



Do Undergraduate Nursing Students Learn Family and Family Nursing?

Maria do Céu Barbieri-Figueiredo^{1,2}; Marília Rua³; Carla Fernandes^{1,4}; Cristina Pestana⁵; Florinda Galinha⁶; Maria Joana Campos¹; Maria Luísa Santos^{4,5}; Maria do Carmo Gouveia⁷; Rita Leal⁸; Sara Lemos⁹; Cláudia Augusto¹⁰
¹Nursing School of Porto, Portugal; ²University of Huelva, Spain ; ³University of Aveiro, Portugal; ⁴CINTESIS, Portugal; ⁵Nursing School S. José de Cluny, Portugal; ⁶Nursing School of Lisboa; ⁶University of Madeira, Portugal; ⁸Portuguese Red Cross Northern Health School, Portugal; ⁹S. Joao University Hospital, Portugal; ¹⁰University of Minho, Portugal

BACKGROUND AND PURPOSE

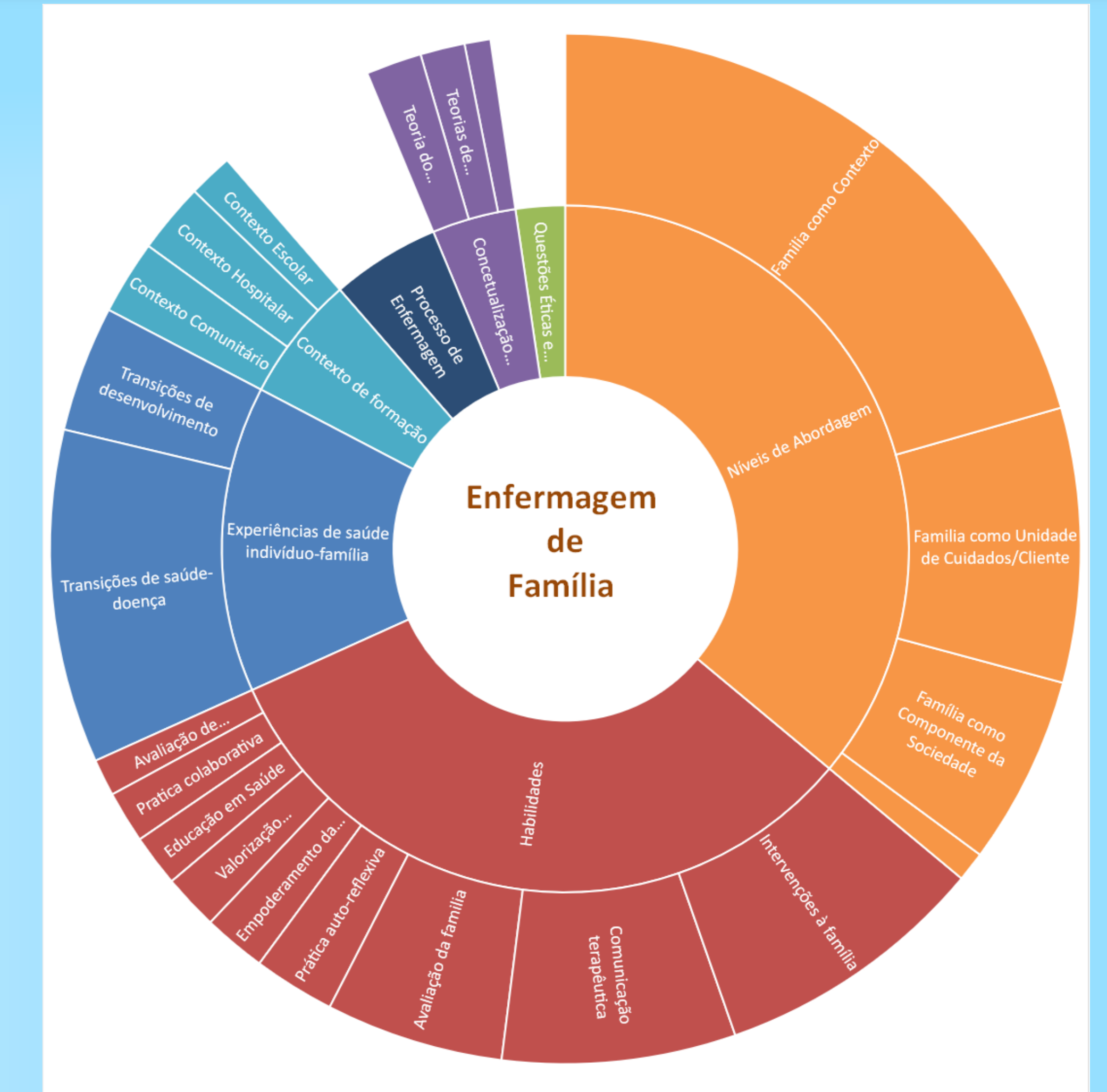
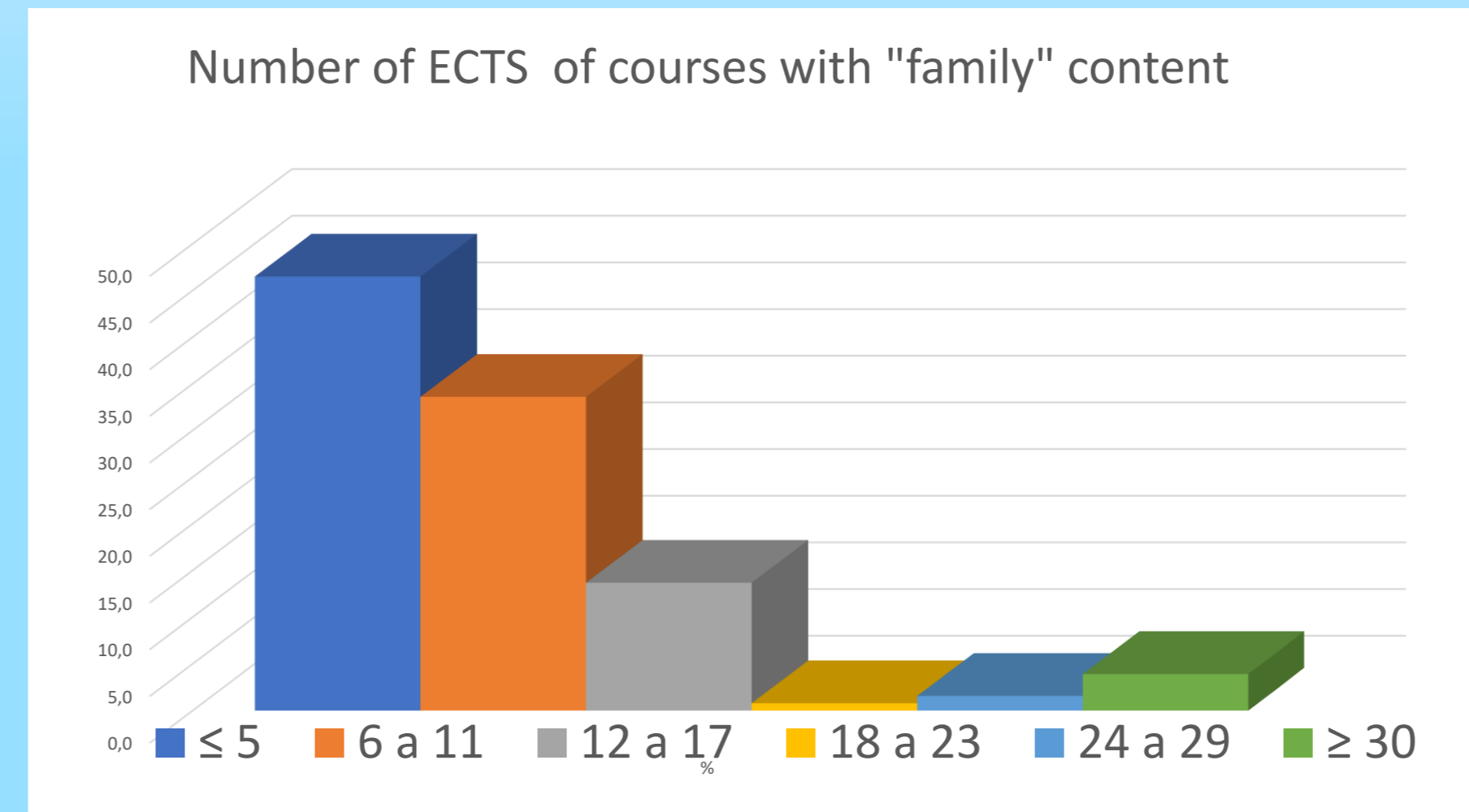
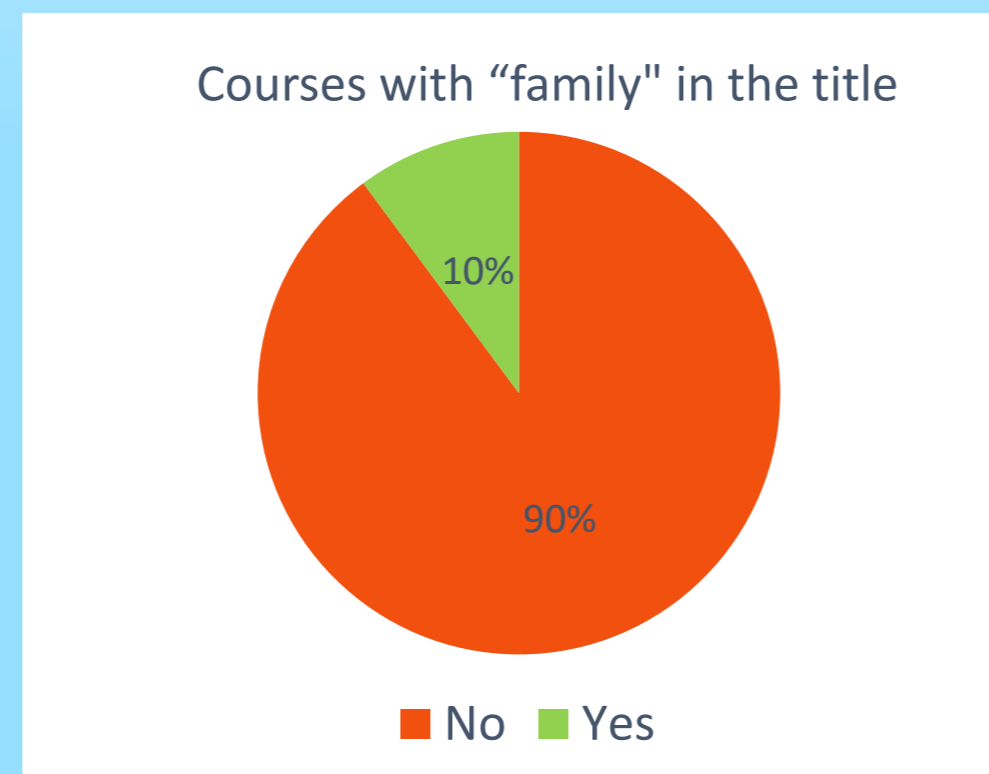
Nowadays education is at the top of the all world agendas. Although nurse educators recognize the importance of families during health and illness transitions, and the family as a support along the lifespan, it is not clear how the body of knowledge about family nursing, generated by research and theoretical development, is taught in undergraduate nursing education. International Family Nursing Association (IFNA) highlights that educating undergraduate nurses is central to develop skills and abilities for caring the family. The aim of this study is to identify and describe how family nursing knowledge in teaching undergraduate nursing education at national level.

METHODS

This is a cross-sectional descriptive study. A national survey of nursing undergraduate curricula was conducted on a sample of 18 BSc nursing degree programs out of the 39 nursing undergraduate degrees, in Portugal. Data was collected in continental and island territory, in institutions pertaining to the public and private Higher Education System, integrated and not integrated in Universities or Polytechnic Institutes. Data collection occurred from 1 may to 30 June 2020 into Institutional platforms. The specify and content of all the courses that included the term "family" in the title, objectives, content or bibliographic references, was retrieved with an Excel form developed by the authors. Data collected included quantitative and qualitative data about: type of course, year/semestre, number of ECTS, context and typology of classes. Content analysis, with support of WebQDA software, was guided by a-priori categories defined with reference to the IFNA Position Statement on Pre-Licensure Family Nursing Education and IFNA Position Statement on Generalist Competencies for Family Nursing Practice.

RESULTS

All the study plans are organized according Bologna Process, with a 4 year BSc. degree and have 240 European Credit Transfer and Accumulation System (ECTS). 262 courses fulfil the inclusion criteria, ranging from 4 to 35 courses per study plan and from 11,6% to 70,4% of total ECTS. These courses are mainly theoretical (173, 66%) and occur in the 3rd and 4th year of the program. The content analysis of the courses lead to the identification of 7 categories, and 21 subcategories:
Theoretical Approach of Family: Family nursing theories, Family Development theory; Family Systems theory;
Individual and Family Health Experience: developmental transitions and health/illness transitions;
Skills to Care for Family, eg therapeutic communication, appreciation of multiple forms of diversity, collaborative goal setting and outcome measurement and intentionally family-focused actions;
Approaches to Family Nursing: family as context, family as client, family as system, family as component of society;
Education Context: nursing school, community setting and hospital setting;
Nursing Process of Family;
Ethical and Deontological issues.
 All the courses had specific family nursing bibliographic references.



CONCLUSION

Family is taught in undergraduate nursing education in Portugal. The content and duration of courses are diverse, and in vary from 12% of courses of the curriculum to 70% of the courses. The most frequent approach of family depicted in the curriculum was family as context. The categories that emerged were similar to content and competences of IFNA Position Statement on Pre-Licensure Family Nursing Education and generalist nurses, namely the Theoretical Approach of Family, Individual and family Health Experiences and Skills to care for Family, but other categories emerge such as Nursing Process of Family, Ethical and Deontological Issues and the Education Context were Family Nursing is learned. One limitation of this syudy is that only oficial institucional documents were analysed and this data should be illuminated by data collected with educators and sudents of the same schools.