and Curricula - Jeanne Weis, CLPNA and Harrison Applin, Northern Lakes College 12:00-12:45 PM Lunch and networking **Competencies across sectors, professions,** 12:45-1:10 PM and services - Jeanne Weis, CLPNA and Ashley Pike, University of Alberta **Focus Group discussion - Competency** 1:15-2:15 PM **tools** (movement from room in ECHA; discussions at each remote site; facilitated

Large group discussion

group discussion by teleconference)

2:15-2:45 PM

2:45-3:00 PM Wrap-up

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Focus Groups

Edmonton- 2-140, 2-135, 2-131, 2-125, 2-121, 1-135, 1-131, 1-121

Calgary – break into 2 groups in far corners of room

Telephone – stay online, facilitator will join you

Other videoconference sites – MUTE! Hold discussion amongst yourselves





Policy Makers/ Regulators - Room 2-140 Facilitator: Sharla King

Administration/Organizational Level- Room 2-135 Facilitator: Liz Taylor

Clinical Management- Program or Unit level – Room 2-131 Facilitator: Lynn Moulton

Direct Clinical Practice - Room – 2-125 Facilitator: Sandy Marcynuk

Educators- Clinical - Room – 2-121 Facilitator: Jeanne Wies

Educators - Post Secondary – Room 1-135 Facilitator: Jasneet Parmar

Community based service – Room 1-121 Facilitator: Suzanne Maisey

Researchers – 1-131 Facilitator: Karenn Chan





Setting the Stage: Importance of engaging around competencies

- Challenges continue regarding the management of responsive behaviours(RBs)
- Increasing stress and demands on caregivers can impede abilities to manage behaviours
- Staff are not always aware of the skills, knowledge and abilities needed to manage RBs in a person-centred manner
- Training of staff to manage RBs is not always available
- Even with training, what is learned is not always integrated into care
- Managers are not always aware of the skills, knowledge and abilities needed to manage RBs in a person-centred manner





The symposium is an opportunity to consider:

- What <u>competencies</u> are: Skills, Knowledge, Abilities
- How competencies
 - Align with legislation, and standards
 - Are developed over time (curricula, ongoing training) in regulated and unregulated staff across various service sectors
 - Might be monitored/evaluated (including by whom and for what purpose(s))





Competencies

Knowledge

Person Centered Care Delivery

Clinical Skills (including assessment, care planning & intervention)

Field Based Quality Improvement

Change Management Skills

Leadership, Facilitation, Coaching and Mentoring

Cultural Values and Diversity

Prevention & Self-Management

Resiliency & Adaptability

Collaboration & Communication

Technology Skills

Professional & Work Ethics





Please take a moment to review the competencies.

Based on your practice setting, what would be the benefits or challenges that you would experience in utilizing a competency tool to measure staff competencies in managing responsive behaviours?

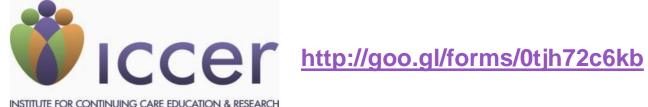
Are there any you would consider adding or removing in general or specific to your practice context?"

How frequently would you anticipate using this tool in practice"

Should the purpose be to generate self-reflection and individual's movement along the care provider trajectory?

How might the to the tool be used differently by various regulated or non-regulated care providers?

What commonalities and differences exist that may make it difficult for the tool to be universal to context areas, populations served, or stages of the lifespan?





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Thank You!

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