THE EUROPEAN FAMILY SUPPORT NETWORK

Training School

FAMILY SUPPORT SKILLS:
Creating an agenda for family workforce skills research development

cost
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Eurofam

Spanish Initiative on Assessment of Family Support Workforce Skills



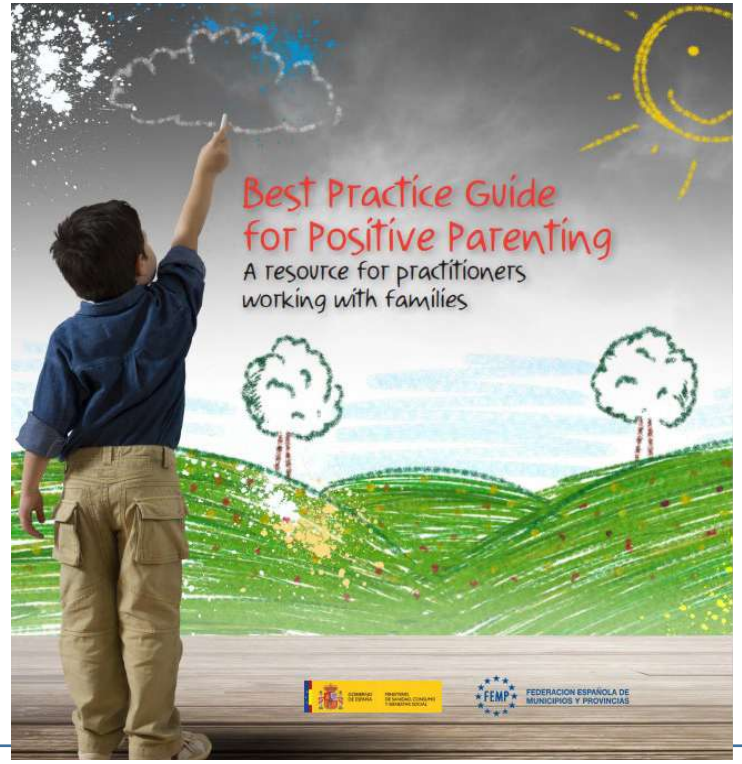
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University of Oviedo, Spain

On behalf of the Spanish Team of Researchers, Professionals and Institutions involved in Promoting Positive Parenting

Under the

Collaboration Agreement between The Spanish Ministry of Social Rights and Agenda 2030
and
The Spanish Federation of Municipalities and Provinces (FEMP).





Assessment Resources for Enhancing Quality in Services for Children, Youth and Families

Guide to Inter-professional Competences for Positive Parenting

and

Best Practice Guide for Positive Parenting

Funded by the European Union







Entities and Institutions involved:

- **Spanish Ministry of Social Rights and Agenda 2030**. Directorate General of Family and Child Services (State level)
- **Spanish Federation of Municipalities and Provinces (FEMP).** Directorate General of Local Policies (Local and Regional Level)
- **Researchers** from seven **Spanish Universities** located in different regional areas:
  - Las Palmas (Canary Islands), Lleida (Cataluña), Madrid, Oviedo (Asturias), San Sebastián (País Vasco), Tenerife (Canary Islands) y Sevilla (Andalucía)
- **Practitioners** from different geographical areas of Spain and professional fields, including **Social Welfare, Education, Health, Justice-Law, NGOs and others**

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MINISTERIO DE DERECHOS SOCIALES Y AGENDA 2030

SECRETARÍA DE ESTADO DE DERECHOS SOCIALES

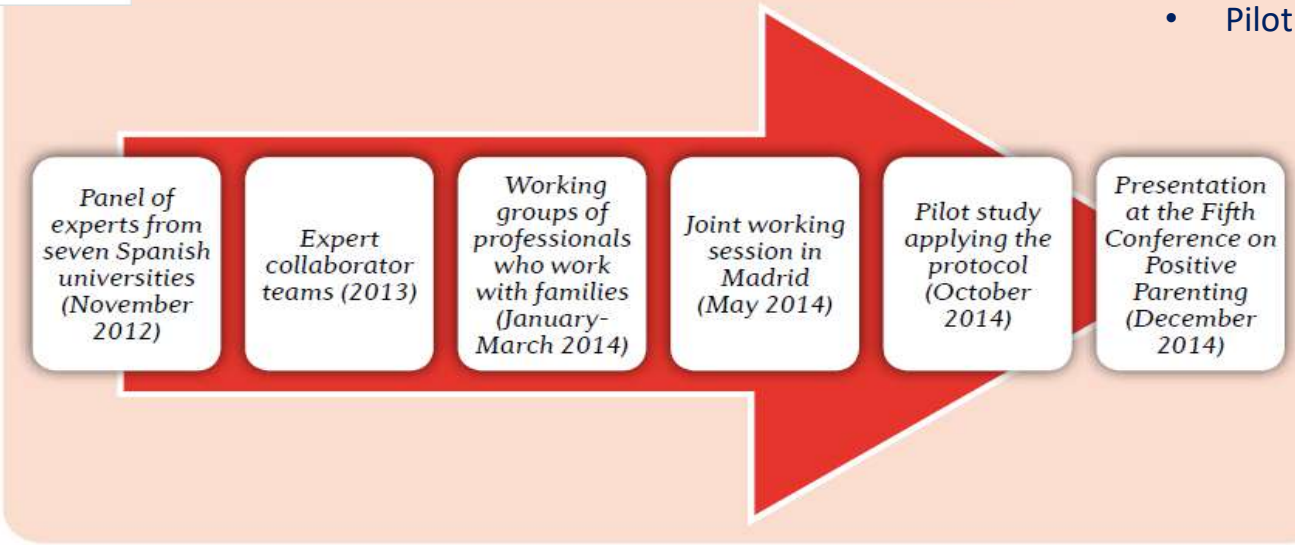
How the Guides were built?

Research Experts and Collaborators:

- Literature and documents review
- Identification of key competences /best practices
- Consensus with **practitioners** and **professional associations** / **Other experts** (Delphi)
- Pilot Study



1. *Drafting process for the Best Practice Guide for Positive Parenting*



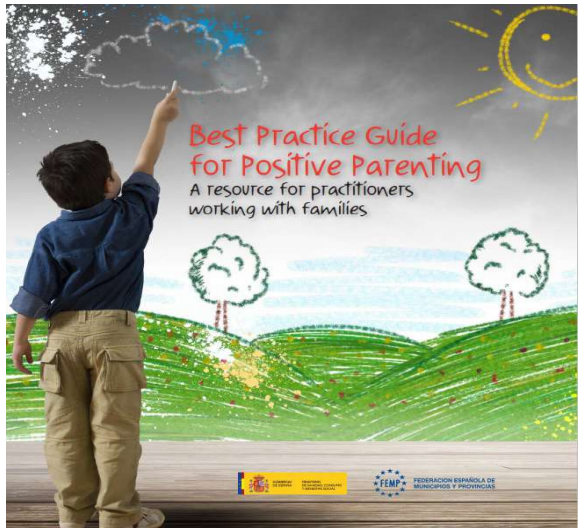
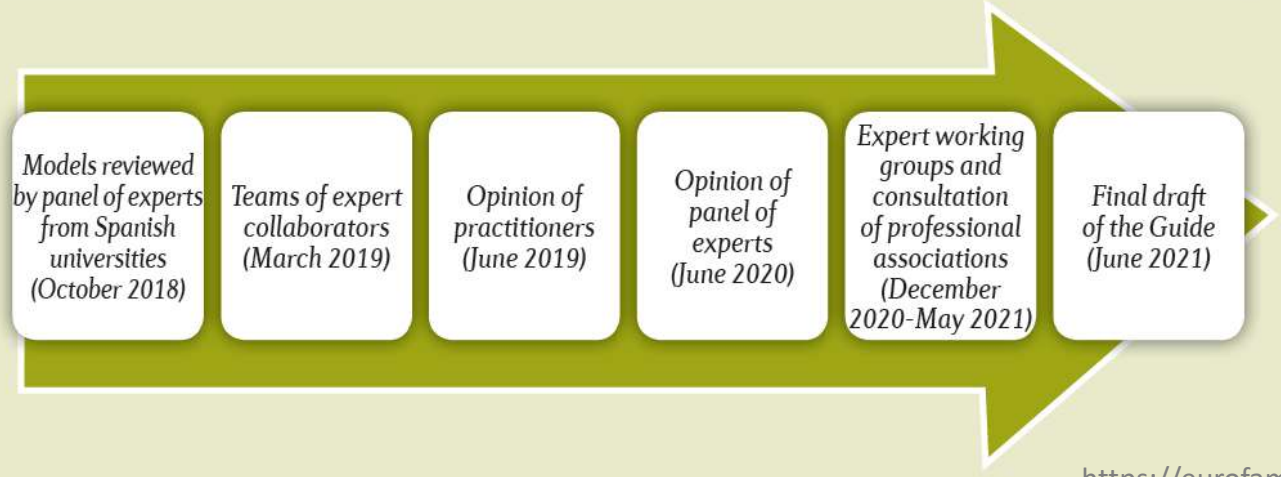




Figure 2. Drafting process for the Guide to Interprofessional Competences for Positive Parenting





FEMP

FEDERACION ESPAÑOLA DE MUNICIPIOS Y PROVINCIAS

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Framework

United Nation Declaration of the Rights of the Child (1959)



Council of Europe Recommendation Rec(2006)19 on Policies to Support Positive Parenting

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United Nation Declaration of the Rights of the Child (1959)

Enable the full development of the children

Council of Europe Recommendation Rec(2006)19 on Policies to Support Positive Parenting

What Families Need…To contribute to the *full development of their children*?

- **Confidence** on their own parenting skills
- **Satisfaction** with their parenting role and children interaction
- **Information and reflection** on how raising their children *Avoiding any kind of violence and maltreatment*



All families **need to feel supported and recognized** for raising their children

Main aim:



To promote that I**nstitutions** working with families and children being involved in:

- Fostering families' competences and personal well-being within the family
- Providing **Formal and Informal support** to Families to:
  - Promote positive coexistence within the family
  - Prevent difficulties
  - Deal with difficulties and **reduce parenting and family stress**.

Institutional and Professional Implications

COUNCIL OF EUROPE CONSEIL DE L'EUROPE
Committee of Ministers
Comité des Ministres

Council of Europe Recommendation Rec(2006)19 on Policies to Support Positive Parenting

Framework

Institucional Implications

- Broad Range of **Settings:**
  Social Services, Education, Health, Justice, Others
- Public administrations at the state, regional and local levels, Professional Associations, Foundations, and other entities (NGOs)
- Adopt a **universal and community approach** for family support
- Provide **all families with psycho-educational** support
- **Coordinate** plans, strategies and programmes to improve family support within communities
- Inter-Institutional collaboration

Professional and Institutional Challenges:

Take into account:

- **Rights and obligations** of children and families, in family support processes
- **All families and their diversity** (family models, circumstances, etc.)
- **Family participation** in family support processes
- **Provide appropriate services** and **professional practice**

INTER-PROFESSIONAL COLLABORATION CHALLENGES

Provide Resources, Training and Spaces for Reflection on Practice to guide professionals to face the new challenges

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COUNCIL OF EUROPE CONSEIL DE L'EUROPE
Committee of Ministers
Comité des Ministres

MINISTERIO DE DERECHOS SOCIALES Y AGENDA 2030
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FEDERACION ESPAÑOLA DE MUNICIPIOS Y PROVINCIAS

THE SPANISH INICIATIVE

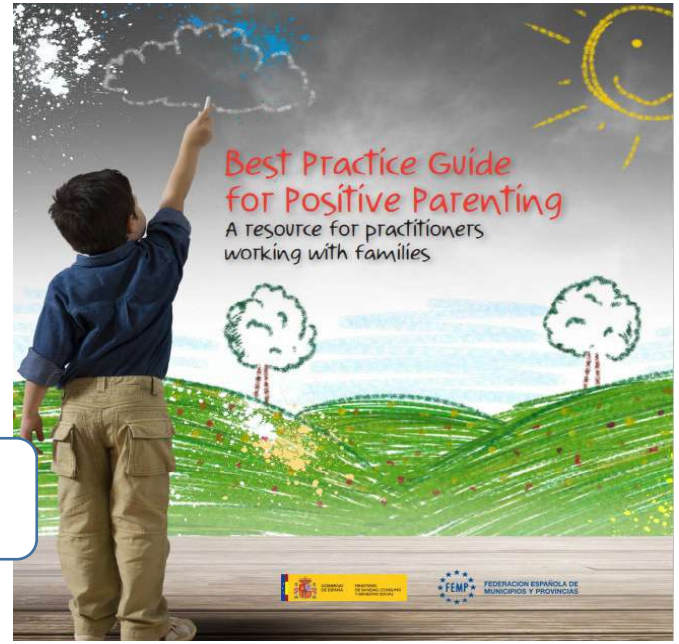
Provide Resources, Training and Spaces for Reflection on Practice to guide professionals to face the new challenges

Design, Develop, Applicate and Evaluate of

SELF-ASSESSMENT PROFESSIONAL TEAM RESOURCES

Inter-professional Competences Guide for Positive Parenting
and
Best Practice Guide for Positive Parenting



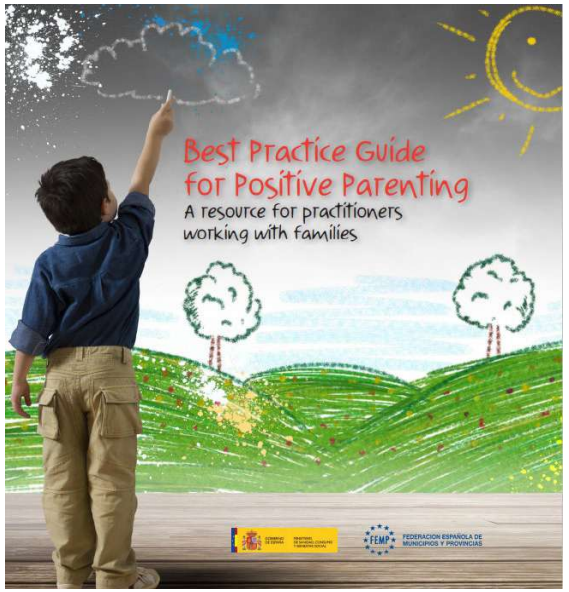


Inter-Professional Competences promote Best Professional Practices

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Aims of the Guides





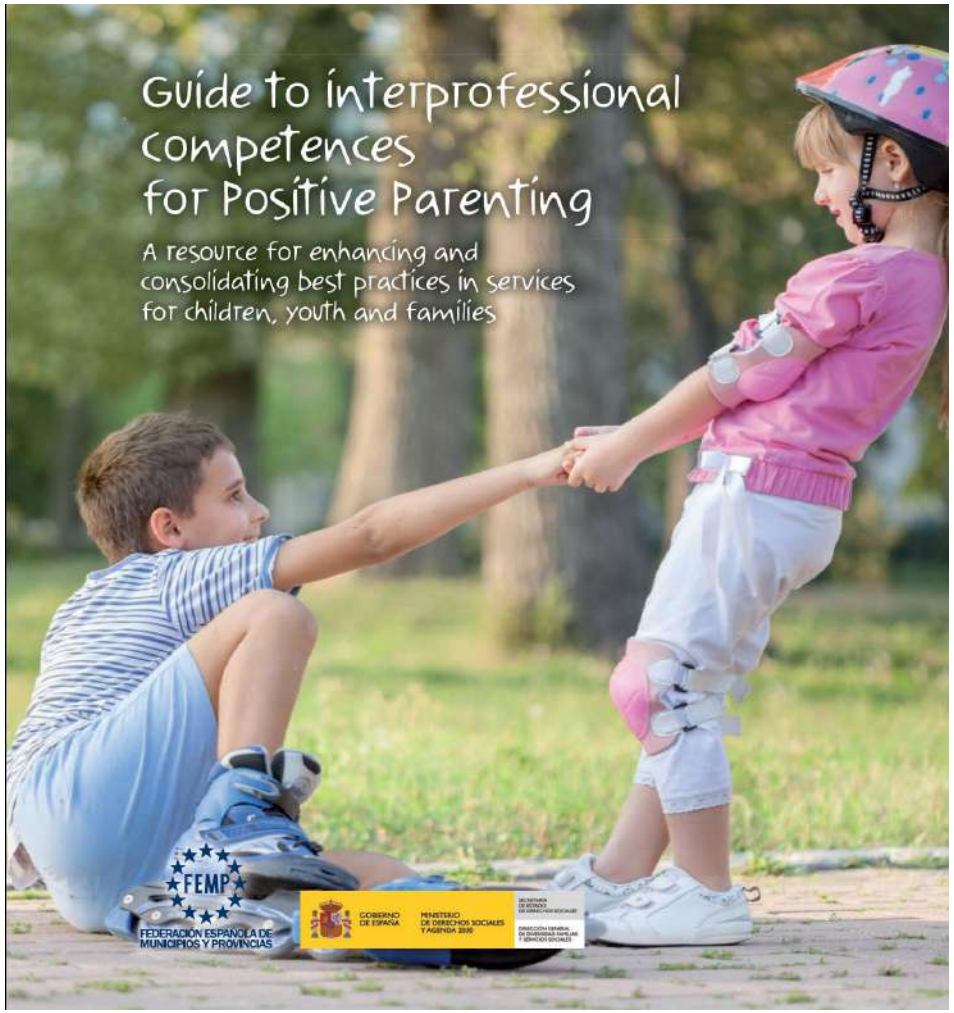
Specific Aims

- To **identify and promote inter-professional competences and best practices on Positive Parenting** for family suppor and intervention
- To contribute to **training professionals** on interprofesional competences and best practices on positive parenting
- To promote **self-assessment** on interprofesional-competences and best professional practices
- To promote inter-professional **collaboration** among professionals from different sectors, stakeholders, decision makers, and researchers.
- To contribute that professionals have **clearer knowledge about how to gain quality in their tasks and services**

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Definition
Structure
How to be used



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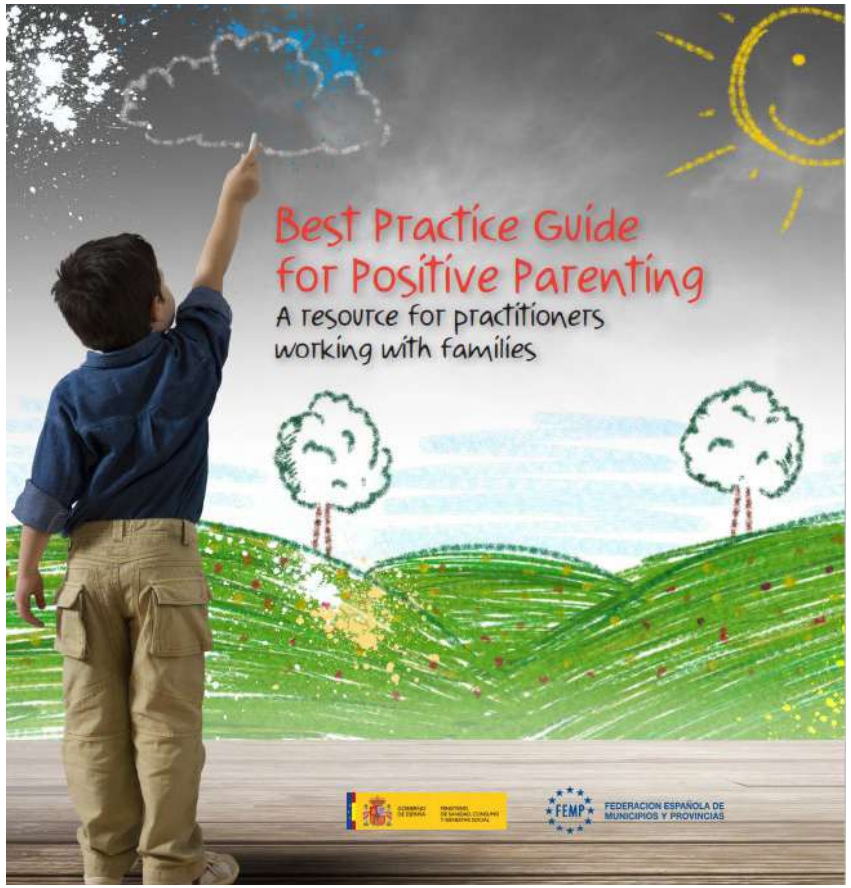
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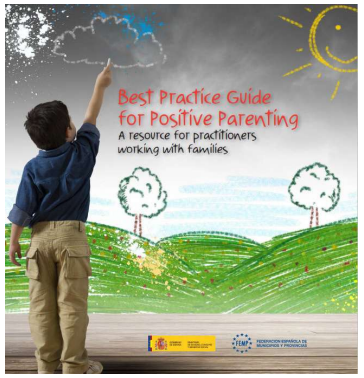
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Inter-Professionality

Is the process by which:

- Professionals of different disciplines and professional sectors
- Share **knowledge**
- Reflect and develop **practices**
- On the basis of agreed **principles and approaches to cooperative action**

CONCEPT OF PROFESSIONAL COMPETENCE

- Refers to
  - Knowledge
  - Skills
  - Attitudes, beliefs, attributions
  - Emotions
  - Actions
- Allow to generate and coordinate flexible, **adaptive responses**
- To professional demands arising from the **implementation of tasks**
- Take advantage on opportunities and resources available in the community context

Knowledge: *facts, principles, theories and practices related to a field of study or work*

Skill: *ability to apply knowledge, know how to complete tasks and solve problems in a given field*

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Concept of Best Practice

Experiences, processes, strategies guided by principles, objectives and appropriate procedures, with positive results, effectiveness and usefulness in a specific context.

Principles of Best Practices in Positive Parenting:

- Respect for Diversity
- Inclusive perspective
- Participatory approach

- Professional Competences
- Professional stability

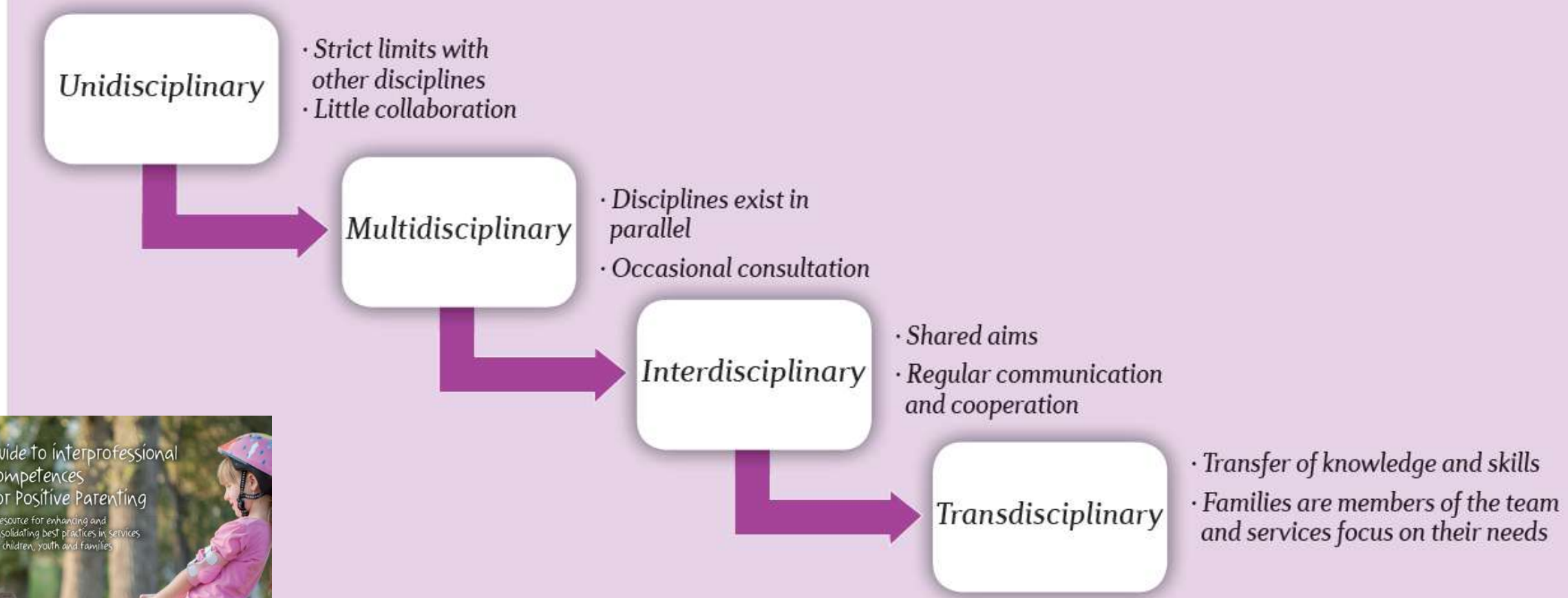
- Scientific and evidence based
- Regular Assessment and Evaluation

Some characteristics of Best Professional Practices

- Work with the **person and their circumstancies**, contexts and situations
- Identify personal and contextual **potentials and strengths**; not only limitations
- **Innovative** in processes or results in a given context
- Report on **positive results** for a specifice objective; not only negatives
- **Empowers** families, professionals and the community
- **Reproducible effects**.
- **Sustainable** in the service
- **Transferable** to other profesional areas and services
- Impact on **Family Policies**

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Figure 4. *Summary of professional relationships by disciplinary modality*

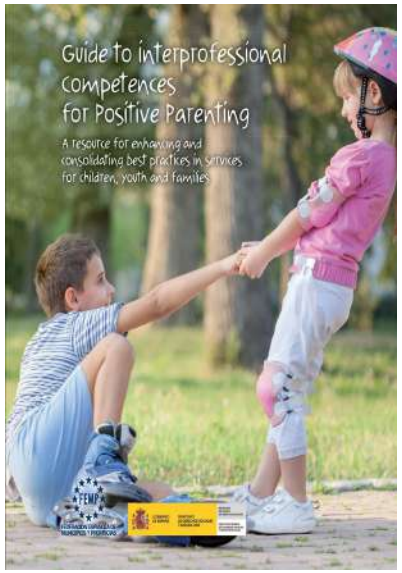




There is a clear need to develop a **professional service model** that is **integrated and connected**, following an **action plan** that **families also know about** and have **contributed to developing**

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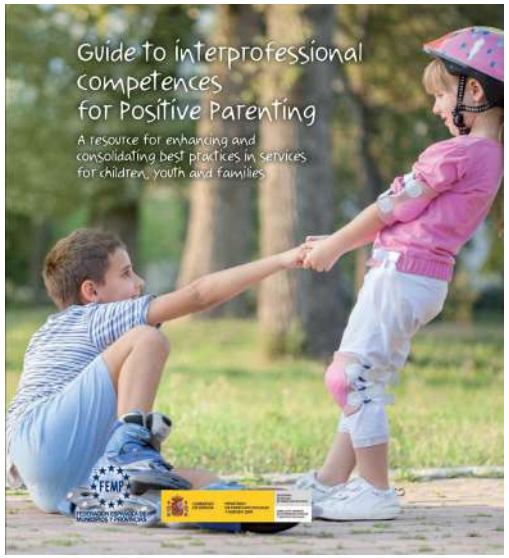
Actions for Inter-Professional Cooperation





- **Build Teams** of Professionals from **different disciplines and sector**
- **Parents or family members** of the cases under study are team members to learn about their needs and social networks
- **One coordinator** for all actions of a given case
- **Meet regularly**
- **Share** aims, knowledge, skills and resources
- **Decide the processes** to work together
- **On-going and formative self-assessment** to check the team's functioning and results. To identify potentials, difficulties and to learn from them
- **Involvement of participating entities** to recognize, encourage and support the professional team

How to use this guide: an opportunity to improve best practices





Inter-Professional Competences

for working with families

promote **Best Professional Practices**

and

help to **Improve the Quality of Family Support:**

- Services
- Direct Professional Practice with Families
- Programmes and Resources

ESTRUCTURE of the INSTRUMENTS included in the Guides



12 Competences - 213 Microcompetences
Knowledge / Skills / Attitudes-Values
4 Service / 4 Practice with families / 4 Programmes

Target field

- Service
- Direct Professional Practice with Families
- Programmes

Components

- Competences
- Microcompetences: Knowledge, Skills, Attitudes-Values
- **12 Competences - 213 Microcompetences Knowledge / Skills / Attitudes-Values**



25 Best Practices
9-Service / 11 Practice families /
5 Programmes

Target Field

- Service
- Direct Professional Practice with Families
- Programmes

Components

- Best Practice
- Questions
- Indicators
- Assessment Likert Scale

Service

Model of interprofessional competences by action area



Table 3. *Competences related to the characteristics of family support services and organisational culture and examples of microcompetences for each type*

COMPETENCES	MICROCOMPETENCES	
Promotes professional practices in line with the positive parenting approach within the service's organisation	K	Reviews and updates theoretical and practical knowledge on positive parenting
	S	Promotes coordination between diverse institutions, entities and organisations to improve awareness of and universal access to the service
	At/V	Considers the family's viewpoint and encourages their participation as a key element in the service organisation model
Places the rights of the child and the family at the centre of the service's work	K	Recognises in the service the United Nations Convention on the Rights of the Child, in particular the principle of the best interests of the child
	S	Promotes recognition of the parent figures' obligations and responsibilities in the care and upbringing of their child
	At/V	Promotes in the service the adoption of the principles and rights of social justice, social inclusion and equality
Establishes strategies in the service for prevention and promotion of positive parenting while taking into account family and functional diversity	K	Is aware of the family's specific needs, taking into account diverse types, cultures and circumstances, as well as the functional diversity of family members
	S	Designs procedures in the services to identify and evaluate strengths and needs in the family and their inclusion in the community
	At/V	Promotes awareness of and respect for family diversity as related to gender, parental roles, function, culture, religion, etc.
Promotes professional competences, coordination, and the use of professional, community and university networks to improve the service	K	Identifies the factors that facilitate innovation in professional practice in the service from the positive parenting standpoint
	S	Promotes networks with professionals of different institutions or entities involved in areas related to children, youth and families
	At/V	Respects the measures defined in the regulations to ensure a healthy work-family life balance for professionals working in the service

Note: K (Knowledge), S (Skills), At/V (Attitudes and Values)

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Service

Model of interprofessional competences by action area



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Direct Professional Practice with Families

Model of interprofessional competences by action area



Table 4. Competences related to the process of professional work with families and examples of microcompetences for each type

COMPETENCES	MICROCOMPETENCES	
Is able to build a collaborative relationship with the family and establish a strong alliance	K	Knows the value of negotiation as a constructive form of creating a strong alliance with the family
	S	Knows how to establish a collaborative relationship with the family and it able to understand and take the family's point of view
	At/V	Is truthful and clear when expressing ideas and explaining what they mean
Knows how to communicate with the family in a way that fosters recognition of their strengths and promotes realistic, consensus-based action	K	Is familiar with the theoretical approaches that analyse communication processes between the practitioner and the family
	S	Helps mothers and fathers identify their own strengths and personal, family and social resources
	At/V	Keeps a positive view of parent figures, children and families
Carries out a rigorous assessment of the needs and strengths of the family as a whole and of its individual members, evaluating parenting skills and child well-being	K	Is familiar with valid and reliable forms of assessment (interviews, questionnaires, observation scales, journals, etc.) that can be used to assess the family's needs and strengths
	S	Evaluates parenting skills in adults and how they relate to the quality of the childraising environment in the family
	At/V	Is polite when conducting evaluations and ensures that individuals do not feel like they are under interrogation
Is able to design and carry out activities involving guidance, mediation and intervention at the individual, group and community level to promote positive parenting and family well-being	K	Is familiar with group methodologies and group dynamics
	S	Promotes communication and conflict resolution skills that foster appropriate and autonomous family functioning
	At/V	Is persistent and knows how to persevere in achieving improvement for the family, despite any obstacles that arise

Note: K (Knowledge), S (Skills), At/V (Attitudes and Values)

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Direct Professional Practice with Families

Model of interprofessional competences by action area



Table 4. Competences related to the process of professional work with families and examples of microcompetences for each type

Knows how to communicate with the family in a way that fosters recognition of their strengths and promotes realistic, consensus-based action	K	Is familiar with the theoretical approaches that analyse communication processes between the practitioner and the family
	S	Helps mothers and fathers identify their own strengths and personal, family and social resources
	At/V	Keeps a positive view of parent figures, children and families

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Programmes

Model of interprofessional competences by action area



Table 5. Competences related to the implementation of evidence-based practices and programmes and examples of microcompetences for each type

COMPETENCES	MICROCOMPETENCES	
Is able to use appropriate methodology when designing and evaluating projects/ programmes	K	Is familiar with the methodology and structure required for evidence-based programmes (identifying needs, aims, content, implementation methodology, activities, timing and evaluation)
	S	Associates programme aims with dimensions of change in participants or practitioners resulting from the programme that can be measured and assessed
	At/V	Considers it essential for practitioners to stay up to date in evidence-based programme methodology
Ensures quality implementation of projects/programmes	K	Is familiar with the human and material resources needed to effectively carry out individual, group or community programmes for parents, children and youth
	S	Connects with other services (schools, healthcare, etc.) to establish collaborative relationships that facilitate programme implementation
	At/V	Respects the diversity of family situations and childraising styles of families participating in the programme
Conducts rigorous and effective evaluation of projects/programmes	K	Is familiar with the different programme evaluation models and theoretical and methodological premises on which they are based
	S	Checks participant progress in achieving the programme aims
	At/V	Records all information required for the programme evaluation in a way that is reliable, respectful and accurate
Writes technical reports evaluating the programme and communicates results effectively	K	Is aware of the rigour and objectiveness required of professional reports
	S	Appropriately structures the technical reports providing case analysis and programme evaluation
	At/V	Where appropriate, comes to an agreement with the team on what the technical reports should contain, ensuring that they are respectful of families

Note: K (Knowledge), S (Skills), At/V (Attitudes and Values)

Programmes

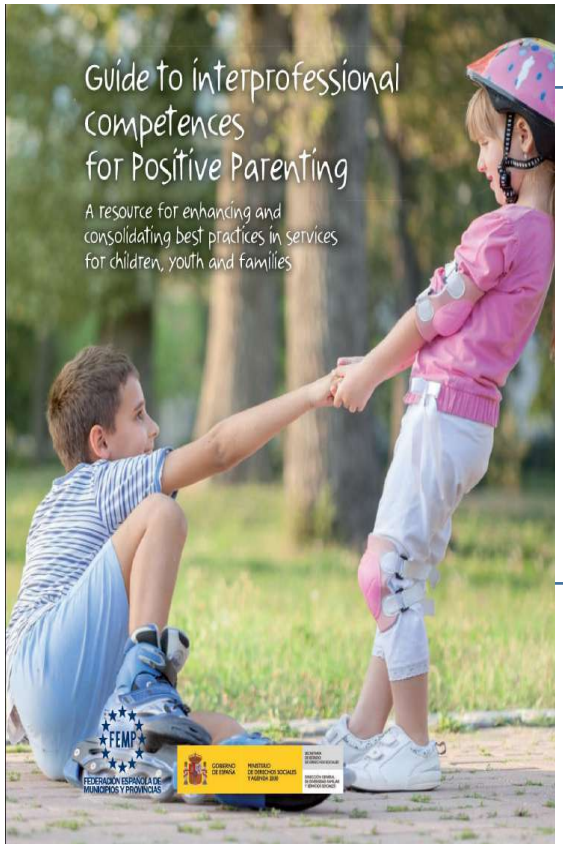
Model of interprofessional competences by action area



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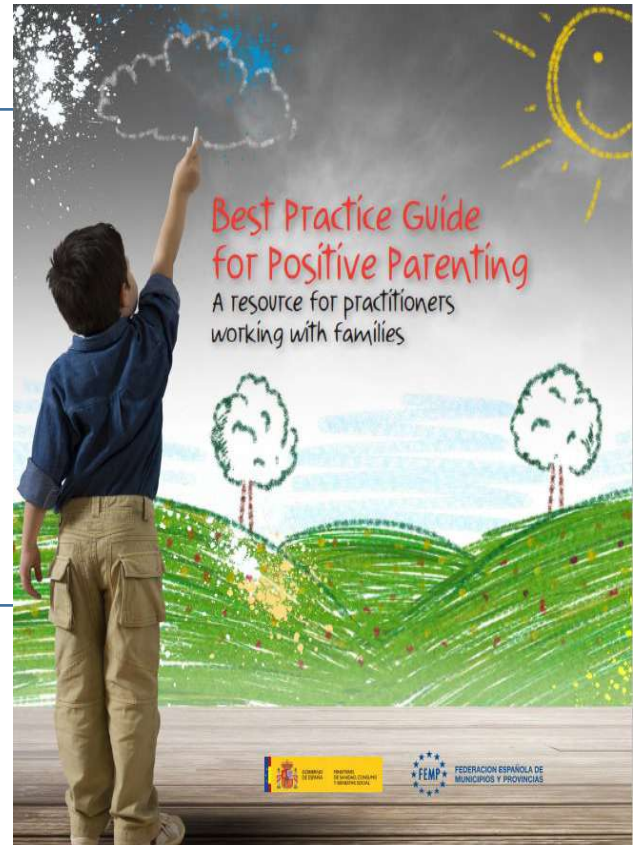
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Inter-Professional Competences promote Best Professional Practices



Conexion between

Inter-Professional Competences Guide
and
Best Professional Practice Guide



STRUCTURE of the Self-Assessment Instrument

Best Practice Guide for Positive Parenting



Target Assessment Field

- **Service**
- **Direct Professional Practice with Families**
- **Programmes**

Structure

- Best Practice
- Questions
- Indicators
- Assessment Likert Scale

Inset 7. Example of a best practice, the questions that help clarify its meaning and the indicators and assessment scale used to evaluate its presence

BEST PRACTICE	QUESTIONS	INDICATORS	N	R	O	A
BP1. FRAME THE SERVICE'S OBJECTIVES FROM THE STANDPOINT OF DEVELOPMENTAL RIGHTS AND NEEDS IN CHILDHOOD AND ADOLESCENCE	• Are the rights and needs of children, adolescents and families taken into account in the service provision? • Is the fact that the individuals visiting the service are citizens in their own right taken into account? • Is the United Nations Convention on the Rights of the Child respected? Other...	**1.** The service takes into account the best interests of the child and respects the developmental needs of children and adolescents when taking action.				
		2. Children, adolescents and family members are recognised as citizens with rights that must be respected.				
		3. Emphasis is placed on the obligation of mothers, fathers and other parent figures to engage in positive parenting of the children.				
		4. Special emphasis is placed on the right of children and adolescents to be heard, to form their own opinions and to participate in the matters that affect them.				
		5. Efforts are made to ensure that users of the service are aware of their rights and obligations.				
		6. Activities are organised to raise awareness amongst professionals and the community of the rights of children and adolescents.				
		7. The service fosters relationships based on respect for family, cultural, socio-economic and gender diversity.				

ASSESSMENT SCALE FOR EACH INDICATOR: **N. NEVER / R. RARELY / O. OFTEN / A. ALWAYS** *Respond by placing an X in the applicable box.*

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Inset 7. *Example of a best practice, the questions that help clarify its meaning and the indicators and assessment scale used to evaluate its presence*

BEST PRACTICES	QUESTIONS	INDICATORS	N	R	O	A
BP1. FRAME THE SERVICE'S OBJECTIVES FROM THE STANDPOINT OF DEVELOP-MENTAL RIGHTS AND NEEDS IN CHILDHOOD AND ADOLESCENCE	• Are the rights and needs of children, adolescents and families taken into account in the service provision? • Is the fact that the individuals visiting the service are citizens in their own right taken into account? • Is the United Nations Convention on the Rights of the Child respected? Other...	**1.** The service takes into account the best interests of the child and respects the developmental needs of children and adolescents when taking action.				
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ON-LINE SELF-ASSESSMENT INSTRUMENT

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		7. The service fosters relationships based on respect for family, cultural, socio-economic and gender diversity.				

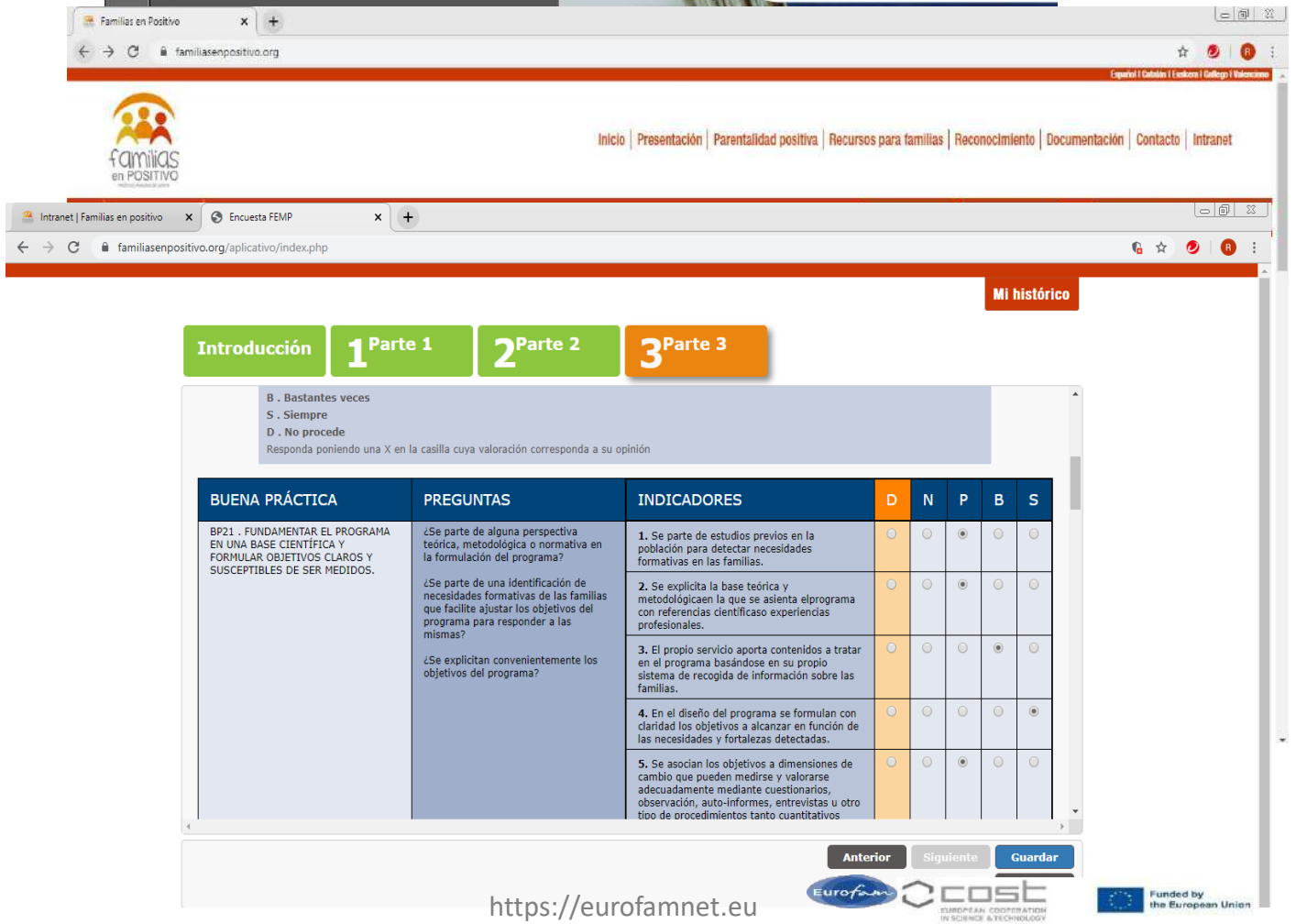
ASSESSMENT SCALE FOR EACH INDICATOR: ***N. NEVER / R. RARELY / O. OFTEN / A. ALWAYS*** *Respond by placing an X in the applicable box.*

www.familiasenpositivo.org

Online Version to fill in the Instrument

Authomatic Report





Defining Community-based Ap

Familias en Positivo

www.familiasenpositivo.org

https://familiasenpositivo.org

Español | Catalán | Euskera | Gallego | Valenciano

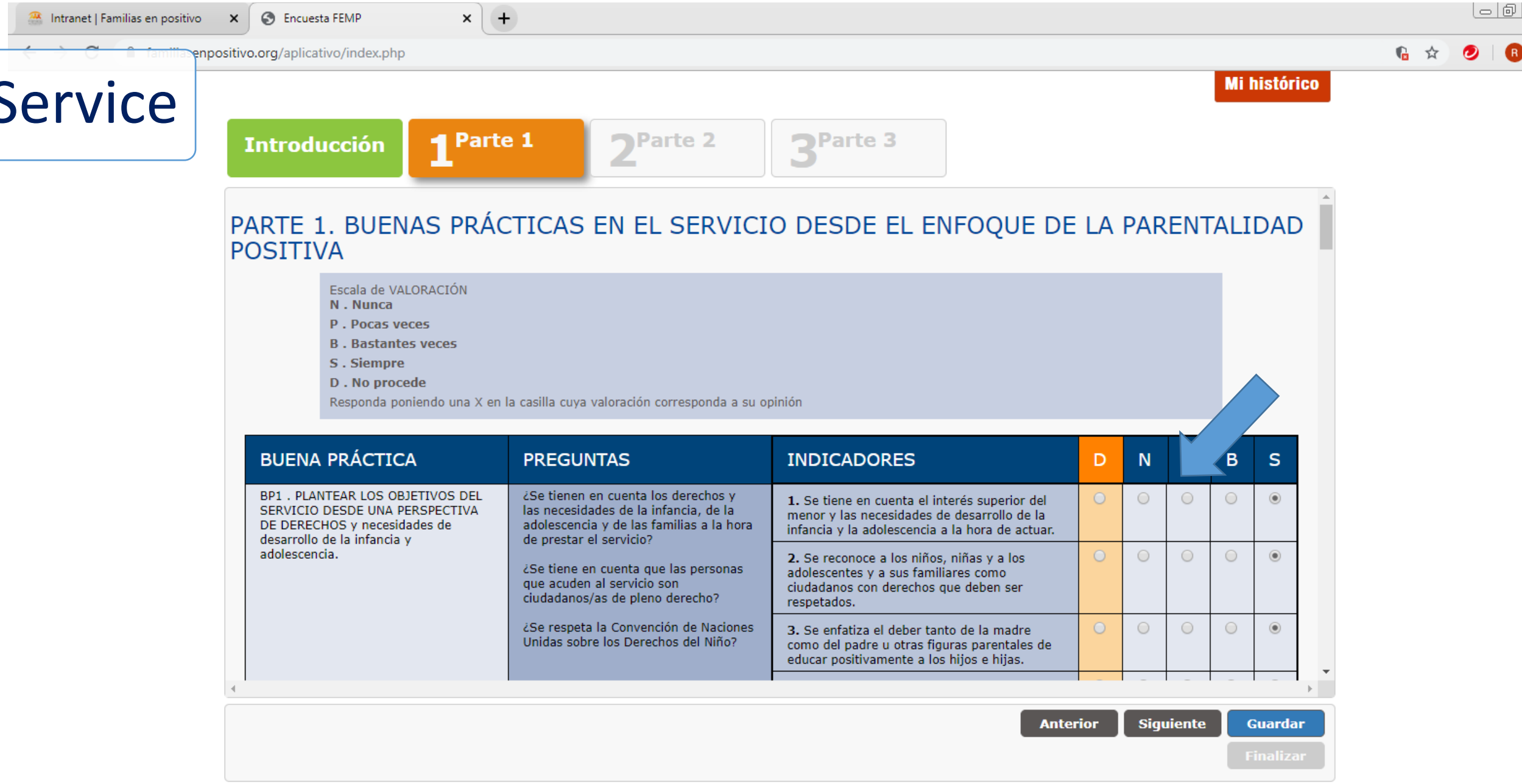
familias en POSITIVO

Inicio | Presentación | Parentalidad positiva | Recursos para familias | Reconocimiento | Documentación | Contacto

ACCESO PROFESIONALES



Service


Intranet | Familias en positivo
Encuesta FEMP
enpositivo.org/aplicativo/index.php
Mi histórico
Introducción
1 Parte 1
2 Parte 2
3 Parte 3
PARTE 1. BUENAS PRÁCTICAS EN EL SERVICIO DESDE EL ENFOQUE DE LA PARENTALIDAD POSITIVA
Escala de VALORACIÓN
N . Nunca
P . Pocas veces
B . Bastantes veces
S . Siempre
D . No procede
Responda poniendo una X en la casilla cuya valoración corresponda a su opinión
BUENA PRÁCTICA
PREGUNTAS
INDICADORES
D
N
B
S
BP1 . PLANTEAR LOS OBJETIVOS DEL SERVICIO DESDE UNA PERSPECTIVA DE DERECHOS y necesidades de desarrollo de la infancia y adolescencia.
¿Se tienen en cuenta los derechos y las necesidades de la infancia, de la adolescencia y de las familias a la hora de prestar el servicio?
¿Se tiene en cuenta que las personas que acuden al servicio son ciudadanos/as de pleno derecho?
¿Se respeta la Convención de Naciones Unidas sobre los Derechos del Niño?
1. Se tiene en cuenta el interés superior del menor y las necesidades de desarrollo de la infancia y la adolescencia a la hora de actuar.
2. Se reconoce a los niños, niñas y a los adolescentes y a sus familiares como ciudadanos con derechos que deben ser respetados.
3. Se enfatiza el deber tanto de la madre como del padre u otras figuras parentales de educar positivamente a los hijos e hijas.
Anterior
Siguiente
Guardar
Finalizar
https://familiasenpositivo.org/aplicativo/index.php#

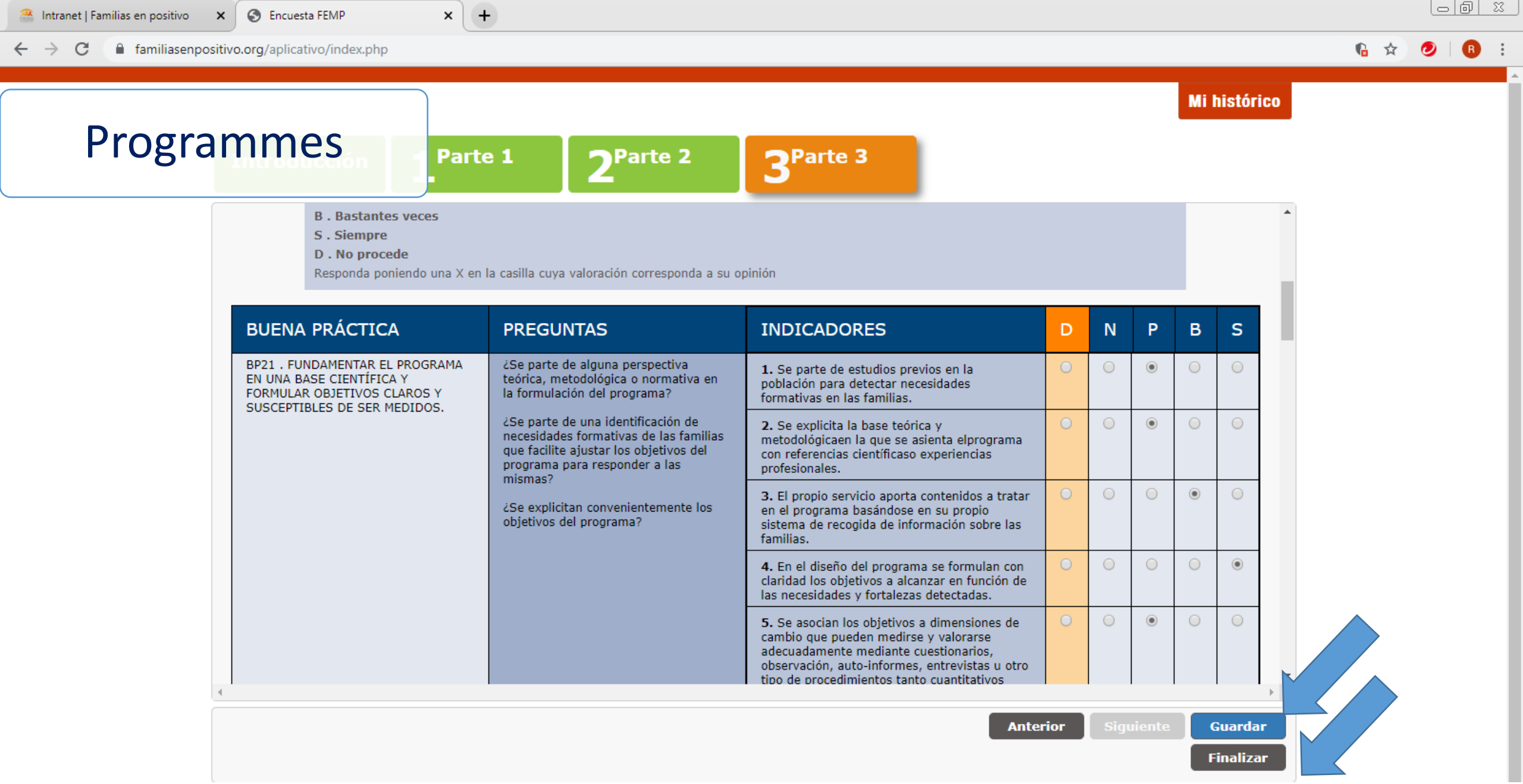
Direct Professional Practice with Families



https://eurofamnet.eu

Funded by the European Union

Programmes


Intranet | Familias en positivo
Encuesta FEMP
familiasenpositivo.org/aplicativo/index.php
Mi histórico
1 Parte 1
2 Parte 2
3 Parte 3
B . Bastantes veces
S . Siempre
D . No procede
Responda poniendo una X en la casilla cuya valoración corresponda a su opinión
BUENA PRÁCTICA
PREGUNTAS
INDICADORES
D
N
P
B
S
BP21 . FUNDAMENTAR EL PROGRAMA EN UNA BASE CIENTÍFICA Y FORMULAR OBJETIVOS CLAROS Y SUSCEPTIBLES DE SER MEDIDOS.
¿Se parte de alguna perspectiva teórica, metodológica o normativa en la formulación del programa?
¿Se parte de una identificación de necesidades formativas de las familias que facilite ajustar los objetivos del programa para responder a las mismas?
¿Se explicitan convenientemente los objetivos del programa?
1. Se parte de estudios previos en la población para detectar necesidades formativas en las familias.
2. Se explicita la base teórica y metodológicaen la que se asienta elprograma con referencias científicaso experiencias profesionales.
3. El propio servicio aporta contenidos a tratar en el programa basándose en su propio sistema de recogida de información sobre las familias.
4. En el diseño del programa se formulan con claridad los objetivos a alcanzar en función de las necesidades y fortalezas detectadas.
5. Se asocian los objetivos a dimensiones de cambio que pueden medirse y valorarse adecuadamente mediante cuestionarios, observación, auto-informes, entrevistas u otro tipo de procedimientos tanto cuantitativos
Anterior
Siguiente
Guardar
Finalizar

Authomatic Report

On

Strengths and Limitations

In

Indicators of Good Practices

in

Service

Professional work with Families

Programmes

VALORACIÓN GLOBAL

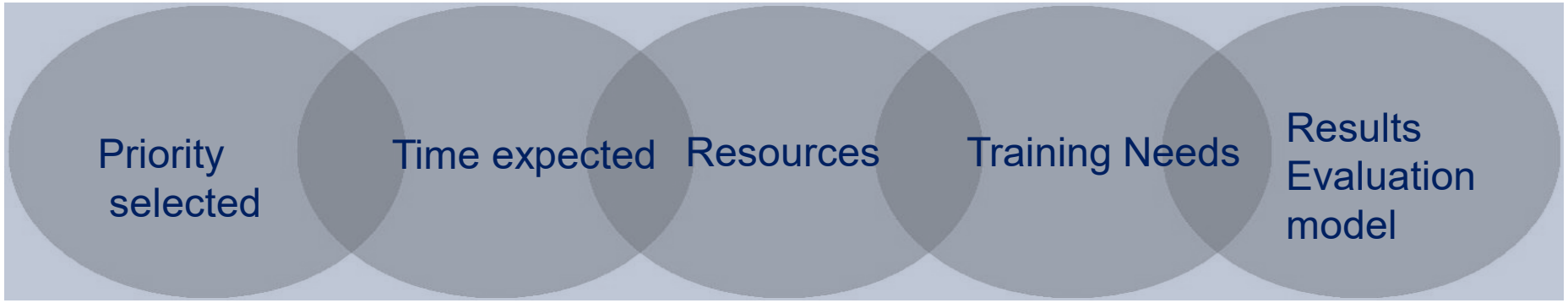
En la gráfica que se presenta a continuación se puede observar la media obtenida en los bloques que ha rellenado del protocolo y obtener así una visión global del trabajo realizado.



After the assessment report

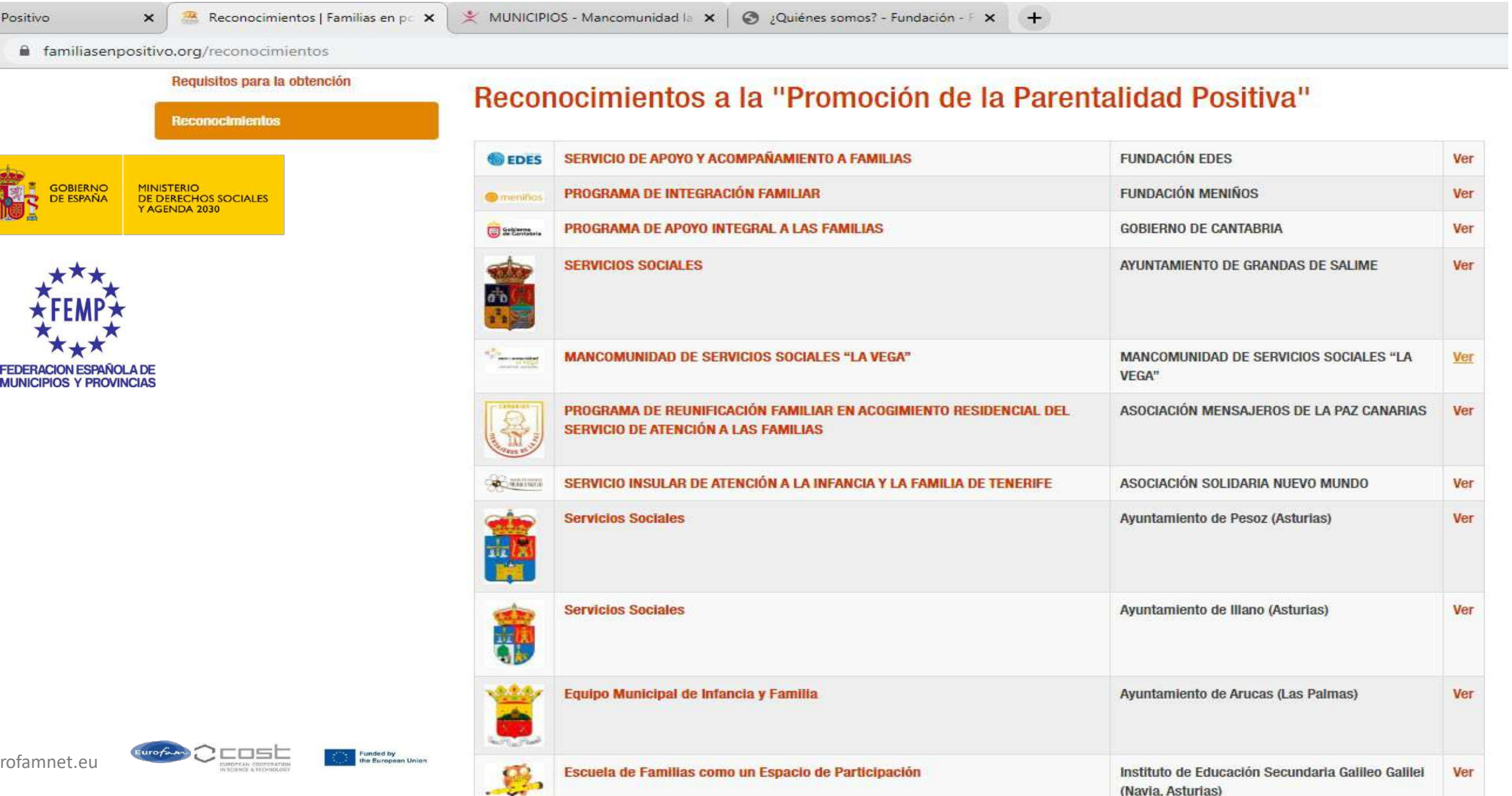
DESIGN AN IMPROMEVENT PLAN

Elements of the Improvement Plan for each selected Priority



Institutional Recognition to the Ptomotion of Positive Parenting

www.familiasenpositivo.org (Parcial View)



rofamnet.eu

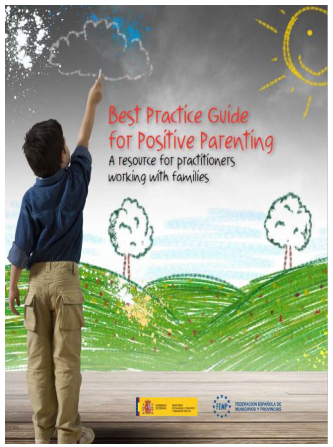
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Some Purposes to use these Guides

How to use this guide: an opportunity to improve best practices





The main aim of the Guides is to contribute to ensuring **good Inter-professional training** to reach the **best quality in services** to children, youth and families

Figure 12. *How to use the Guide to Interprofessional Competences*

- *Review and reorient the definition of competences in undergraduate and graduate degree programmes*
- *Organise spaces for interprofessional training in professional associations, services and social entities*
- *Complement the Improvement Plan for Recognition of Positive Parenting of services and social entities*
- *Facilitate the selection, guidance and supervision of practitioners in services and social entities*

It is essential to identify the interprofessional competences needed for working with children, youth and families so as to implement best practices and help improve the quality of family support services

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DE DERECHOS SOCIALES
Y AGENDA 2030

SECRETARÍA
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MUNICIPIOS Y PROVINCIAS

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POLÍTICAS PÚBLICAS DE APOYO



Thank you!

ramaya@uniovi.es

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