Welcome to webinar #493

January 31, 2017  1:00 –2:30 PM Eastern Time

(Teleconference open for participants at 12:50 ET)

Tools for Facilitating Nobody`s Perfect Parenting Program Group Sessions

Presenter:
Amélie Trépanier
Step #1: *Teleconference*
   All Audio by telephone

- If your line is ‘bad’ – hang up and call back in
- Participant lines muted
- Recording announcement

Step #2: *The Internet Conference* (via ‘ADOBE CONNECT’)

*No audio via internet*

- SEE the PowerPoint being shown.
- Post your comments/questions.
- See postings from your colleagues.
- Join in the interactive polls.

**Difficulties?** You can still participate! (use the back up PowerPoint - post your comments via email)

Step #3: *Back up PowerPoint Presentation*

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How to post comments/questions during the webinar

Joining in by Telephone + Adobe Connect Internet Conference

Use the text box!

Please introduce yourself!

- Name
- Organization
- Location
- Group in Attendance?

Joining by Telephone + Backup PowerPoint

Respond to the ‘access instructions email animateur@chnet-works.ca
What province/territory are you from?

RSVP via Adobe Connect Poll

OR

RSVP to access instruction email

- BC
- AB
- SK
- MB
- ON
- QC
- NB
- NS
- PEI
- NL
- YK
- NWT
- NU
- Other
Who is joining in?

Adobe Connect Poll
OR RSVP to access instruction email

√ What sector are you from?
  √ Public Health
  √ Education
  √ Research
  √ Govt/Ministry
  √ Health practitioner
  √ NGO
  √ Community Leader
  √ Other?
Who is joining in?

Adobe Connect Poll
OR RSVP to access instruction email

• What is your role?
  – Research
  – Practitioner
  – Manager
  – Decision Maker
  – Policy Maker
  – Community Leader
  – Other
• Welcome: by Public Health Agency of Canada

• Introduction of Presenters
Presenters

Amélie Trépanier is the Nobody’s Perfect program coordinator for the province of Quebec. She works for the Development, Adaptation and Social Integration unit of the MSSQ’s health prevention and promotion directorate.
Tip Sheets

Tools to Support the Work of Nobody’s Perfect Facilitators

January 31, 2017
Primary Objective of the Webinar

Share the results of reflections and intervention tools that were developed as part of the Nobody’s Perfect (NP) program to support the work of facilitators when they are confronted with specific situations.
Introduction

• Facilitation of parent groups in the Nobody’s Perfect program involves a number of challenges
• Upon completing the training, the facilitators find themselves in their environment, often alone, facing everyday life and it is in this spirit that the idea of developing tools was born
• Meeting a need for facilitators
• Willingness to provide facilitators with the same support that we are concerned with providing participating parents with

• Out of that came the idea of developing tip sheets proposing useful facilitation tools and techniques when the facilitator is dealing with more difficult situations:
  - what to do with a parent who …
  - what to do when…

…these are all questions we are often confronted with during facilitation!
• Coordination of the approach that led to the creation of tip sheets by the provincial lead for the Ministère de la Santé et des Services sociaux

• A call was put out to all facilitators for peer review training and this is how the tip sheet project went from project to reality

• Work that spanned from the months of August to December 2015
Selection of Themes

- The theme of each tip sheet comes from day-to-day practice, situations experienced over many years of facilitating parent groups;
- We hope that this is only the beginning and that other such initiatives will follow to equip facilitators for their facilitation role and for managing more specific situations in order to advance the skills development and support of each participating parent.
General Information Tip Sheet

- This information tip sheet groups together the program’s general concepts and its basic premises;
- A few rules for practice:
  - facilitators must adapt their methods to the needs of the participating parents;
  - facilitators’ areas of interest;
  - the learning cycle; and
  - facilitation principles and planning.
Tip Sheet 1: Fathers

• For the past few years, one of the main concerns has been the fathers’ involvement in family life and their children;

• Various studies show that fathers’ involvement, very early in their children’s lives, is a protective factor against negligence and abuse, which is why their participation in NP parent groups is so important;
Fathers (cont’d)

• This tip sheet addresses their involvement, specifically:
  - strategies for recruiting them into parent groups and keeping them there until the end of the group;
  - unique aspects of their involvement in mixed groups and groups exclusively for them;
  - intervention strategies for facilitators;
Tip Sheet 2: Someone Who Dominates a Group or Someone Who Doesn’t Speak at All

• Most facilitators have dealt with a number of specific situations during their experience:
  - a parent who talks A LOT
  - a parent who HARDLY SPEAKS
  - a parent who CONSTANTLY goes off-topic

• It identifies strategies to deal with this type of situation
Tip Sheet 2: Someone Who Dominates a Group ... (cont’d)

• Pre-group contact is very important as it can improve the management of inconvenience:
  - some behaviours or attitudes may require the facilitator to agree upon some form of intervention for the parent with his or her consent even before the group starts;
  - engage the participation of some participants differently;
  - different facilitation strategies.
Tip Sheet 3: Homoparental Families

- While openness to diversity in sexual orientation is increasing, there is still much discrimination and prejudice.
- It is important to
  - emphasize complementarity of aptitudes rather than complementarity of genders;
  - adopt a non-heteronormative way of speaking;
  - avoid gender stereotypes when discussing parents and children; and
  - value all family models and not tolerate denigrating or heterosexist comments.
Tip Sheet 4: Crisis Situations Arising During Group Workshops

• Even though the NP program is not specifically intended for families that are in a crisis situation, owing to the nature of the program, facilitators are regularly confronted with crisis situations:
  – personality conflicts
  – a parent breaks down in tears

• Increased importance of the facilitator’s role in this type of situation as he or she must simultaneously consider the needs of:
  – the vulnerable parent
  – the participating parents
  – the group
Tip Sheet 4: Crisis Situations Arising During Group Workshops (cont’d)

• Some strategies are win/win, including:
  - relying on the group;
  - sharing the situation with the entire group;
  - avoiding dwelling on the situation;

• Avoid the following:
  – Spending too much time on the subject without the group’s agreement.
  – Letting the person expand on his/her difficult past.
  – Underestimating the depth of the crisis.
Tip Sheet: Participant with Mental Illness

• Pay particular attention not to stigmatize people who have a mental illness.
• Challenge: Someone with a mental illness may be emotionally unstable and exhibit some behaviours that can disrupt the smooth flow of the workshops.
• Propose a code of conduct to facilitate contact with a person who has a mental illness: the D.O.U.C.E method.
Tip Sheet: Participant with Mental Illness (cont’d)

• It is also important to remember that NP does not address every need.
• This program is part of a trajectory of services where parents evolve with their needs and situations.
Tip Sheet 6: Immigrant Families and Language Barriers

• Cultural or language background that can sometimes pose challenges in a group setting.
• This diversity must be handled respectfully, and sometimes with finesse.
• May require specific preparation:
  – ensure that the parent has at least a minimum ability to communicate and converse
  – assess the degree of comfort with being in a group and interacting with other parents
Tip Sheet 6: Immigrant Families and Language Barriers (cont’d)

• Identify sensitive topics
• Pay particular attention to ensuring that immigrant parents are drawing connections between their culture and the new culture
• Identify the parent’s need, especially in connection with his/her integration in Quebec
  • Is the NP group indicated?
Take-aways

• Being around parents in vulnerable situations can make us facilitators vulnerable.
• Be prepared and equipped.
• Do not hesitate to ask for support and recognize your limitations.
Thank you for your interest!

Questions and comments

For more information, please email amelie.trepanier@mssss.gouv.qc.ca.
• Thank you for joining us!

• Your feedback is important. Stay tuned for an evaluation form in your email.