

CRC Proposed Core Competency Training Recommendations for Respite Care Professionals

	<b>Crisis Prevention and Intervention</b>	<b>Mobility and Physical Wellbeing</b>	<b>Social and Emotional Wellbeing</b>	<b>Communication and Cultural Competency</b>	<b>Safety and Emergencies</b>	<b>Professionalism and Ethics</b>
	<i>The respite care professional identifies risks that can lead to behavioral escalation and potential crisis and uses effective strategies to prevent or intervene in the crisis.</i>	<i>The respite care professional completes day- to-day care tasks important to the care recipient’s personal health and hygiene, mobility, and overall physical wellbeing, as per the professional’s training and certification.</i>	<i>The respite care professional monitors and strives to ensure the social and emotional wellbeing of the care recipient, including pursuing appropriate activities and relationships.</i>	<i>The respite care professional communicates with the care recipient and their family in a manner that is easily understandable and culturally appropriate.</i>	<i>The respite care professional maintains high safety standards to avoid and protect the care recipient from harm and is able to respond effectively and safely during emergency situations.</i>	<i>The respite care professional works in a professional and ethical manner, maintains confidentiality and respects individual and family rights and boundaries.</i>
The <u>typical</u> respite care professional:	<ul style="list-style-type: none"> <li>Recognizes and avoids environmental risk factors and common triggers that might prompt challenging behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Respects the individual’s privacy and dignity and acknowledges their ability to perform personal care tasks independently or with minimal assistance, if so desired</li> <li>Exhibits a basic understanding of fall prevention and seeks to reduce chances of the care recipient falling</li> <li>Possesses a level of understanding of the care recipient’s diagnosis and/or other health care needs, that supports the individual’s mobility and physical wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Gathers and monitors information about the individual’s social and emotional health, and strives to be aware of changes and risks to their wellbeing</li> <li>Possesses a level of understanding of the individual’s diagnosis and/or other health care needs, that supports the individual’s social and emotional wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Communicates pertinent information regarding the individual’s health, wellness and care plan with the individual and their family in a respectful and culturally appropriate way, using person-centered language</li> <li>Uses positive and respectful verbal, non-verbal and written communication in a way that can be understood by the individual, and actively listens and responds to the individual in a respectful, caring manner</li> </ul>	<ul style="list-style-type: none"> <li>Uses universal precautions and is certified to give CPR/first aid as needed in an emergency</li> <li>Helps individuals to be safe and learn to be safe in the community, and maintains the safety of an individual in the case of an emergency</li> <li>Is able to identify, prevent, and report situations of abuse, exploitation, and neglect according to laws and agency rules</li> </ul>	<ul style="list-style-type: none"> <li>Uses person-centered practices, assisting individuals to make choices and plan goals, and provides services to help individuals achieve personal goals</li> <li>Builds collaborative, professional relationships with the individual, their family and others on the support team, while maintaining professional boundaries</li> <li>Respects the individual and their family’s right to privacy and confidentiality as per the Health Insurance Portability and Accountability Act of 1996 (HIPAA)</li> <li>Follows relevant laws, regulations and guidelines, including accurate and timely reporting and documenting</li> </ul>
The <u>advanced</u> respite care professional:	<ul style="list-style-type: none"> <li>Uses positive behavior supports and pre-emptive strategies to prevent behavioral escalation that might lead to crisis</li> <li>Uses safe, appropriate and approved intervention approaches to resolve a crisis, that reflect an individual’s dignity and needs</li> <li>Sees own potential role within a conflict or crisis and changes behavior to minimize conflict</li> </ul>	<ul style="list-style-type: none"> <li>Assists as needed with activities of daily living and other non-medical daily care tasks</li> <li>Demonstrates safe transfer techniques, and other means of assisting the individual with close-range physical mobility</li> <li>Understands and respects the individual’s durable medical equipment (i.e. wheelchair, cane, prosthetics, AFOs) as an extension of their body, and, if appropriate, assists with operating such equipment</li> </ul>	<ul style="list-style-type: none"> <li>Incorporates activities into the individual’s care plan that seek to maintain and/or improve the social and emotional wellbeing of the care recipient</li> <li>Helps the individual learn to recognize qualities of positive and appropriate social interactions and relationships and, if appropriate, encourages the individual to pursue activities that will contribute to their wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a willingness to learn about the individual’s cultural background and, if appropriate, incorporates understanding into the individual’s care</li> <li>Is able to communicate proficiently with the individual in their chosen communication style(s), i.e. using sign language, native language, and/or using augmentative communication devices, such as picture books, switches, tablets and iPads</li> </ul>	<ul style="list-style-type: none"> <li>Seeks assistance and/or supervision when completing new or unfamiliar tasks</li> <li>Understands their own professional limitations and the need to practice self-care in order to maintain safe and healthy professional care standards</li> </ul>	
The <u>specialized</u> respite care professional:	<ul style="list-style-type: none"> <li>Creates a crisis plan with the care recipient and other members of their support team, outlining steps that should be taken to avoid and respond to a crisis, and intervention strategies for de-escalation</li> <li>Understands the main principles of trauma-informed care and nonviolent crisis de-escalation, and incorporates these into their work</li> </ul>	<ul style="list-style-type: none"> <li>Has the necessary training and certification(s) to perform a range of skilled medical care tasks, as required by the care recipient</li> <li>Completes necessary skilled care tasks, such as medication administration, g-tube feeding, changing a colostomy bag, re-applying medical dressings and bandages</li> </ul>				

## CRC Proposed Core Competency Training Recommendations for Respite Care Professionals

- (1) Safety and Emergencies** | The respite care professional maintains high safety standards to avoid and protect the care recipient from harm, and is able to respond effectively and safely during emergency situations.

### *Skills Statements*

The typical respite care professional:

- a. Uses universal precautions and is certified to give CPR/first aid as needed in an emergency
- b. Helps individuals to be safe and learn to be safe in the community, and maintains the safety of an individual in the case of an emergency
- c. Is able to identify, prevent, and report situations of abuse, exploitation, and neglect according to laws and agency rules, including mandatory reporting guidelines

- (2) Crisis Prevention and Intervention** | The respite care professional identifies risks that can lead to behavioral escalation and potential crisis, and uses effective strategies to prevent or intervene in the crisis.

### *Skills Statements*

The typical respite care professional:

- a. Recognizes and avoids environmental risk factors and common triggers that might prompt challenging behaviors

The advanced respite care professional also:

- b. Uses positive behavior supports and pre-emptive strategies to prevent behavioral escalation that might lead to crisis
- c. Uses safe, appropriate and approved intervention approaches to resolve a crisis, that reflect an individual's dignity and needs
- d. Sees own potential role within a conflict or crisis and changes behavior to minimize conflict

The respite care professional that specializes in Crisis Prevention and Intervention also:

- e. Creates a crisis plan with the care recipient and other members of their support team, outlining steps that should be taken to avoid and respond to a crisis situation, and intervention strategies for de-escalation
- f. Understands the main principles of trauma-informed care and nonviolent crisis intervention, and incorporates these into their work

- (3) Mobility and Physical Wellbeing** | The respite care professional completes day- to-day care tasks important to the care recipient's personal health and hygiene, mobility, and overall physical wellbeing, as per the professional's training and certification.

### *Skills Statements*

The typical respite care professional:

- a. Respects the individual's privacy and dignity and acknowledges their ability to perform personal care tasks independently or with minimal assistance, if so desired

- b. Demonstrates a basic understanding of fall prevention and, if applicable, seeks to reduce chances of the care recipient falling
- c. Possesses a level of understanding of the care recipient's diagnosis and/or other health care needs, that supports the individual's mobility and physical wellbeing

The advanced respite care professional also:

- d. Assists as needed with activities of daily living and other non-medical daily care tasks
- e. Demonstrates safe transfer techniques, and other means of assisting the individual with close-range physical mobility
- f. Understands and respects the individual's durable medical equipment (i.e. wheelchair, cane, prosthetics, AFOs) as an extension of their body, and, if appropriate, assists with operating such equipment

The respite care professional that specializes in Mobility and Physical Wellbeing also:

- g. Has the necessary training and certification(s) to perform a range of skilled medical care tasks, as required by the care recipient
- h. Completes necessary skilled care tasks, such as medication administration, g-tube feeding, changing a colostomy bag, re-applying medical dressings and bandages

**(4) Social and Emotional Wellbeing |** The respite care professional monitors and strives to ensure the social and emotional wellbeing of the care recipient, including pursuing appropriate activities and relationships.

*Skills Statements*

The respite care professional:

- a. Gathers and monitors information about the individual's social and emotional health, and strives to be aware of changes and risks to their wellbeing
- b. Possesses a level of understanding of the individual's diagnosis and/or other health care needs, that supports the individual's social and emotional wellbeing

The advanced respite care professional also:

- c. Incorporates activities into the individual's care plan that seek to maintain and/or improve the social and emotional wellbeing of the care recipient
- d. Helps the individual learn to recognize qualities of positive and appropriate social interactions and relationships and, if appropriate, encourages the individual to pursue activities that will contribute to their wellbeing

**(5) Communication and Cultural Competency |** The respite care professional communicates with the care recipient and their family in a manner that is easily understandable and culturally appropriate.

*Skills Statements*

The typical respite care professional:

- a. Communicates pertinent information regarding the individual's health, wellness and care plan with the individual and their family in a respectful and culturally appropriate way, using person-centered language
- b. Uses positive and respectful verbal, non-verbal and written communication in a way that can be understood by the individual, and actively listens and responds to the individual in a respectful, caring manner

The advanced respite care professional also:

- c. Demonstrates a willingness to learn about the individual's cultural background and, if appropriate, incorporates understandings into the individual's care
- d. Is able to communicate proficiently with the individual in their chosen communication style(s), i.e. using sign language, native language, and/or using augmentative communication devices, such as picture books, switches, tablets and iPads

**(6) Professionalism and Ethics** | The respite care professional works in a professional and ethical manner, maintains confidentiality and respects individual and family rights and boundaries.

*Skills Statements*

The typical respite care professional:

- a. Uses person-centered practices, assisting individuals to make choices and plan goals, and provides services to help individuals achieve their goals
- b. Builds collaborative, professional relationships with the individual, their family and others on the support team, while maintaining professional boundaries
- c. Respects the individual and their family's right to privacy and confidentiality as per the Health Insurance Portability and Accountability Act of 1996 (HIPAA)
- d. Follows relevant laws, regulations and guidelines, including accurate and timely reporting and documenting
- e. Seeks assistance and/or supervision when completing new or unfamiliar tasks
- f. Understands their own professional limitations and the need to practice self-care in order to maintain safe and healthy professional care standards