



Abstract Title: Strengthening families program:
Qualitative data from our first two years

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Introduction

The Strengthening Families Program (SFP) is a family intervention program developed by Karol Kumpfer that is currently available from the United States. Our community started providing SFP intervention in Fall 2014 and, since beginning the program, have collected qualitative information regarding perceptions about the program.

Objective

This presentation will review the qualitative reports of participants and facilitators following two years of the Strengthening Families Program (SFP) as presented in a small-urban community located in British Columbia, Canada.

Methods

We provided the SFP to 160 family participants between Fall 2014 and Spring 2016. In the first year (Fall 2014-Spring 2015) we collected individual interviews from program facilitators and also completed individual interviews with parent participants (n = 6). To address comments from facilitators/parents in the year 1 qualitative data, program adaptations were included after year 1; year 2 data was collected following these adaptations. Also, due to low participation in our first year, during year 2 (Fall 2015-Spring 2016), we altered data collection such that feedback focus groups were completed on the last day of the SFP, rather than as individual interviews; there were approximately 24 focus group participants in year 2 (exact number not available).

Results

Our year 1 facilitator interviews suggested positive outcomes related to an increase sense of community and a positive perception regarding the value of the SFP for increasing family time for the participant families. The facilitators felt the program could be improved in terms of reducing potentially insensitive materials (e.g., around drugs and alcohol), repetition, and reliance on lecture-based presentation of materials. From our individual parent interviews, the participants were generally quite positive about the program, especially with respect to benefits for community building, time with other parents, and time for parents and children to learn separately and together. Similar to the facilitators, the year 1 parent feedback suggested that repetition of materials should be reduced. In year 2, the parent focus groups continued to suggest generally positive

perceptions of the SFP, especially related to time with other parents, family time (in a non-judgmental setting), and practical elements (e.g., meal; child care etc.). The parents reported positive family changes including such improvements as better communication and improve planning for family time.

Conclusion

Our qualitative data suggests that the SFP was generally positively received by facilitators and families. Suggested improvements to the program include improving sensitivity of material and reducing repetitive and lecture-based programming.

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