

Family Centred Care in Context 2009 cum Study Visit

Edmonton, 28th August 09



Family Centred Care in Context 2009 cum Study Visit

- ◆ Organizers: The Central and Northern Network for Child Health and Southern Alberta Child & Youth Health Network

Date: 24 – 28, May 2009

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Venue: Edmonton, Alberta, Canada.

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Conference Objectives:

- ◆ to bring parents, professionals, policy makers, and researchers together to develop a common understanding of **Family Centred Care** and how it can be adapted within a variety of settings.
- ◆ more consistent and collaborative approaches to care, ultimately improving the experience and outcomes for children and youth.
- ◆ aligned with interest in health regions to adopt a more family centred approach, as well as with the family centred focus of the new Family Support for Children with Disabilities Act.

Delegates

- ◆ Cheung Wing Shan, Teresa
- ◆ Lau Kwok Wa, Otto
- ◆ Lau Yuk King
- ◆ Mui Wai Keung, Moses



Programme

Date	Events	Services
24 – 26 May 2009	Conference Programmes	Panel; Workshop; Visit
25 May 2009	Visit: Strolley Children Hospital	Children Hospital
27 May 2009	Visit: Parent Link Centres, Edmonton	Child care and parent support
27 May 2009	Visit: Braemar School	Special High School; Support service for young dads and moms
27 May 2009	Visit: The Candora Society of Edmonton	Community Services: Support for low-income family
28 May 2009	Visit: Alberta Children and Youth Services (Minister of Children and Youth Services)	Bursary program: community youth engagement
28 May 2009	Visit: Big Brothers, Big Sisters - Edmonton and Area	Mentoring programs for youngster
28 May 2009	Visit: Alberta Health Services	The Alberta Fatherhood Initiative ;The Alberta Network for Safe and Health Children

Care for Children with special needs

- ◆ Family Support for Children with Disabilities Act in 2003.
- ◆ Family-centered practice should be a build-in element of care service for children with special needs.
- ◆ Children' needs are most likely met when the needs of all of the family members are met, parents know their children best and children show improved functional performance when interventions are embedded in everyday environments of families.

The Family Support for Children with Disabilities (FSCD) Program (Alberta Government)

- ◆ 1. Family Support Services**
- ◆ 2. Child-Focused Services (CFS)**
- ◆ 3. Specialized Services**
- ◆ 4. Out of Home Services**
- ◆ 5. Parent Advisory Committee (PAC)**

Example of family support services

Edmonton Early Intervention Program

- It serves families with a child who is between birth and 3 ½ years of age and has delays in 2 or more areas of development or a diagnosed disability.
- Early Intervention Program counselors are developmental specialists from a variety of backgrounds.
- They support families in home and community.

Edmonton Early Intervention Program

- ◆ **A coaching model:** The helping professions such as occupational therapist and speech therapist focus on using child and family strengths, identifying interests and using those to focus on participation instead of telling parents what to do or focusing on the skills to be developed.
- ◆ They set their goals on participation, active engagement and parent confidence and building capacity in the community.

Resource based coaching approach: key strategies

◆ *Natural learning environment*

◆ *Everyday activities settings*

◆ *Interests are the Keys to Developmental Learning*

◆ *Responsive teaching*

◆ *Community*

Expected outcomes

- ◆ Children: increased participation and increased interactive competency
- ◆ Parent: increased competency and increased confidence.

The Complex Needs Initiative

- ◆ Aims to develop an easily identifiable integrated response across government ministries, service providers and communities.
- ◆ The following conditions are met: Multiple impairments (mental health, physical, challenging behaviors), existing resources exhausted, strained resource capacity and there is safety concern.

Structure of the Children and youth with complex needs (CYCN)

- ◆ includes a cross-ministerial provincial advisory committee.
- ◆ Regional Review Broads of nine regions were integrated and a case management was formed with a Regional Support Coordinator.
- ◆ When a referral is made by a local cross-sector team, the local cross-sector team selects its integrated case manager.

CYCN

- ◆ CYCN is available to systems (agencies) to support children/youth families.
- ◆ Identified support needed include nursing or nursing aide support in schools, consistent community training/education of agencies and aides who are involved with individuals who have complex medical or neurological needs and consistent and dependable therapeutic respite support.

Inclusive education

- ◆ ***Inclusive education*** is an important dimension of the care and support for children with special needs.
- ◆ Changes to the curriculum, staffing, instructional and evaluation strategies, materials and resources, facilities or equipment may be required to address the needs of exceptional students.
- ◆ The neighborhood school is a guaranteed point of entry for all students, and the regular classroom shall be the first option considered. District centers provide alternate program options.

The Kindergarten Inclusive Developmental Services

- ◆ It is developed from need to offer better solutions to transitioning students into their community schools.
- ◆ It provides help to potential at-risk learners and ongoing trans-disciplinary support to the teachers, assistants, parents and students with special needs included in their community kindergartens.

The Kindergarten Inclusive Developmental Services

- ◆ Every kindergarten has regular access to a trans-disciplinary team which includes: Key contact, speech-language pathologist, occupational therapist, physical therapist, teacher assistant mentor, teacher mentor, school-family liaison and psychologist.
- ◆ Family focused activities (Family Nights) are provided to schools to give parents new ideas for home.

The Kindergarten Inclusive Developmental Services

- ◆ Topics such as: Reading with your child, setting routines, nutrition, behavior strategies for parents to use at home, playing games with the children with special needs.
- ◆ In addition, children and families who are not in full day kindergartens receive six to ten visits a year. These Family visits are intended to work one-on-one with the family assisting them in developing skills that will help their child.

Special Services (Therapeutic Clowns)



Therapeutic Clowns



- ◆ From the Southern Alberta Child and Youth network (SACHYN)
- ◆ Through various forms of laughter and child directed play they instill hope, elicit laughter and benefit the mind, body and spirit of the children as well as their families.



Definition of professional therapeutic clown

- ◆ is specifically trained to work in the health care field
- ◆ abides by a code of ethics
- ◆ is committed to being a regular presence in the health care setting
- ◆ collaborates routinely with other members of the health care team
- ◆ engages in on-going training and development
- ◆ receives appropriate remuneration for the work



Work Nature



- ◆ Help ventilate children's emotions such as anxiety, fear and grief
- ◆ Use distraction strategies to distract children's attention when doing minor procedure



Work Nature

- ◆ Provide support in calming children
- ◆ Collaboration with healthcare professionals e.g. Pediatric Team, A & E



Visits

Strolley Children Hospital

Children Hospital

Parent Link Centres

Child care and parent support

Braemar School

Special High School; Support service for young dads and moms

The Candora Society of Edmonton

Community Services: Support for low-income family

Alberta Children and Youth Services (Minister of Children and Youth Services)

Bursary program: community youth engagement

Big Brothers, Big Sisters - Edmonton and Area

Mentoring programs for youngster

Visit: Alberta Health Services

The Alberta Fatherhood Initiative
The Alberta Network for Safe and Health Children

Strolley Children's Hospital

- ◆ A full-service pediatric hospital, receiving over 137,000 patient visits each year



Strolley Children's Hospital

- ◆ Belief: all families want what is best for their child
- ◆ Treat family members with respect



Strolley Children's Hospital

- ◆ Help parents participate as integral members of the health care team
- ◆ Support the strengths, values and choices of families



Strolley Children's Hospital

- ◆ Parents are welcome to visit the patient 24 hours a day
- ◆ one bed provided in the patient's room for one parent to stay in the room with the child overnight
- ◆ messaging service for family wanting to send well wishes to children in the hospital



Strolley Children's Hospital

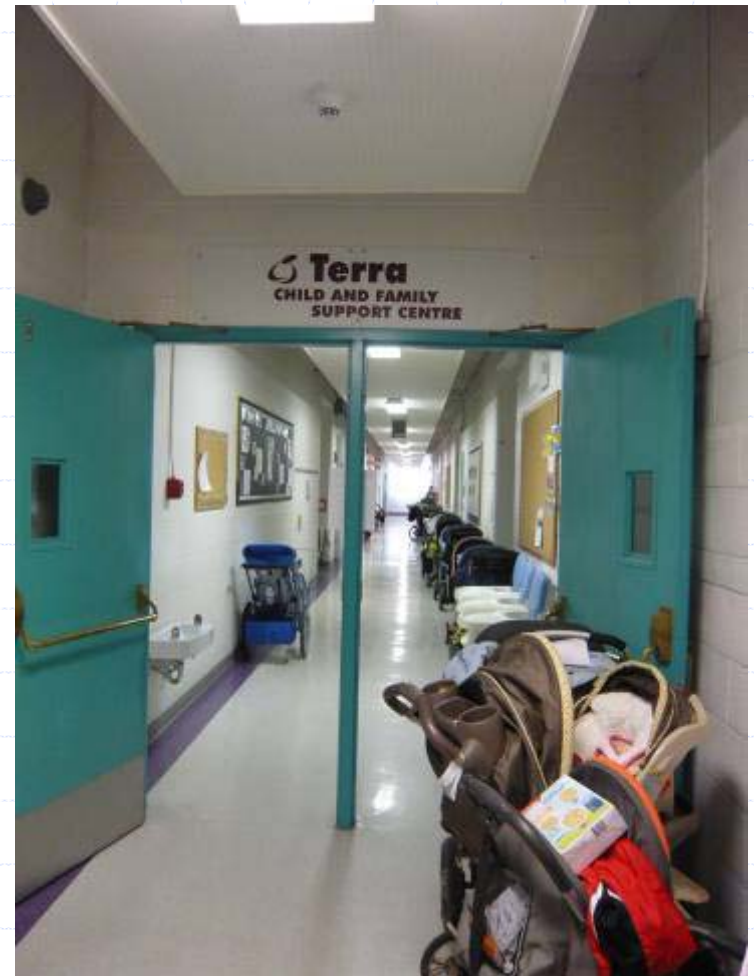


When your
BABY
can't stop
CRYING



Braemar School

◆ Program for pregnant and parenting teens



Braemar School

- ◆ to delivering quality academic programming
- ◆ to promote learning is for life; education will improve the life of the mother and the child
- ◆ give a caring, nurturing, safe environment promotes learning



Braemar School



Braemar School



Edmonton, here come the Terra ambassadors!

Terra launched a new youth leadership program this fall which is gaining momentum. This program is an opportunity for teen parents to develop the skills required as ambassadors to represent and advocate for Terra, teen parents and their community. The ambassadors' goals are to develop leadership and advocacy skills, increase confidence and social awareness, realize potential and be active community members.

Thanks to the City of Edmonton Family and Community Support Services (FCSS), the youth leadership program has 20 ambassadors storming the city with excitement and courage. In two months, ambassadors have 216 volunteer hours and participated in 35 speaking engagements.

Why all the excitement and volunteer hours? Terra ambassadors attend weekly program meetings, hosting events and participate in various agency events to empower them to make a difference in their lives and community. Ambassadors shared their stories as part of the United Way campaign, met with MLAs to discuss social issues, spoke at Terra tours and thanked donors for their contributions and involvement. Through this process they gain confidence, network and realize their potential.

The weekly meetings help the ambassadors remain connected to the program and build a relationship with Terra and the youth leadership facilitators. Thank you to Wendy Doughty, a fabulous volunteer who provided coaching in communication and public speaking for the ambassadors.

The REALTORS® Community Foundation supports the youth leadership program. "Terra is a respected and recognized charity doing excellent work in Edmonton with pregnant and parenting teens and we are proud to be associated with such a worthy," says Jill Debow, Executive Director of the REALTORS® Community Foundation.

"We also had the privilege of meeting an ambassador and this really brought it home for us, the plight of these girls. We also had an opportunity to visit the apartment you have and realize what an important need Terra solves in our community."

Binks Engineering Inc. is another supporter of the youth leadership program and donated proceeds from a summer golf tournament to Terra. "The Insurance All-Industry golf tournament brings together insurance professionals and visitors to the insurance community to enjoy a day of golf and raise money for a local charity supporting children and youth in our community," says Chris Miller at Binks Engineering Inc. "Insurance exists as a safety net when unexpected events happen that affect people's lives. It allows their net to be deflected by the circumstance but to get back on their feet, in many ways, Terra provides a similar safety net to teen parents. The Insurance All-Industry golf tournament is pleased to support the youth leadership program at Terra."



Chris Miller presents a cheque to ambassador Sarah Dozema for the youth leadership program.



Patrick Cadoux, Manager Resource Development accepts a cheque for Terra from the Realtors® Community Foundation.



Ragan Kestrum at the 2008 graduation ceremony at City Hall on June 20, 2008. A record-breaking 34 students from Braemar School completed Program and presented with the Honoring Learning School diploma \$1,000 gift assigned to her Terra Ambassador and given out by Alan Campbell. Photo credit: John Steinhilber.



Ragan and her daughter Sophie.

Ragan Kestrum is an Inspiration! She is a dedicated and amazing young mother with great ambition for the future. Ragan was awarded the Kivallik Award for Academic Excellence in her 2007-2008 year at Braemar School. She is currently attending the University of Alberta, in her first year with the Faculty of Nursing. See the opposite page for questions and answers with Ragan.

What is Family Centred Service/ Practice?

◆ History of Origin

- Carl Rogers, “client-centered”
- giving control to the client, rather than the service provider.
- 1960s, the Association for the Care of Children in Hospital “family-centred care”.

What is Family Centred Service/ Practice?

Definition of FCS

- ◆ Family-centred service is made up of a set of values, attitudes, and approaches to services for children with special needs and their families. (CanChild's definition)

What is Family Centred Service/ Practice?

3 Basic Assumptions

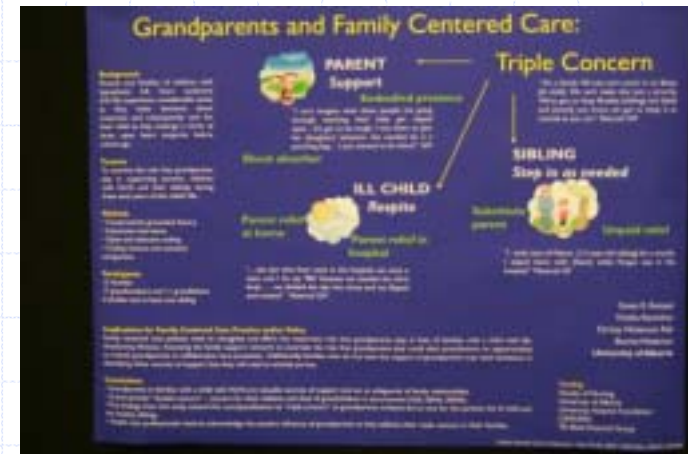
- ◆ Parents know their children best and want the best for their children.
- ◆ Families are different and unique.
- ◆ Optimal child functioning occurs within a supportive family and community context



What is Family Centred Service/ Practice?

The Guiding Principles

- ◆ Each family and family member should be treated with respect (as individuals).
- ◆ The involvement of all family members should be supported and encouraged.
- ◆ Each family should have the opportunity to decide the level of involvement they wish in decision making for their child.



What is Family Centred Service/ Practice?

Some Key Elements

Expectations and Rights of Families	Service Provider Behaviours
Be the ultimate decision makers.	Encourage parent decision-making in partnership with other team members.
Maintain their dignity and integrity throughout the care-giving process	Be knowledgeable about and accept diversity among families (racial, ethnic, cultural and socio-economic).
Feel welcome and supported in the level of participation they choose.	Provide an environment that encourages the participation of all family members.

PREMISES, PRINCIPLES, AND ELEMENTS OF FAMILY-CENTRED SERVICE (Annex 1)

<p>1st Premise (basic assumption)</p> <ul style="list-style-type: none"> Parents know their children best and want the best for their children. 	<p>2nd Premise (basic assumption)</p> <ul style="list-style-type: none"> Families are different and unique. 	<p>3rd Premise (basic assumption)</p> <ul style="list-style-type: none"> Optimal child functioning occurs within a supportive family and community context: The child is affected by the stress and coping of other family members.
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<p>Guiding Principles ("should" statements)</p>		
<ul style="list-style-type: none"> Each family should have the opportunity to decide the level of involvement they wish in decision making for their child. Parents should have ultimate responsibility for the care of their children. 	<ul style="list-style-type: none"> Each family and family member should be treated with respect (as individuals). 	<ul style="list-style-type: none"> The needs of all family members should be considered. The involvement of all family members should be supported and encouraged.

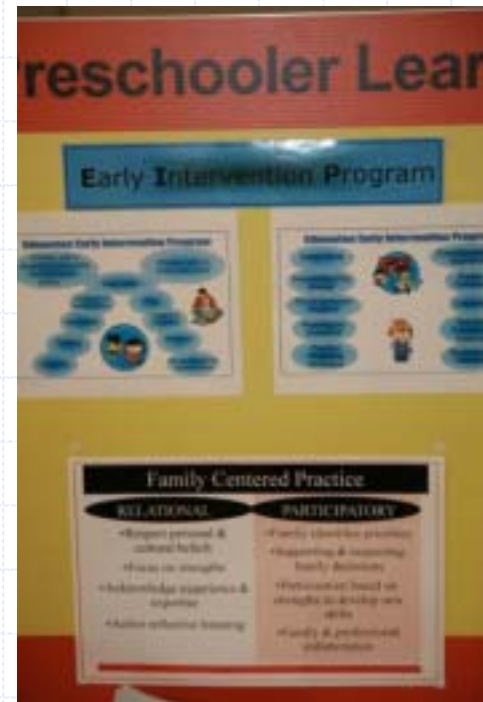
Key Elements (rights and responsibilities)

Expectations and Rights of Families	Service Provider Behaviours	Expectations and Rights of Families	Service Provider Behaviours	Expectations and Rights of Families	Service Provider Behaviours
<ul style="list-style-type: none"> Be the ultimate decision makers. Utilize their own resources. Receive information which will enable them to make decisions about the care that will most effectively meet their needs. Define the priorities of intervention. Choose their level and type of involvement and the level of support they require. Receive services with a minimum of hassle and in a timely manner. Have access to information regarding their child and family. 	<ul style="list-style-type: none"> Encourage parent decision-making in partnership with other team members. Assist families to identify their strengths and build their own resources. Inform, answer, and advise parents. Work in partnership with parents and children and help them identify and prioritize their needs from their own perspective. Collaborate with parents at all levels. Provide accessible services that will not overwhelm families with paperwork and bureaucratic 	<ul style="list-style-type: none"> Maintain their dignity and integrity throughout the care-giving process Be supported in the decisions that they make. Have their opinions sought and to be listened to. Receive individualized services. 	<ul style="list-style-type: none"> Respect the values, wishes and priorities of families. Accept and support decisions made by families. Listen. Provide flexible and individualized services Be knowledgeable about and accept diversity among families (racial, ethnic, cultural and socio-economic). Believe and trust parents. Communicate in a language understandable by parents. 	<ul style="list-style-type: none"> Have their needs and concerns taken into account. Feel welcome and supported in the level of participation they choose. 	<ul style="list-style-type: none"> Consider and be sensitive to the psychosocial needs of all family members. Provide an environment that encourages the participation of all family members. Respect the family's own style of coping without judging what is right and what is wrong. Encourage family-to-family support and the use of natural community supports and resources. Recognize and build on family and child strengths.

Conclusion

◆ Canadian Experience

- Family Centred Practice -
across different sectors
- across different services
 - ◆ child-care
 - ◆ parent support
 - ◆ community development
 - ◆ youth engagement & mentoring
 - ◆ child protection
 - ◆ men's work.



Conclusion – one stop service

- ◆ One stop service = > person-centred approach
- ◆ Various kinds of services are provided
- ◆ Family Centred Practice provide all services under the same roof
- ◆ Case management approach

Conclusion- Family Friendly Policy

◆ Family-friendly policy

- variety of working practices = > work-life balance
- flexible working practices
- providing childcare, eldercare facilities, or paid time off for participation in community activities as part of a community involvement program.

◆ Corporate's role

◆ Government's role

- enacting equal opportunities legislation and employee legislation (e.g. parental leave)

Way Forward

- ◆ “Family-centred” is still quite a vague concept for practice.
- ◆ Common understanding of what Family Centred Practice is within the sector.
- ◆ Not solely the issue of family service, but also the issue across services.
- ◆ Value of family should be reflected in the service provision, but not just a intervention approach or technique.

Thank you...!!!

