Family Partnership Model - what’s it all about?

2012 Conference for General Practice
22 September 2012
Marg Bigsby

What the presentation will cover

- Brief introduction
- What the Family Partnership Model (FPM) is
- Some context of where FPM has come from
- How people learn about the model
- How it is being implemented in NZ
- What nurses tell us about how they use the FPM in practice
- Opportunity for Questions
What the Family Partnership Model is

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, also aids articulation and understanding of the work we do.

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

The course encourages reflection on how participants engage with others, as well as provides opportunities to try doing things differently.

The FPM is encountered through facilitated discussions, reading, structured activities and reflection.
Beginning awareness of FPM

We learned about the FPM through

- Feedback on experiences from overseas
- Staff attending Australian conferences and workshops
- Reviewing international research

FPM Research Evidence 1

For families - significant and replicated positive outcomes re:
- Parents psychological functioning
- Well-being and development of children
- Effective interaction between parents and children
- Improved family relationships generally resulting from improved communication and relationships between parents and practitioners
FPM Research Evidence 2

Regarding processes of helping:

1. More accurate identification of family need
2. Improved relationship quality
3. Increased service satisfaction
4. Promotes engaging and retaining of families
5. Helper skills and qualities are important determinants of the outcomes of helping

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FPM Research Evidence 3

Effectiveness of FPM training

- Improves participants’ knowledge of helping processes, beliefs in their ability to help parents and their interpersonal skills
- Increases participants’ self efficacy, self esteem
- Improved sensitivity and accuracy of practitioners’ judgements about family needs

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Why explore FPM?

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)

...the opinion was that FPM could help achieve that

Principles guiding FPM implementation - developed in partnership with SKIP/MSD

1. Recognise importance of organisational engagement in FPM (Managers+)
2. Invitational approach - begin with the ‘willing’
3. Model a collaborative approach, aim for diversity in groups represented, but cluster roles/responsibilities
4. Balance fidelity to FPM content and processes with culturally appropriate processes for NZ context
5. Utilise opportunistic and planned efforts
6. Accept that working to achieve change takes time
About FPM courses

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 many centres around New Zealand
Funding has been from MSD, philanthropic trusts, commissioned courses

What has been learned so far?

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

People embrace opportunities best when they choose to participate

FPM has relevance in the NZ context
Research activity in Aotearoa

Partners in a pilot project with Australian researchers exploring impact of training from a range of perspectives


Research activity in Aotearoa 2

Currently completing a more extensive NZ project to explore impact for families and others - inviting over 500 Plunket families to complete questionnaires, and interviewing 5 families to better understand the impact for them of receiving care from FPM-trained Plunket nurses

Ongoing collation and review of evaluation responses
## Participant feedback from NZ courses

<table>
<thead>
<tr>
<th>Course Participants who said that they ...</th>
<th>Highest Rating</th>
<th>UK results (n=674)</th>
<th>NZ results (n=405)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felt respected during the training</td>
<td>Very much so</td>
<td>76%</td>
<td>79%</td>
</tr>
<tr>
<td>Felt listened to during the training</td>
<td>Very much so</td>
<td>75%</td>
<td>76%</td>
</tr>
<tr>
<td>Rated the usefulness of the course in practice</td>
<td>Very useful</td>
<td>53%</td>
<td>58%</td>
</tr>
<tr>
<td>Would recommend the course to other colleagues</td>
<td>Highly recomm-end</td>
<td>60%</td>
<td>64%</td>
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</tbody>
</table>

## Other recent publications about FPM


Questions?

For further information please contact:

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