



Family Measures Projects

Projects Completed by Members of
the Family Measures Subcommittee
of the IFNA Research Committee



Projects Completed By Members of the Family Measures Subcommittee

- ◆ **IFNA 2017 Measures Survey (106 participants from 20 countries/31 questions/80 family measures listed)**
 - ◆ **Findings available on IFNA website**
<https://internationalfamilynursing.org/resources-for-family-nursing/research/measurement-resources/>
- ◆ **IFNA 2019 Measures Survey (108 participants from 19 countries/8 questions/12 family measures listed)**
 - ◆ **Findings presented at 14th IFNC**
- ◆ **Family Measures Project (started in 2019)**
 - ◆ **Collected information on family measures commonly used by IFNA members**



2019 Family Measures Survey

- ◆ Demographic questions
- ◆ List of 12 family measures most commonly used by IFNA members who participated in the 1st survey
- ◆ Chance for participants to indicate:
 - ◆ Which measures they have used
 - ◆ Cite publications in which they present findings from a study using one or more of the 12 measures

1. Family Management Measure (FaMM) (25.93%)
2. Families' Importance in Nursing Care: Nurses' Attitudes (FINC-NA) (23.46%)
3. Family APGAR (19.75%)
4. Iceland-Family Perceived Support Questionnaire (ICE-FPSQ) (17.28%)
5. Family Hardiness Index (14.81%)
6. Feetham Family Functioning Scale (FFFS) (13.58%)
6. Family Assessment Device (FAD) (13.58%)
7. PedsQL Family Impact Scale (12.35%)
7. Family Adaptability and Cohesion Evaluation Scales (FACES 1-IV) (12.35%)
8. Family Environment Scale (11.11%)
9. Family Inventory of Resources for Management (FIRM) (7.41%)
9. Survey of Family Environment (SFE) (3.70%)



Family Measures Project

- ◆ The main goal of this project was to give IFNA members access to up-to-date information about select family measures
 - ◆ Members of the Family Measures Subcommittee agreed to collect information on family measures commonly used by IFNA members
 - ◆ Findings from the 2019 Family Measures Survey were used to decide which family measures to start with.
 - ◆ Then, each member chose what family measure they wanted to work on.
 - ◆ A template was used to make sure similar data was collected on all the measures.



Family Measures Project

IFNA Member(s)	Family Measure
Helene Moriarty & Gwendolyn Hamid	Family Adaptability and Cohesion Scale (FACES IV)
Kathleen Swain	Family APGAR
Beth Cosgrove Skelton	Family Assessment Device (FAD)
Hyunkyung Choi	Family Environment Survey (FES)
Cristina Alfaro Díaz	Family Function Style Scale (FFSS)
Marcia Van Riper & Karen Armijos-Yamby	Family Hardiness Index (FHI)
Birte Ostergaard & Marie Louise Luttik	Families' Importance in Nursing Care- Nurses Attitudes FINC-NA
Kim Mooney-Doyle	Family Inventory of Resources for Management (FIRM)
Kathleen Knafl	Family Management Measure (FaMM)
Suzanne Feetham & colleagues	Feetham Family Functioning Scale (FFFS)
Margaret Gisladdottir & Erla Kolbrun Svavarsdottir	Iceland -Family Illness Beliefs Questionnaire (ICE-FIBO)
Eydis Kristin Sveinbjarnardottir & Erla Kolbrun Svavarsdottir	Iceland-Family Perceived Support Questionnaire (ICE-FPSQ)
Louise Fleming	Peds Quality of Life Family Impact Scale
Junko Honda and colleagues (Mr. Takatani and Mr. Nakaguchi)	Survey of Family Environment



Information Collected For Each Family Measure

- ◆ Title of Measure
- ◆ Original article describing how the measure was developed and tested (Citation and PDF if possible). Also, link to website which shows how to obtain measure.
- ◆ Key information from the original article
- ◆ Psychometrics from original article
- ◆ Scoring procedure
- ◆ Utilization
- ◆ Norms/Comparative Data
- ◆ Psychometrics from other studies using the measure
- ◆ Populations the measure has been used with
- ◆ Languages the measure is available in
- ◆ Strengths and Limitations that have been identified for the measure
- ◆ Reference list of studies in which the measure was used
- ◆ If possible, PDFs of studies by IFNA researchers who have used the measure



Additional Information About Family Measures



Articles and Books Identifying Family Measures

- ◆ Alderfer, M. et al., (2008) Evidence-based assessment in pediatric psychology: Family measures. *Journal of Pediatric Psychology*, 33, 1046-1061.
- ◆ Bell, J. (2015). Family nursing research instruments developed by family nurses. <http://janicembell.com/2015/08/family-nursing-research-instruments-developed-by-family-nurses/>
- ◆ Dai, L., & Wang, L. (2015). Review of family functioning. *Open Journal of Social Sciences*, 3, 134-141
- ◆ Hamilton, E., & Carr, A. (2016). Systematic review of self-report family assessment measures. *Family Process*, 55, 16-30.
- ◆ Hu, X., Summers, J.A., Turnbull, A., & Zuna, N. (2011). The quantitative measurement of family quality of life: a review of available instruments. *Journal of Intellectual Disability Research*, 55, 1098-1114
- ◆ McCubbin, H., & Thompson, A. & McCubbin (eds.) (1996). *Family Assessment: Resiliency, Coping, and Adaptation. Inventories for Research and Practice*. Madison, WI: University of Wisconsin.
- ◆ Pritchett, R., Kemp, J., Wilson, P., Minnis, H., Bryce, G. & Gilberg. (2010). Quick, simple measures for use in clinical practice and research. A systematic review. *Family Practice* (Advance access published October 26, 2010), 0, 1-16.
- ◆ Sawin, K.J. (2016). Measurement in Family Nursing: Established instruments and new directions. *Journal of Family Nursing*, 22(3), 287-297.
- ◆ Sawin, K.J. (1995). *Measures of Family Functioning for Research and Practice*. Springer Publishing Company
- ◆ Touliatos, J., et al. (2001). *Handbook of Family Measurement Techniques*. Thousand Oaks, CA: Sage (three volume set)



- ◆ Special issue of the Journal of Pediatric Psychology
- ◆ Family Assessment in Pediatric Psychology (2011), Volume 36, Issue 5



Journal of PEDIATRIC PSYCHOLOGY

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Health and Psychosocial Instruments

(HaPI) Data Base <https://www.ebsco.com/products/research-databases/health-and-psychosocial-instruments-hapi>

- ◆ Access to information on approximately 50,000 measurement instruments:
 - ◆ Questionnaires
 - ◆ Checklists,
 - ◆ Coding schemes
 - ◆ Indexes
 - ◆ Interview schedules
 - ◆ Projective techniques
 - ◆ Rating scales
 - ◆ Surveys
 - ◆ Tasks
 - ◆ Tests
 - ◆ Vignettes/Scenarios
- ◆ Full-text of the instruments not in data base; however, HaPI can be used to:
 - ◆ Determine the availability of reliability and validity evidence
 - ◆ Track the history of an instrument over time
 - ◆ Locate ordering information
- ◆ Your university may give you free access to HaPI from Ovid Technologies or EBSCO
 - ◆ Or, you can pay for access (30 day free trial) from:
 - ◆ OVIDSP <http://www.ovid.com>
 - ◆ EBSCO <http://www.ebscohost.com>



Detailed Record for Every HaPI Entry

- ◆ Every record within HAPI includes
 - ◆ Title
 - ◆ Acronym
 - ◆ Authors
 - ◆ Language
 - ◆ Index Terms
 - ◆ Reference
- ◆ Some entries include
 - ◆ Abstracts
 - ◆ Sample Items
 - ◆ Number of Questions
 - ◆ Subscales
 - ◆ Reliability
 - ◆ And Other information



PROMIS: Patient Reported Outcomes Measurement Information System



- ◆ <https://www.healthmeasures.net/explore-measurement-systems/promis>
- ◆ **A set of person-centered measures that evaluates and monitors physical, mental, and social health in adults and children.**
- ◆ **It can be used with the general population and with individuals living with chronic conditions.**
- ◆ **Why use PROMIS?**
 - ◆ Developed and validated with state-of-the-science methods to be psychometrically sound and to transform how life domains are measured
 - ◆ Designed to enhance communication between clinicians and patients in diverse research and clinical settings
 - ◆ Created to be relevant across all conditions for the assessment of symptoms and functions
 - ◆ Available in multiple formats and easily integrated into diverse administration platforms. [Try the PROMIS CAT Demo>>](#)
 - ◆ Translations available in many languages



Examples of Measures

- ◆ PROMIS Pediatric Bank – Family Relationships
- ◆ PROMIS Parent Proxy – Family Relationships
- ◆ PROMIS Early Childhood Parent-Report Social Relationships-Family Relationships



Pediatric Family Relationships

PROMIS® Pediatric Item Bank v1.0 - Family Relationships

Pediatric Family Relationships

Please respond to each item by marking one box per row.

In the past 4 weeks...

		Never	Rarely	Sometimes	Often	Always
PedFUR1 (30%)	I felt really respected by my family _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
PedFUR2 (30%)	I felt important in my family _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
PedFUR3 (30%)	I felt my family believed in me _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
PedFUR4 (30%)	My family was interested in what I was doing _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
PedFUR5 (30%)	People in my family made me feel good about myself _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
PedFUR6 (30%)	I felt totally accepted by my family _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
PedFUR7 (30%)	I felt that my family understood me _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
PedFUR8 (30%)	I could depend on my family _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
PedFUR9 (30%)	I got the support I needed from my family _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
PedFUR10 (30%)	I knew what I could expect from others in my family _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

PROMIS® Pediatric Item Bank v1.0 - Family Relationships - Short Form 4a

Pediatric Family Relationships – Short Form 4a

Please respond to each item by marking one box per row.

In the past 4 weeks...

		Never	Rarely	Sometimes	Often	Always
PedFUR1 (30%)	I felt I had a strong relationship with my family _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
PedFUR2 (30%)	I felt really important to my family _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
PedFUR3 (30%)	I got all the help I needed from my family _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
PedFUR4 (30%)	My family and I had fun together _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

PROMIS® Pediatric Item Bank v1.0 - Family Relationships - Short Form 8a

Pediatric Family Relationships – Short Form 8a

Please respond to each item by marking one box per row.

In the past 4 weeks...

		Never	Rarely	Sometimes	Often	Always
PedFUR1 (30%)	I felt I had a strong relationship with my family _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
PedFUR2 (30%)	I felt really important to my family _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
PedFUR3 (30%)	I got all the help I needed from my family _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
PedFUR4 (30%)	My family and I had fun together _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
PedFUR5 (30%)	People in my family made me feel good about myself _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
PedFUR6 (30%)	My family treated me fairly _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
PedFUR7 (30%)	My parents listened to me _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
PedFUR8 (30%)	My family paid a lot of attention to me _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

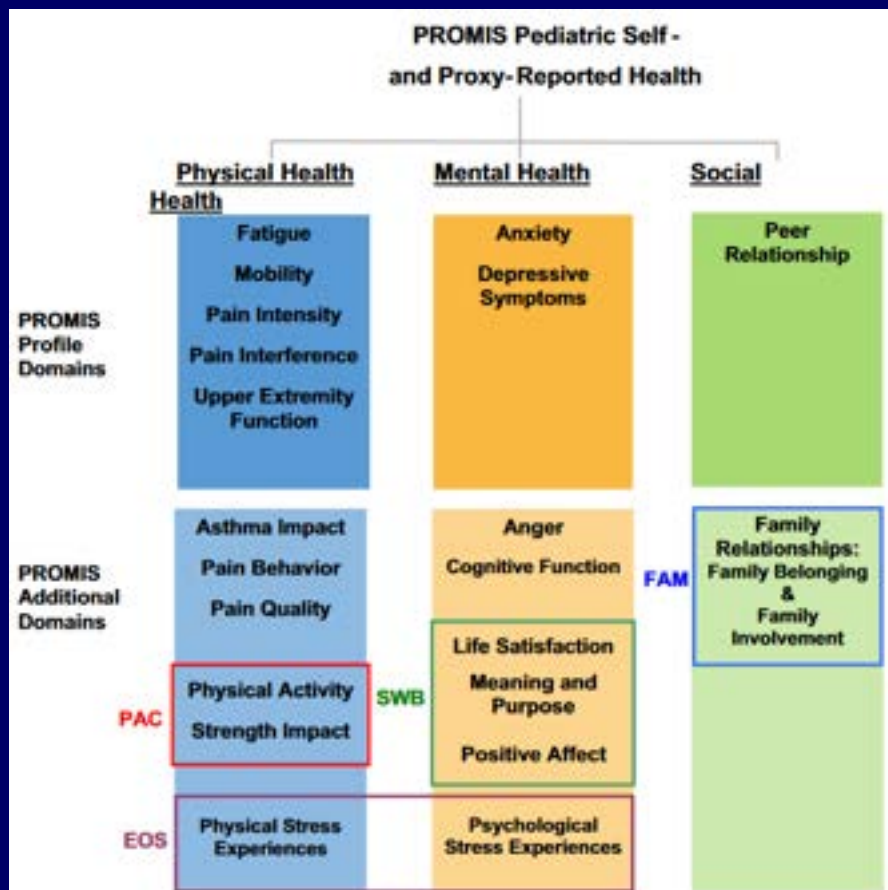


PROMIS® Pediatric Item Bank - Family Relationships:

- ◆ Cox, E. D., Connolly, J. R., Palta, M., Rajamanickam, V. P., & Flynn, K. E. (2020). Reliability and validity of PROMIS® pediatric family relationships short form in children 8-17 years of age with chronic disease. *Quality of life research : an international journal of quality of life aspects of treatment, care and rehabilitation*, 29(1), 191-199.
<https://doi.org/10.1007/s11136-019-02266-x>
- ◆ Schwartz, J., Huntington, N., Toomey, M., Laverdiere, M., Bevans, K., Blum, N., & Bridgemohan, C. (2018). Measuring the involvement in family life of children with autism spectrum disorder: A DBPNet study. *Research in developmental disabilities*, 83, 18-27.
<https://doi.org/10.1016/j.ridd.2018.07.012>



Translation and cross-cultural adaptation of eight pediatric PROMIS® item banks into Spanish and German



- ◆ Devine, J., Schröder, L. A., Metzner, F., Klasen, F., Moon, J., Herdman, M., Hurtado, M. P., Castillo, G., Haller, A. C., Correia, H., Forrest, C. B., & Ravens-Sieberer, U. (2018). Translation and cross-cultural adaptation of eight pediatric PROMIS® item banks into Spanish and German. *Quality of life research : an international journal of quality of life aspects of treatment, care and rehabilitation*, 27(9), 2415–2430. <https://doi.org/10.1007/s11136-018-1874-8>



- ◆ Blomqvist, I., Chaplin, J. E., Nilsson, E., Henje, E., & Dennhag, I. (2021). **Swedish translation** and cross-cultural adaptation of eight pediatric item banks from the Patient-Reported Outcomes Measurement Information System (PROMIS)[®]. *Journal of patient-reported outcomes*, 5(1), 80. <https://doi.org/10.1186/s41687-021-00353-7>

Table 1 An overview of the pediatric PROMIS item banks translated to Swedish

	English	Swedish	Items
Physical health	PROMIS Pediatric Bank v2.0—Pain interference	Smärtpåverkan	20
	PROMIS Pediatric Bank v2.0—Fatigue	Trötthet	25
	PROMIS Pediatric Bank v1.0—Physical activity	Fysisk aktivitet	10
Mental health	PROMIS Pediatric Bank v2.0—Depressive symptom	Depressiva symptom	14
	PROMIS Pediatric Bank v2.0—Anxiety	Ångest	15
	PROMIS Pediatric Scale v2.0—Anger 9a	Ilcka	9
Social health	PROMIS Pediatric Bank v2.0—Peer relationships	Kamratrelationer	15
	PROMIS Pediatric Short Form v.1.0—Family relationships 8a	Familjerelationer	8

Table 2 Translation process (modified FACIT methodology)

Steps in the process	Description
1. Forward translation	Two translators with experience of health questionnaires independently translated into Swedish
2. Reconciliation	Reconciliator with expert knowledge in health questionnaire design, aiming to resolve discrepancies in the translations and adapt to modern questionnaire design requirements
3. Expert reviews	First independently and then in small groups of 3 to 5 people examined the linguistic adequacy and meaning equivalence of the reconciled item translation. With reference to professional knowledge of the theoretical construct and the definition
4. Back-translation	Back translation and comparison with the original English item banks was done by a bilingual native English speaker
5. Cognitive debriefing	Eleven healthy adolescents between 8 and 17 years (9 girls and 2 boys, mean age 14 years, median age 14 years) completed the cognitive debriefing individually. The participants were interviewed by four interviewers
6. Final report	A report was written at the end of the process, documenting the development of the translation