

Student Nurses Caring for Caregivers: A Collaborative Practice Reaching out to Serve the Needs of Families in Rhode Island

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THE
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NURSING



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Catholic Social Services of RI



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Objectives:

- Identify the needs of family caregivers as a proactive measure to support the care-giving role.
- Evaluate the collaboration of multiple agencies to improve services for family caregivers.
- Explore the implementation of a respite program as a component of nursing education practicum.

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 and 6% \geq 65 years of age (U.S. Census Bureau, 2018)
- Who provides ***unpaid care*** to adults and children with special needs?
 - Estimated: 43.5 million adults in the US (National Alliance, 2015)
- What agencies developed the Lifespan Respite Grant? The pilot phase:
 - RI Department of Human Services/ Division of Elderly Affairs
 - The United Way - Caregiver Alliance 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)

- 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

What agencies do: Identify families in need of respite (Catholic Social services and United Way).

What Faculty do:

- 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*

University of Rhode Island

- Preparing students for delivering respite care – working with children with special needs
 - 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



**Rhode Island
College School of
Nursing**

**Respite Care Simulations
Case Three - End of Life**

**Simulation Center
and Nursing
Resource
Laboratory**



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>




Salve Regina University

- Respite program introduced in the fall 2018 and spring 2019 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.

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- 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 of professional nurses related to the needs of caregivers

References

National Alliance for Caregiving (2015). Retrieved from <http://www.caregiving.org/caregiving2015/>

U.S. Census Bureau (2018). United States Census Bureau, quick facts. Retrieved from <http://www.census.gov/quickfacts/ri>