

Community Service Learning through Informal Caregivers Support

Development, Feasibility, and Adjustment of the PAuSES Program for Healthcare Students

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our treasures – How to care for health professionals”
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Summary

- 1 Context
- 2 Development and Feasibility Study
- 3 PAuSES: the Programme and its Current Adjustments

1. Context

Healthcare Needs and Resources

Ageing population
Higher prevalence of chronic diseases

Increasing (absolute) care needs



Healthcare professional shortage
Demographical changes

Decreasing (relative) resources

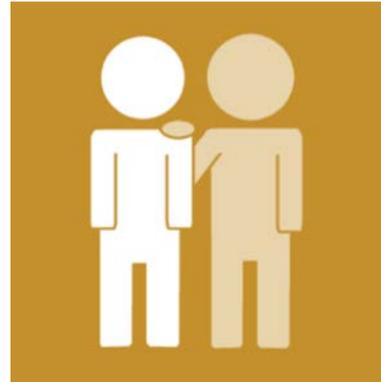
(Conseil Fédéral, 2014)

Being an Informal Caregiver

between a
Positive Experience

and risks of
Negative Consequences

fulfilment
gratitude
relationship
caring
...

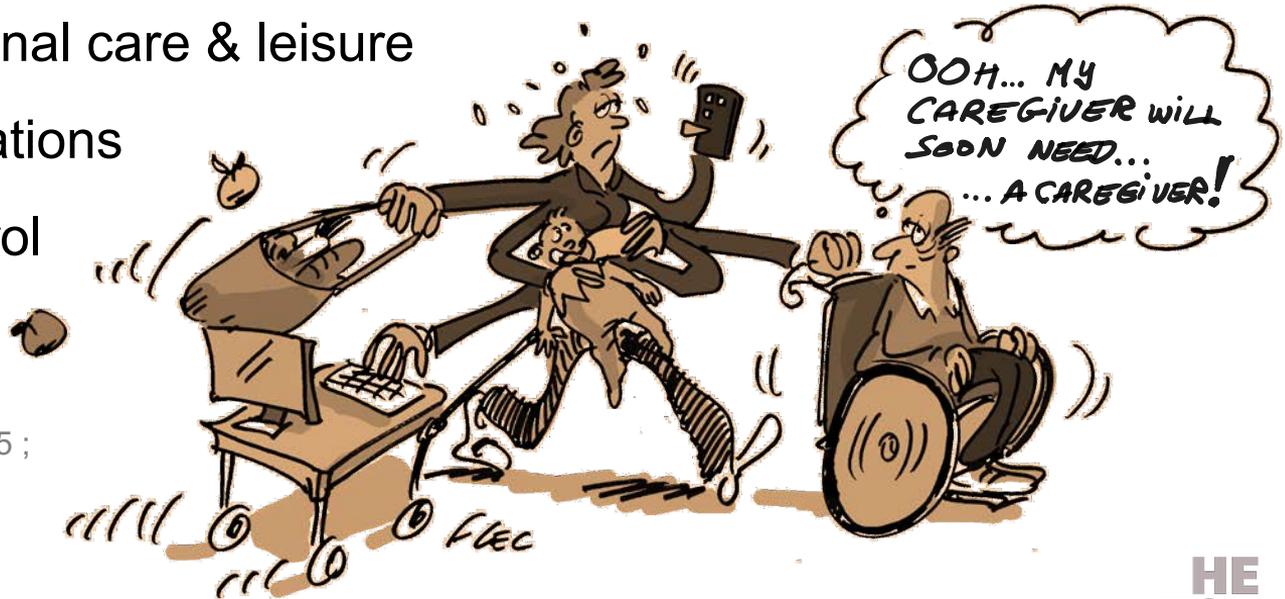


physical
psychological
financial
social
...

(Roth, Fredman & Haley, 2015 ; Sullivan & Miller, 2015)

Informal Caregivers

- Consequences in occupational (im)balance
 - Restricted occupational opportunities
 - ↓ Time for personal care & leisure
 - Too much obligations
 - ↓ Sense of control
 - Role conflicts



(Dür *et al.*, 2015 ; Edwards, 2015 ;
Hasselkus & Murray, 2007 ;
Hooper & Collins, 2016 ;
Hwang *et al.*, 2009)

Consequences for Healthcare Practice and Teaching

- Future healthcare providers must be made aware of informal caregivers'
 - situation
 - needs
 - importance
- Informal caregivers need support (Pin, Spini & Perrig-Chiello, 2015)
- Practice learning opportunity
 - students' interest for practical learning situations
 - possibility for actual services to the community

2. Development and Feasibility Study

Research Project

- **Goals**
 - raise awareness in future healthcare workers of informal caregivers' situation and importance
 - develop a programme that supports informal caregivers
- **PAuSES-D**
 - Proches Aidant-e-s: un Service des Étudiant-e-s en Santé – Développement
 - *Informal Caregivers: a Service from Healthcare Students – Development*

Collaborative Research Project



La Source.
Institut et Haute
Ecole de la Santé



Heds FR
Haute école de santé Fribourg
Hochschule für Gesundheit Freiburg

Hes·SO

Haute Ecole Spécialisée
de Suisse occidentale
Fachhochschule Westschweiz
University of Applied Sciences and Arts
Western Switzerland



**COMPETENCE NETWORK
HEALTH WORKFORCE**

swissuniversities

- Condition: during Bachelor curriculum initial training
- retained format: Community Service Learning (CLS)
 - Experiential Learning (Cashman & Seifer, 2008)
 - « Real-life » Situations (Nordon-Craft *et al.*, 2017)
 - « Win-win » Approach (Cashman & Seifer, 2008)
 - Practice of Theory, Theory of Practice (Gillis & Mac Lellan, 2010)
 - Reflexivity (Gillis & Mac Lellan, 2010)

PAuSES-D : 3 Steps Development Method

Step 1
Components
Identification



Step 2
Programme
Construction



Step 3
Feasibility
Study



PAuSES-D : 3 Steps Development Method

Step 1 Components Identification



- Scoping review

PAuSES-D: Step 1 – Components Identification

- Key Components to Community Service Learning (CLS):
 - Pre-programme training (Heuer, Douglas, Burney & Willer, 2019)
 - Links between academic curriculum and services (Heuer *et al.*, 2019 ; Flinn, Kloos, Teaforde, Clark & Szucs, 2009)
 - Supports to student reflexivity (Schaber, 2010 ; Flinn *et al.*, 2009 ; Nordon-Craft *et al.*, 2017)
 - Collaboration with community partners (Flinn *et al.*, 2009 ; Nordon-Craft *et al.*, 2017)

PAuSES-D : 3 Steps Development Method

Step 1

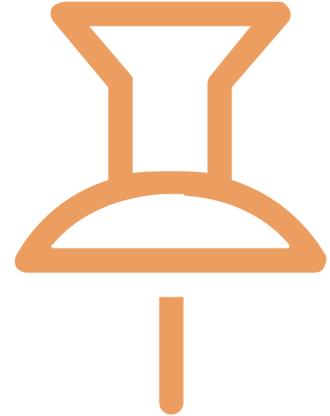
Components Identification



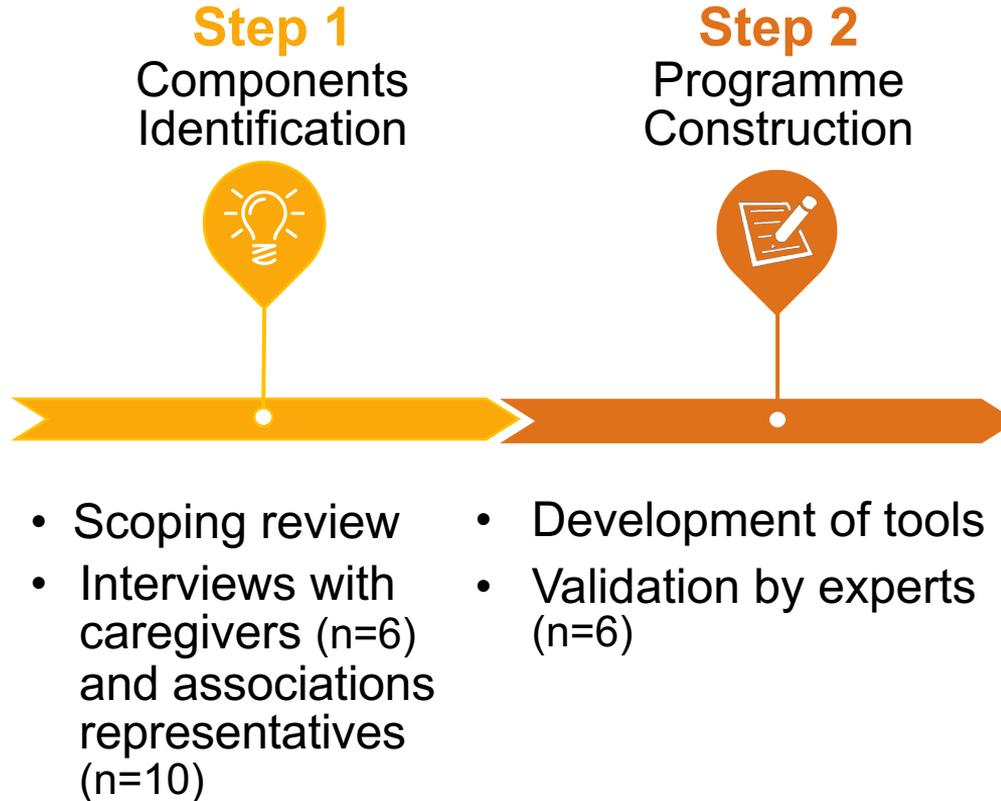
- Scoping review
- Interviews with caregivers (n=6) and associations representatives (n=10)

PAuSES-D: Step 1 – Components Identification

- Initial programme characteristics
 - free services to caregivers – 4 types
 - *accompaniment during activities*
 - *supervision, presence (eg. babysitting)*
 - *information retrieval*
 - *help in case of unforeseen circumstances*
 - academic credits for students: 2 ECTS
 - 40 hours of free services
 - *pairing throughout services*
 - 20 hours additional academic work
 - *writing*
 - *group supervision*

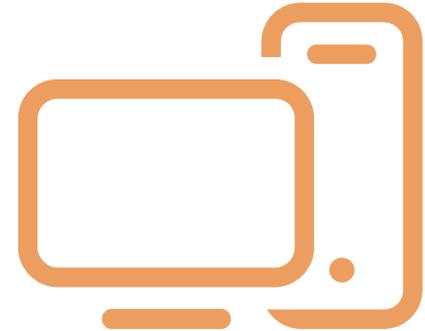


PAuSES-D : 3 Steps Development Method



PAuSES-D : Step 2 – Programme Construction

- Development of tools
 - training
 - initial sensitization 2 days course
 - additional information session for volunteers
 - supervision (*writing; group discussions*)
 - outreach
 - flyer
 - videos
 - web page (www.hes-so.ch/pepa)
 - information gathering for evaluation
- Validation of components (6 experts)



PAuSES-D : 3 Steps Development Method

Step 1 Components Identification



Step 2 Programme Construction



Step 3 Feasibility Study



- Scoping review
- Interviews with caregivers (n=6) and associations representatives (n=10)

- Development of tools
- Validation by experts (n=6)
- Pre-test with dyads [student/caregiver (n=4)]

- Testing (n=15 dyads)
- Monitoring
- Evaluation by participants

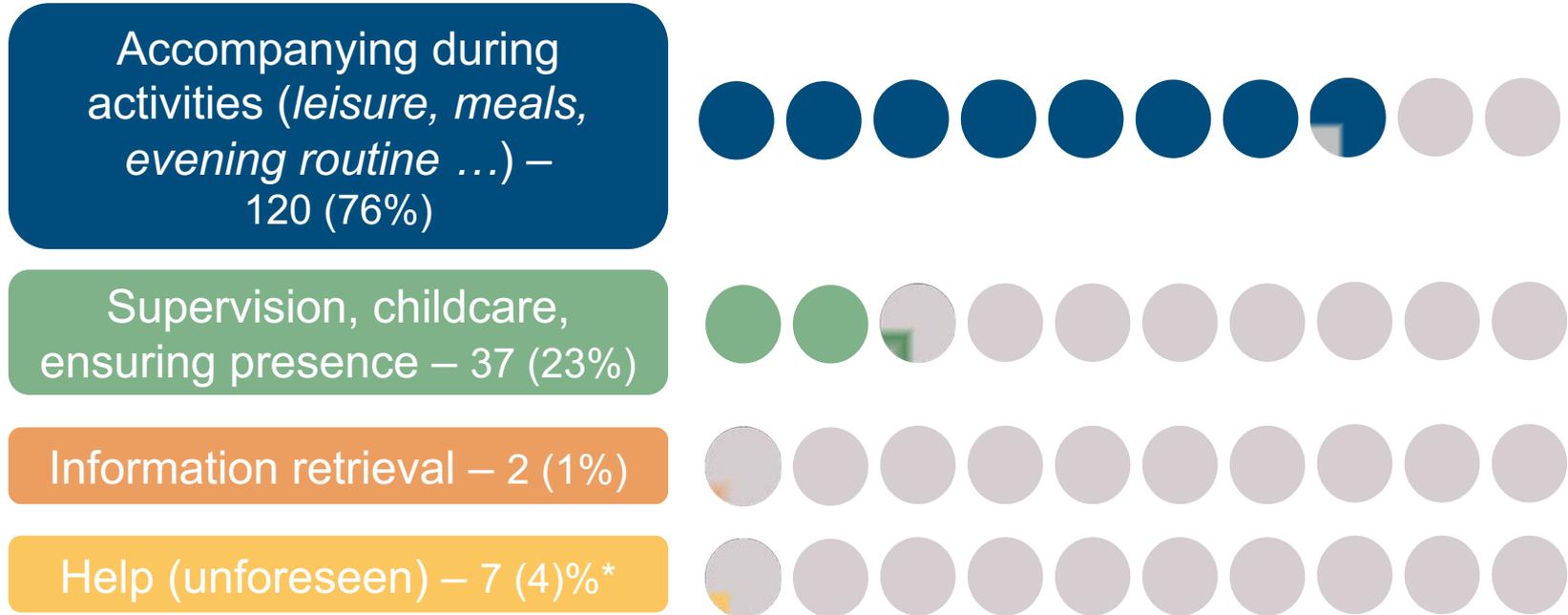
Step 3 Partial Results



- Feasibility Study with 15 dyads
 - only families supporting child and adolescent
- Still ongoing!
 - a few hours of services left for 1 out of the 15 students
 - 12 hours on more than 500 total
 - longer than anticipated in the initial project
 - evolving and changing situations of care, and, thus availability
 - aggravated by COVID

Step 3 Partial Results

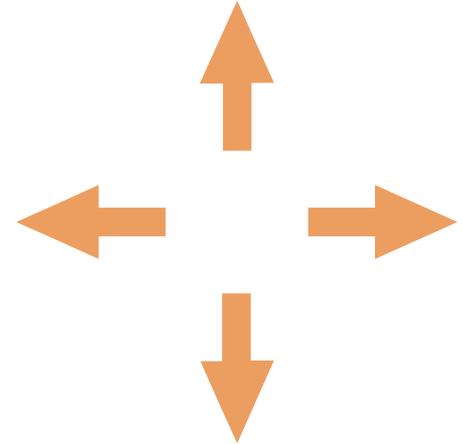
Total number of “service periods”, regardless of duration: **158**



* total more than 100%: unforeseen events required help in the form of accompaniment or supervision

Step 3 Partial Results

- Caregivers reported using PAuSES-D services
 - to free time for leisure and resourcing
 - in couple, with friends
 - to realize tasks (not for fun, but mandatory)
 - to go to a medical appointment for themselves
 - to spend time with their other childs (siblings)



Step 3 Partial Results

- Students reported
 - developing competences
 - mainly relational and communication
 - adaptation of occupations (activities)
 - planning and organization
 - better knowledge of encountered health conditions
 - being sensitized to caregiver situation (+ and - aspects)
 - no shortcomings that affected negatively their services



PAuSES-D: programme deemed feasible

- While step 3 was being completed, the programme was continued for the next student promotions



3. PAuSES: Programme Implementation and Current Adjustments

PAuSES: Current Programme

- Two ongoing student promotions from HETSL (OT) and La Source (*nursing*)
 - promotion 19-22: 25 students
 - promotion 20-23: 11 students



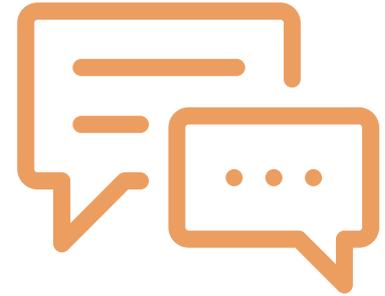
PAuSES: Current Programme

- Maintained:
- 2 days caregivers situation awareness class to students from HETSL and La Source
- Voluntary enrolment to PAuSES programme
 - 2 ECTS credits for programme completion
 - 40 hours of community services to a caregiver
 - 20 hours of academic work
 - *reflexive journals*
 - *group discussions*



PAuSES: Current Programme

- Modifications:
- Initial training of PAuSES volunteers
 - 1st encounter; relation and alliance build-up
 - Limits and demands: formulate and receive
- Reflexive writing and group supervision:
 - Me in my role of volunteer student
 - Me in my future professional role
 - Caregivers' day-to-day reality



PAuSES: Current Programme

- Modifications:
- Bipartite commitment chart
 - Caregivers: responsibility in supervising a volunteer student
 - Student: possibility to negotiate demands and boundaries
- Outreach tools
 - new flyer
 - web page (*hosted by HETSL*)



PAuSES, un peu d'aide pour les proches aidant·e·s

Vous êtes proche aidant·e ?

Vous vous occupez régulièrement d'une personne qui a besoin de votre aide ?

Un peu de répit vous ferait le plus grand bien ?

Le programme PAuSES permet à des étudiant·e·s en formation de santé (ergothérapie, soins infirmiers) de vous offrir en tant que proche aidant·e **gratuitement 40 heures** d'accompagnement et de soutien à répartir sur une période de deux ans.



Bachelor en
Ergothérapie

Admission

Structure et programme

Formation pratique

Mobilité

Calendrier académique

Corps enseignant

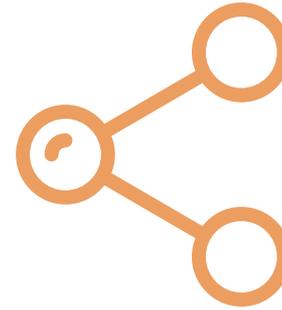
FAQ

Current Programme

- Usefulness and appreciation
 - Students and caregivers
 - Even with limitations and shortcomings
- Limitations
 - institutional constraints (*eg. school calendar*)
 - rigid pairing period
 - limited resources
 - high use of departmental pedagogical resources
 - *around 4X an habitual class*



Future of Current Programme



- Programme pursued
 - planned integration in new curriculums (2022) of the two participating schools – HETSL and La Source
 - variety of participants (++ seniors)
 - continue and deepen our collaboration with Espace Proches (association in VD that offers services to CG)
 - sensitization (2 days course)
 - volunteers initial training : contacting and interviewing paired caregiver

**espace
proches,**
Informer Orienter Soutenir
les proches et proches aidants

Thank you for your attention!

Additional Information, Registration for Participants and
Links to Research Publications

www.hetsl.ch/pauses

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