Catholic Social Services of RI

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Objectives:

• Explore and analyze the creation of a respite program involving collaboration among nursing programs.
• Appreciate the psychosocial benefits of the program for nursing students and families.
• Apply the experience of respite care toward the creation of inter-professional experiences related to lifespan respite.
How did it come together?

- Who is identified as having a disability and residing in the community?
  - 9.5% of RI population <65 years of age (U.S. Census Bureau, 2018)
- Who provides **unpaid care** to adults and children with special needs?
  - 43.5 million adults in the US (National Alliance, 2015)
- What agencies developed the Lifespan Respite Grant?
  - RI Department of Human Services/Division of Elderly Affairs
  - The Caregiver Alliance of RI
  - United Way of RI
  - Catholic Social Services
  - The University of RI College of Nursing
  - Rhode Island College School of Nursing
Meetings and emails!!!

• 3 year grant ---now in its 2nd cycle!!
• Goal of the project
  • Achieve long-term sustainability of respite services for families in RI
  • Create a tool kit for other programs to adopt this project
• Anticipated outcomes
  • Expanded respite provider workforce = nursing students
  • Incorporate respite into clinical experiences for nursing students
  • Improve access and awareness of available respite services for families
  • Strengthen the Caregiver Alliance (United Way, RI)
Families are identified by agencies.

Faculty:
1. recruit nursing students
2. review applications & conduct initial home visit
3. match students and families
4. prepare students with respite training
5. introduce students to families
6. follow up with families throughout semester
7. conduct pre and post surveys with students and family caregivers

- URI students in the Community Health Nursing and Pediatric Nursing courses
- NEIT students in the introductory clinical course
- RIC students in the Community/Public Health course (RN to BSN) and in Transition to Practice for RN’s
- Salve students in the Aging & End of Life, Chronic Illnesses and Capstone courses – senior year
University of Rhode Island

• Preparing students for delivering respite care
  • Review of HIPAA
  • Understanding disabilities and developmentally appropriate approaches
  • Communication
  • Home vs acute care expectations
  • Medication
  • Personal care/daily living skills
  • Review of body mechanics
    • lifts/transfers
  • Caring for challenging behaviors
  • Free time activities
URI -> new experiences

✓ Unfolding case study in simulation
  ✓ Infant hospitalized with dehydration
  ✓ Infant seizure, diagnosed with hydrocephaly
  ✓ Parent-nurse role-play r/t chronicity, anticipatory guidance

✓ Collaboration with PT faculty and DPT students
  ✓ Group respite events – first Sunday of the month
  ✓ Nursing students and DPT students working together to provide therapeutic respite events
Rhode Island College

• Recruitment of RN – BSN students during prior semester
• Students complete online modules regarding respite care
• Review of written assignments (journals and focus project) related to respite care
• Unfolding case with 3 scenarios
  • Initial meeting with respite client and caregiver
  • Escalation of needs and caregiver fatigue
  • End of Life
Students in the Sim
Public Policy Project
RN to BSN Students

- Health policy focused semester long group assignment
- Identify proposed legislation, engage with partners in the community for advocacy
- “Caring for the Caregivers: Respite Relief”
- “Advising on Alzheimer’s: Serving the Needs of Caregivers”
Professional Development

• Provided continuing education program for staff members from local home healthcare agency

• Topics included signs and symptoms of caregiver stress, powerful tools for caregivers, and available community resources
New England Institute of Technology

- Respite Care Resources web page for nursing students providing respite care in the community
  - http://surveys.neit.edu/NUR/RespiteCare/index.html
- Respite Student Nurse Training Workshop took place at New England Institute of Technology in East Greenwich, Rhode Island on September 21, 2018.
- Catholic Social Services (CSS) of Rhode Island.
  - Funding was made possible by The Administration for Community Living, and The Rhode Island Division of Elderly Affairs.
- Respite-101
- So What is Respite? And how can I get some? Q&As from audience
- Safety
- Can’t tell the players without a score card!
- Listening/Communication Skills
- Active Participatory Listening Exercise with Students
- Confidentiality & Exercise with Students
- Cultural Sensitivity
- Video Clip Example
  - http://www.kaltura.com/tiny/kw812
• Respite program introduced in the fall and spring semesters to senior students.
• Volunteer basis
• Matched with families in need of respite care.
• Serving adult and pediatric populations.
What did we accomplish?

• For students
  • Additional and alternate clinical experiences
  • Increased awareness for future professional practice opportunities in the community setting
  • Moving toward student work opportunities beyond the academic semester.
• For the family caregivers
  ◦ Much needed respite!
  ◦ No cost to family respite care
  ◦ Confidence that their loved one is “in good hands” with nursing students.
Comments made by family caregivers:

- “She was a huge help. I couldn’t have attended my granddaughter’s soccer game without her.”
- “I like knowing that the students are future nurses. I feel confident leaving him with nursing students.”
- “I hope this program continues; can the same student continue to come after the semester is over?”
- “He did so many different activities with my son and taught me a lot.”
Comments made by students:

“It is hard to summarize all that I have learned, while providing respite care. I was constantly learning from the family. It was an amazing experience that bettered me as a person and as a nurse.”

“Since he is nonverbal, I had to really focus on how to communicate without words…I quickly learned that he loves music.”

“I was able to see, first hand, the relief on the family when I arrived each time.”

“I really didn’t understand how hard it is for families to give care at home, I won’t ever forget it when I see them in the hospital I work in”
Outcomes:

• Contributed to the development of a caregiver’s alliance website.
• Developed sustainable curriculum content.
• Provided needed resources in the community using student nurses as a member of the respite workforce.
• Raised awareness of the lack of adequate resources in the community to support caregivers.
• Increased awareness or professional nurses related to the needs of caregivers.
References
