



Raising Families: Assessing the Impact of an Interprofessional Program Supporting Parent Self-Efficacy and Child Development

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Background

Synopsis: Post-COVID, there is increased need for community-university partnerships to support families with young children. An interdisciplinary faculty team piloted and assessed a caregiver-and-child model of family services, led by clinicians and students..

PURPOSE Young children born during the pandemic and their caregivers have been impacted by the unique and traumatic experiences of COVID-19 (Friedman, 2024). Designed to distinctly serve young families, Raising Families is a scalable, sustainable model of family support that aims to promote skill-development of children, their caregivers and service provider teams. The purpose of this study was to assess program evaluation data to determine the effectiveness of three cohorts of interprofessional Raising Families programming, delivered in summer, 2023, fall, 2023 and spring, 2024. Forty-two students, seven clinicians and thirty seven families completed a 12-week Raising Families rotation during the initial pilot year. A needs assessment was performed on each family, comprising of a caregiver-child interaction tool (Behavior Assessment System for Children, third edition, Parent Relationship Questionnaire), caregiver occupational function tool (Canadian Occupational Performance Measure), and a child development tool (Brigance Developmental Inventory). Students and clinicians completed an interprofessional collaborative competencies tool retrospectively.

Methods & Instruments

DESIGN: Across three cohorts, thirty-seven (N=37) families participated in a 12-week in-person sequence, delivered by forty two (N=42) students and clinicians from occupational, speech, physical and psychological therapy departments. A pre-post quasi-experimental design was utilized to assess impact to parent mental health, child development and student/clinician interprofessional competencies.

METHOD Interprofessional Collaborative Competencies Attainment Survey (ICCAS) a validated interprofessional education tool, was utilized to assess change in interprofessional competencies (Archibald et al., 2014; Friedman et al., 2023). Child data was collected via Brigance Inventory of Early Development, while caregiver data was collected via BASC-3 Parenting Relationship Questionnaire (PRQ), the Canadian Occupational Performance Measure (COPM), and weekly evaluation surveys (Law et al., 1990).

The image shows three assessment tool screenshots. On the left is the ICCAS - Interprofessional Collaborative Competencies Attainment Survey, which includes a table for recording scores across various domains. In the center is the COPM - Canadian Occupational Performance Measure, featuring a grid for self-rated performance on various tasks. On the right is the BASC3 PRQ-P - Parenting Relationship Questionnaire, a form for collecting demographic information and providing instructions for marking responses.

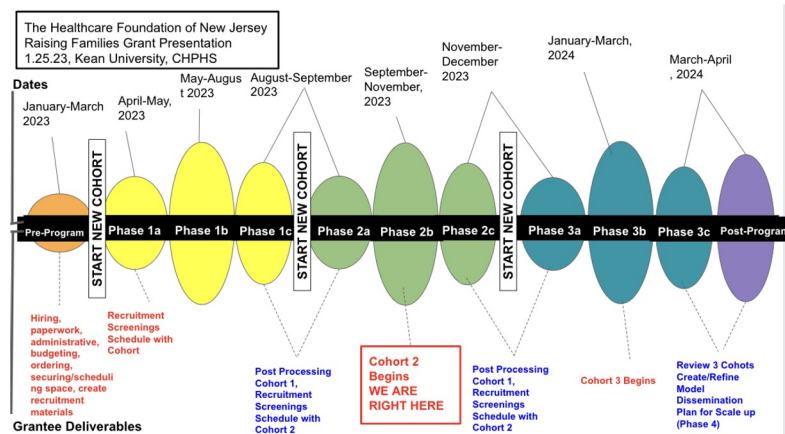
12- Week Curricular Themes

#	Theme of the Week for Parent and Child	Parent Focused-Skills	Parental Book Discussions	Child Books, songs
1 (5/31)	Getting to know Me	Communication		My First Body
2 (6/7)	Getting to know You: Interacting with Adults	Social Emotional Learning	Good Inside	Love Makes a Family, I love my Mommy because
3 (6/14)	Getting to know Friends	Motor, cognitive, social emotional learning	Play: How it Shapes the Brain	My Best Friend, This Is How We Make Friends, Elmo's book of Friends
4 (6/21)	This Is What I Want: Communicating Needs/Wants	Communication, self-help	How to Talk so Kids will Listen and Listen so Kids will Talk	May I Please Have a Cookie
5 (6/28)	This Is How I Move: Exploring My Environment	Motor	The Montessori Toddler	From Head to Toe
6(7/5) *swapped order	This Is How I Learn: Problem Solving	Cognitive	Mindset: The New Psychology of Success	Sharing Time, Calm Down Time
7(7/12) *swapped order	This Is How I Feel: Expressing Feelings	Communication, self-help	Permission to Feel	Baby's Feelings
8 (7/19)	Thriving With Motivation: Motivation and self-confidence	Cognitive, self-help	The Whole Brain Child	I Can Do It, Too!
9 (7/26)	Thriving With My Senses	Sensory, motor	The Out of Sync Child	My Five Senses (Aliki)
10 (8/2)	Thriving With a Schedule: Schedules & routines	Visual, cognitive, self-help	Smart But Scattered	Meal Time, Clean Up Time
11 (8/9)	Thriving As a Listener: Listening	Communication	How to Talk so Kids will Listen and Listen so Kids will Talk	Listening Time
12 (8/16)	Raising Families With Confidence: Saying goodbye	Integration, next steps		Bye Bye Time

Results

Preliminary analyses revealed significant increases on ICCAS, BASC-3 PRQ, and notably, communication/social portions of the Brigance. An upward trend was also noted in COPM pre- and post-scores comparison. Thematic analysis of survey responses revealed the iterative nature of designing and improving interprofessional models.

Grant Timeline



Select References

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