



Practitioner-parent collaboration: under what conditions?

The view of parents who participated in the AIDES social innovation

presented

by

**Louise Lemay, Ph. D., Stéphanie Plourde,
Véronique Bouchard and Sarah Dufour, Ph. D.**

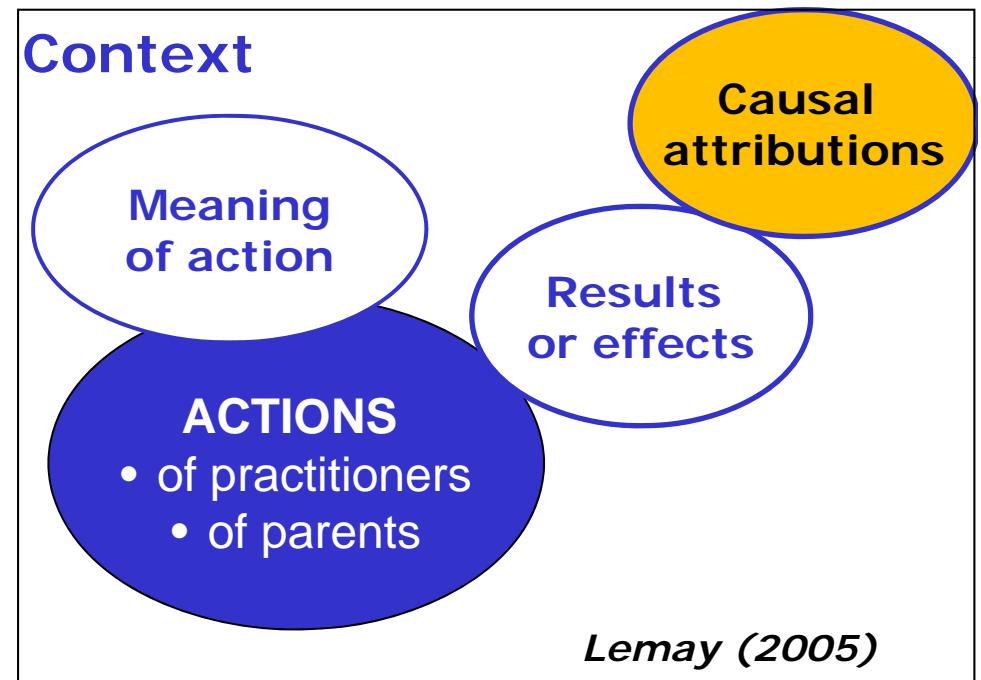
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Method and conceptual framework

- **14 parents from the AIDES group** (+ and - satisfied)
- **Telephone interviews** (\pm 30 minutes)
- **Critical incident method**
- **Content analysis** (causal attributions)

Critical incident



Practitioner-mother interaction (+)

1. MOTHER: doesn't tell PRAC she's pregnant (afraid), but tells own mother, who reacts well.

2. MOTHER (finally deciding to talk about it): "*What are the consequences?*"

3. PRAC: "None, congratulations!"

4. MOTHER: (surprised) "Really?"; (confidingly) "I was a little scared, I didn't want to talk about it."

5. PRAC: (calmly) "I don't see why I would interfere in your pregnancy; I'm here to follow your child's case."

6. MOTHER (EFFECTS): felt "truly relieved!"; "I expected to get (...) lectured"; "what a relief"; "it took a weight off my shoulders."

Attributions

- **PRAC actions (+):** facilitates access to services and provides material support; communicates with "calm" and "says what she has to say"; respects choices ("doesn't force anything"); negotiates ("let's come to an agreement"); **PRAC characteristics (+):** "always smiles, puts me at ease." **Parent actions (+):** returns calls, communicates with PRAC (+ reaction from mother).

Practitioner-father interaction (-)

1. FATHER: informs practitioner about an oversight (medication-child); "I didn't hide it!"

7. FATHER: In a meeting, tells PRAC "what's on his mind" and says that "it was better" afterwards.

2. PRAC (in a meeting): reminds him of his oversight; says he is "afraid" to entrust him with the child, "isn't responsible," "unable to look after his child."

Attributions

PRAC Actions (-)

- "always seeing the negative"; blaming; ignoring the parent's criticism.

PARENT actions (+)

- Communicates (expresses his dissatisfaction)

6. PRAC: "doesn't react," "changes subject."

3. FATHER: answers that the oversight isn't that serious, and that the FF has also forgotten.

4. PRAC: tells him the FF parents are "specialists."

5. FATHER: becomes "aggressive." Repeats that the FF has also forgotten three times, that he finds it "unfair" (experience: incompetence and unfairness).

General observations

The attributions/reasons for describing a relationship as positive (+) or negative (-), relate, in order of importance, to the :

- 1. Actions/practices of the practitioners** (including the practitioners' characteristics): 6 dimensions
- 2. Actions/reactions of the parents:** 3 dimensions

Conditions (+ et -) related to PRACTITIONER's PRACTICES

1) View toward parent, and professional attitude

(+) View toward parent

- Focuses on the person
- Recognises parent's uniqueness
- Sees what's "normal" / puts perceived problems in perspective

(-) View toward parent

- Focuses on the "negative"
- Anticipates parental deficits, failure
- Ignores strengths, progress
- Judges on the past

(+) Attitude of listening and collaboration

- Has a "good ear"
- Does not judge, understands
- Welcomes parent's difference of opinion and criticism
- Puts him/herself "at the same level," does not "put down" parent

(-) Attitude of expert

- Ignores criticism: "Changes the subject."
- Blames, criticises

Conditions (+ and -) related to PRACTITIONER's PRACTICES

2) Communicating, informing, creating awareness

- (+) Saying things “as they are” / (-) Lack of consistency-transparency or doubting the parent’s (not believing the parent)
- (+) Exercising “discretion” (confidentiality) / (-) Talking negatively about the parent in front of the children
- (+) Talking “about this and that” (taking focus away from the problem)
- (+) Informing in advance about an action / (-) Not informing (rights, actions, reasons), informing at the last minute, not talking directly.
- (+) Sharing one’s experience (normalising effect)
- (+) Providing objective information (creating awareness)
- (+) Helping to see more clearly, putting the parent’s responsibility in perspective.

Conditions (+ and -) related to PRACTITIONER's PRACTICES

3) Seeking solutions and access to services

- (+) Focusing more on solutions than on faults
- (+) Seeking the “best solutions”
- (+) Proposing appropriate and effective solutions
- (+) Asking questions, seeking solutions from the parent.

“She throws the answer back to me, and when I look at things, I realise I had the solution all along.”

- (+) Facilitating access to services; intervening for expediting

“It’s mostly thanks to her that my children have a family doctor today (...) it was a lot faster going through the worker.”

Conditions (+ and -) related to PRACTITIONER's PRACTICES

4) Decision making

PRACTICES (+)

- Not forcing, not pressuring parents to take a direction:
- Respecting their decisions; not judging their choices
- Sharing one's point of view "without saying what to do."
- seeking consensus; "coming to an agreement."
- Warning about the negative consequences of decisions

PRACTICES (-)

- Not taking a position
- Deciding unilaterally**
- Excluding the parent from the decision-making process
 - Maintaining one's decision despite the parent's requests
 - Changing a decision without warning
 - Making decisions between partners without considering the parent's own pace

"(...) they [partners] took their decisions, and (...) we had no say, we couldn't do anything."

Conditions (+ and -) related to PRACTITIONER's PRACTICES

5) Mobilising, accompanying

- (+) Focusing on immediate concerns, responding to all questions
- (+) Mobilising for parents' requests/
(-) not reacting, ignoring requests
- (+) Respecting parents' own pace
- (+) Accompanying, involving them
- (+) Encouraging, reassuring, giving hope
- (+) Supporting at various levels / (-) Focusing only on helping the child
- (+) Going beyond one's mandate /
(-) Interfering or intervening without the parent's request.

"(...) everything goes through her [practitioner]. If we call her, she's on it right away."

Conditions (+ and -) related to PRACTITIONER'S PRACTICES

6) Actions related to temporal dimensions of the intervention

RAPIDNESS

- (+) Responding to requests rapidly; being available at the “right time.”
- (+) Returning calls quickly / (-) long waits

“I’d call and she’d answer right away (...) It was always quick, always A.S.A.P..”

DEGREE OF INTERVENTION

- (+) Adjusting the support (frequency, length, conditions) according to the situation / (-) too much/not enough support vs. perceived needs

« *“Well, it's because we've known each other for a long time. So it's easier for me to talk, and I know she's there to listen to me, to help me.”*

CONTINUITY OF THE RELATIONSHIP

- (+) Long-term relationship / (-) change of practitioners

THREE conditions (+) related to the parents' actions

1. Attitude of parents

- Receptiveness, openness to the practitioner
- Sensitivity to the practitioner's reality

"[...] she knows I need someone to listen to me, but I also know she's got her own problems."

2. Communication

- Transparency (reciprocal);
Expressing their experience, their dissatisfaction

"[...] since I separated, I find they're more on our side [...] they work more with the parents."

3. Mobilisation of parents

- Following practitioner's advice; making the necessary changes

Lessons learned from the experiences of parents who participated in the AIDES project

- 1. Promote practitioner <-> parent <-> community relationships and access to resources;**
- 2. Create space for dialogue with parents; include them in decision making**
- 3. Help parents foresee the possibility of actions/decisions being taken to protect the child.**
- 4. Examine professional practices and their effects on parents, collaboration, and ultimately, the well-being of the children (e.g., analytical framework and interaction schemas)**