

Roundtable Discussion Guide

Group 4: Research improving respite provider competence

Overview of the Key Recommendation

Existing research led some panel members to question whether the provision of respite by providers who lacked training specific to the needs of care receivers might lead caregivers to be reticent about using respite. While acknowledging that not all respite must be provided by people with special training, if special training is needed, the Panel recommends conducting research on the quality of available training curricula and on the most appropriate credentialing criteria for respite providers.

Overarching question

What is needed to advance respite-related provider competence research?

Equity lens reminder

In our discussion, consider how we can ensure respite-related provider competence research represents the broad diversity of providers across the lifespan.

Question 1

If resources were not an issue, what are the respite-related provider competence questions that you would want answered? Consider:

- If you work with a respite program, what questions or concerns do you have about provider competence and training?
- If you are a researcher, what research design and methods you would use to conduct provider competence research?
- Are there questions you would want answered related to a specific racial or ethnic group or other under-represented group? Do certain groups of providers face unique training/competence challenges?
- How should we measure provider competence and training? Do you have any recommended survey tools or instruments we should consider?

Question 2

What are the major barriers to conducting high quality respite-related provider competence research and how can we work together to overcome them?

- What are the barriers to conducting provider competence research that represents the broad diversity of respite providers? Consider specific racial and ethnic groups or other underrepresented groups you work with.
- How can we overcome recruitment and retention barriers for respite providers?
- How can we overcome funding barriers for respite-related provider competence research?

Question 3

How can we make respite-related provider competence research more relatable and transferrable to respite practice?

- What methods of dissemination should we consider? What is the best way to share research findings with practice partners, funders, and policymakers?
- What are effective strategies for engaging respite providers, family caregivers, and care-receivers in the research process?

Summary

We now want to take a few minutes to reflect on the overall conversation. Consider the following questions:

- What key themes did you notice?
- What stood out to you as key ideas from our conversation?
- What questions do you still have?
- What do you feel is the most important thing we can do to advance respite-related provider competence research?