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Overview

Programa de Competencia Familiar (Strengthening Families Program)

Quality level

Quality level : 3

Executive summary

The Research and Training and Social Education Group (GIFES), University of the Balearic Islands has carried out the adaptation, validation and application of our social and cultural reality of the Strengthening Families Program (SFP), a program designed for families in the United States, with very diverse cultural backgrounds. Besides the language adaptation, we conducted an adaptation redefining different concepts. In the area of discipline, for example, we redefined the limits of child punishment by rejecting corporal punishment. We have also performed a cultural adaptation. This is a program for families where one member has completed a process of outpatient treatment for addiction to cocaine or cocaine and alcohol or for people who are receiving treatment in a semi-residential therapeutic community. 'El Programa de Competencia Familiar' (PCF) aims to reduce risk factors and strengthen protective factors for children, promoting normality in the parent-child relationships.

Type of intervention	prevention
Sub-area	selective
Setting	family
Type of approach	family/first childhood,training for professionals
Target group (universal)	family/parents,children/young people
Age group	children age: from 8 to 12 years old
Target group (specific)	family/parents,children/young people
Annual coverage	293

Substances
addressed

outcome evaluation (how far are the specific objectives achieved), impact
Evaluation type evaluation (how far is the general objective achieved), process evaluation (how far
are the operational objectives achieved)

Country Spain

Start date 01/01/2005

End date 30/12/2009

Overall objective

Reduce or prevent drug and alcohol and disruptive and antisocial behavior.

Abstract

The Research and Training and Social Education Group (GIFES), University of the Balearic Islands has carried out the adaptation, validation and application of our social and cultural reality of the Strengthening Families Program (SFP), a program designed for families in the United States, with very diverse cultural backgrounds. 'El Programa de Competencia Familiar' (PCF) aims to reduce risk factors and strengthen protective factors for children, promoting normality in the parent-child relationships. The program has been implemented in various centres of the association Proyecto Hombre. Proyecto Hombre is a non-profit association that was founded in Spain in 1984 to respond to the phenomenon of drug dependency in three key areas: prevention of drug use, rehabilitation and reintegration of drug addicts. The observation of results shows changes in family relationships, in family communication, in parent-child relationships, in family organisation, in family cohesion, in parenting skills, in the children's behaviour and in the children's social skills (adaptive skills and children's knowledge).

Context and theory

Initial situation

High-risk population in situations of drug abuse treatment with children aged 8 to 12 years old. Since 2005 (most of them in 2009) 11 applications have been made in 7 Proyecto Hombre centres: Balearic Islands, Catalonia, Cordoba, Granada, Malaga, Seville and Valladolid. Families of users have participated in advanced ambulatory care centres for addiction to cocaine or cocaine and alcohol, and individuals who continue treatment at the base program (with residential phases) and are also in advanced stages (reintegration) process. Thus, the program joins other rehabilitation devices serving the needs closer to the family and strengthening the protective factors for all the members.

Basic assumptions/theory

It works from a multicomponent approach because it is understood that the family in all its varieties and forms, remains the fundamental social institution of cohabitation. It should recognize respect for family autonomy, protected by the constitutional right to free development of personality of each and

every one of its members. The family is a place where you should ensure the rights of the individuals who compose it, with special emphasis on protecting the rights of minors, and should promote values of gender equality, respect, reciprocity and tolerance among its members. The great diversity of family models that exist in today's society and the cultural and gender differences, increased variability in performing the task of being parents. To this, we must add that today's fathers and mothers are no longer limited to reproducing the cultural patterns received from their parents or their reference group. They align themselves with this task to individualise and give it personal meaning, which no doubt increases the variables. The program is structured around two fundamental complementary approaches: Ecologic-systemic approach. The family should be seen as a dynamic system of reciprocal relationships, framed and open to multiple contexts of influence and with social and historical processes of change. This ecologic-systemic approach means that the functioning of families is very sensitive to the quality of the contexts (extended family, friends, education, work, leisure, neighbourhood) in which family life is developed and the quality of the social networks that support them. Also, this idea implies that the social and demographic changes, economic and political crises, new values and behaviours that are adopted by society, etc., require adaptation processes by the families to improve their relationships. Cognitive-emotional approach. Many parents need support to adequately develop their parental responsibilities. In fact, a constituent part of their parenting role is primarily to obtain this support. They not only require support for a purpose restorative treatment, but above all, for prevention and promotion of the development of family members. This is key to take a positive approach to family intervention. Effective supports are those that are close, integrating and normalising, aimed at developing emotional ties, the organisation-structuring of the family, cohesiveness, resilience, positive communication, development of various social and interpersonal skills, positive discipline, etc. always developed from a cognitive-emotional approach, i.e. an approach that organises the processes of change on the basis of profound cognitive changes, experienced from the emotional and affective labour of the persons involved.

Objectives and indicators

Process evaluation

Operational objectives

Training sessions: 11 Training sessions monitored for each weekly session of each of the applications: tracking 154 sessions in total Trained professionals: 88 (8 for each application: 4 permanent and 4 substitutes) Proyecto Hombre centers involved: 7 Participating families: 87 Participating parents: 153 Participating Children 119 Manuals published: 9 - Handbook of parenting skills program - Handbook of social skills program for children - Manual of the program to improve family relationships - Implementation Guide — parenting skills program - Guide for fathers and mothers - Guide for sons and daughters - Audiovisual material - Guide adapted for fathers and mothers with educational specific needs - Training manuals distributed: 88 (44 to parents and 44 to sons/daughters) - Implementation Guide distributed: 22 - Participants guides distributed: 204 for children and 164 for parents.

Process indicators

Accuracy of trainers

Knowledge-level trainers

Changes in attitudes of the participants

Instruments used

Type of qualitative instrument

Individual observation sheet for each participant (adult or minor child) and session. These sheets include indicators for monitoring the training process.

Type of evaluation carried out

Evaluation design

outcome evaluation (how far are the specific objectives achieved), impact evaluation (how far is the general objective achieved), process evaluation (how far are the operational objectives achieved)

Specific objectives and outcome indicators

Specific objective 1

Improve family relationships

Outcome indicator 1

Improve perception of family relationships

Specific objective 2

Increase parenting skills

Outcome indicator 2

Acquisition of educational guidelines by parents

Specific objective 3

Increase social competence and child behaviour

Outcome indicator 3

Acquisition of communication and social skills by all members (adults and children)

Instruments used

Type of quantitative instrument

Name of instrument (standardised instrument)

ESFA/BASC •Barraca, J., López-Yarta, L. (2003), ESFA. Escala de Satisfacción familiar por adjetivos (ESFA), Madrid, TEA Ediciones. •Reynolds, C.R., Kamphaus, R.W. (2004), BASC. Sistema de evaluación de la conducta de niños y adolescentes, Madrid, TEA Ediciones.

Name of instrument (modified standardised instrument)

•Kumpfer, K.L. (2004), SFP Evaluation Info. Salt Lake City. Department of Health Promotion and Education, University of Utah. <http://www.strengtheningfamiliesprogram.org/evaluation.html> •Orte Ballester Fernández (2009), Resultados de la validación de los instrumentos de evaluación de las familias en la adaptación española del Programa de Competencia Familiar (Strengthening Family Program) en España. XXXVI Jornadas Nacionales de Socidrogalcohol, Salamanca, 2009.

Type of qualitative instrument

Action

The contents of the program are directed to the risk factors and protection that are related to drug abuse such as knowledge of the negative consequences of drug abuse, causes of abuse, or family expectations concerning non-use of drugs. The program consists of a highly structured curriculum focused on the family of 14 weeks duration, carried out in one session weekly for 2-3 hours and includes three programs, the first two simultaneous: - A skills training program for parents - A skills training program for children - A joint program of family formation The program runs on a schedule that facilitates the availability of the family: weekly on Friday afternoon or Saturday morning. Support services have been offered such as caring for younger children and aid with transportation.

Results

Process evaluation

Results

The accuracy of the content and activities of the program is evaluated by special monitoring done for some sessions. This program has a specific questionnaire (questionnaire of accuracy of the session), which applies in the three groups in sessions 2, 3, 4, 10, 11 and 12. This questionnaire distinguishes two aspects: the implementation of activities, discussions and explanations predicted (accuracy to the program); monitoring by the participants (the effectiveness of the program in each of the predicted sections). Participation and family involvement To complete the evaluation, data is presented on the participation and involvement of families in the PCF. This data is collected through an individualised record for each participant, in which the trainers, session by session, evaluate each of the aspects listed below: Attendance at meetings Punctuality of attendance Doing homework Attention and participation in meetings Number of confidences related Appropriateness of confidences related Amount of contributions to group Appropriateness of contributions Individual support to the group Level of interest in the sessions Degree of motivation

References

On the web page of the program is all the relevant information on publications and conferences related to the program.

<http://www.competenciafamiliar.com/pags/esp/el-programa-aplicaciones.html>

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Additional information

Number of staff involved	Applications: 11 Coordinators: 22 (2 for each application: 1 from GIFES team project GIFES and 1 from Proyecto Hombre) Trainers: 88 (4 permanent and 4 substitutes per application)
Status/profession of staff involved	Psychologists, social workers, social educators, pedagogues
Type of evaluator	Internal evaluator
Name of external institution(s)	
Full reference to evaluation report	On the web page of the program is all the relevant information on publications and conferences related to the program. http://www.competenciafamiliar.com/pags/esp/el-programa-aplicaciones.html

Budget

Annual budget	Up to 100 000
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Sources of funding	Regional authorities,National government,Non-governmental organisation
Percentage from each source	Regional authorities=15%,National government=70%,Non-governmental organisation=15%

Additional remarks