



# Family Caregiving Competencies for Nursing Education: Recommendations from a National Consortium

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## PURPOSE

- U.S. health care is increasingly dependent on family caregivers
- Yet, nursing education lacks standardized competencies focused on caregivers and risks nurses being ill-prepared to provide person-centered, family-oriented care.

This podium presentation will share newly developed, entry-level **nursing education competencies for identifying and integrating family caregivers** into the person-centered and family-centered healthcare team. Recommendations for nursing education will be offered.

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## BACKGROUND: Why This Matters

53 million Family Caregivers

- 1 in 5 Americans

Complexity of Caregiving

- Increasing comorbidity
- Navigation of healthcare system

Caregiver Quality of Life

- Physical, emotional, social, financial

Caregivers Save the US billions

- \$522 billion in lost wages
- Unable to continue due to burnout

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# BACKGROUND: RAISE ACT (2018)



Goal 2: Advance partnerships and engagement with family caregivers

- Outcome 2.1: **Recognized** as essential partners in the care team
- Outcome 2.2: I.D. **services and supports** for caregivers
- Outcome 2.3: **Included and considered** in care recipient's plans of care
- Outcome 2.4: Impact of **policies** on family caregivers is anticipated and understood
- Outcome 2.5: **Education curricula** of professionals who will potentially work with family caregivers include specific topics and coursework designed to ensure they have the skills to do so effectively

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# BACKGROUND: Nursing Education

**PURPOSE:** Uncover how nursing's response to the caregiving crisis may be influenced by the presence (or absence) of a professional discourse related to family caregivers

**METHODS:** Systematically examined 10 key documents informing and influencing nursing education and practice

**RESULTS:** Few meaningful references were found. When present, often perpetuated the role of family caregivers as invisible and unsupported (background, context, objects without agency)



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# PROCESS: National Consortium for Family Caregiving Competencies in Nursing Education



Launched in 2022, with members recruited from FLN network and recommendations from advisory panel experts



Guided by the AACN Essentials (2021) and similar efforts with interprofessional education, gerontology, and palliative care



Competencies formulated for identifying, assessing, integrating, and supporting family caregivers



Draft competencies disseminated for feedback at national meetings and via validity checks by an advisory of national experts



## WORKING EDUCATIONAL LEVEL ONE - FAMILY CAREGIVER COMPETENCIES

### Domain One: The Nature of Family Caregiving

- 1. Describe how major theoretical perspectives are used to understand the diversity and complexity of family caregiving (e.g., health belief model, person-environment fit model, etc.)
- 2. Examine the positive and positive consequences of family caregiving for individuals, families, and society.
- 3. Integrate knowledge of key sociocultural variables that impact family caregiving with nursing interventions
- 4. Compare available access and the health care system (e.g., ethnicity, gender, socioeconomic status, family roles).

### Domain Two: Family Caregiver Identification and Assessment

- 1. Assess the identification of who is/should be a family caregiver and related health assessment.
- 2. Identify and use valid and reliable methods for assessing family caregiver preparedness and determine support needs (e.g., quality of life, caregiver burden, physical and mental health, socialization, and financial strain).
- 3. Assess the relationship between the family caregiver and the care recipient, including family caregiver's positive and negative consequences.
- 4. Take the operation of family caregiving situations based on an understanding of how the stress condition (e.g., dementia or cancer) impacts family caregiving.
- 5. Implement strategies to assess and respond to changes in the family caregiving situation over time.

### Domain Three: Providing Family-centered Care

- 1. Demonstrate the influence of the care recipient, family caregiver(s), and others, as appropriate, in a shared decision-making process for family caregiving.
- 2. Implement evidence-based interventions that support the needs and effectiveness of family caregiving and are tailored to the needs, preferences, goals, and priorities of the care recipient and/or family caregiver(s).
- 3. Recognize how attitudes and perceptions may affect the dynamics and interactions between health care providers, families, and family caregivers.
- 4. Develop a family caregiver(s) support plan based on an assessment of the strengths, limitations, and resources (e.g., physical and formal support systems) that includes the anticipated course of illness.
- 5. Teach and support health promotion and self-care strategies to reduce caregiver strain.
- 6. Tailor family-centered interventions according to an understanding of how sociocultural variables may impact care (e.g., ethnicity, language, culture, social structure, and education).

### Domain Four: The Context of Family Caregiving

- 1. Examine and address policies, practices, and health system factors that can facilitate or impede with effective family caregiving.
- 2. Recognize how systems issues and historical influences affect the dynamics and interactions between the individual family member, health care system, and broader health care system.
- 3. Develop an understanding of the local, state, and federal policies impacting family caregiving in one's health care practice.
- 4. Advocate for policy-level interventions that promote and support both family caregiving and family caregivers.
- 5. Recognize the historical value that exist between the family caregiver, the health system, and society.

## RESULTS: Family Caregiver Competencies For Nursing Education

TWENTY Competencies for level-one (prelicensure) nursing education

### FOUR Domains

- The Nature of Family Caregiving
- Family Caregiver Identification and Assessment
- Providing Family-centered Care
- Context of Family Caregiving



## Level One FCG Competencies for Nursing Education

### Domain One: The Nature of Family Caregiving

- Describe how major **theoretical perspectives** are used to understand the diversity and complexity of family caregiving (e.g., health belief model, person-environment-fit model, etc.)
- Examine the **negative and positive consequences** of family caregiving for individuals, families, and society.
- Integrate knowledge of key **sociocultural variables** that impact family caregiving with nursing interventions to promote equitable access and decrease health disparities (e.g., ethnicity, gender, socioeconomic status, family values).

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## Level One FCG Competencies for Nursing Education

### Domain Two: Family Caregiver Identification and Assessment

- Incorporate the **identification** of who is and/or who has a family caregiver(s) into routine health assessments.
- Assess care recipient and family caregiver **preferences and values** to determine goals and priorities.
- Identify and use valid and reliable methods for assessing family caregiver **preparedness** and determining **support needs** (e.g., quality of life, caregiving burden, physical and mental health, social isolation, and financial strain).
- Assess the **relationship** between the family caregiver and the care recipient, including family caregiving's positive and negative consequences.
- Tailor the assessment of family caregiving situations based on an understanding of how the **illness condition** (e.g., dementia vs. cancer) impacts family caregiving.
- Implement strategies to assess and **respond to changes** in the family caregiving situation over time.

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## Level One FCG Competencies for Nursing Education

### Domain Three: Providing Family-centered Care

- Demonstrate the inclusion of the care recipient, family caregiver(s), and others, as appropriate, in a **shared decision-making** process for family caregiving.
- Implement **evidence-based interventions** that support the quality and effectiveness of family caregiving and are **tailored** to the needs, preferences, goals, and priorities of the care recipient and the family caregiver(s).
- Recognize how conscious and unconscious **biases** may affect the dynamics and interactions between health care providers, families, and family caregivers.
- Develop a **family caregiver(s) support plan** based on an assessment of the strengths, limitations, and resources (e.g., informal and formal support options) that includes the anticipated course of illness.
- Teach and support **health promotion and self-care** strategies to reduce caregiver strain.
- **Tailor** family-centered interventions according to an understanding of how **sociocultural variables** may impact care (e.g., ethnicity, language, culture, sexual orientation, and education).

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## Level One FCG Competencies for Nursing Education

### Domain Four: The Context of Family Caregiving

- Examine and address **patient, provider, and health system factors** that can facilitate or interfere with effective family caregiving.
- Recognize how **systemic biases and historical influences** affect the dynamics and interactions between the micro (family-centered healthcare team), meso (healthcare system/community), and macro (national) healthcare system.
- Develop an understanding of the **local, state, and federal policies** impacting family caregiving in one's specific practice area.
- Advocate for **policy-level interventions** that promote and support both family caregiving and family caregivers.
- Recognize the **reciprocal value** that exists between the family caregiver, the health system, and society.

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## Limitations

This work was accomplished by a national group of expert nurse educators and used formal processes to elicit feedback

Given the diversity of family caregiving situations, this work did not include direct input from family caregivers.

However, competency development was informed by organizations representing family caregivers (AARP, RAISE, National Alliance for Caregiving).

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## Implications & Next Steps

### Resistance:

- Time and content limitations of nursing education
- Dynamic nature of healthcare

### Recommendations:

- Assess your curriculum and integrate
- Share the FCG competencies in your network
- Stay in touch



### *RESOURCE HUB*

*Consortium plans to create a set of resources to support educators in integrating FCG-C into existing content and teaching materials*

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## EXAMPLES: FCG Competency Teaching Methods in Alignment with AACN Essentials (2021)



Level-One, Domain 7 – Systems-Based Practice  
**Family Caregiver Values Assignment**



Level-One, Domain 2 – Person-centered Care  
**End-of-Life Simulation**



Level-One, Domain 1 – Knowledge for Nursing Practice  
**Concept Map**

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### May we have your feedback via a brief survey?

The survey is anonymous. At the end, there is an option to submit your email to receive updates on this work.



This QR-code is Qualtrics-based and will not generate spam.



Family Caregiving Institute

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