

# *Education of Family Systems Nursing in the Bachelor/Undergraduate Nursing Curriculum*

Barbara Voltelen, PhD, University College Lillebaelt, Vejle, Denmark

Marie Louise Luttik, PhD, Hanze University of Applied Sciences,  
Groningen, the Netherlands

# Outline

- Introduction to the Netherlands and Denmark
- Family life in different countries
- Nursing education in the Netherlands and Denmark
- Experiences with implementation of FSN in Groningen and Vejle
- Discussion



# The Netherlands



Area: 42.508 km<sup>2</sup>

Coastline: 451 km

Highest point: 322,7

Population: 17,8 million people

Birth rate: 1,66 per family

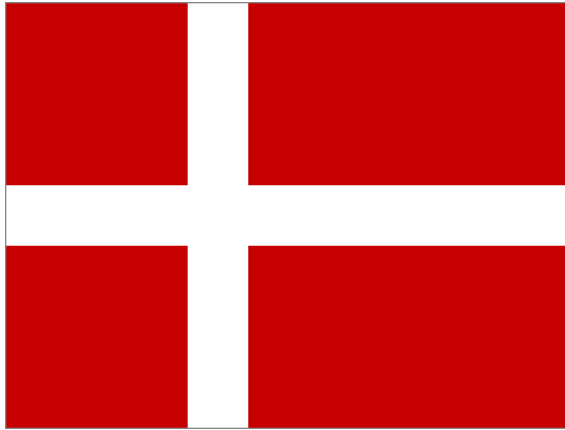
Life expectancy: 81,51 (2016)

Language: Dutch

Religion: Roman Catholic 23.7%, Protestant 15.5%, Islam 4.9%, other 5.7%, none 50.1% (2015 est.) (Holland.com)



# Denmark



Area: 42,916 km<sup>2</sup> (16,570 mi<sup>2</sup>)  
Coastline: 7314 km (4544 mi)  
Highest point: 173 m  
Population: 5.6 million people  
Birth rate: 1.8 per family  
Life expectancy: 80.7 years (2016)  
Language: Danish  
Religion: 90% Protestant (source: Denmark.dk)



# Family life

## The Netherlands



## Denmark



Share the typical family life aspects from  
your country two by two  
(5 minutes)

# Nursing education in The Netherlands

Nurses are generalists

- At EQF level 5-6 after the 4 year bachelor degree (240 ECTS) at Universities of Applied Sciences or
- At EQF level 4 after 4 years diploma degree (level 4) at schools for Vocational Education

Further education;

- Specializations in e.g. geriatric nursing, critical care or oncology
- Master ANP (two year, 120 ECTS, Universities of Applied Sciences)
- Master Nursing Science (EQF level 7, two year, 60 ECTS, University Level)
- PhD (EQF level 8, University Level)



# Nursing education in Denmark

- Nurses are generalists after the 3½ year bachelor degree (210 ECTS – 90 ECTS practice) which means that the nurse can get many different jobs except the ones requiring further training

## Further education and training:

- Diploma degree (60-90 ECTS)
  - Anesthesia
  - Intensive care
  - Hygiene
  - Specialist training for nurses in psychiatric nursing
  - Health visitor program
  - Specialist training for nurses in cancer care
- Master degree (120 ECTS)
- PhD (180 ECTS) (<http://sundhedsstyrelsen.dk/~media/EA7402B8B2964CAE80721E8381236E54.ashx>)

# Implementation of FSN in the Nursing Curricula

# Innovation Lab Family Care

## The 'problem' in society

Due to extensive changes in the Dutch healthcare system, there is an increasing emphasis on the patients' and families' own responsibility for health and care;

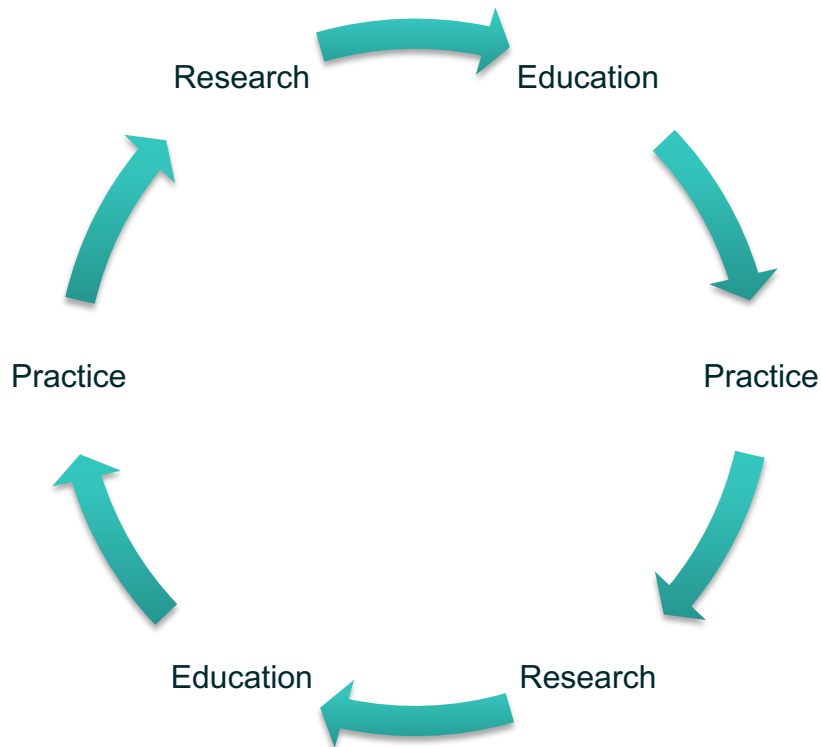
Transition a 'the Participatory Society'

Families are more and more expected to take up the care for their family member in need of care. Health care professionals need to take up different roles and competencies to support families

The Innovation Lab Family Care was initiated to develop optimal family care provided by nurses in the Northern part of the Netherlands

# Innovation Lab Family Care

Knowledge to action framework



## Education

Six-day training in Family Nursing Conversations

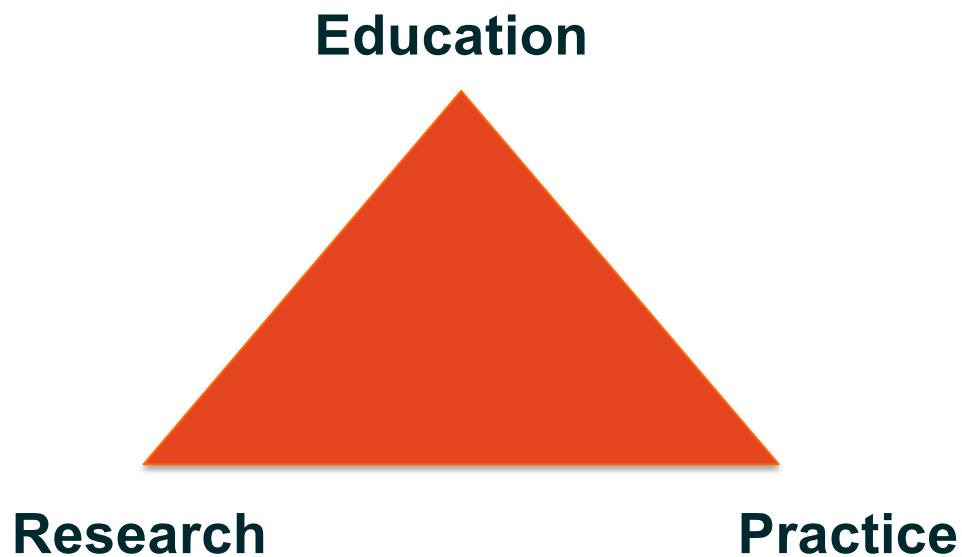
## Practice

Performing Family Nursing Conversations in practice

## Research

- Evaluation of the training (*Broekema, JFN, 2018*)
- Nurse Fidelity to the intervention (*Broekema et al, SJCS, 2019*)
- Benefits of the FNC from the patient/family perspective (*Broekema et al, in progress*)

# Innovation Lab Family Care



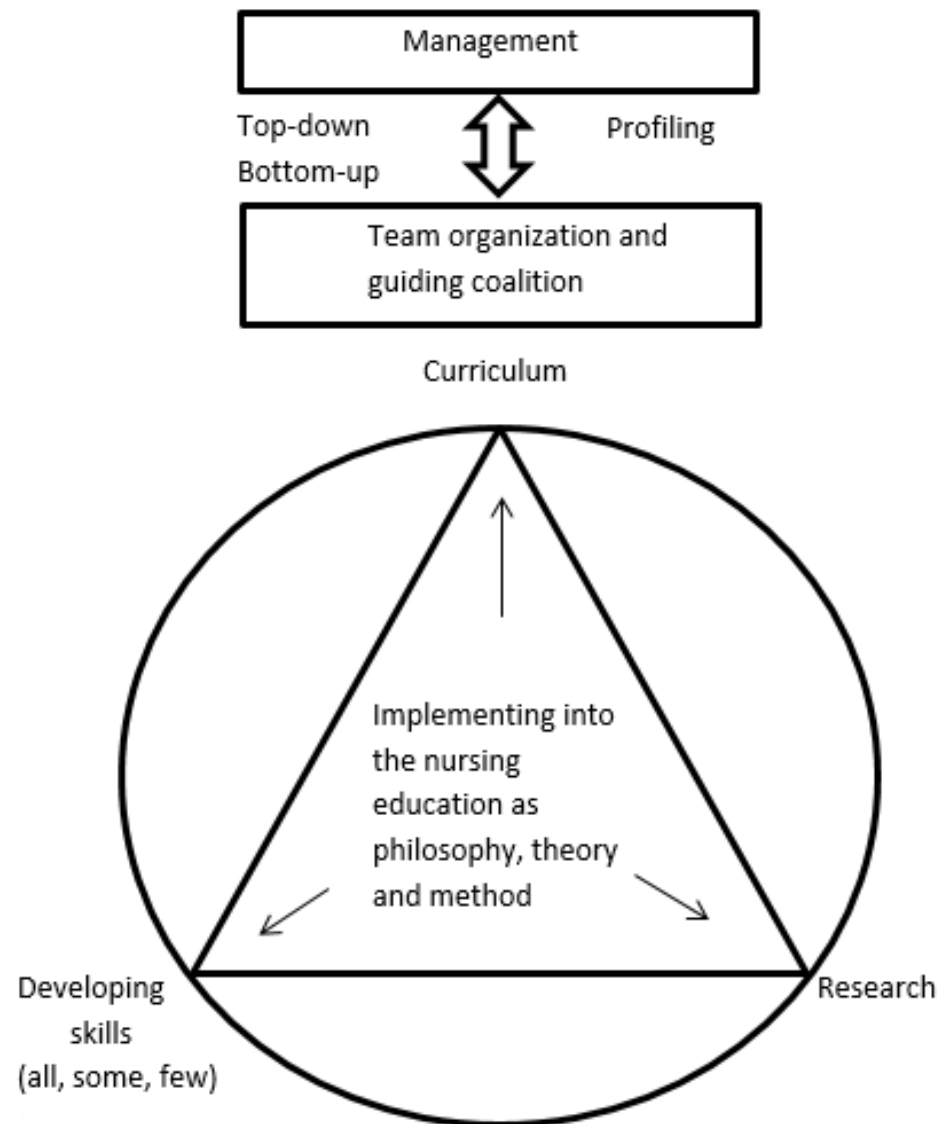
# FSN in the Nursing curriculum

Year 1							
Block 1*			<b>FSN</b>				
Block 2			<b>FSN</b>				
Block 3			<b>FSN</b>				
Block 4			<b>FSN</b>				
Year 2							
Block 1			<b>FSN</b>				
Block 2			<b>FSN</b>				
Block 3 & 4	Clinical practice						
Year 3 & 4							
Assignment in practice**							

# Assignment in practice

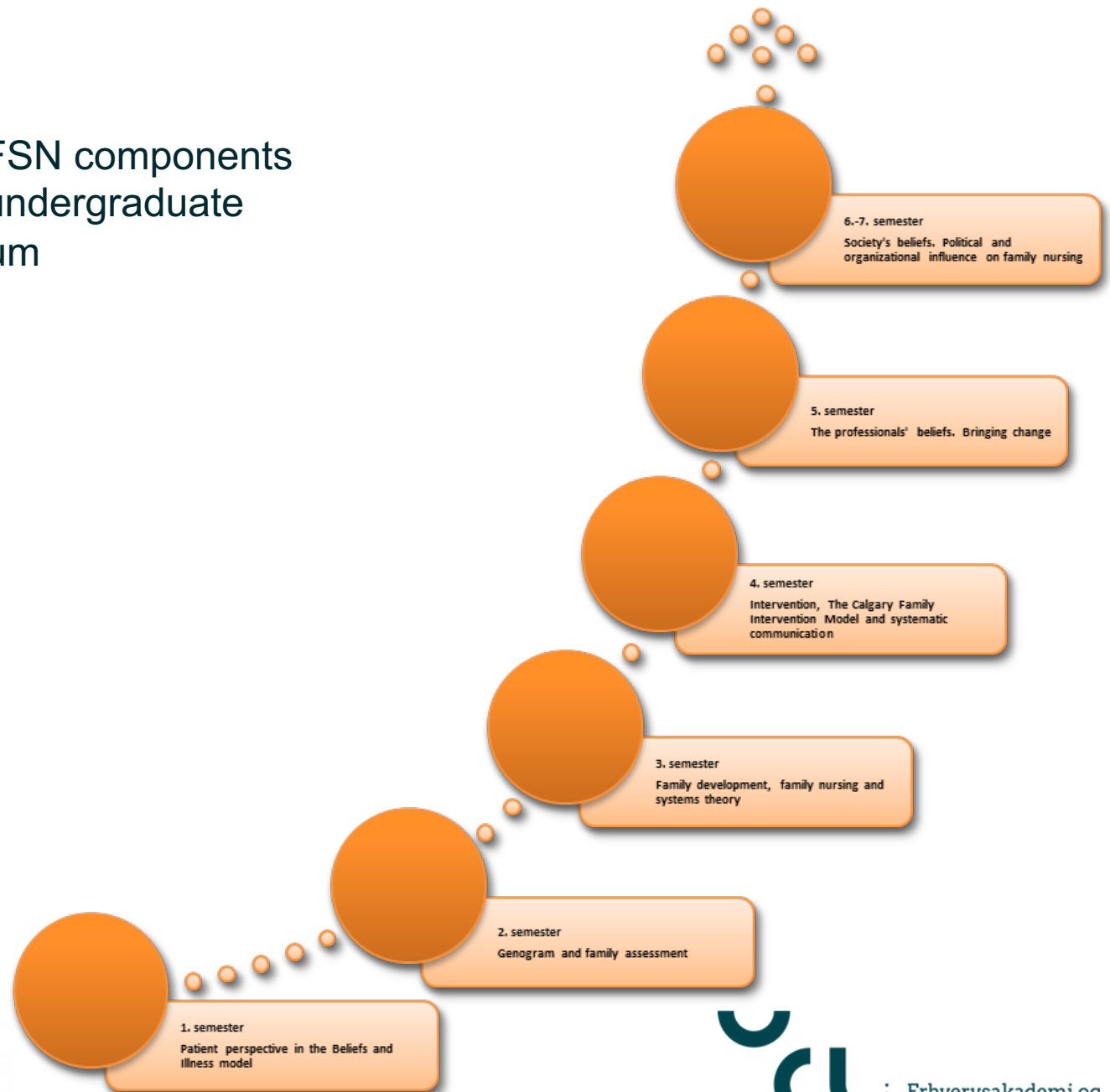
Based on a real case in practice

- Draw a genogram/ecogram
- Perform a family assessment based on .....
- Perform a Family Nursing Conversation .....
- Write a Therapeutic Letter





# Progression of FSN components throughout the undergraduate nursing curriculum



# Discussion

What are your beliefs regarding the implementation of FSN in the nursing curriculum in your organization/country?

and

What are the requirements or barriers for implementation of FSN in your organization?

# Thank you for being here!!

# References

- Broekema, S., Luttik, M. L. A., Steggerda, G. E., Paans, W., & Roodbol, P. F. (2018). Measuring change in nurses' perceptions about family nursing competency following a 6-day educational intervention. *Journal of Family Nursing*, 24(4), 508-537. doi:10.1177/1074840718812145
- Broekema, S., Luttik, M. L. A., Paans, W., & Roodbol, P. F. (2019) Nurses' Application of the Components of Family Nursing Conversations in Home Health Care: A Qualitative Content Analysis *Scandinavian Journal of Caring Sciences* (accepted for pub 2019)
- Denmark.dk and Holland.com for information about the countries
- Sundhedsstyrelsen (2017) Specialiseringer i sygeplejen - udvikling af en fælles begrebsramme (<http://sundhedsstyrelsen.dk/~media/EA7402B8B2964CAE80721E8381236E54.ashx>) (27/06/2019)
- Voltelen, B & Hougaard, L. (2019) Implementing family system nursing in the undergraduate curriculum [Implementering af familiefokuseret sygepleje i sygeplejerskeuddannelsen] *Klinisk Sygepleje* 2/2019 vol 33 p. 141-154.