

Level 2: Factors associated with carers' mental health: combined evidence from qualitative review and quantitative reviews (observational and intervention)

Themes and subthemes

Black text – Factors from qualitative evidence

Blue text- Factors from quantitative information that showed a relationship with carer mental health (quantitative information includes both observational and intervention research findings)

Highlighted purple text – Factor identified both in qualitative and quantitative information

Italic text – Factors from quantitative information which did not show any relationship with carer mental health

Strategies to support mental health

1. Patient condition

- Patient condition
 - Cancer
 - Other conditions
- Patient diagnosis
- Patient disease severity*
- Patient disease stage
- Patient treatment

- Patient physical decline
 - Patient Quality of Life
 - Emotional response
 - Fear of decline
 - Uncertainty over how the illness will progress
 - No light at the end of the tunnel
 - Distress when observing physical decline
 - Impact of the patients cognitive decline/*cognitive functioning (=a person's ability to process thoughts, remember things etc.)*
 - Physical functioning
- Symptoms
 - Overall
 - Physical
 - Psychological

- Improving depression in patients
- Improving social wellbeing in patients

Table 3: Factors associated with carers' mental health: combined evidence from qualitative review and quantitative reviews (observational and intervention), cont.

Themes and subthemes		Strategies to support mental health
<p>2. Impact of caring responsibilities</p>	<p>Black text – Factors from qualitative evidence</p> <p>Blue text- Factors from quantitative information that showed a relationship with carer mental health (quantitative information includes both observational and intervention research findings)</p> <p>Highlighted purple text – Factor identified both in qualitative and quantitative information</p> <p><i>Italic text</i> – Factors from quantitative information which did not show any relationship with carer mental health</p>	
	<p>Workload/ Physical burden/<i>Carer workload:</i></p> <p><i>Caring for patient</i></p> <p>Supporting other family members/<i>support for others</i></p> <p>Conflicting responsibilities/<i>other demands on time</i></p> <p>Taking on extra roles/responsibilities that the patient would have previously done</p> <p><i>Length of caring</i></p> <p>Emotional impact:</p> <p>Exhaustion/ Impact on mental health</p> <p>Crisis</p> <p>Emotional impact:</p> <p>Impact on physical health</p> <p>Other general life impact:</p> <p><i>Lifestyle adjustments</i></p> <p>Impact of employment (lack of flexibility, understanding etc.)</p> <p>No energy to socialise</p> <p>No time for self-care</p> <p>Lack of respite/ unable to plan for respite</p> <p>Loneliness and isolation</p> <p>Sleep deprivation (carer required through the night)/<i>sleep problems/sleeping hours</i></p>	

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Themes and subthemes		Strategies to support mental health
	<p>Black text – Factors from qualitative evidence</p> <p>Blue text- Factors from quantitative information that showed a relationship with carer mental health (quantitative information includes both observational and intervention research findings)</p> <p>Highlighted purple text – Factor identified both in qualitative and quantitative information</p> <p><i>Italic text</i> – Factors from quantitative information which did not show any relationship with carer mental health</p>	
3. Relationships	<p>Relationships with the patient/ quality of patient-carer relationship</p> <p>Carer attachment style (= how the carer relates to people)</p> <p><i>Cohesion (=the level of commitment and support in the relationship)</i></p> <p>Communication</p> <p>Change in roles/quality of the relationship</p> <p>Lack of understanding or gratitude about the impact of caring from the patient/Conflict</p> <p>Patient non-compliance</p> <p>Family dynamics</p> <p>Coherence (=the ability of family members to successfully cope with family stressors)</p> <p>Cohesion (=the level of commitment and support within the family)</p> <p>Communication</p> <p>Conflict</p>	<ul style="list-style-type: none"> ▪ Improving quality of patient-carer relationship
4. Finances	<p>Current finances/ Cost of equipment</p> <p>Impact on work</p> <p>Difficulty accessing benefits</p> <p>Distress over future financial situations/ Financial situation</p> <p>Mode of transport</p>	

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5. Carer internal processes	<p>Loss of self-determination and autonomy</p> <p>Why me?</p> <p>Lack of care experience/ preparedness for caregiving/previous experience of informal caregiving</p> <p>Mastery</p> <p>Self-esteem</p> <p>Lack of confidence/ Self-efficacy (=the carer's belief that they can be successful when carrying out a particular task)</p> <p>Lack of control</p> <p>Control over the care situation</p> <p>Anxiety about what they will be told at appointments</p> <p>Coping patterns</p> <p>Positive impact</p> <p>Negative impact</p> <p><i>No impact</i></p> <p>Transitions/ crisis</p> <p>Acceptance of patient condition</p> <p>Shock of the diagnosis</p> <p>Grieving of a previous life</p> <p>Becoming a carer</p> <p>Pre loss grief</p> <p><i>Positive aspects of caring</i></p> <p>Time for respite</p>	<ul style="list-style-type: none"> ▪ Time for respite (journaling, time to yourself, employment, treats, alternative therapies, reducing the quality of care provided) ▪ Positive self-talk (looking to the future, knowing this will end,, coming to terms with the situation/thinking of what you still have, gentle with yourself on bad days, positivity from others-feeling appreciated) ▪ Ignore own emotions and needs ▪ Spirituality: acceptance of a lack of control, reduces a sense of isolation/ someone is listening ▪ Increasing autonomy ▪ Decrease in use of an avoidant coping strategy (i.e. denial) ▪ Healthy behaviours (e.g. exercise, nutrition and adequate sleep) ▪ Communicating stress within the carer-patient relationship (where the carer is the partner of the patient) ▪ Increasing support for and satisfaction with involvement in joint decision making for the patient ▪ Increasing self-efficacy ▪ Improving mastery

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<p>6. Support</p>	<p>Lack of professional/formal support/ formal support/satisfaction with support</p> <p>Healthcare system challenges</p> <p>Disjointed care/quality of care</p> <p>Lack of empathy</p> <p>Health care professionals do not recognise carers expertise/ Lack of collaboration between health professionals and carers</p> <p>Health care professionals not listening to the wishes of patients and carers/<i>health professionals understanding of patient needs</i></p> <p>Poor communication from health care workers/communication with care professionals</p> <p>Lack of skill</p> <p>Inadequate pain management/<i>patient pain management</i></p> <p>Cultural barriers</p> <p>Lack of information/accessible information</p> <p>Lack of informal support</p> <p><i>Perceived support</i></p> <p>Unmet needs</p>	<ul style="list-style-type: none"> ▪ Professional support (mental health professionals, social workers, nurses, physicians, palliative care nurse, telephone helpline services, private carer ▪ Informal support (support from friends and family, sense of community, shared responsibility/validation) ▪ Support groups: Support from others in the same situation, source of information ▪ Accessing information ▪ Spirituality: Provides a sense of community

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7. Contextual factors	<p>Carer</p> <ul style="list-style-type: none"> Age <i>Education</i> Employment <ul style="list-style-type: none"> Unemployment Employed Retired Ethnicity Gender Health status <ul style="list-style-type: none"> Poor physical health <i>Overall health</i> <i>Marital status</i> Socio-economic status (= a combined measure of the carer's work experience and individual's or family's economic and social position in relation to others, based on income, education, and occupation) <i>Composition of household</i> <i>Length of patient-carer relationship</i> Lives with patient Relationship to patient <ul style="list-style-type: none"> Spouse Not a spouse/partner Child Other relationship <i>Rural location</i> <p>Patient</p> <ul style="list-style-type: none"> Age <i>Educational level</i> Gender Lives with carer 	