



Using the Family Partnership Model in practice

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FPM in practice - introduction

- Background of Model, course
- Progress with implementation in NZ
- Participant experiences of training
- Research projects
- Questions



FPM in Practice - history

Development of the Model by Prof Hilton Davis

- UK Child Psychologist
- Model arose originally from
 - “parents concerns about professionals not listening to them, not treating them with respect and not caring for them as individuals, as people with competence of their own” (Davis, Day and Bidmead, 2002, p ix)
- Model continues to evolve and develop in response to discussion, debate, feedback and research.



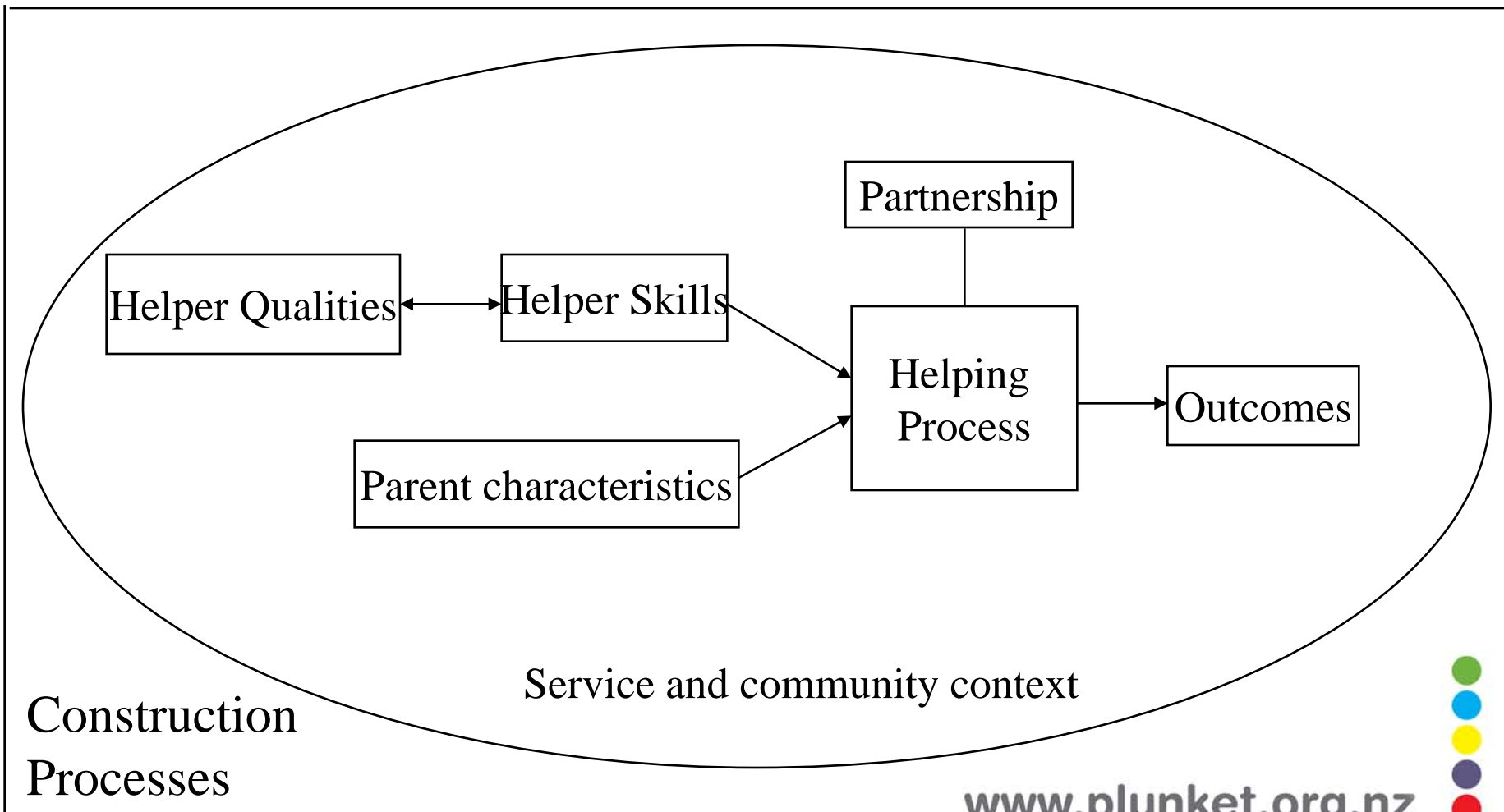
Family Partnership Model

Family Partnership Model provides a framework for practice, aids articulation and understanding of the work we do.

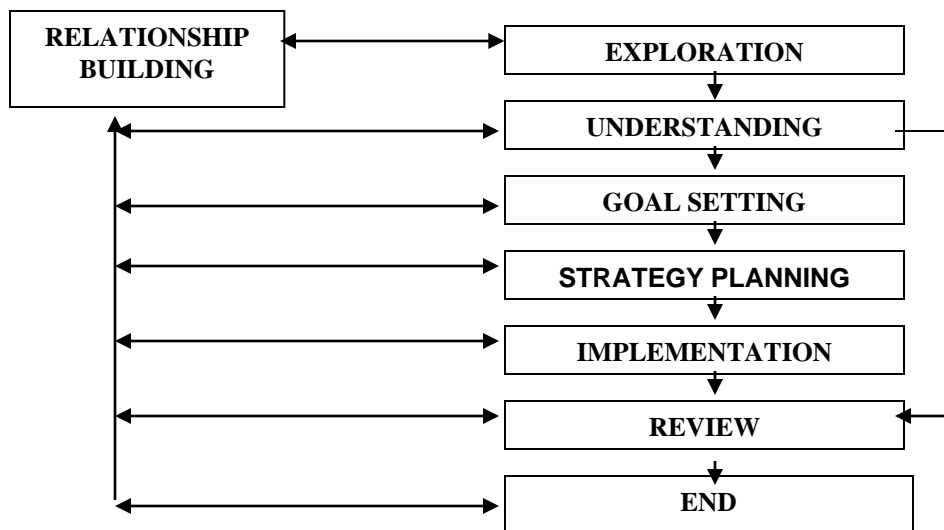
Completing the training with others enables shared understanding of ways of working, consistent approaches with clients, and promotion of engagement with other services



Family Partnership Model



FPM Helping process tasks



FPM in NZ - history

Plunket encountered of the Model through

- Australian NCCHC feedback on experiences
- Staff attending Australian conferences and workshops
- Through the text book “Working in Partnership with Parents: The Parent Adviser Model”, Davis, Day and Bidmead, 2002, Pearson, London



FPM in Plunket - history

Recognition that engaging with clients and their families in partnership could result in more effective care and positive parenting

The Parallel Process rule -

“Do unto others as you would have others do unto others” Pawl (1994/5)

Plunket’s opinion was that FPM could help achieve that



FPM in NZ - history

Partnership with MSD/SKIP

- Funding of SKIP Project for clinical staff professional development (2006)
- MSD support for 3 facilitators to complete level 3 (Trainer) course (2007)
- MSD support for visit to NZ by Prof Hilton Davis (May 2007)
- Numerous projects for implementation of courses for selected groups around NZ



FPM in NZ - history

- **NZ interim steering group for promotion of FPM**

Membership includes representatives from welfare, education and NGO (Plunket) groups. This has led to the development of statements of vision and mission . Also identification of agreed principles for promotion of FPM, and planning of courses

- **NZ is represented on Board of Family Partnership Training Australasia**

This involves regular conference calls, sharing of support, resources and ideas, and one forum for connection with Model developers in the UK



Principles of FPM implementation

1. Invitational - begin with the 'willing'
2. Collaborative approach - diversity
3. Utilise opportunistic and planned efforts
4. Balance fidelity to FPM with appropriate processes for NZ context
5. Recognise importance of organisational engagement
6. Accept that working to achieve change takes time



FPM implementation

Engagement with FPM is mostly through participation in courses

Courses are 10 x 3.5 hour sessions long, with sessions scheduled to suit facilitators and stakeholders

Course sessions are experiential, progressive and participant-led

Maximum of 12 participants per course, facilitated by 2 co-facilitators

Courses have been held in locations all around NZ



Family Partnership Model Course

The course provides an opportunity to examine and explore current ways of working and consider other approaches

It encourages reflection on how participants engage with others, as well as opportunities to try doing things differently

The FPM is encountered through facilitated discussions, reading, structured activities and reflection



FPM - where is NZ at?

Participation to May 2011 - for all core courses held (from 2006)

- 78 courses completed (8 in Chch)
- 777 participants completed
- 370 participants from Plunket and 407 from other organisations





Range of groups accessing FPM training

Health Camps intake and Field Worker in Schools, Presbyterian Support workers at Holly House, Work and Income NZ, Child Youth and Family Services, Iwi provider services, Auckland Women's Centre, Friendship House in Huntly, Salisbury School and Halswell Residential College (Group Special Education facilities), Barnardos, Playcentre, Supergrans, Family Violence Co-ordinators, Kindergarten/ECEd staff, Pacific Services providers, Church social service providers, Counselling Services, City Council staff, Community Trust staff, Relationship Services, Community Police officers, Midwives, etc.



FPM - where is NZ at?

Collated evaluation data re: quantitative questions

Participants' experience of facilitators

To the questions...

To what extent did you feel respected during the training?

100% said Very much so or A lot

To what extent did you feel listened to in the course of the training?

100% said Very much so or A lot



FPM – where is NZ at?

Collated data re: quantitative questions

Participants' experience of facilitators

To the questions...

How useful was the course to your day-to-day practice?

100% said Very useful, useful or Quite useful

How confident do you feel in making use of what you have learnt?

96% said Very confident or Confident



FPM – where is NZ at?

Collated data re: quantitative questions

Participants' experience of the course

To the question...

To what extent would you recommend the course to other colleagues?

95% said Highly recommend or Recommend. 5% said not sure.

None said Unlikely to recommend or would not recommend



FPM - where is NZ at?

Sample comments re: impact for course participants

“Absolutely loved this course, I honestly came into it thinking, oh no what am I going to learn from this (wrong attitude obviously), it was interesting the second week and then became extremely interesting, I have learned so much in such a little time. This course has helped me immensely, not only giving me better understanding, but overall helping me to be a better person - Thanks so much” *April 2007*

“Found this really valuable in relating to my practice. Felt supported to reflect and learn in this environment. Was really good at building networks with workers too. Relationship building ‘ice breaking’ in first day was done really well. Contributed to supportive learning environment.” *November 2010*



FPM - where is NZ at?

Sample comments re: impact for course participants

“I enjoyed being on this course with the other organisations. Great way to build relationships with the other organisations. Plus a better and more thoughtful understanding about how other organisations work their barriers and successes. I have definitely developed better listening skills. I can recognise strategies that are helpful. It was wonderful putting into practice the various aspects of our learning in practical ways and recognising my own change.” *August 2010*



Plans for FPM in the future

3 year funding from Tindall Foundation for Plunket coordination, leadership and some administrative infrastructure

Priorities from FPM Strategic Plan

- Geographic coverage
- Promote participation by people from range of roles, organisations
- Seek integration of FPM into orientation/training
- Opportunities for strengthening interagency relationships



Plans for FPM in the future

Research projects

Partnership with UTS - Pilot project - impact of training for practitioners using 360 degree view; awaiting outcome of ARC funding application for in-depth study proposal

Masters thesis - is FPM a model for cultural responsiveness in WC context?

Masters thesis - are there specific factors that affect participants' FPM group experience?

Proposed evaluation of impact for families receiving services from FPM-trained practitioners



Pilot project early indications

1. Essence of practice
2. Impact
3. Time
4. 'Reinforcers' of new learning
5. Barriers to implementing FPM
6. Service and Community Context
7. Collaboration benefits



Questions?.....

We plan to develop a NZ website for FPM information, but in the meantime...

www.cpcs.org.uk

Or

www.fpta.org.au/

