

# Behavioural Supports Alberta Symposium 2016

18 February 2016  
2-140 ECHA

University of Alberta, Edmonton, Alberta



# Welcome!



# Acknowledgements



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



# 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 <http://goo.gl/forms/MYOCUY6K2X>
- 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](mailto: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 **Welcome, introductions, outline of the day**
- 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 AM **Perspectives and Context: Addictions and Mental Health, 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

- 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**
- 12:45-1:10 PM **Competencies across sectors, professions, and services** - Jeanne Weis, CLPNA and Ashley Pike, University of Alberta
- 1:15-2:15 PM **Focus Group discussion - Competency tools** (movement from room in ECHA; discussions at each remote site; facilitated group discussion by teleconference)
- 2:15-2:45 PM **Large group discussion**
- 2:45-3:00 PM **Wrap-up**



# 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



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# 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 competencies 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?**



<http://goo.gl/forms/0tjh72c6kb>



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# Thank You!

suzette2@ualberta.ca  
sandra@iccer.ca





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or (<http://tinyurl.com/oo6kjmd—Company>  
page)**

