Respite Care Provider Training and Recruitment Pilot Project Results —

A follow-up to the Respite Care Worker Core Curriculum Training Pilot Presentation from the 2021 ISBA Virtual Conference

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The pilot project was designed to
• Cultivate a nationally recognized set of core competencies for entry-level respite providers and
• Field test a training curriculum based on these core competencies, as well as
• Learn about and develop an innovative and specialized recruitment campaign.
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<th>Steps To Project Completion</th>
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<td><strong>Develop</strong></td>
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<td><strong>Enhance</strong></td>
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<td><strong>Strategize</strong></td>
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<td><strong>Pilot</strong></td>
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<td><strong>Evaluate</strong></td>
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Respite Care Professional Core Competencies

The following Respite Care Professional Core Competencies are meant to serve as a baseline for entry-level respite care professionals. Additional training may be required depending on the unique needs of the care recipient and their family.

**Principles of Respite**
The respite care professional understands the importance of providing meaningful short breaks for family caregivers to promote the well-being of family caregivers, care recipients, and other family members.

**Person and Family-Centered Care**
The respite care professional provides care that is focused on, and respectful of, family caregivers and care recipients' preferences, needs, values, and goals for respite.

**Cultural Competency**
The respite care professional understands and provides services and supports that are respectful of the cultural preferences, traditions, and language needs of family caregivers, care recipients, and other family members.

**Communication and Relationship Building**
The respite care professional builds and maintains trusting relationships with family caregivers and care recipients through active listening and respectful verbal, non-verbal, and written communication that is easily understandable.

**Health and Wellness**
The respite care professional supports the physical health, functional ability, spiritual, and social-emotional well-being of care recipients based on the preferences of family caregivers and care recipients and in accordance with the respite care professional's training and certification, as well as local laws and regulations.

**Safety and Emergencies**
The respite care professional helps protect care recipients from illness, injury, abuse, neglect, or other harm, understands how to report incidents, and responds quickly and safely during emergency situations.

**Planning Respite Activities**
The respite care professional works with family caregivers and care recipients to explore, define, plan, and engage in appropriate and meaningful respite activities for care recipients.

**Ethics and Professionalism**
The respite care professional works in an ethical and professional manner by maintaining boundaries, ensuring confidentiality, and respecting the privacy, rights, and preferences of family caregivers, care recipients, and other family members.

**Professional Development**
The respite care professional obtains appropriate training based on the unique needs of care recipients and seeks opportunities for ongoing education and training.

**Respite Care Provider Training Courses**
The Respite Care Provider Training (RCPT) is designed for people who are interested in providing respite care to individuals with varying disabilities and ages across the lifespan. Each course in the training meets at least one of the Respite Care Professional Core Competencies.

101: What is Respite?
This course defines respite care, describes respite settings, discusses the benefits of respite, and details reasons to become a respite provider. (Core Competency: Principles of Respite)

102: Disability Basics for Respite Providers
This course is an introduction to general disability and aging related topics, such as understanding preferred language to be used in interactions that we have with care recipients and family caregivers. This course also briefly touches on adaptive equipment and assistive technology. The concept of person and family-centered care is also introduced. Learners will build on these principles throughout the training courses. (Core Competency: Person and Family-Centered Care)

103: Client Care for Respite Providers
This course discusses the different types of care support that an individual might need during respite. A focus on person and family-centered care continues through promoting independence in different client care activities, while also taking into consideration the health and abilities of the care recipient. (Core Competencies: Person and Family-Centered Care, Health and Wellness)

104: Medication Awareness for Respite Providers
This course provides a general overview of medication awareness, including the seven rights of medication administration and special situations. A respite provider's role in terms of medication may differ depending on their training and/or certification, as well as local laws and regulations. (Core Competency: Health and Wellness)

105: Safety Procedures for Respite Providers
This course explores different emergency situations, ways to be prepared, and types of incidences to report. This course also looks at abuse and neglect laws for both children and adults/older adults in your state, along with information on how to report suspected maltreatment. (Core Competency: Safety and Emergencies)

106: Caring for Challenging Moments
This course provides an introduction to understanding functions of behavior and explores tools and techniques a respite provider can use to respond quickly and safely while supporting a care recipient's emotional wellbeing during challenging moments. (Core Competencies: Health and Wellness, Safety and Emergencies)

107: Health, Wellness, and Respite Activities
This course examines the importance of meaningful activities and how to plan activities based on the physical health, functional ability, spiritual, and social-emotional needs and preferences of family caregivers and care recipients. (Core Competencies: Health and Wellness, Planning Respite Activities)

108: Professional Ethics and Interpersonal Skills for Respite Providers
This course discusses the interpersonal skills that are important for respite providers. Topics covered include communication and active listening, cultural preferences and beliefs, understanding personal bias, respecting confidentiality, and maintaining professional boundaries. (Core Competencies: Cultural Competency, Communication and Relationship Building, Ethics and Professionalism)

109: Meeting the Caregiver and Care Recipient
This course walks through the steps a respite provider takes when first meeting and starting a new respite position. This course discusses interviewing with a potential family caregiver, meeting the care recipient, training with the family, and how to build trusting relationships throughout the process. (Core Competencies: Communication and Relationship Building)

110: Next Steps in Becoming a Respite Provider
This course turns the focus to the importance of self-care for the respite provider, and seeking additional training. This course also identifies next steps a respite provider can take in their state to provide respite care. (Core Competencies: Safety, Professional Development)
Sign Up for FREE Online Respite Training Using the Links Below

Click on the link for your state to register for training. If your state does not have a training site, please use Other.

Arkansas  Illinois  Kansas  Massachusetts

Montana  Nevada  New Mexico  New York

South Carolina  Wisconsin  Other States  Children’s Home Network

If your state is not listed, please use this link to sign up.

If you would like more information about creating a partnership in your state to offer state-specific training, please contact vmadsen@respitecarewi.org.
Marketing Overview

• We worked with a firm whose specialty is to help respite providers get and keep amazing direct support professionals,

• All states participated in 4 mandatory workshops with the firm:
  • Build Your Cloning Machine
  • The Simple First Step to Your Talent Pipeline
  • Avoid Common Outreach Traps
  • Make it Easier To Succeed
    • 5th Workshop was Optional – Help Session

• Each state was expected to dedicate one hour weekly to outreach and record their efforts on a scorecard.
Marketing & Recruitment Expectations

Quick Links:

- Talent Pipeline: Recruiting Workshops Guide
- Shared Marketing Folder
- Customizable Flyer Template

The following activities are minimum requirements for Pilot Sites. This will help us evaluate the effectiveness of the Marketing and Recruitment Campaign.

Step 1: Tailor the Customizable Flyer Template to be specific to your state, and include your logo, contact info, etc. If you need help, email Rachel @ rwatkins-petersen@respitecarewi.org.

The verbiage on the flyer is based on the survey results, to create a uniform respite message emphasizing the importance of respite, the benefits of working as a respite provider, and the free training opportunity. This flyer is the suggested social media post and can also be used for other electronic sharing and promoting. Some states are also choosing to print and disperse the flyers.

Step 2: Upload your customized flyer to your state’s folder within the Shared Marketing Folder. Using the flyer is the minimum requirement; however, some states may choose to create other materials. Please upload any else you create and develop into the Shared Marketing Folder.

Step 3: Please email Rachel once your state-specific flyer is uploaded to the Shared Marketing Folder.

Pilot states determined their outreach goal per week during the workshops; however, the minimum outreach requirement per week is 1 hour. If states do more than 1 hour of outreach per week, Kim Whitmire will capture this during the evaluation process of this project. Outreach can be phone calls, emails, or in-person or virtual meetings.

Step 4: Track your work using your Talent Pipeline, located in the Talent Pipeline: Recruiting Workshops Guide.

Step 5: Track weekly outreach on the provided Scorecard, located in the Talent Pipeline: Recruiting Workshops Guide.

*** Helpful tip: Plan and schedule time on your calendars for outreach. For example, set up a recurring appointment on your calendar for yourself to do outreach every Wednesday from 9 am – 10 am. Having a regular time slot carved out on your calendar helps you hold yourself accountable and can help you set yourself up to succeed! ***

Recap of Workshops

<table>
<thead>
<tr>
<th>Date</th>
<th>Workshop</th>
<th>Presentation Link</th>
<th>Recording Link</th>
<th>Recap</th>
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<tbody>
<tr>
<td>December 02, 2021</td>
<td>Building Your Cloning Machine</td>
<td>Presentation</td>
<td>Recording</td>
<td>States defined a clear and common goal regarding how many respite care providers they hoped to recruit by July 2022.</td>
</tr>
<tr>
<td>December 16, 2021</td>
<td>First Steps to Your Talent Pipeline</td>
<td>Presentation</td>
<td>Recording</td>
<td>States created a Talent Pipeline using a provided Google Sheet and recorded organizations’ names, contact names, emails, phone numbers, and types of organization. The Google Sheet is also a place to record your persistence, last touch, status, and notes.</td>
</tr>
<tr>
<td>January 13, 2022</td>
<td>Avoiding Common Outreach Traps</td>
<td>Presentation</td>
<td>Recording</td>
<td>States were provided with examples of phone scripts and email messaging.</td>
</tr>
<tr>
<td>February 03, 2022</td>
<td>Make It Easier to Succeed</td>
<td>Presentation</td>
<td>Recording</td>
<td>States were provided with their Scorecard and determined their outreach goals.</td>
</tr>
<tr>
<td>February 24, 2022</td>
<td>Help Session</td>
<td>n/a</td>
<td>Recording</td>
<td></td>
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We issued a nationwide survey to create our marketing piece and asked the following questions.

• What is the importance of respite care?
• What are the benefits of working as a respite care provider?
• Anything else you would like to add?

We determined the language and verbiage to use on the flyer to recruit individual learners to take the Respite Care Provider Training from the survey results.
Make a difference in your community. Become a respite care provider.

- Help families in need
- Choose your hours
- Earn extra money
- Change lives

Everyone needs a break, especially people caring for someone they love.

If you enjoy caring for others, you can give them that break... When you learn how to become a respite care provider.

FREE Respite Care Training

The FREE Respite Care Provider Training program will help you provide respite care as a job or volunteer activity.

You’ll learn everything you need to know about working with people with disabilities of all ages and their families.

See what’s included—and learn how you can take the program free—at https://wisconsin-respitecarewi.talentlms.com

No experience is necessary—anyone can learn!

This FREE training will give you the knowledge and skills you need to provide respite care to others. To learn more, visit https://wisconsin-respitecarewi.talentlms.com

Respite Care Association of Wisconsin offers this free training to expand the pool of trained respite care providers to help family caregivers get the break they need.

1825 E. Edgewood Dr. Suite, 105 436 Appleton, WI 54913
608-222-2033 | www.respitecarewi.org
Multi-layered Evaluation

Overall Project

Agency

Individual Learner
Individual Learner Evaluation

• Surveys built into the course
  • Intro Survey
    • Demographic Questions
    • Respite Experience Questions
    • Confidence Questions
  • Pre/Post Test
    • Scenario-based questions aligned with course objectives and core competencies
  • Post-Course Completion Survey
    • Confidence Questions
    • Likelihood of providing respite care in the next six months
    • Potential barriers to providing respite care
    • General course evaluation (Satisfaction and overall learning)
Individual Learner Evaluation

- 6-month follow-up survey
  - Emailed survey link
  - Are you currently providing respite care
  - How well did the training prepare you to provide respite care?

- Inactive survey
  - Why did you not complete the course?

- Virtual Interviews (in progress)
Agency Evaluation

- Worked with evaluation consultant to identify agency-specific goals
- Data collected at
  - Baseline
  - 6-months
  - 12-months (end of pilot)
  - 6-months post follow-up
- Social Network Analysis and Partner Mapping

- Recruitment Campaign Evaluation
  - How many people are enrolled in training?
  - How many people completed the training?
  - How many people joined the respite registry (if applicable)?
  - How many people are actively providing respite care?
The RE-AIM Framework

- **Reach** - How do I reach the targeted population with the intervention?
- **Effectiveness** - How do I know my intervention is effective?
- **Adoption** - How do I develop organizational support to deliver my intervention?
- **Implementation** - How do I ensure the intervention is delivered properly?
- **Maintenance** – How do I ensure the intervention has long-term effects over time?
Registration and Completion
(1/7/22 – 12/31/22)

TOTAL Registered: 2,277

TOTAL Completed: 559
Have you provided respite care in the PAST? (n=559)

No

Yes
After completing the training, how likely are you to provide respite care in the NEXT 6 MONTHS? (n=559)
Which of the following best describes the community in which you live? (n=559)
What is your RACIAL/ETHNIC background?
Select all that apply (n=559)
<table>
<thead>
<tr>
<th>Test</th>
<th>Percentage</th>
<th>n=559</th>
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<tbody>
<tr>
<td>Pre-test</td>
<td>66%</td>
<td></td>
</tr>
<tr>
<td>Post-test</td>
<td>75%</td>
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<tr>
<td>Average number</td>
<td>3.04</td>
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<tr>
<td>tries to get 100%</td>
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How CONFIDENT are you in your ability in understanding the importance of providing meaningful short breaks for family caregivers to promote the well-being of family caregivers, care recipients, and other family members?

(n=559)
What is the MOST IMPORTANT thing you learned from the training?

- To be respectful and try and understand the situation from the client or families point of view. also, to be compassionate and empathetic to the situation.

- The most important thing that I have learned was to stay calm during any situation and to be professional. Make sure that I know what the care recipients' needs and wants. Develop a relationship with the care recipient so that they will be comfortable enough to trust me. I will have to make sure that I have all safety rules and company rules in order to keep the care recipient safe at all cost.

- There is no one size fits all. There is something new to learn each day. It is important to continue to be proactive and to participate in continuing education.

- Self care is the most important part of respite care for everyone involved.
THANK YOU and QUESTIONS!!!

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