



Respite Care Professional



Badge Awarded to

Karen Murray

Description:

Being a caregiver of someone with complex needs is a demanding job. Respite care provides short-term and timed relief for people providing primary care for persons with complex needs. The respite care professional is employed to offer quality respite care for children and adults with complex needs. At the end of this training, participants will be prepared to provide respite care for children and adults with intellectual or physical disabilities, neurological disorders, cognitive loss, or behavioral challenges; participants will practice professionalism, relationship-building and communication strategies, supporting health, safety, and wellness, and providing meaningful respite care.

This 140-hour blended training experience will be both face-to-face and virtual and will conclude with a work-integrated learning opportunity where participants will demonstrate learned skills. This training is intended for people with an aptitude for caring and a willingness to support others.

Issuer



Holland College

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Holland College is the provincial community college for the Canadian province of Prince Edward Island (PEI).

Criteria

Learning Competencies:

By the end of this training, learners will be able to:

1. Understand the importance of providing meaningful short breaks for family caregivers to promote the well-being of caregiver(s), care recipients, and other family members. • Interpret the duties of a respite care professional. • Investigate where to find accurate information on disabilities. • Use vocabulary related to the respite care professional role.
2. Work ethically and professionally by maintaining boundaries, ensuring confidentiality, and respecting the privacy, rights, and preferences of family caregivers and care recipients. • Identify and maintain personal and professional boundaries. • Act in a professional manner expected of a respite worker. • Practice confidentiality in a respite situation. • Respect the cultural preferences and beliefs of the client and care recipient. 3. Build and maintain trusting relationships with family caregivers and care recipients through active listening and respectful verbal, non-verbal, and written communication that is easily understandable. • Build and maintain trusting relationships. • Show empathy for the care recipient and caregiver. • Use communication skills effectively with the care recipient and caregiver. • Use appropriate communication modes to support the communication needs of the care recipient (i.e., children, adults, non-verbal, neurodiverse, intellectual disability, etc.) • Complete appropriate documentation as requested by a caregiver(s)/employer(s).
3. Support the care recipient in activities of daily living responds appropriately during emergencies, and understands when and how to report situations. • Support care recipients with performing activities of daily living (ADLs). • Understand the equipment needs of care recipients. • Administer first aid when required. • Prepare to transport care recipients safely. • React appropriately to emergencies. • Show medication awareness in the respite role. • Execute procedure for suspicion of abuse or neglect.
4. Manage a crisis by predicting and preparing for behaviour, preventing an escalation of behaviour, and responding by following pre-established protocols and plans. • Employ a positive approach to complex needs and challenging behaviours. • Prevent a crisis with preventative behaviour support interventions. • Execute self-regulation and co-regulation skills in challenging situations. • Maintain existing protocols and plans to deal with challenging situations and behaviours using a positive behaviour support intervention.
5. Provide care focused on and respectful of family caregivers' and care recipients' preferences, needs, values, and goals for respite. • Recognize the importance of person-directed and family-directed care in the respite role. • Help design meaningful respite activities based on the choices and goals of the care recipient and family and involves them in the process. • Implement meaningful activities in respite care at home, in a centre, and/or in the community.

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