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## Training Toolkit for Caregivers at Residential Care Centers in Peru

Elizabeth Stratton

Stephen DiDonato

Wayne Centrone

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# Training Toolkit for Caregivers at Residential Care Centers in Peru

**Elizabeth Stratton, Stephen DiDonato, Wayne Centrone**

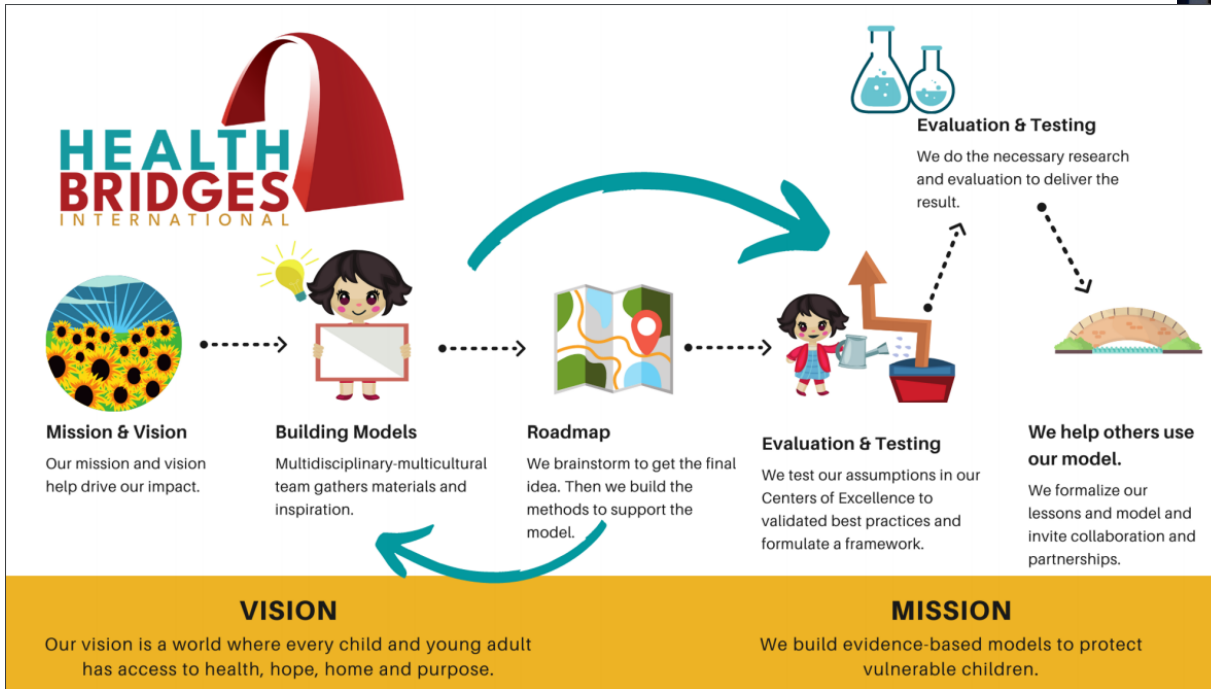


**Jefferson**  
Thomas Jefferson University  
HOME OF SIDNEY KIMMEL MEDICAL COLLEGE



**Universidad Católica  
de Santa María**

# Introduction and Objective



**Girasoles Homes for Boys**  
Ica and Urubamba, Perú

*Health Bridges International* has taken over responsibility for both homes. Their goal is to develop, evaluate, and standardize a Center of Excellence Training Toolkit to train caregivers.

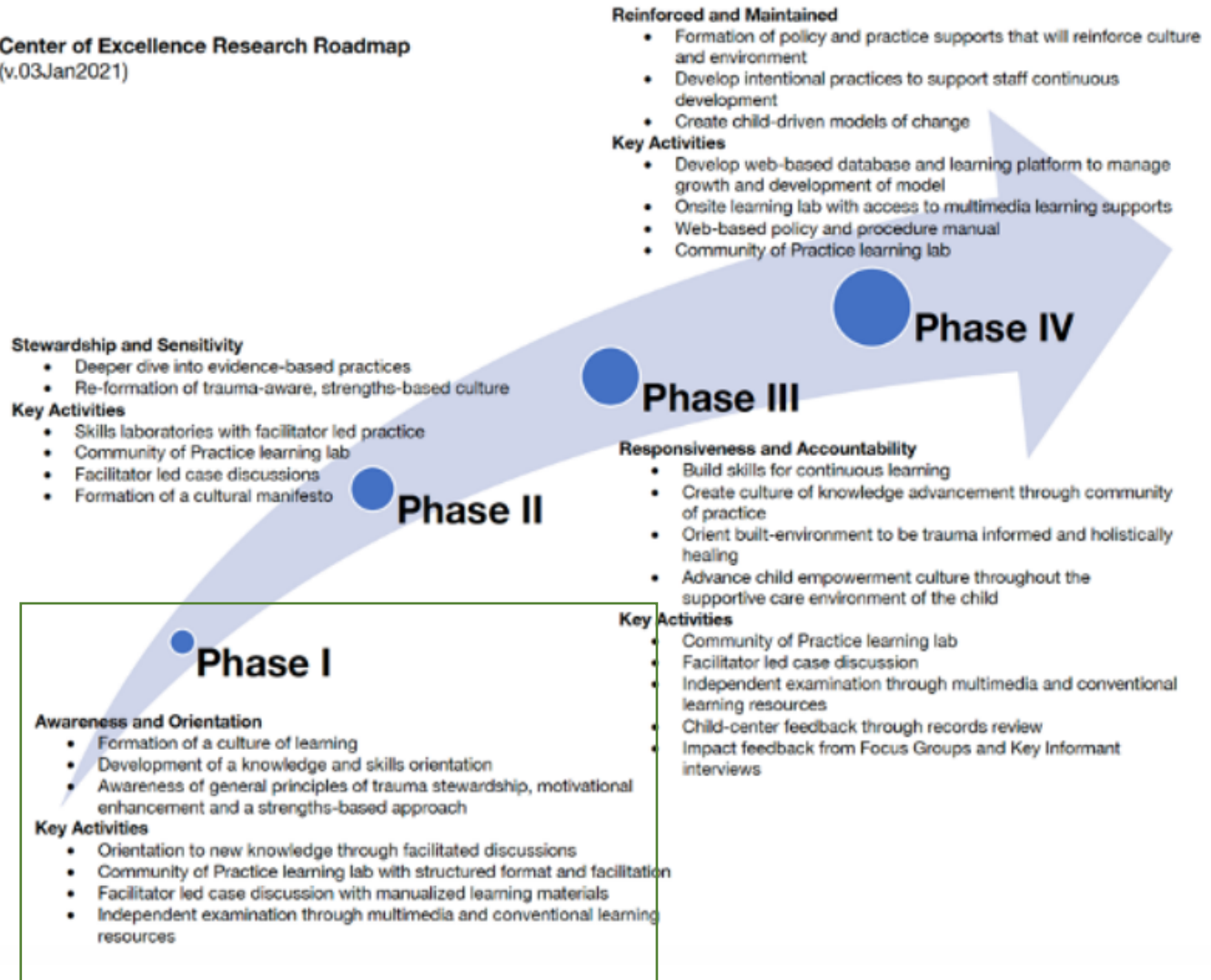
# Scope of our study: Phase 1 – Awareness and Orientation

Center of Excellence Research Roadmap  
(v.03.Jan2021)

5 Year project

4 Phases

3-legged stool



# 3-Legged Stool

## Culture

- Onboarding and orienting new staff
- Supporting cultural awareness and humility around child-empowerment and strengths focused services
- Operating with a culture of continuous personal and professional development and improvement

## Environment

- Ensuring a safe, aesthetically beautiful and supportive built-environment
- Creating systems that reinforce learning, growth and commitment to evidence-based practice
- Infusing the voices of the child in spaces and places

## Technical Support

- Creating reinforcement structures to orient, train, and reform staff and professionals
- Utilizing web-based resources to support continuous growth
- Encouraging staff driven learning through the use of Communities of Practice and daily Stand Up meetings

# Research Questions

## Phase I Quantitative Research Questions:

- Does residential caregivers' professional quality of life increase across Phase I of the Center of Excellence development? [Measure: ProQOL]
- Do staff perceptions of the residential care environment improve across the Phase I of the Center of Excellence development? [Measure: CPES]
- Does the social climate of the residential care team improve across Phase I of the Center of Excellence development? [Measure: GES]

## Phase I Qualitative Research Questions:

- What are the perceptions and experiences of residential caregivers toward the learning culture across Phase I of the Center of Excellence development?
- What are perceptions and experiences of residential caregivers toward the group environment across Phase I of the Center of Excellence development?

# Methods

Study Population: Up-to 30 *Caregivers* per location

## Collection Methods

- **Basic Needs Assessment Survey**
- Quantitative metrics: ProQOL, CPES, GES
- Quantitative measures: transcribed interviews
  - 30 min focus groups after each 4-week module
  - 5-10 min individualized QI-based data collection
    - How did you experience the learning?
    - How did you experience the group and learning environment today?



	BSL	1	2	3	4	5	6	7	8	9	10	11	12
ProQOL	X						X						X
CPES	X						X						X
GES	X						X						X

# Methods (cont.)

- Application finally submitted to IRB (this week)
- Main predictors & outcomes:
  - The primary objectives of the Phase I study is to (1) form a culture of learning, (2) develop foundational knowledge core necessary for residential caregivers to care for children in residential child welfare placements in Perú that is centered on trauma stewardship, motivational enhancement, and strengths-based practices.
- Analysis
  - Mixed-methods approach, de-identified data collection in REDCap, and transcriptions stored in NVivo



# Community and Partnerships

- Casa Girasoles and Unión Biblica
- Jefferson College of Nursing
- Universidad Católica de Santa María
- Health Bridges International
- **Advisory committee**



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# Results – Basic Needs Assessment Survey

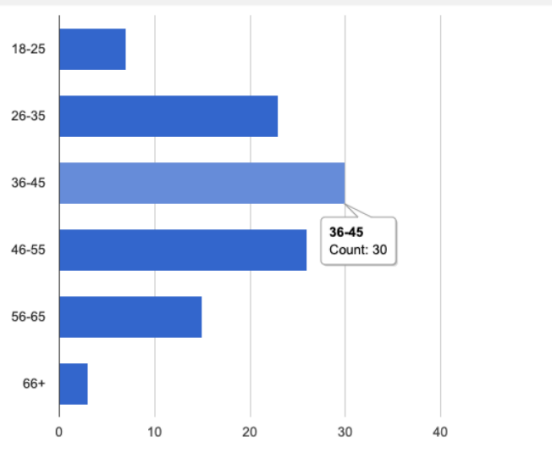
Survey was distributed via snowball method of contacting 300+ administrators, who then further distributing surveys via email and **WhatsApp** to colleagues

113 Surveys completed, **108** met inclusion criteria

## Main results:

- List of possible training areas that **current Peruvian caregivers** are most interested in
- Demographic data that will help curtail training delivery
- List of current emails of caregivers who may be interested in phases 2 and 3

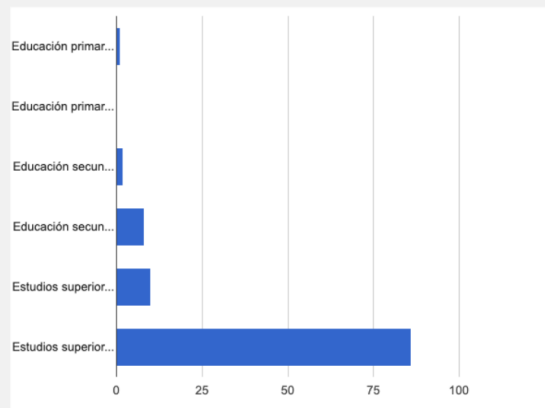
## EDAD



### Suma/frecuencia:

18-25 (7, 6.7%)  
 26-35 (23, 22.1%)  
 36-45 (30, 28.8%)  
 46-55 (26, 25.0%)  
 56-65 (15, 14.4%)  
 66+ (3, 2.9%)

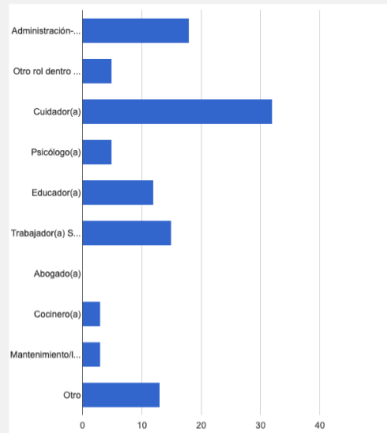
## EDUCACIÓN



### Suma/frecuencia :

Educación primaria incompleta (1, 0.9%)  
 Educación primaria completa (0, 0.0%)  
 Educación secundaria incompleta (2, 1.9%)  
 Educación secundaria completa (8, 7.5%)  
 Estudios superiores incompletos (10, 9.3%)  
 Estudios superiores completos (86, 80.4%)

## POSICIÓN/ROL DENTRO SU TRABAJO

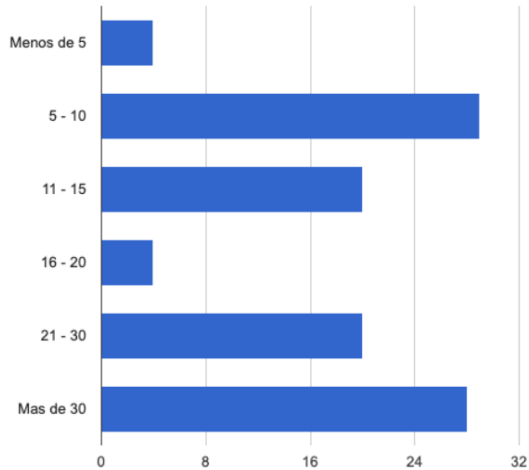


### Suma/frecuencia:

Administración- Director(a) (18, 17.0%)  
 Otro rol dentro de la administración (5, 4.7%)  
 Cuidador(a) (32, 30.2%)  
 Psicólogo(a) (5, 4.7%)  
 Educador(a) (12, 11.3%),  
 Trabajador(a) Social (15, 14.2%)  
 Abogado(a) (0, 0.0%)  
 Cocinero(a) (3, 2.8%)  
 Mantenimiento/limpieza (3, 2.8%)  
 Otro (13, 12.3%)

**Otros roles:** Area de enfermería, Coordinador, Lavandería, Nutricionista, Promotora social, Servicio de guardiania de local, Transporte de personal y compras, Tutora

## PERSONAS REMUNERADAS LABORAN EN EL CAR



### Counts/frequency:

Menos de 5 (4, 3.8%)

5 - 10 (29, 27.6%)

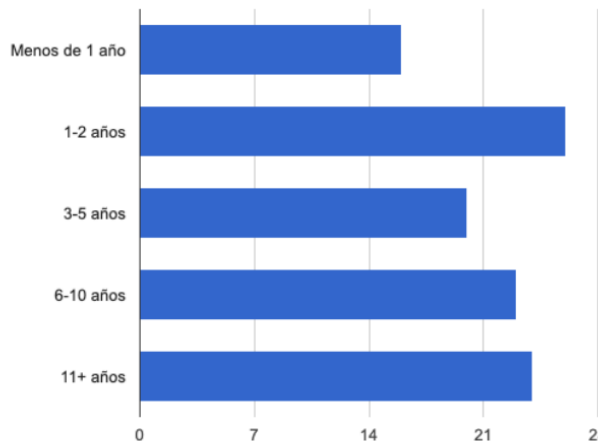
11 - 15 (20, 19.0%)

16 - 20 (4, 3.8%)

21 - 30 (20, 19.0%)

Mas de 30 (28, 26.7%)

## AÑOS DE EXPERIENCIA



### Suma/frecuencia:

Menos de 1 año (16, 14.7%)

1-2 años (26, 23.9%)

3-5 años (20, 18.3%)

6-10 años (23, 21.1%)

11+ años (24, 22.0%)

# Conclusions

## **OUTCOMES:**

There is a need for a Center of Excellence Model that can be used in youth and young adult residential care facilities to better train caregivers and health providers. [We believe better trained care providers will lead to better health outcomes for marginalized youth and adolescents.](#)

## **LIMITATIONS:**

There are limitations in that this model has never been done before, while evidence-informed, we are creating this from amalgamating many resources in a small population.

## **NEXT STEPS:**

Gain IRB approval, carry out phase 1, and plan 2

# Disclosures and Acknowledgements

- No disclosures or conflicts of interest
- Funding support through HBI
- Acknowledgements
  - Dr. Stephen DiDonato has been a huge support
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**Philadelphia University +  
Thomas Jefferson University**

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