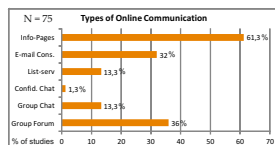


Guiding the Empowerment Process

A model for online counseling with parents

Background

Over the last few years, due to Dutch policy on prevention and early intervention, more than 400 municipality centers have been created, offering face-to-face and online sources of support to youth and families. A recent review of international studies of web-based support programs for parents shows that one third of the programs offered email consultations.



Professional guidelines to provide text-based support seem to be lacking. The GEP model operationalizes the role of a parenting practitioner, guiding the parent's process towards empowerment through single session email consultation.

Our Studies

- Review** 75 studies on online parenting support^d
- Meta-analysis** 12 experimental studies on web-based programs to improve parenting
- Content analysis** 129 single session email consultations with parenting questions
- Model development** 129 email consultations, the Social Support Model^a and the GEP model
- Evaluation** 96 parents and the Family Empowerment Scale^c -adapted



worries or stress?
email consultation
with a practitioner
can boost your
self-confidence
as a parent

Results

Social Support - GEP

By employing the GEP model, the counseling practitioners provided a significant amount of:

- informational support
- esteem support
- emotional support
- network support

Correlations of 129 email consultations
Spearman's rho

$r = .38$
 $r = .37$
 $r = .27$
 $r = .23$

Topics in parenting questions

- family functioning 40.6 %
- emotional development 21.1 %
- physical development 18.8 %
- social development 12.5 %

Percentage of 129 email consultations

40.6 %
21.1 %
18.8 %
12.5 %

Children were 0-21 years
mean 8.2 years, $sd = 5.1$

Receiving an email advice showed
a moderate effect on the subscale of
self-confidence (7 out of 14 items).

$F(1,94) = 19.555, p < .000, \eta^2 = .172, ES = .33$

Literature

^aBraithwaite, D. O., Waldron, V. R., & Finn, J. (1999). Communication of social support in computer-mediated groups for people with disabilities. *Health Communication*, 11(2), 123-151.

^bCattaneo, L. B., & Chapman, A. R. (2010). The process of empowerment. A model for use in research and practice. *American Psychologist*, 65(7), 646-659.

^cKoren, P.E., DeChillo, N., & Friesen, B.J. (1992). Measuring Empowerment in Families (...). *Rehabilitation Psychology*, 37(4), 305-321.

^dNieuwboer, C.C., Fukkink, R.G., & Hermanns, J.M.A. (2013). Peer and Professional Parenting Support on the Internet. A systematic review. *Cyberpsychology, Behavior and Social networking* (in press).

^eTurnbull, A.P., Turbiville, V., & Turnbull, H.R. (2000). Evolution of family-professional partnerships: Collective empowerment as the model for the early twenty-first century. In Shonkoff, J.P. & Meisels, S.J. (Eds.), *Handbook of early childhood intervention* (2nd ed., reprint 2009) (pp. 630-649). New York: Cambridge University Press.

Example



Hey!

Saw the site great thnx for being there. I want to ask a question and wonder if it'll cost me (then don't bother).

I'm in a bit of a mess. My daughter is 8, I was 20 when he was born. My parents were always there for us but we all find she's difficult to handle. It's a long story. But now I'm pregnant again (4wk) and sh*t, my boyfriend (ex as of now) doesn't want to know. I really wanted to do it right second time round... sigh! Will have to tell my parents soon (won't fall on good ground). Another child, I think it's sweet, but can I cope? >

Haven't finished my degree (graph design), but started over - a year ago. Still have my final project to do. Feel so stupid. So I'm in trouble right now, but I would like some advice on parenting my daughter. She's been a pucker, feeling my weaknesses I suppose. Think she picks up on the fact that I have other things on my mind. I do want to see to it that she eats properly and that we have some kind of routine. But now this.

Bye, Fanny.



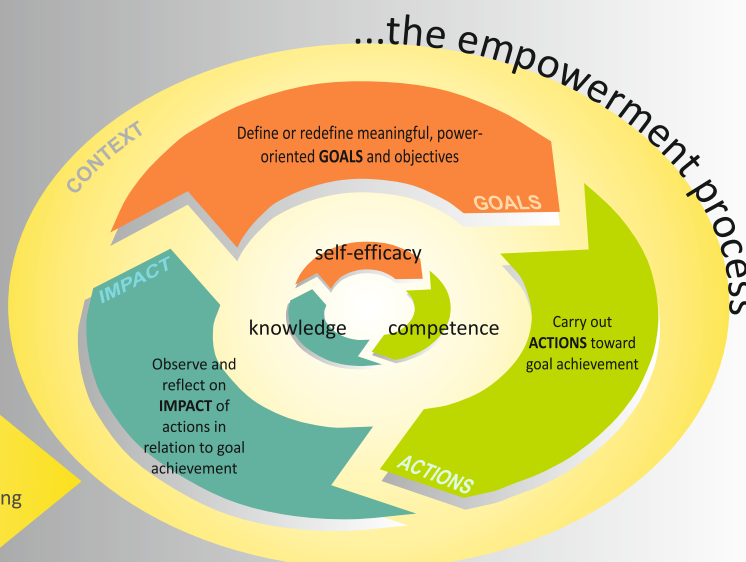
Christa Nieuwboer
University of Amsterdam
Fontys University of Applied Sciences
c.nieuwboer@fontys.nl

Supervisory Team
Prof. dr. Jo Hermanns
Prof. dr. Ruben Fukkink
University of Amsterdam

Centrality of the family • Family choices as the basis of decision making • Family strengths and capabilities • Access to resources • Participation • Changing community ecology

guiding.....

- GOALS** acknowledge parent's perspective
rephrase parent's or family's goals
- ACTIONS** encourage decision making
provide a variety of options
- IMPACT** describe needs of involved family members
identify and encourage the use of new knowledge and skills
- CONTEXT** refer to resources in the informal network
refer to resources in the professional context
show opportunities for family members to participate in problem-solving
identify opportunities within multiple levels



The Empowerment Process Model (Cattaneo & Chapman 2010, with permission)^b