

Family Caregiver Satisfaction and Perceived Benefits in a Complex Care Training Program

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Background

Family caregivers of persons living with dementia (AD/ADRD) increasingly perform complex medical and nursing tasks (Clough et al., 2024; Nguyen et al., 2025). 53% of caregivers undertake these tasks without prior training, leading to worry and emotional distress (AARP & National Alliance for Caregiving, 2025). Existing interventions often lack specificity or evidence-based psychoeducational approaches for complex care.

What is Learning Skills Together?

Learning Skills Together (LST) is a 6-week, nurse-facilitated psychoeducational intervention. Digitally delivered via Zoom in 1.5-hour weekly synchronous group sessions (6–12 caregivers). Explicitly targets caregiver self-efficacy (confidence in performing tasks) rather than just emotional support (Meyer et al., 2024) .

Methods

Caregivers who completed the *LST* intervention as part of a randomized controlled trial were invited to complete a 25-item post-intervention satisfaction survey mapped to domains of the Theoretical Framework of Acceptability (TFA; Sekhon et al., 2017) , including affective attitude, ethicality, perceived effectiveness, intervention coherence, self-efficacy, burden and opportunity costs.



Results

A total of 107 caregivers completed the intervention (Table 1 , Figure 2), of whom 67 completed the acceptability survey (Figure 2). Quantitative findings demonstrated high acceptability across all TFA domains. Agreement was highest for ethicality (88.1%), burden (88.1%), affective attitude (85.1%), and opportunity costs (82.1%), followed by perceived effectiveness (66.4%), intervention coherence (63.4%), and self-efficacy (61.4%).

Age (years), mean ± SD (range)	66.1 ± 10.4 (34–86)
Gender	
Female	97%
Male	10%
Race	
White/Caucasian	91%
Black/African American	12%
Asian	3%
American Indian/Alaska Native	1%
Pacific Islander	0%
Other	3%
Hispanic or Latino	
No	93%
Yes	7%
Education	
High school graduate	7%
Some college	14%
College graduate	37%
Post-graduate degree	49%

Table 1. Demographic information

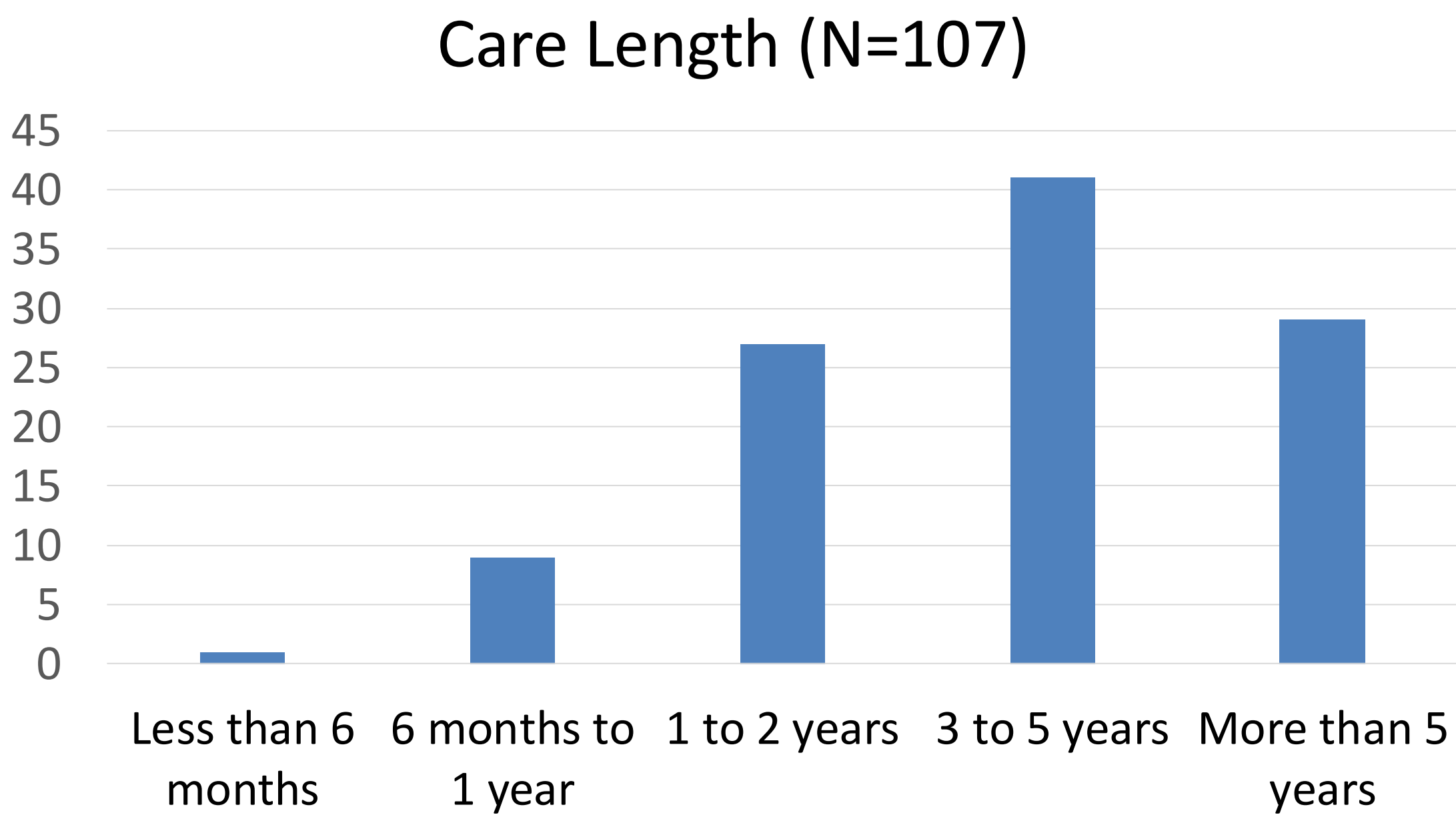


Figure 2. Care Length among participants

Acceptability Findings by Theoretical Framework of Acceptability Domain (N=67)

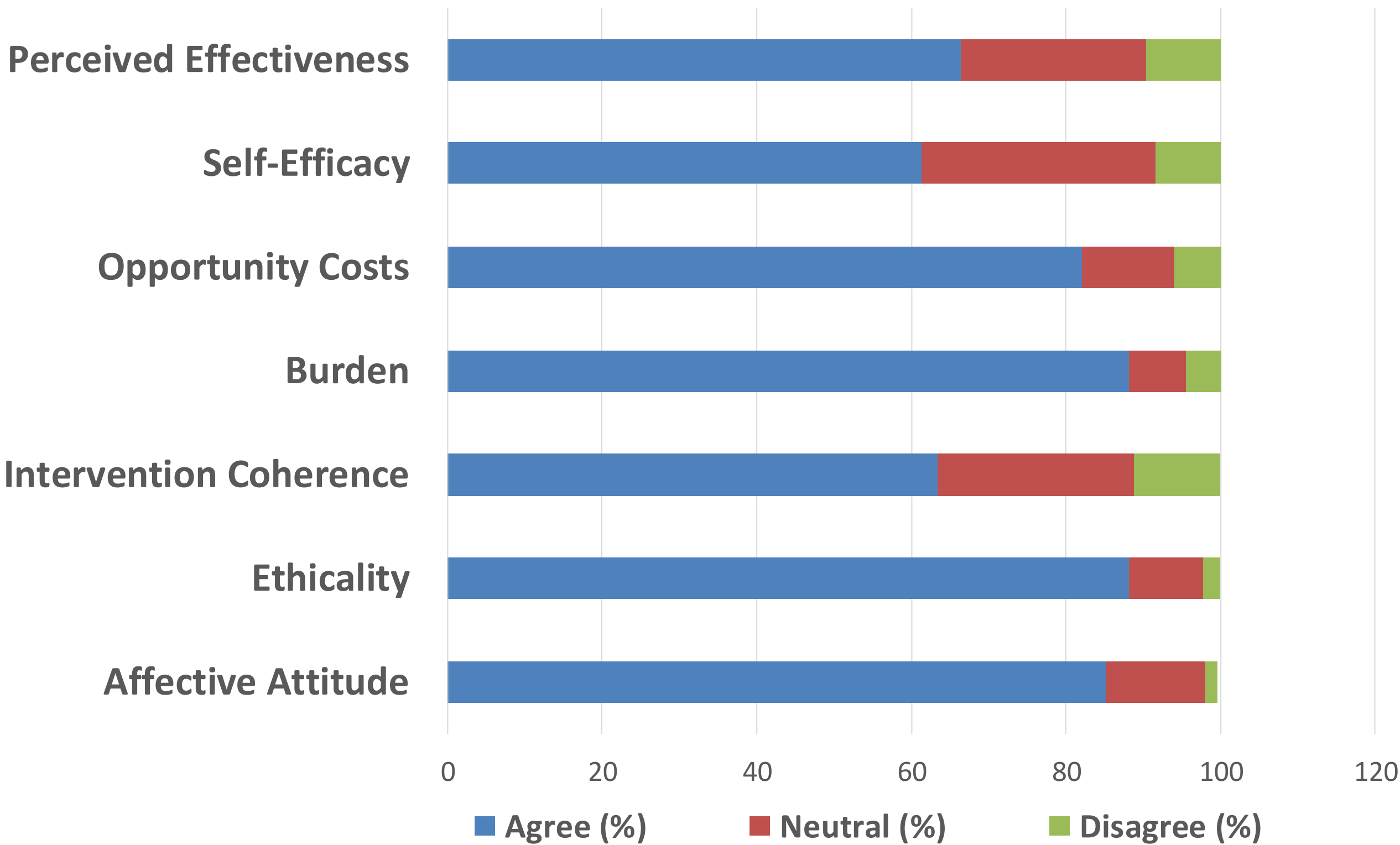


Figure 3. Acceptability of the *Learning Skills Together* program.

Conclusion/Discussion

Findings demonstrate high caregiver acceptability of the *LST* intervention across all acceptability domains and suggest that caregivers perceive the intervention as accessible, relevant, and beneficial. Results support continued implementation and evaluation in larger, more diverse samples.

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