



National Respite Care Provider Training™ Courses

The National Respite Care Provider Training™ (NRCPT) 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 National 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 care. 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)*

109: Meeting the Caregiver and Care Recipient

This course walks through the steps a respite provider takes when finding 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 Competency: Communication and Relationship Building)*

110: Next Steps in Becoming a Respite Provider

This course turns the focus to the importance of selfcare 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: Selfcare, Professional Development)*



Acknowledgments

The Respite Provider Recruitment, Training and Retention Project, which is responsible for the development of the National Respite Care Provider Training, was the result of a partnership between the ARCH National Respite Network and Resource Center and the Respite Care Association of Wisconsin, in collaboration with the National Academy for State Health Policy.

The National Respite Care Provider Training is a competency-based entry-level respite provider training curriculum. It is suitable for individuals who have never provided respite before, along with individuals who are currently respite providers.

One key objective of the project was to develop, test and scale a respite workforce recruitment, training and retention program to better meet the respite needs of families caring for individuals of any age and condition, particularly considering the impact of the COVID-19 pandemic on the workforce.

As a part of this project, a national group of experts created recommendations for National Respite Care Professional core competencies. These are meant to provide standard training requirements for entry level respite care providers. Additional training may be required depending on the unique needs of the care recipient and their family.

The National Respite Care Provider Training was field tested in ten states in 2022 as part of the project. States included Arkansas, Illinois, Kansas, Montana, Massachusetts, New Mexico, New York, Nevada, South Carolina, and Wisconsin.

This project was supported by the Administration for Community Living (ACL), U.S. Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$942,520 with 75 percentage funded by ACL/HHS and \$312,845 amount and 25 percentage funded by non-government source(s). The contents are those of the authors and do not necessarily represent the official views of, nor an endorsement, by ACL/HHS, or the U.S. Government.

NASHP would also like to thank The John A. Hartford Foundation for providing the non-government matching funds for this project.

