The Synergy of Family Nursing Science and Education Redirects Practice to a Family Focus

Family Nursing Research: A Call for Nursing Education to Strengthen the Family Focus

Creating a Family—Focused Curriculum Grounded in the Science of Nursing and Nursing Education

A Transformation to Family-Focused Nursing Practice is Evident in Undergraduate Students

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Goals

• Session Goal
  – Examine nursing science research that offers new directions for faculty to move to a family focus
  – Share teaching-learning practices from our setting based on science of family nursing and nursing education
Objectives

- Describe current family nursing science research findings that offer new directions to move to a family focus.

- Identify processes that could be used in transforming a nursing curriculum to include courses and teaching-learning practices focused on family and society knowledge.

- Examine innovative educational approaches that can be used by faculty to help students gain nursing science knowledge and competencies in family nursing practices.

- Use self-reflection to begin refining nursing education practices to more fully address family nursing science and practice.
Finding New Pathways
Family Nursing Science Education
Research-Education-Practice
Family Nursing Research: A Call for Nursing Education to Strengthen the Family Focus

Sandra K. Eggenberger, PhD, RN
Colleen Royle, EdD, MSN, RN
Kelly Krumwiede, PhD, RN
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Marilyn Swan, PhD, RN
Stacey Ann Van Gelderen, DNP, RN
Patricia K. Young, PhD, RN
Kristen Abbott-Anderson, PhD, RN
Illness is a Family Affair

“...Everyone in a family experiences the illness; no one family member ‘has’ cancer, depression...other family members are impacted by and reciprocally influence the illness (Wright & Bell, 2009, ix)”
Family Members and Family Unit
Family Illness Experience

- Suffering
- Uncertainty
- Struggling
- Stress
- Sorrow
- Decision Making
- Distress

(Bell & Wright, 2010; Eggenberger & Nelms, 2010; McAdam, Fontaine, White, Dracup & Puntillo, 2012; Wacharasin, 2010; Weigand, 2008; Wright & Leahey, 2014)
Family Influences Health

• Families have powerful influence on health, equal to traditional medical risk factors
• Critical and hostile family relationships have negative influence on health
• Supportive family relationships improve outcomes

(Chesla, 2010; Weihs, Fisher, & Baird, 2002)
How do Families Influence Health?

- Direct Biological Pathway
- Health Behavior Pathway
- Psychophysiological Pathway

(Chesla, 2010)
Protective Factors
• Family emotional closeness
• Mutually supportive relationships
• Caregiver skills
• Clear family coordination
• Direct communication

Risk Factors
• Isolation
• Stressors
• Family rigidity
• Family Conflict

(Weihs, Fisher, Baird, 2002; Chesla, 2010)
Nursing Practice Focused on Family

- Improves family coping
- Impact on individual patient and family outcomes
- Quality of care
- Provides support
- Softens suffering

(Chesla, 2010; Holm, Begat, Severinsson, 2009; Vandall Walker, 2012; Davidson, 2009; Knafl & Deatrick, 2014; Saveman, Benzein, Engsrom & Arestedt, 2011; Davidson, 2009; Davidson, Jones & Bienvenu, 2012; Sveinbjarnardottir, Svavarsdottir & Wright, 2013; Wright & Leahey, 2014; Bell & Wright, 2011; Aitking, Schorr, & Keleinpell, 2013; Marshall, Bell & Moules, 2010; Kelo, Eriksson, & Eriksson, 2013)
Evidence: Nurse-Family Interactions

- Increased family collaboration and problem-solving
- Decreased anxiety
- Family coping

(Svavarsdottir, Sigurdardottir, & Trggvadottir, 2014; Gudnadottir & Svavarsdottir, 2014; Konradsdottir & Svavasdottir, 2011)
Evidence: Adult Acute Illness
Nurses are in a Pivotal Position

• Families want nurses to:
  – initiate relationships
  – communicate
  – guide
  – develop trust
  – include and invite families

(Davidson, 2009; Davidson, Jones & Bienvenu, 2012; Duhamel, 2010; Eggenberger & Nelms, 2010; Holm, Begat, Severinsson, 2009; Lyon et al., 2014; Santiago, 2014; Vandal Walker, 2012; Knafl & Deatrick, 2014; Saveman, Benzein, Engsrom & Arestedt, 2011)
Concerns in Nursing Practice

• Troubling nurse-family relationships

• Families report exclusion

• Nurses report a lack of confidence and competence in working with families

• Focus on the individual and technical skills

(Duhamel, 2010; Denham, 2014; Wright & Bell, 2010; Wright & Leahey, 2014 Vandall-Walker & Clark, 2011; Santiago et al., 2014; Eggenberger & Sanders, 2014)
Nursing Education

• Lack of attention to current evidence
• Lack of focus in undergraduate and graduate
• Gap in practicing family nursing skills
• Educators have a responsibility and obligation

(Bell, 2010; Duhamel, 2010; Eggenberger, Krumwiede, & Young, 2015; Nyriati & Denham, 2014; Irinoye, Ogunfowokan, & Olaoun, 2006; Moriyama, 2008; Saveman, 2010)
Community of Teaching Scholars
• A $7 million endowment from the Glen and Becky Taylor family provides sustained funding for the Institute and creates an unprecedented opportunity for family nursing.

• Mission is to focus on innovative nursing practice knowledge that influences the health and healing of families.
Visiting Scholar Model

(Harvard, 2010)

Sharon Denham, DSN, RN
Catherine (Kit) Chesla, DNSc, RN, FAAN
Janice Bell, RN, PhD
Lorraine Wright, RN, PhD
Teams to Teach and Study Family

- Integrate our teaching and scholarship
- Advance simulation
- Patterns of family nursing practice
- Measurement of family illness concepts
Family-Focused Nursing Care (2016)

- Current evidence
- Innovative approaches to education
- Redirect nursing education
- Transform practice
External Partners
Local Partners
International Family Nursing Association

• Vision  
  – Nurses transforming health for families worldwide.

• Mission  
  – The mission of the International Family Nursing Association (IFNA) is to transform family health by:
    • Serving as a unifying force and voice for family nursing globally;
    • Sharing knowledge, practices, and skills to enhance and nurture family nursing practice; and,
    • Providing family nursing leadership through education, research, scholarship, socialization and collegial exchange on all aspects of family nursing.

Competencies in Family Nursing
Family Nursing Education

• Bridge research, education, and practice

• Direct attention

• Ignite the passion

• Opportune moment to address family nursing
  (Bell, 2010; Duhamel, 2010; Holtslander, Solar, & Smith, 2013; Wiklund Guslin & Wagner, 2013)
Invitation to Transform Practice
Reflection
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