

# Exploring the impact of education about family-centred service provision on health professionals working in paediatric disability: A scoping review

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## BACKGROUND

### Family-centred service (FCS)

- Approach to practice characterised by collaborative relationships and a focus on family strengths.
- Accepted as best-practice in childhood disability<sup>1</sup>.

### Professional development (PD).

- An important means of supporting ongoing learning and development for practicing professionals.
- PD that develops the skills and ability of SPs to work with parents in a supportive way is likely to have positive parent and child benefits
- Despite evidence of the positive outcomes associated with a FC approach, and the benefits of PD there continues to be challenges implementing FCS into practice

### AIM

To explore the impact of family-centred service PD on the knowledge, attitudes, and behaviours in practice of service providers working in paediatric disability.

## METHODS



- Data extraction and analysis was guided by The National Professional Development Centre for Inclusion (NPDCI) framework<sup>2</sup> which outlines:
  - 'WHO'- participants,
  - 'WHAT'- content, and
  - 'HOW'- approaches to teaching and learning
- A narrative synthesis of PD program components aligned with FCS as a philosophy and a process was undertaken to determine the active ingredients in the PD programs.

## RESULTS

- n=15641 references identified, n=22 publications reporting on 20 PD programs.
- Participants were from multiple disciplines in 13 programs.
- Families were involved in development, delivery, or as participants, in nine.
- Program content typically related to participatory caregiving
- The active ingredients in PD- i) group dynamics, ii) dynamic exploration, and iii) evolving content (figure 1)- include both conceptual and procedural learning, to promote FCS as a way of thinking and a way of doing.

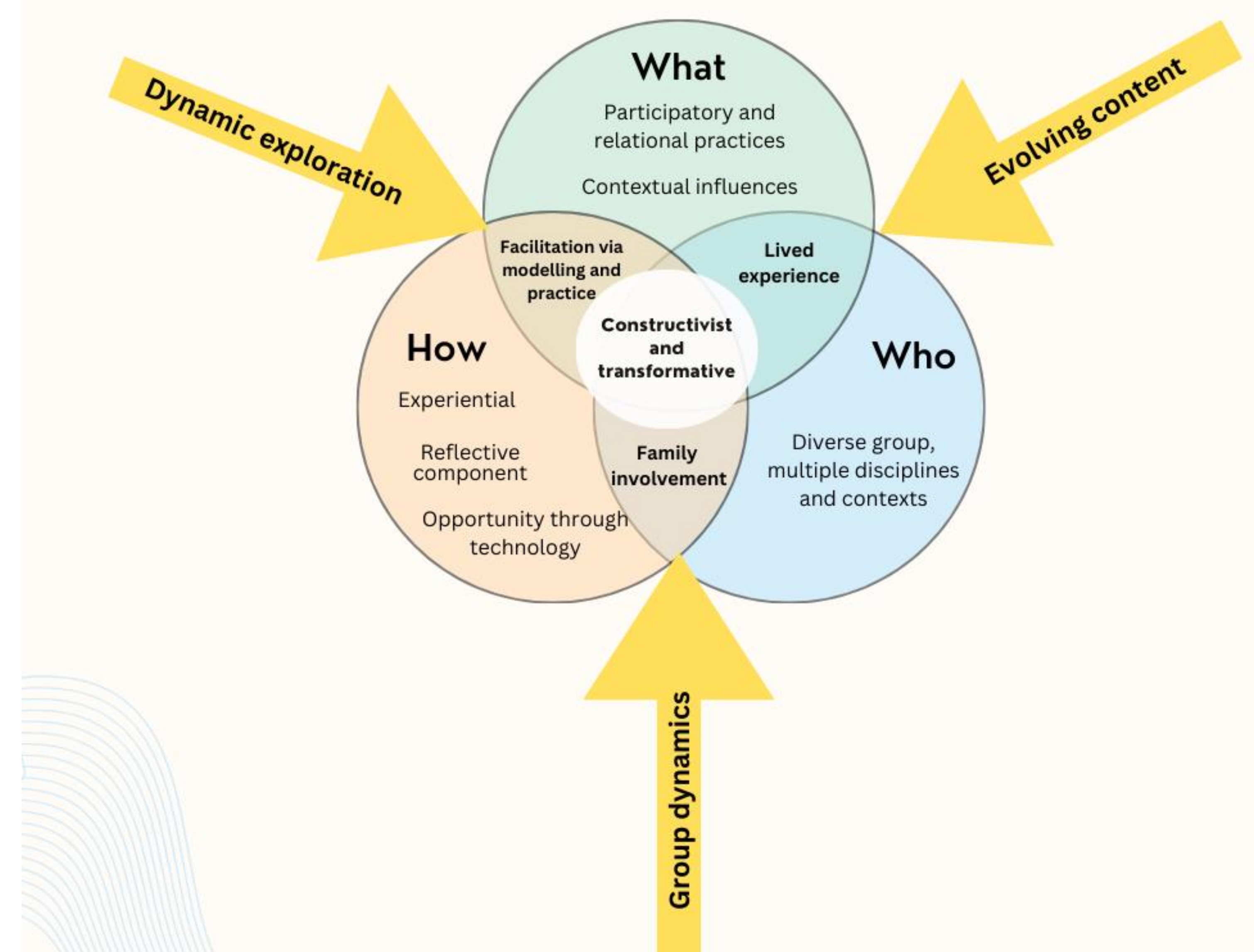


Figure 1 PD program components and Active Ingredients

### Impact of PD

- Outcomes of interest most frequently reported were SP attributes, including attitudes, beliefs, knowledge, and skills.
- Only six studies assessing SP attributes also included a measure of behaviour in practice, making it difficult to determine if change in knowledge and skills resulted in change in practice.

## Summary:

- Involving families in the development and delivery of PD programs provides an opportunity to develop content that is relevant to end users, and for authentic perspectives to be shared as part of the learning experience.
- Providing tools and strategies to support implementation of learning in practice may help service providers embed family-centred approaches into their work following professional development

PD programs promoting reflection, sharing perspectives as part of a diverse group, and lived experience through family involvement, supported learning about family-centred services as both a philosophy and a process- a way of thinking and a way of doing.

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