

Advancing Academic Excellence: Building a National Consortium to Advance Family Caregiving Competencies in Nursing Education

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Presentation Goals

- Introduce the Consortium
- Present our process toward identifying **core family caregiver (FCG) competencies** for nursing education
- Begin a dialogue around integrating family caregiver competencies into nursing education

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Consortium for Family Caregiving in Nursing Education



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Consortium Membership

- **Sara Hart**, PhD, RN- University of Utah
- **Kathryn Sexson**, PhD, APRN, FNP-BC- University of California, Davis
- **Casey Shillam**, PhD, RN, FAAN- University of Portland (OR), RAISE Advisory Council Member
- Andra Davis, PhD, MN, RN- University of Portland (OR)
- Connie Perkins, PhD, RN, CNE- St. Bonaventure University (NY)
- Hui Zhao, PhD, MSN, RN- James Madison University (VA)
- Christine Moua- University of Utah
- Lindsay Mullins, PhD, FNP-BC- Franciscan Missionaries of Our Lady University (LA)
- Tanya Seward, MSN, APRN, AGNP-C- Franciscan Missionaries of Our Lady University(LA)
- Tina Lucas, PhD, ANP-BC, RN-Randolph-Macon College (VA)
- Nannette Cowen, PhD, FNP-BC- Binghamton University (NY)
- Janet Pohl, PhD, RN- Arizona State University

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Consortium Member Expertise

- Leaders in nursing education and family caregiving from across the nation including representatives with expertise in:
 - Gerontology/Older Adult Care
 - Pediatrics
 - People with Disabilities
 - People with Mental Health Conditions
 - Rural and Underserved Populations
 - Palliative Nursing Care and End of Life Care
 - Oncology
 - RAISE (Recognize, Assist, Include, Support & Engage) Family Caregivers Advisory Group
 - Family Caregiving Community Groups

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BACKGROUND

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Where are the family caregivers? Finding family caregiver-related content in foundational nursing documents



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Nursing education
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ABSTRACT

Informal or family caregivers are a substantial component of the U.S. health care system and are essential for addressing the needs of a growing number of U.S. citizens who are aging, managing chronic or disabling conditions, or facing life-limiting illness. The purpose of this study was to examine the representation of family caregiving in a set of foundational documents that shape nursing education, practice standard, and related policy. Electronic copies of these “canonical” documents were systematically mapped for the appearance of language, terms, and concepts related to family caregiving. Additionally, relevant passages of caregiving-related text were coded for content, phrasing, and meaning. Few meaningful references were found, exposing how the nursing profession may also be perpetuating the role of the family caregiver as unsupported and invisible. When present in the documents, family caregivers were generally situated as background or context for patient care, often as objects and less frequently as agents with influence. These findings are considered within the context of the emerging caregiving public health crisis and family caregiver health outcomes, family caregiver integration into the health care team, nursing education and practice standards, nursing leadership and workforce development, and nursing’s policy advocacy role.

Where is
FCG
curricular
content?

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BACKGROUND

Growing number of adults in U.S. provide informal caregiving

▪ Caregiver Burdens

- Poorer physical and mental health outcomes
- Greater stress-related illnesses
- Social Isolation

▪ Disproportional Impacts

- Women (during working years of life)
- LGBTQ+
- Black
- Hispanic

▪ Healthcare System Benefits

- Shorter hospital stays
- Delayed use of long term care
- Fewer ED visits

▪ Patient Benefits

- Decreased medication use
- Ability to remain at home

▪ Economic Benefits

- \$470 billion

Reported by Cloyes, Hart, Jones, Ellington, 2020

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BACKGROUND



RAISE Family Caregivers Act Five Priority Areas of the Recommendations

- Increased awareness of family caregiving.
- Increased emphasis on integrating the caregiver into processes and systems from which they have been traditionally excluded.
- Increased access to services and supports to assist family caregivers.
- Increased financial and workplace protections for caregivers.
- Better and more consistent research and data collection surrounding family caregivers.



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Purpose of the Consortium for Family Caregiving in Nursing Education

Ensure that future nurses have the knowledge and skills needed to work with and care for family caregivers

Identify Core Family Caregiving Competencies (FCG-C) for Nursing Education

Disseminate Results

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Identify Core Family Caregiving Competencies (FCG-C) for Nursing Education

Crosswalk Interprofessional Family Caregiver Competencies and Domains of Preparedness with the AACN Level 1 Essentials

Identify what is specific to nursing

Identify what is missing, unclear

Solicit and incorporate feedback from advisory members & interested parties

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Guiding Document



Family Caregiver Domains of Preparedness

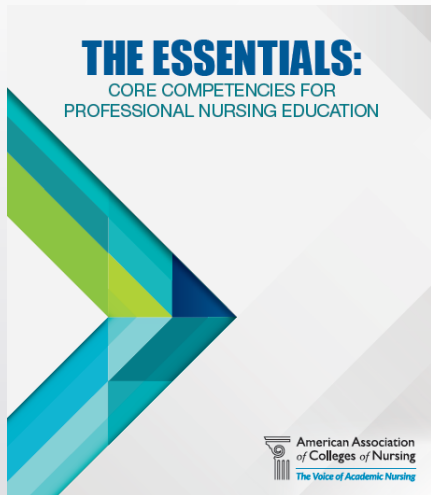
- 1: Household Tasks
- 2: Personal Care
- 3: Mobility
- 4: Health Monitoring
- 5: Emotional & Social Support
- 6: Care Coordination
- 7: Medical/ Nursing Tasks
- 8: Shared Decision Making
- 9: Caregiver Self-Care

GUIDING DOCUMENT



Interprofessional Family Caregiving Competencies

Guiding Document



ESSENTIALS MODEL

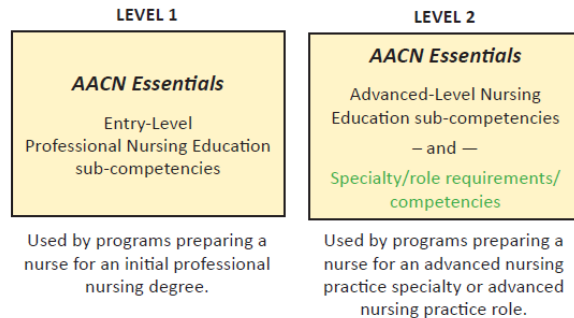
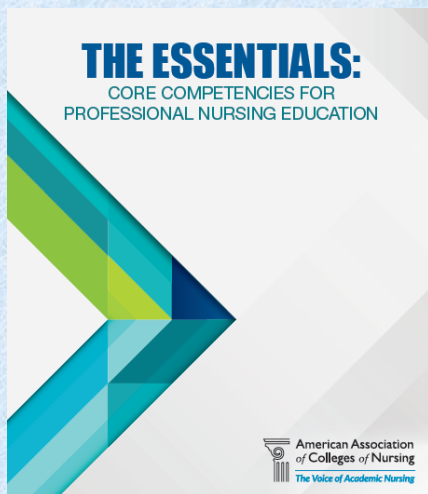


Figure 1: Model for Nursing Education

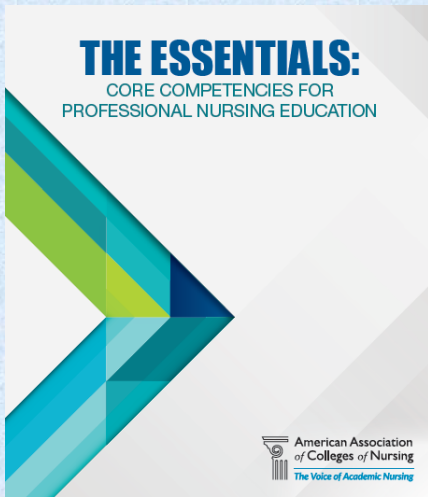
(AACN, 2021, p. 17)

American Association of Colleges of Nursing. (2021). *The Essentials: Core Competencies for Professional Nursing Education*. American Association of Colleges of Nursing.

Domains, Competencies & Sub-Competencies



1. Knowledge for Nursing Practice
2. **Person-Centered Care**
3. Population Health
4. Scholarship for the Nursing Discipline
5. Quality and Safety
6. **Interprofessional Partnerships**
7. Systems-Based Practice
8. Informatics and Healthcare Technologies
9. Professionalism
10. Personal, Professional, and Leadership Development



Concepts

- Clinical Judgement
- Communication
- Compassionate Care
- Diversity, Equity, and Inclusion
- Ethics
- Evidence-Based Practice
- Health Policy
- Social Determinants of Health

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Consortium Work to Date

- Core members identified
- Level 1 AACN Essentials cross-walked with the Interprofessional Family Caregiving Competencies
- Intersectionality of competencies and curriculum identified
- Gaps and Improvement Opportunities Taking Shape
 - **Example:** FCG Competency Statements need explicit action terms around advocacy, equity, inclusion, access and policy

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Intersectionality of Domains and Nursing Roles

- Table with 10 Domains AACN
- 4 Competency domains
- Nursing Roles
 - Facilitator of shared decision making
 - Communicator
 - Care Coordinator
 - Advocate
 - Educator

AACN Essential Domains	UC DAVIS FAMILY CAREGIVERS DOMAINS OF PREPAREDNESS		
	Domain One: The nature of family caregiving	Domain Two: Family caregiving identification and assessment	Domain Three: Providing family-centered care
Domain 1: Knowledge for Nursing Practice	Theoretical frameworks and clinical reasoning for FCG		Application of frameworks for professional nursing practice that value FCGs
Domain 2: Person-Centered Care	Importance of FCGs on the person-centered team		FCGs integration into the roles of professional nurses: facilitator of shared decision making, communicator, care coordinator, advocate, and educator
Domain 3: Population Health	Applying system science and approaches to improving health equity to FCGs		
Domain 4: Scholarship for Nursing Practice		Identifying and using validated tools for FCG assessment, planning, and interventions	Evidence-based interventions for centering FCGs on healthcare teams
Domain 5: Quality and Safety			
Domain 6: Interprofessional Partnerships			Identifying and valuing the role of FCGs on the interprofessional family-centered care team
Domain 7: Systems-Based Practice	Health systems science for FCGs care coordination, resource identification, payment, and access to care		The effects of cost, access, policy, and health disparities on the work and health/wellbeing of FCGs
Domain 8: Informatics and Healthcare Technologies		Data use for care planning and forms of communication with FCGs	
Domain 9: Professionalism	Recognizing the diverse experiences and needs of FCGs, including advocacy		Ethics and evidence for working with and valuing FCGs
Domain 10: Personal, Professional, & Leadership Development			

		<p style="text-align: center;">UC DAVIS FAMILY CAREGIVER DOMAINS</p>						
AACN Essentials 2021 Domain	AACN Competency statements	<p>Domain three: Providing family-centered care. This domain focuses on competencies needed by health professionals to partner effectively with care recipients and family caregivers to enhance the family caregiving experience and reduce or eliminate negative sequelae over the course of the caregiving</p>	<p>D3, C1: Demonstrate the inclusion of care recipient, family caregiver and others, as appropriate, in a shared decision-making process for family caregiving.</p>	<p>D3, C2: Implement evidence-based interventions to support the quality and effectiveness of family caregiving tailored to the needs, preferences, goals and priorities of the care recipient and the family caregiver.</p>	<p>D3, C3: Identify how informal and formal support options can be accessed in a comprehensive family caregiving management plan.</p>	<p>D3, C4: Explore how health promotion and family caregiver self-care management strategies can be incorporated into the caregiving routine.</p>	<p>D3, C5: Explore ways in which enrichment and predictability may be incorporated into the family caregiving routine.</p>	<p>D3, C6: Develop a family caregiving support plan based on an assessment of the strengths, limitations, and resources of the family and the family caregiver.</p>
<p>Domain 1: Knowledge for Nursing Practice</p> <p>Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.</p>	1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other	from theories from nursing and other disciplines, which distinguish the practice of nursing.		x				
	1.1b Apply knowledge of nursing science that develops a foundation for nursing practice.		x	x	x			
	1.1c Understand the historical foundation of nursing as the relationship developed between the individual and nurse.							x
	1.1d Articulate nursing's distinct perspective to practice.	x						
	1.2a Apply or employ knowledge from nursing science as well as the natural, physical, and social sciences to build an understanding of the human experience and nursing practice.							
	1.2b Demonstrate intellectual curiosity.							
	1.2c Demonstrate social							

Next Steps and Long-term Goals

- Finalize the Crosswalk process with all guiding documents
- Obtain feedback from faculty, interested parties
- Conduct landscape assessment of nursing curricula
- Disseminate for consensus building
- Present to AACN for endorsement
- Create repository of resources

Summary

Why is this work important?

- Work of caregiving increasingly absorbed by family and friends
 - Approximately 51 million American adults require care assistance
- FCGs experience poorer physical, emotional, financial and social health
- RAISE calls on healthcare professionals to develop national family caregiving strategy to support FCGs
- Greater integration of patient/family-centered care
- Perceptions vary between healthcare professionals and FCGs
- Nurses are key, yet
 - Lack standardized nursing competencies
 - Limited curricular content

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Thought and Questions



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Key Publications

- Administration for Community Living (2021). *RAISE Family Caregivers Act Initial Report to Congress*. RAISE Family Caregivers Act. RAISE Family Caregivers Act.
- American Association of Colleges of Nursing. (2021). *The Essentials: Core Competencies for Professional Nursing Education*. American Association of Colleges of Nursing.
- American Association of Colleges of Nursing (2022). *Competencies And Recommendations for Educating nursing Students (CARES): Preparing nurses to care for persons with serious illness and their families* (2nd ed.)
<https://www.aacnnursing.org/Portals/42/ELNEC/PDF/ELNEC-Cares-and-G-CARES-2nd-Edition.pdf>
- Cloyes, K., Hart, S., Jones, A., & Ellington, L. (2020). Where are the family caregivers? Finding family caregiver-related content in foundational nursing documents. *Journal of Professional Nursing*, 36, 76-84.
- Family Caregiver Domains of Preparedness
 - https://health.ucdavis.edu/nursing/familycaregiving/pdfs/Family_Caregivers_Domains_of_Preparedness.pdf
- Interprofessional Family Caregiving Competencies
 - https://health.ucdavis.edu/nursing/familycaregiving/pdfs/Interprofessional_Family_Caregiving_Competencies.pdf
- National League for Nursing Achieving Care Excellence in Caregiving Series (unfolding cases and teaching strategies)
 - <https://www.nln.org/education/teaching-resources/professional-development-programsteaching-resourcesace-all/ace-c/teaching-strategies>