

Discovering and Sharing Experiential Knowledge to Support Informal Education Processes Amongst Family Carers



Pflegeschätze



Johanna Krieser, Laura Blasius
Britta Levering, Isabel Zorn
TH Köln - University of Applied Sciences
Faculty of Applied Social Sciences

Technology
Arts Sciences
TH Köln

Poster-ID: 1369

BACKGROUND

Families **caring for children with additional needs** require specific skills and knowledge to provide adequate care [2]. Especially at the beginning of caring for a child with additional needs a lack of experience leads to increased stress [1]. Essential knowledge is usually imparted by professionals [3], but services for home care of children are insufficient compared to those for elderly [2].

Families with long-term caregiving experience have **valuable experiential knowledge**, as recognized in the empowered family model [3]. Some knowledge is shared informally (self-help groups, online forums, social media, etc.) but this knowledge remains often unstructured, not easily accessible and volatile.

AIM OF THE STUDY

The participatory research project “Identification, visualisation and transfer of family innovations from everyday life with children with special needs”¹ collects, structures and shares the experiential knowledge of caregiving families in an accessible way.

Their experiential knowledge is referred to as **“Care Treasures”** (Pflegeschätze) and can be creative practices, processes or tools developed by families to manage (non-/)everyday situations.

This approach supports the democratization of knowledge and informal education processes by making experiential and informal insights widely accessible and by involving caregiving families as active contributors.

INITIAL FINDINGS

- Many different practical examples of Care Treasures illustrating the experiential knowledge of family carers.
- Many participants were unaware of the extent and value of their knowledge.
- Some participants continued to refine their practices throughout the data collection process.
- Initial experiences with sharing Care Treasures show that recipients engage in dialogue with each other, share their own experiences and evolve Care Treasures.

These findings suggest that the data collection process itself provides opportunities for empowerment, informal education processes & co-creative development of knowledge.

METHODOLOGY

Research question: How can experiential knowledge about managing everyday life be discovered with caregiving parents of children with additional needs?

Sample: Parents of children with additional needs, who are supporting them at home. Recruiting through a variety of channels, networking and collaboration with relevant field partners.

Data collection method: Semi-structured interviews and the newly developed *messenger treasure hunt* (via mobile instant messaging)

messenger
treasure hunt
(n= 21)



semi-structured
interviews
(n=10)



Data analysis method: Qualitative content analysis [4]. Care Treasures are described in plain language and accompanied by clear illustrations to ensure accessibility.



Examples
of
Care Treasures



pflageschaetze.de

REFERENCES

[1] Koch, A., Kozhumam, A., Seeler, E., Docherty, S., Brandon, D. (2021): Multiple Roles of Parental Caregivers of Children with Complex Life-Threatening Conditions: A Qualitative Descriptive Analysis. Journal of pediatric nursing 61, 67-74. [2] Oetting-Roß, C. (2022): Pflgerische Versorgungssituation (schwerst-)pflegebedürftiger Kinder. In: Pflege-Report 2022, Jacobs, K., Kuhlmeier, A., Greß, S., Klauber, J., Schwinger, A. (Hrsg.). Springer Open, Heidelberg, 3-15. [3] Theunissen, G. (2022): Empowerment. Lambertus, Freiburg im Breisgau. [4] Kuckartz, U., Rädiker, S. (2022): Qualitative Inhaltsanalyse. Methoden, Praxis, Computerunterstützung. Beltz Juventa, Weinheim, Basel. ¹ With funding from the Federal Ministry of Research, Technology and Space, funding code: 16SV9227