



Collaboration as the Key to Unlocking Family Well-Being

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Farmer Herman and the



Flooding Barn

A children's book about 344 people working together,
illustrated by 344 people working together



Overview of Presentation

1. Icebreaker
2. Overview of Today's Family
3. How do FLEs help families of today?
4. What does FLE have in common with other family-related fields?
5. How is FLE different from other family-related fields?
6. What are the keys to effective collaboration?
7. How does this look at FCPR?
8. Conclusion: 5 Keys to effective collaboration
9. Q&A



Icebreaker





Overview of Today's Family

Overview of Today's Family

Fewer
marriages

More
cohabiting
couples

Fewer divorces

High rates of
teen pregnancy
and STIs

High rates of
sexual violence

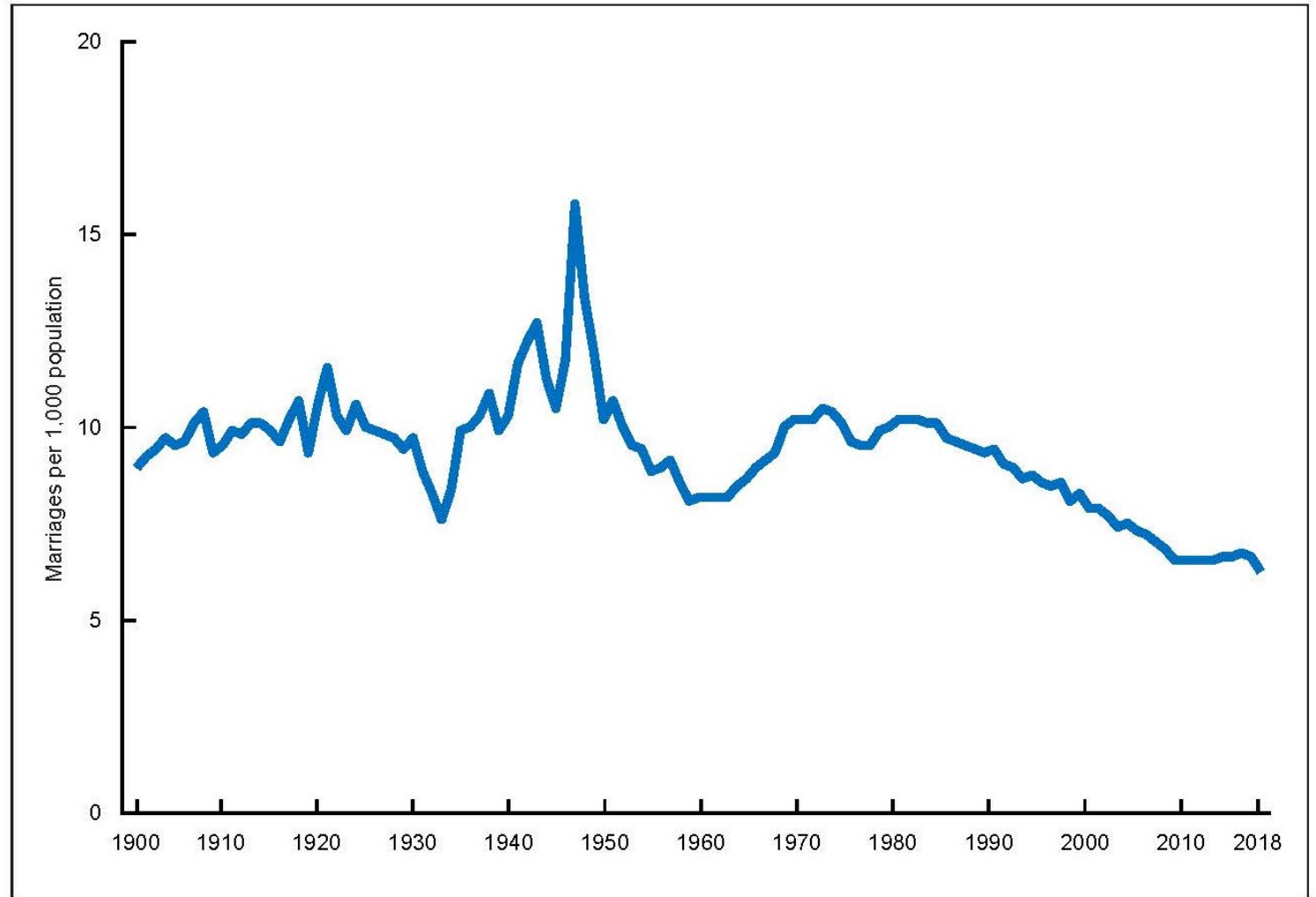
Increase in
single-
parenthood

Increased stress
with work/life
balance

High rates of
child
maltreatment

Fewer Marriages

Figure. Marriage rates: United States, 1900–2018



NOTES: Rates are per 1,000 population. Alaska was included beginning in 1959, and Hawaii beginning in 1960. California was excluded in 1991, Louisiana in 2006, and Georgia in 2013 and 2014.

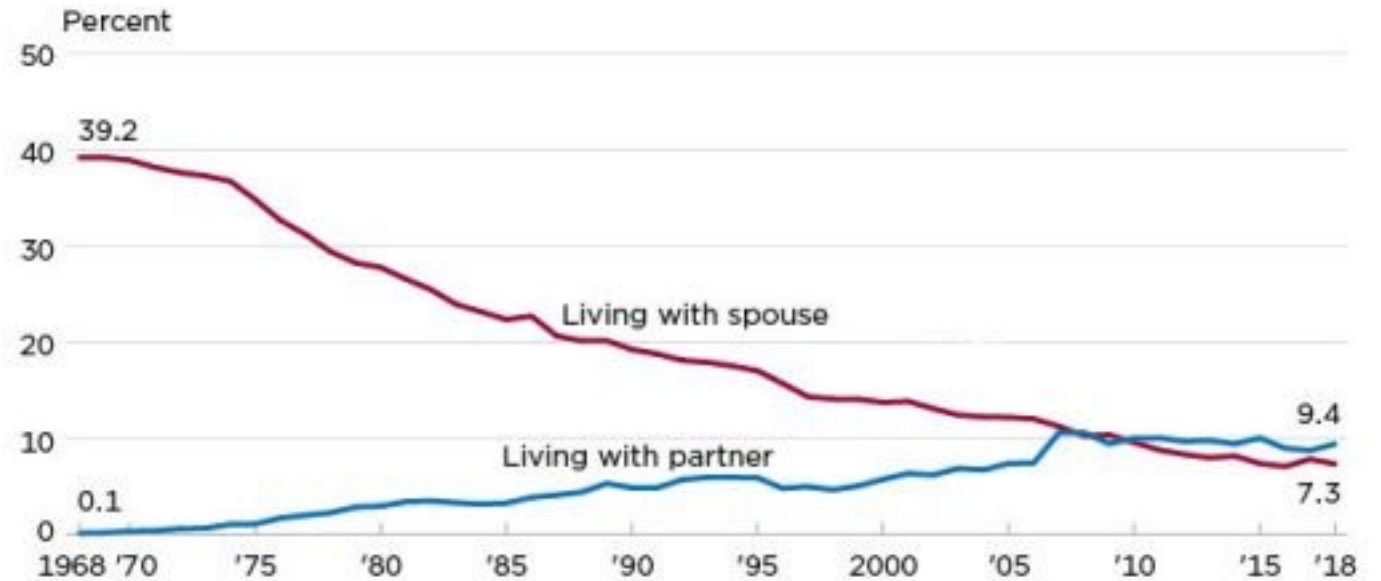
SOURCE: NCHS, National Vital Statistics System, Marriage.

(Curtin & Sutton, 2020)

More Cohabiting Couples

A higher proportion of 18- to 24-year-olds live with an unmarried partner than a spouse.

Living Arrangements of Young Adults Ages 18 to 24



Source: U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplements, 1968 to 2018.

(Gurrentz, 2018)

Fewer Divorces

DIVORCE RATE IN THE U.S. 2000-2019

4.0
2000



3.8
2003



3.6
2005



3.5
2009



3.6
2011



3.3
2013



3.1
2015



2.9
2017



2.7
2019

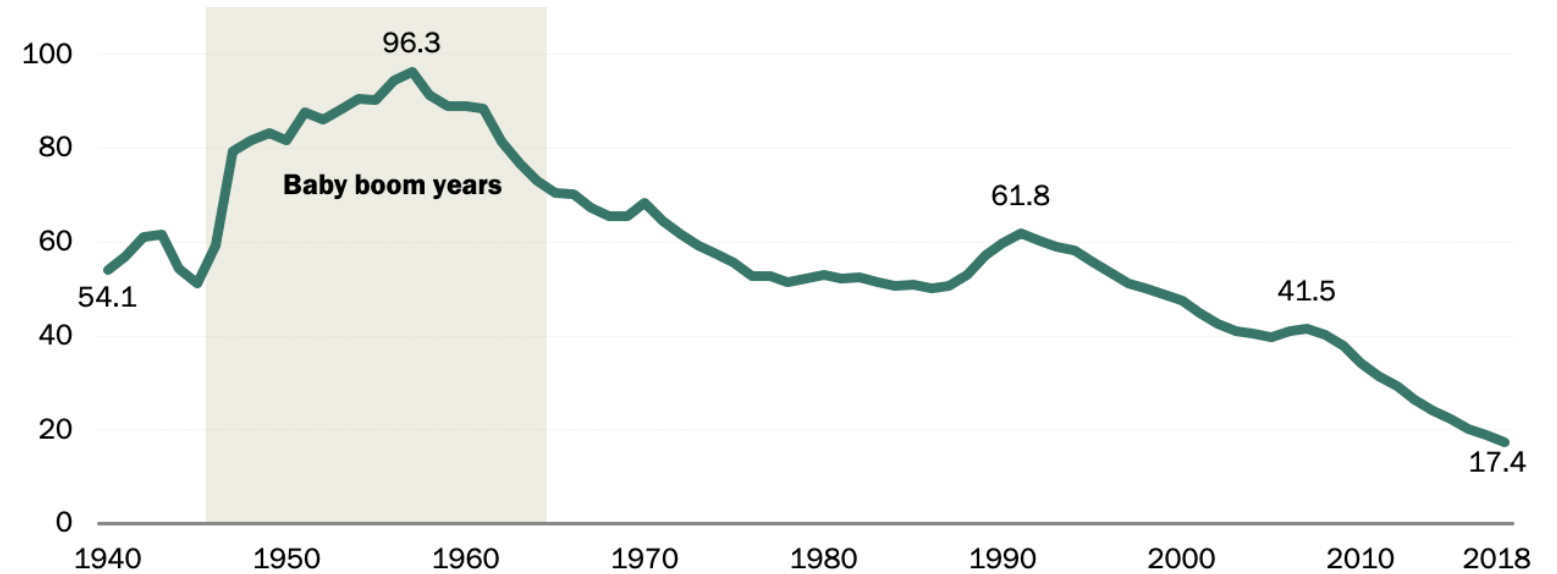


(CDC/NCHS National Vital Statistics System, n.d.)

High Rates of Teen Pregnancy

U.S. teen birth rate has fallen dramatically over time

Births per 1,000 females ages 15-19



Note: Data labels shown are for 1940, 1957, 1991, 2008 and 2018. Teens younger than 15 not included. Data only accounts for live births and does not include miscarriages, stillbirths or abortions.

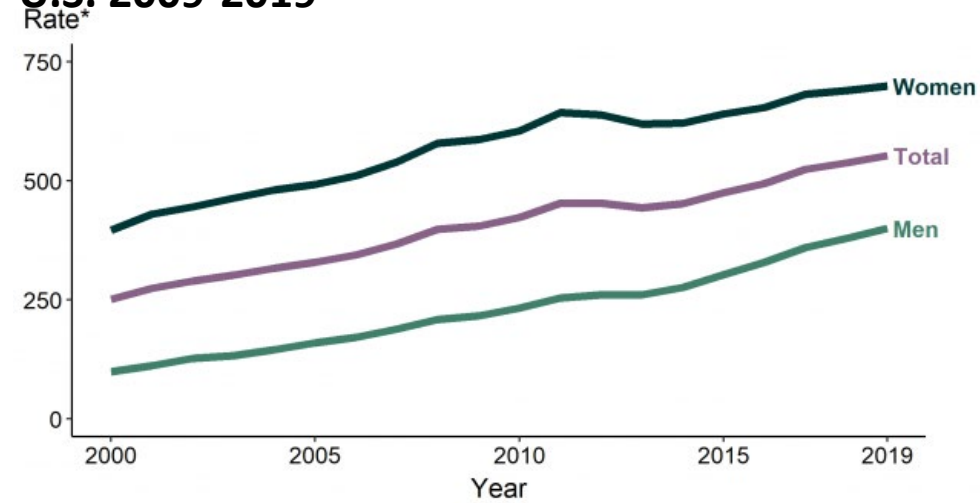
Source: National Center for Health Statistics published data.

PEW RESEARCH CENTER

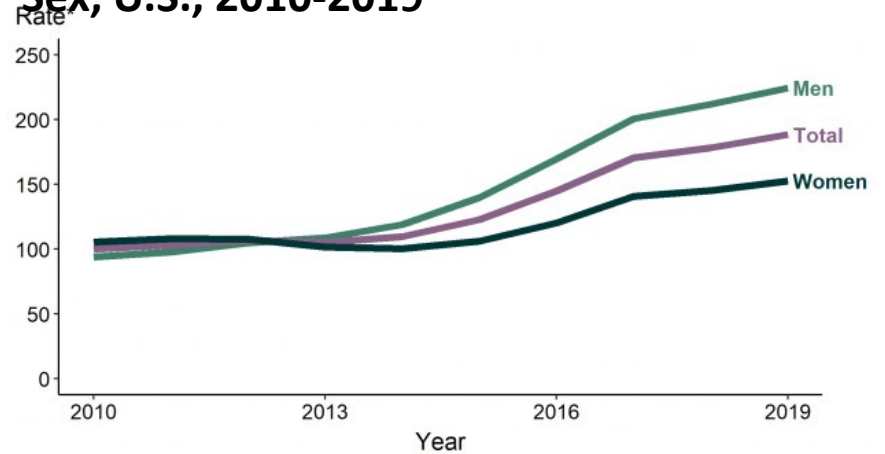
(Livingston, G. & Thomas, D., 2019)

High Rates of Sexually Transmitted Diseases

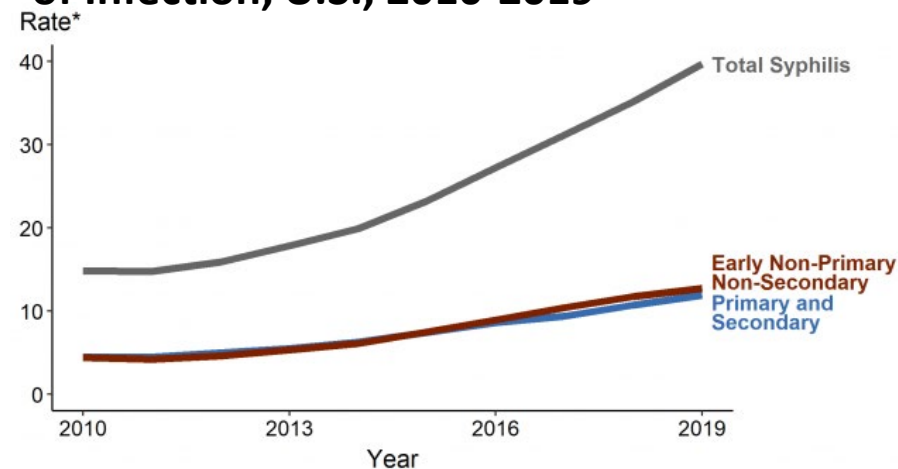
Chlamydia—Rates of Reported Cases by Sex, U.S. 2009-2019



Gonorrhea—Rates of Reported Cases by Sex, U.S., 2010-2019



Syphilis—Rates of Reported Cases by Stage of Infection, U.S., 2010-2019



(CDC, 2019)

High Rates of Sexual Violence

More than **1 in 3** women experienced sexual violence involving physical contact during her lifetime.



Nearly **1 in 4** men experienced sexual violence involving physical contact during his lifetime.



Estimated Lifetime Cost of Rape

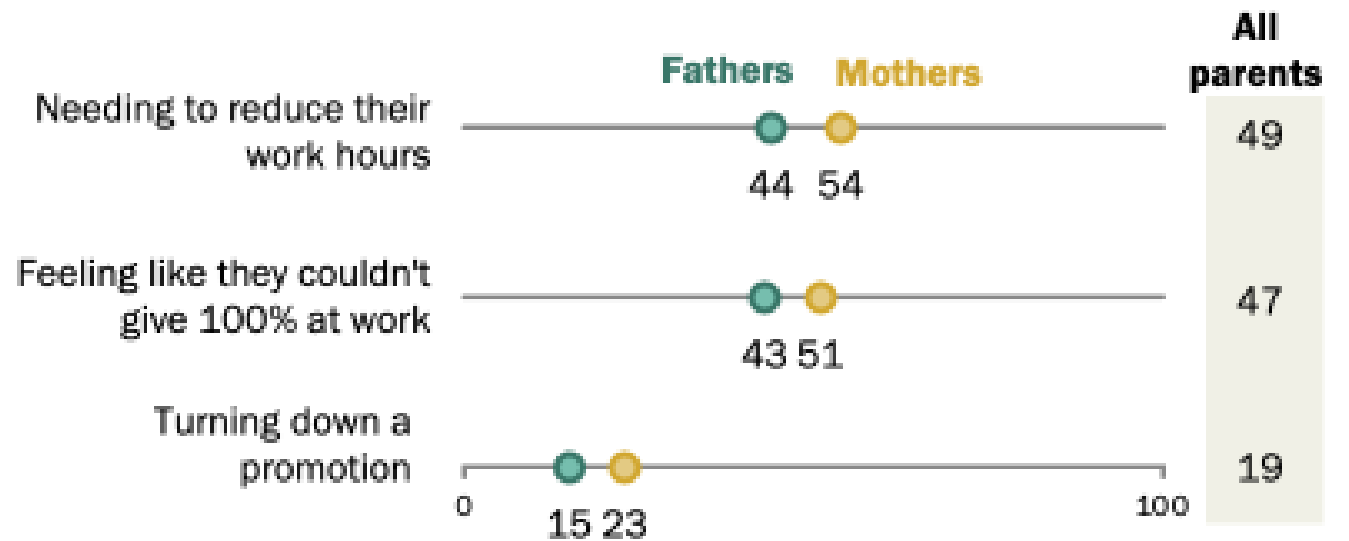


(CDC, n.d.)

Increased Stress/ Work-Life Balance

In 2019, working moms were more likely than working dads to say they needed to reduce their work hours or felt like they couldn't give 100% at work

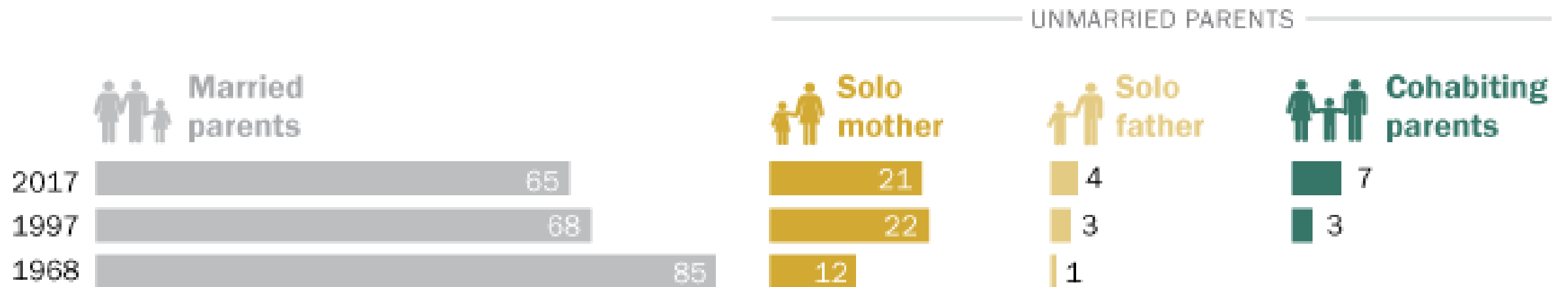
% of employed parents with children younger than 18 saying they had personally experienced each of the following because they were balancing work and parenting responsibilities



(Barroso and Horowitz, 2021)

Increase in Single Parenthood

% of children younger than 18 living with ...



Note: Children who are not living with any parents are not shown. Data regarding cohabitation available since 1997 only.

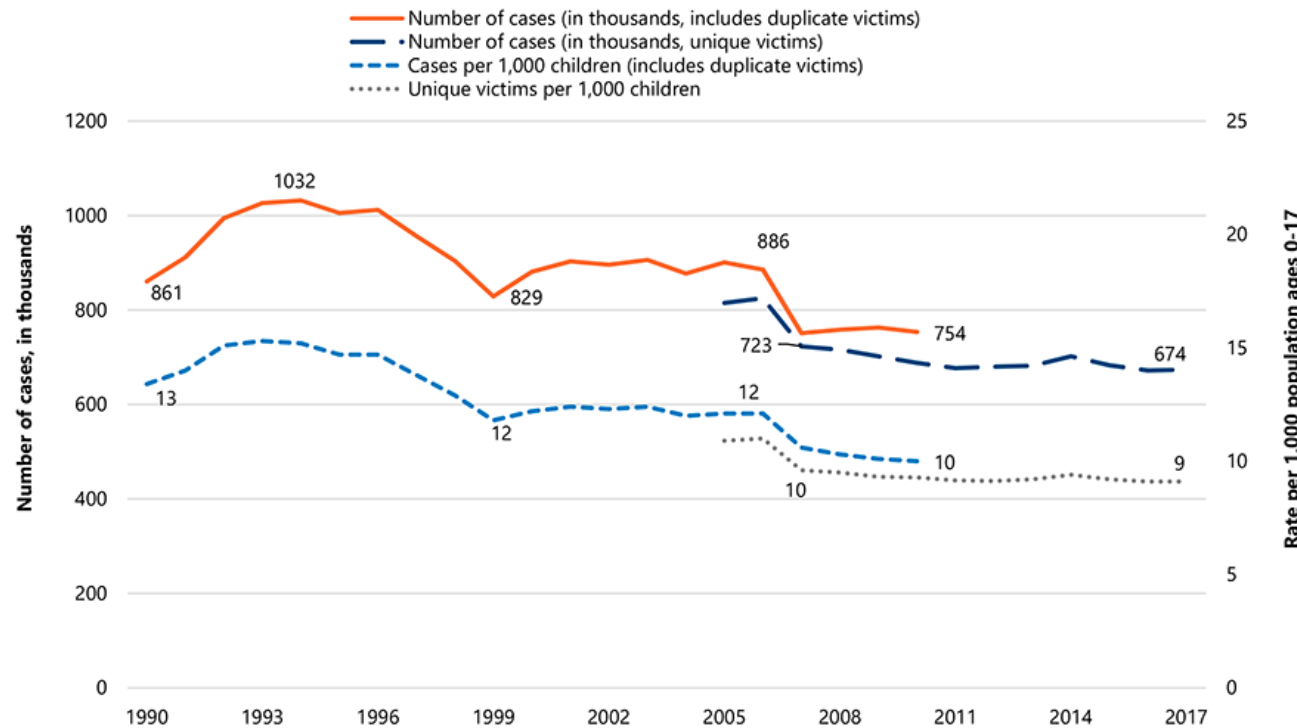
Source: Pew Research Center analysis of Current Population Survey March Supplement (IPUMS).

PEW RESEARCH CENTER

(Livingston, 2018)

High Rates of Child Maltreatment

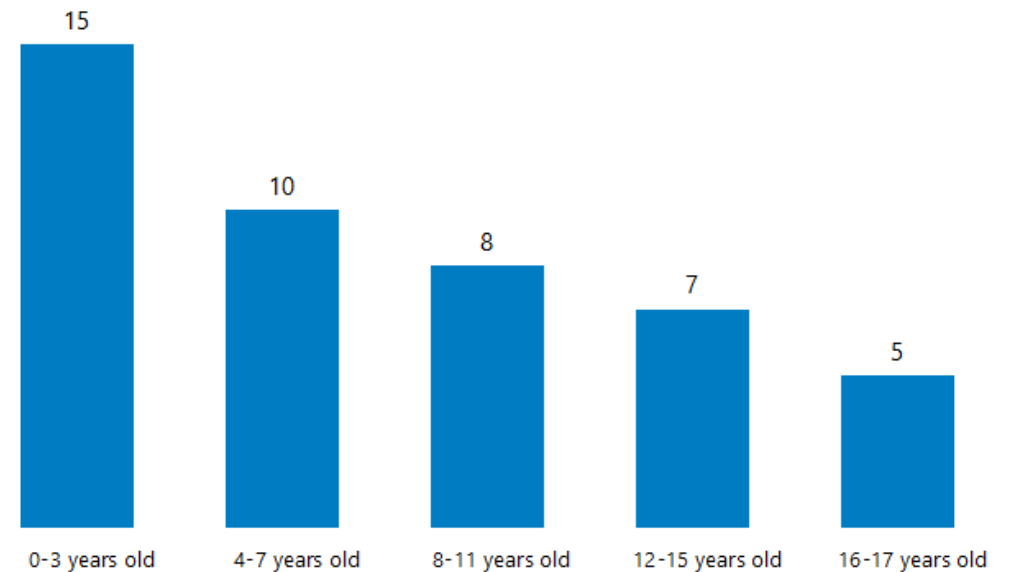
Number and Rate of Child Maltreatment* Cases/Victims: 1990-2017



*Child Maltreatment refers to substantiated victims
 Sources: Rate per 1000 for 1990-1999 and number of victims for 1994, 1998, 1999, and 2000: U.S. Department of Health and Human Services, Administration on Children, Youth, and Families. Child Maltreatment 1999. Population estimates for 1999: Population Estimates Program, Population Division, U.S. Census Bureau. All other estimates for 1990-1999 except rate per 1000: U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation. Trends in the Well-Being of America's Children and Youth 2001. [Table HC 2.10]; Population estimates for 2000 and 2001: Original analysis by Child Trends of Centers for Disease Control and Prevention, National Center for Health Statistics. (2003). Bridged Race 2000 and 2001 Population Estimates for Calculating Vital Rates. Retrieved from <http://www.cdc.gov/nchs/about/major/dvs/popbridge/popbridge.htm>. Data for 2000-2016: Source: U.S. Department of Health and Human Services, Administration on Children and Families, Administration on Children, Youth, and Families, Children's Bureau. (2002-2019). Child Maltreatment 2000-2017.

childtrends.org

Child Maltreatment* Rate (Unique Victims per 1,000 Population), by Age: 2017



*Child Maltreatment refers to substantiated victims

Source: U.S. Department of Health & Human Services, Administration on Children and Families, Administration on Children, Youth, and Families, Children's Bureau. (2019). Child Maltreatment 2017. Retrieved from <https://www.acf.hhs.gov/cb/research-data-technology/statistics-research/child-maltreatment>

childtrends.org

(Child Trends, 2019)

A family of four is gathered around a wooden table in a greenhouse at night. They are all smiling and holding up glasses of water in a toast. The table is lit with several lit candles, creating a warm and intimate atmosphere. The greenhouse has blue frames and is filled with various plants and flowers. On the wall behind them, there are shelves with books and framed pictures. The overall scene is one of a happy family moment.

How do Family Life Educators Help Families of Today?

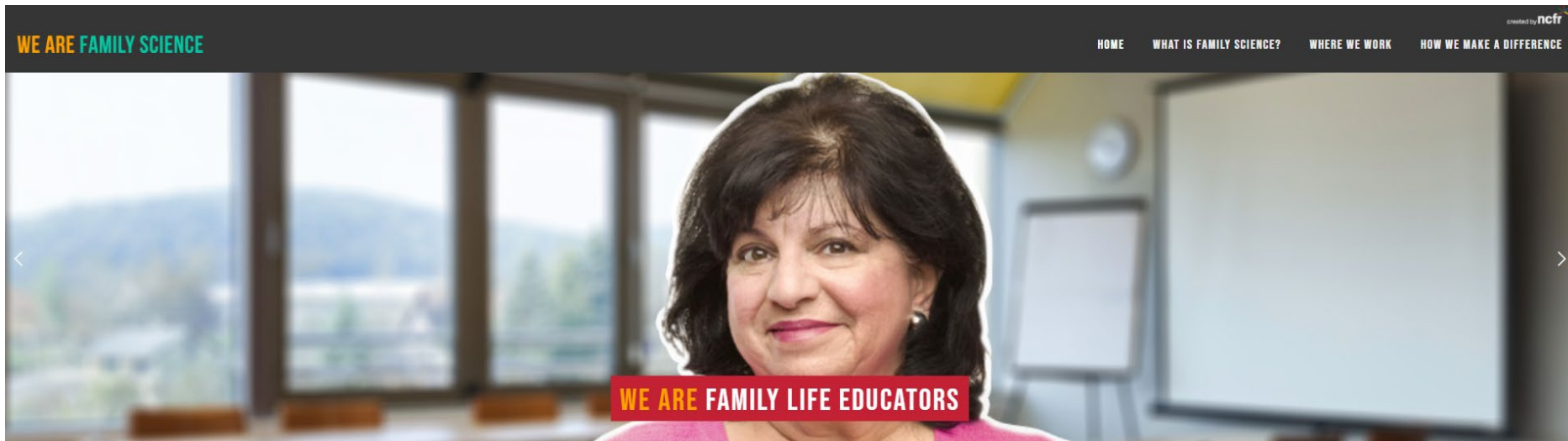


Family Science...

“...is the scientific study of families and close interpersonal relationships.” (<https://family.science/>)

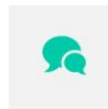
We Are Family Science

<https://family.science/>



THE KNOWLEDGE TO EMPOWER FAMILIES.

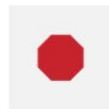
LEARN MORE ABOUT *FAMILY SCIENCE*



Relationship Focused



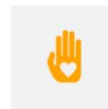
Evidence Based



Preventive



Strengths Oriented



Applied



Where does FLE fit under Family Science?

- Family Life Education is...
 - Translational Family Science
 - Family Science in action!

What is Family Life Education?

“Family Life Education is the professional practice of equipping and empowering family members to develop knowledge and skills that enhance well-being and strengthen interpersonal relationships through an educational, preventive, and strengths-based approach.” (NCFR, n.d.)

The skills and knowledge needed for healthy family functioning are widely known (NCFR, n.d.):

strong
communication
skills

knowledge of
typical human
development

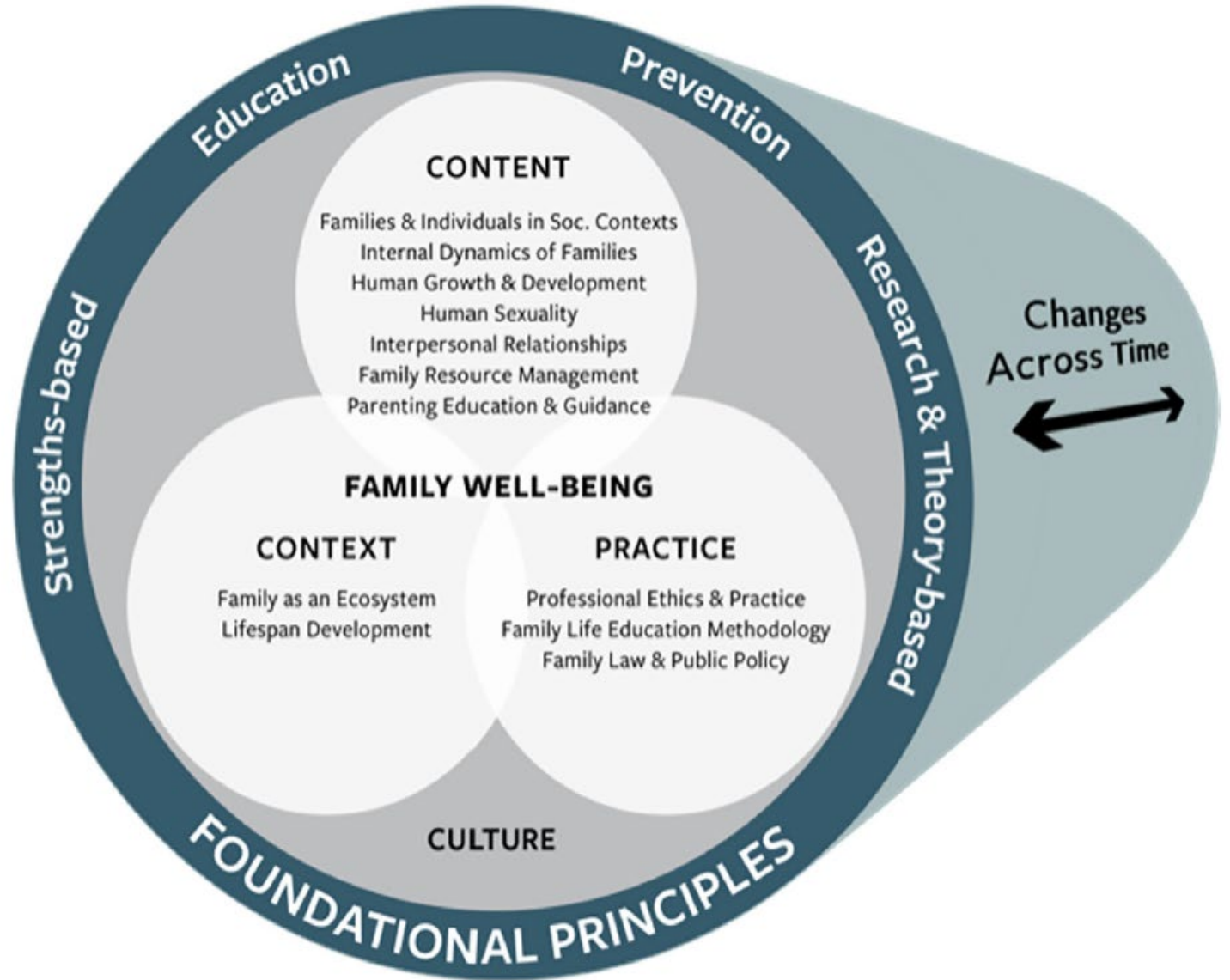
good decision-
making skills

positive self-
esteem

healthy
interpersonal
relationships

Foundations of Family Life Education Model

(Darling, Cassidy, & Rehm, 2019)

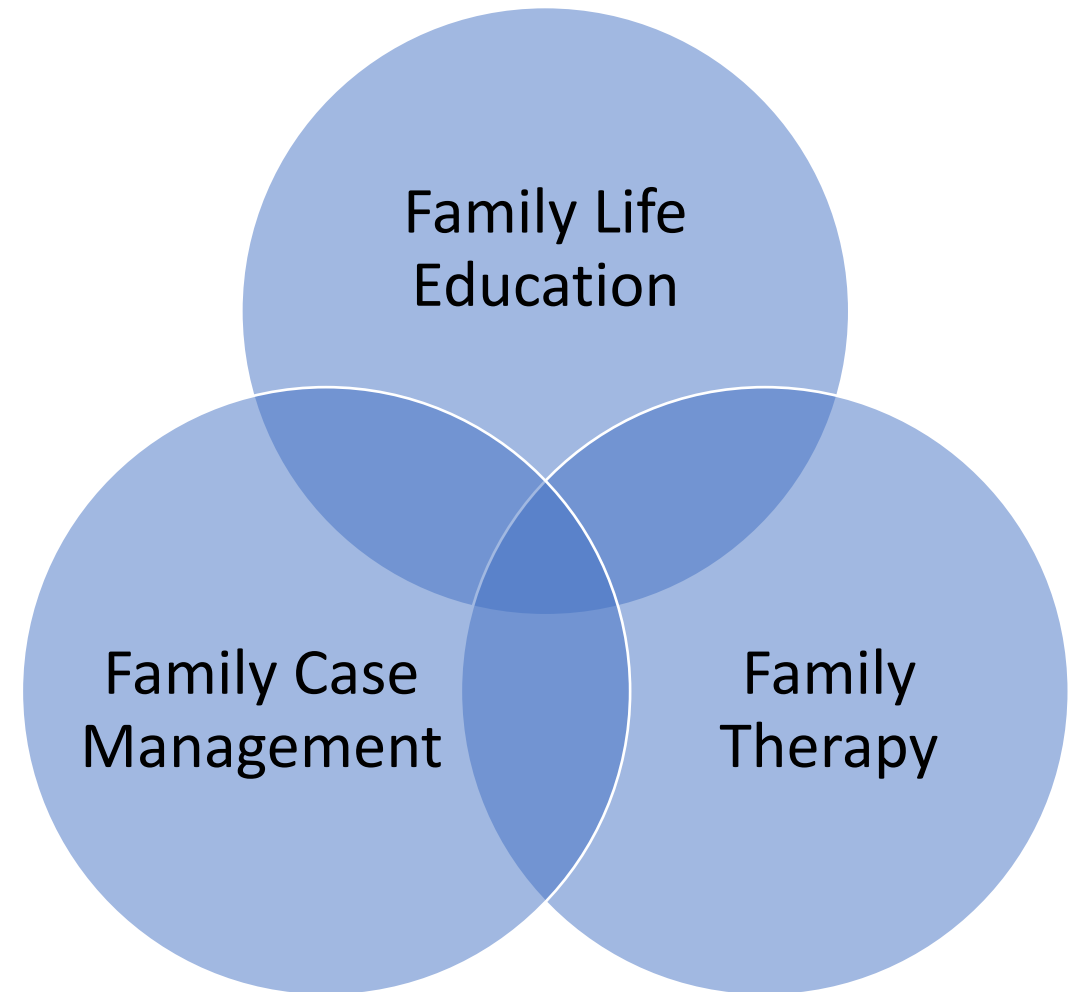




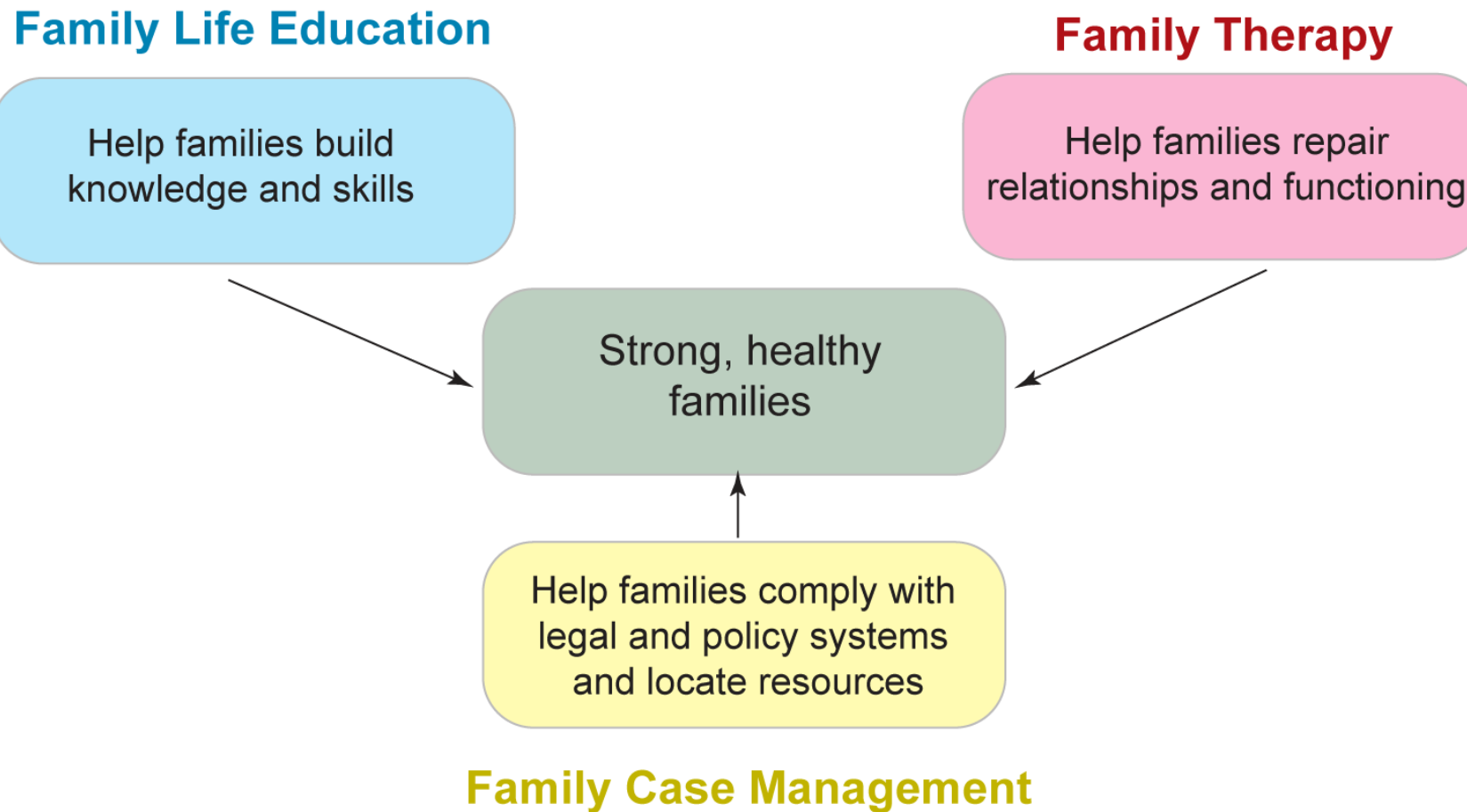
How is FLE different from other family-related fields?

Domains of Family Practice (DFP) Model

- *Reconceptualizing the Domain and Boundaries of Family Life Education* (Myers-Walls, Ballard, Darling, and Myers-Bowman, 2011).
- Operationalizes FLE and differentiates the roles of FLEs and other family professionals.
 - Why? What? When? For Whom? How?
- Condensed version at <https://www.ncfr.org/cfle-network/past-issues/spring-2016/domains-family-practice-model-tool-advocating-family-life-education>

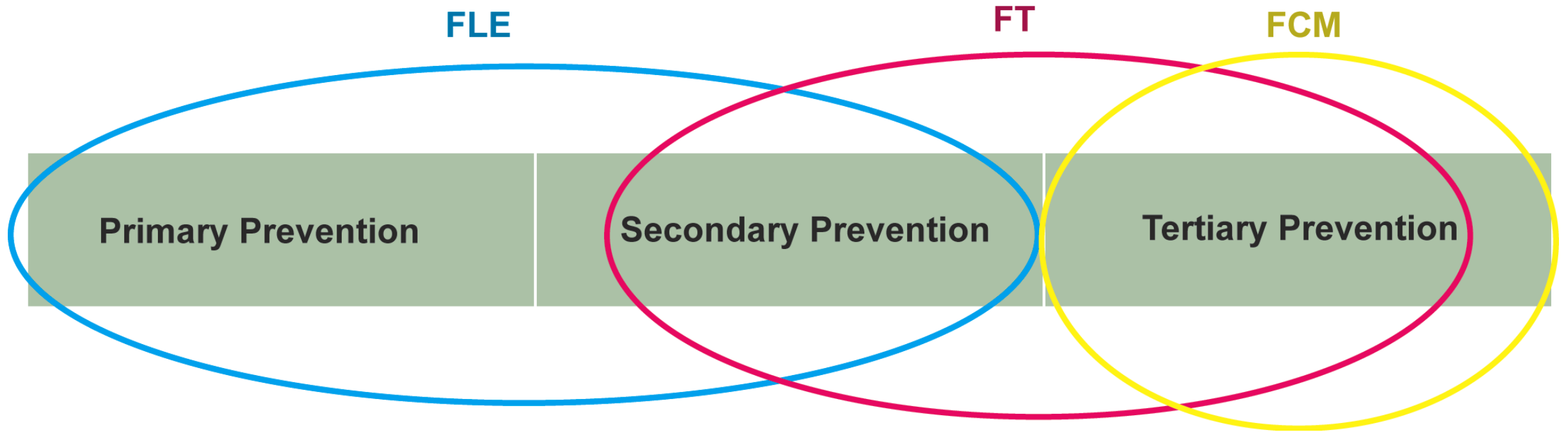


Why

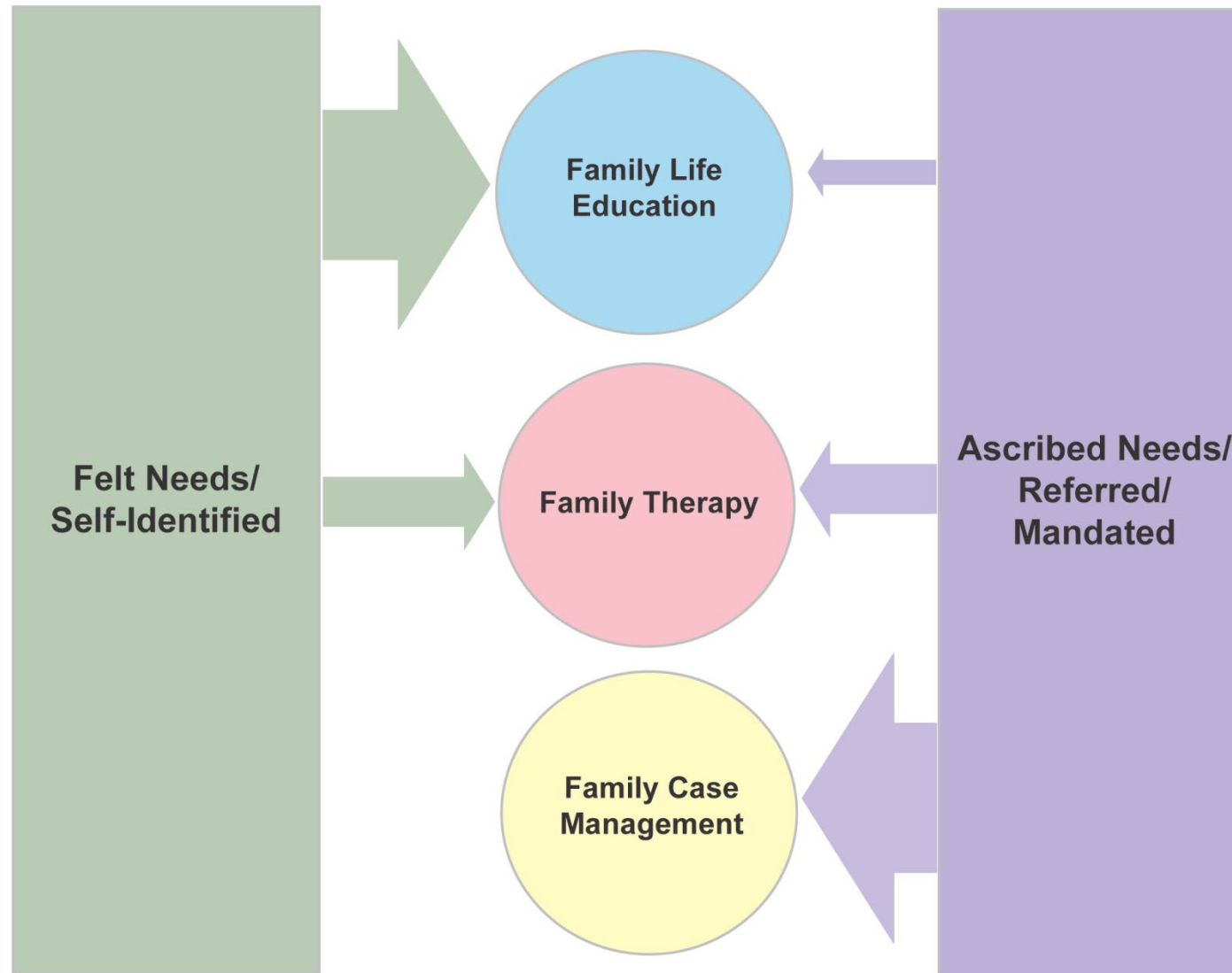


(Myers-Walls et al, 2011)


When—Timing of Services



For Whom: FLE vs. FT vs. FCM

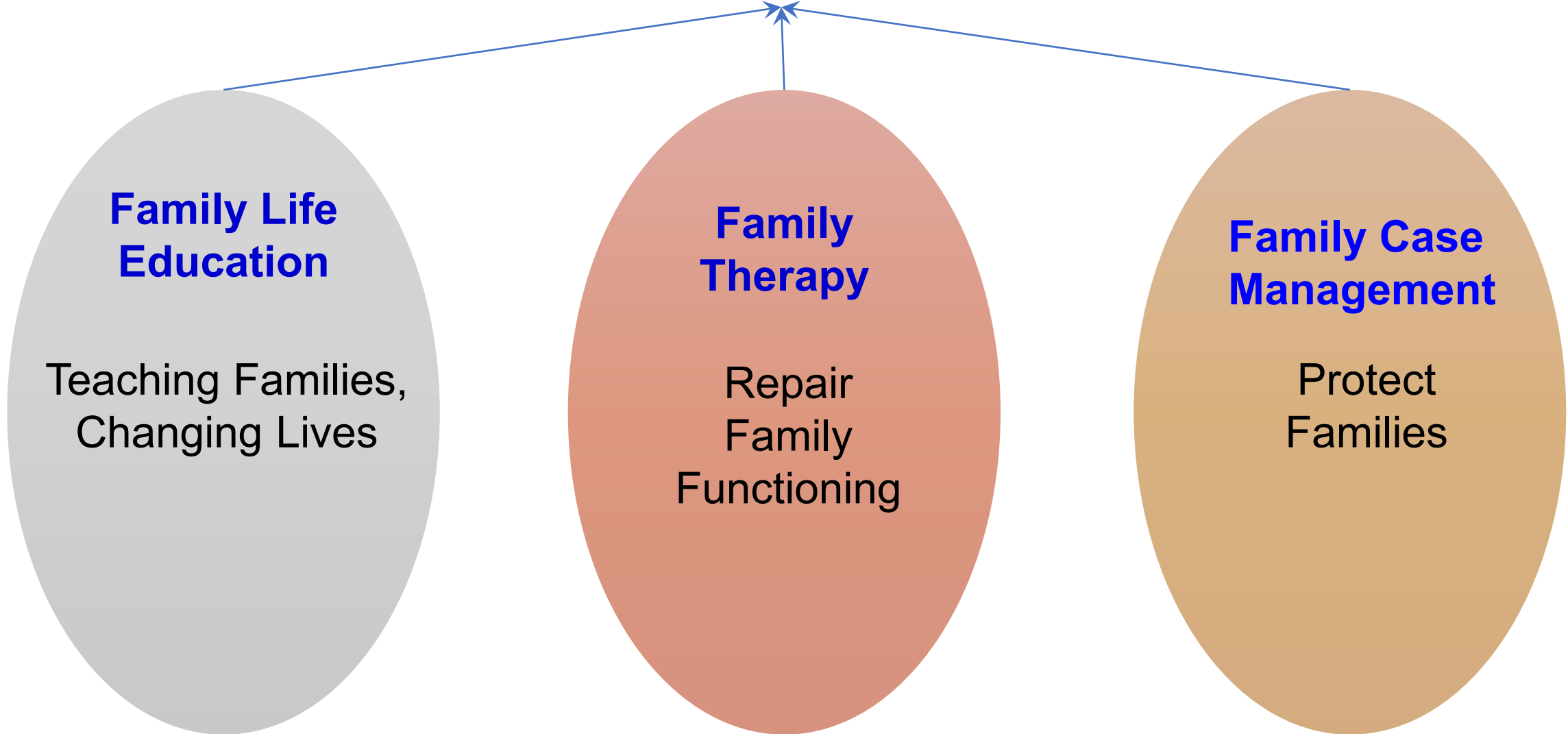


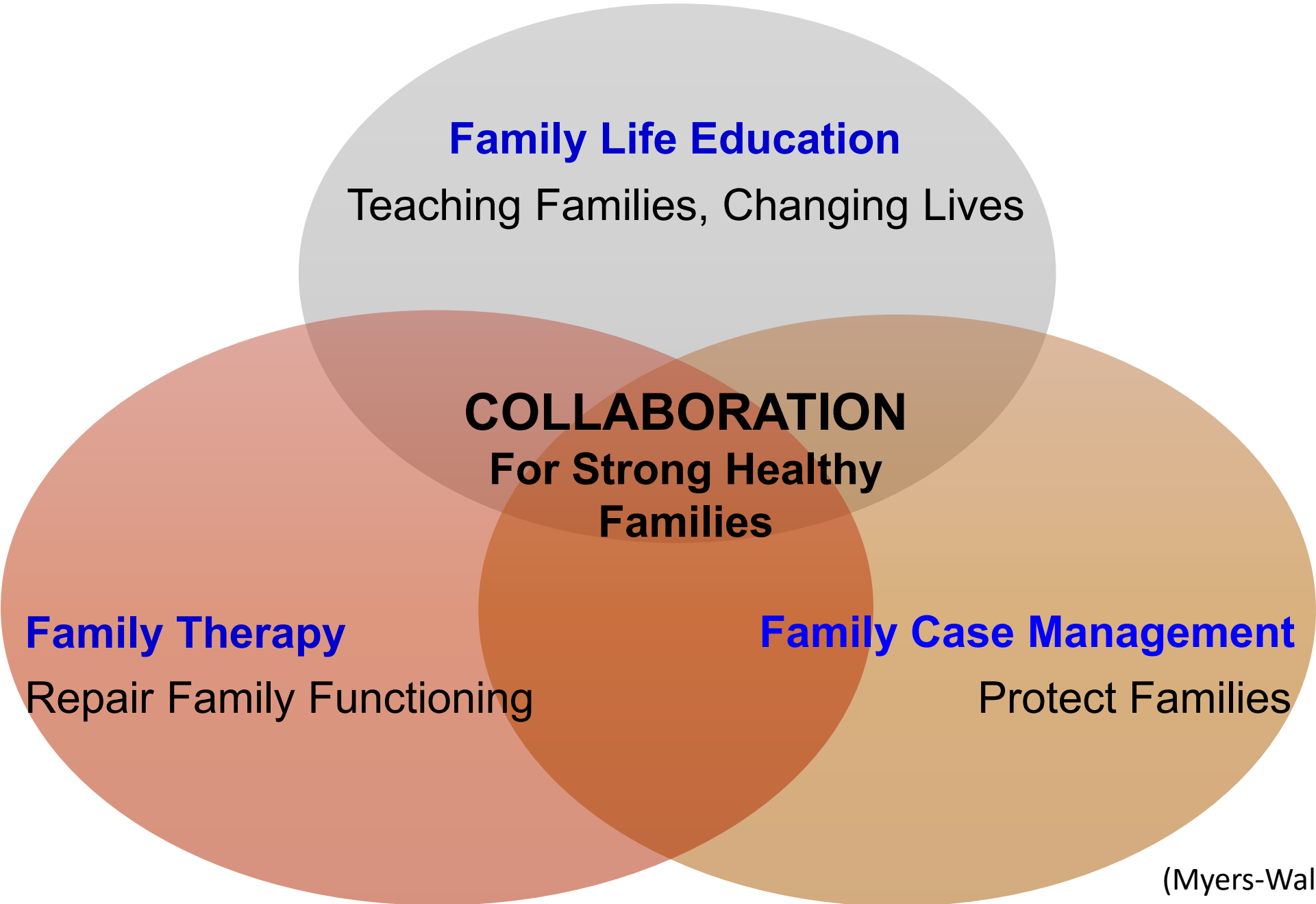
(Myers-Walls et al, 2011)



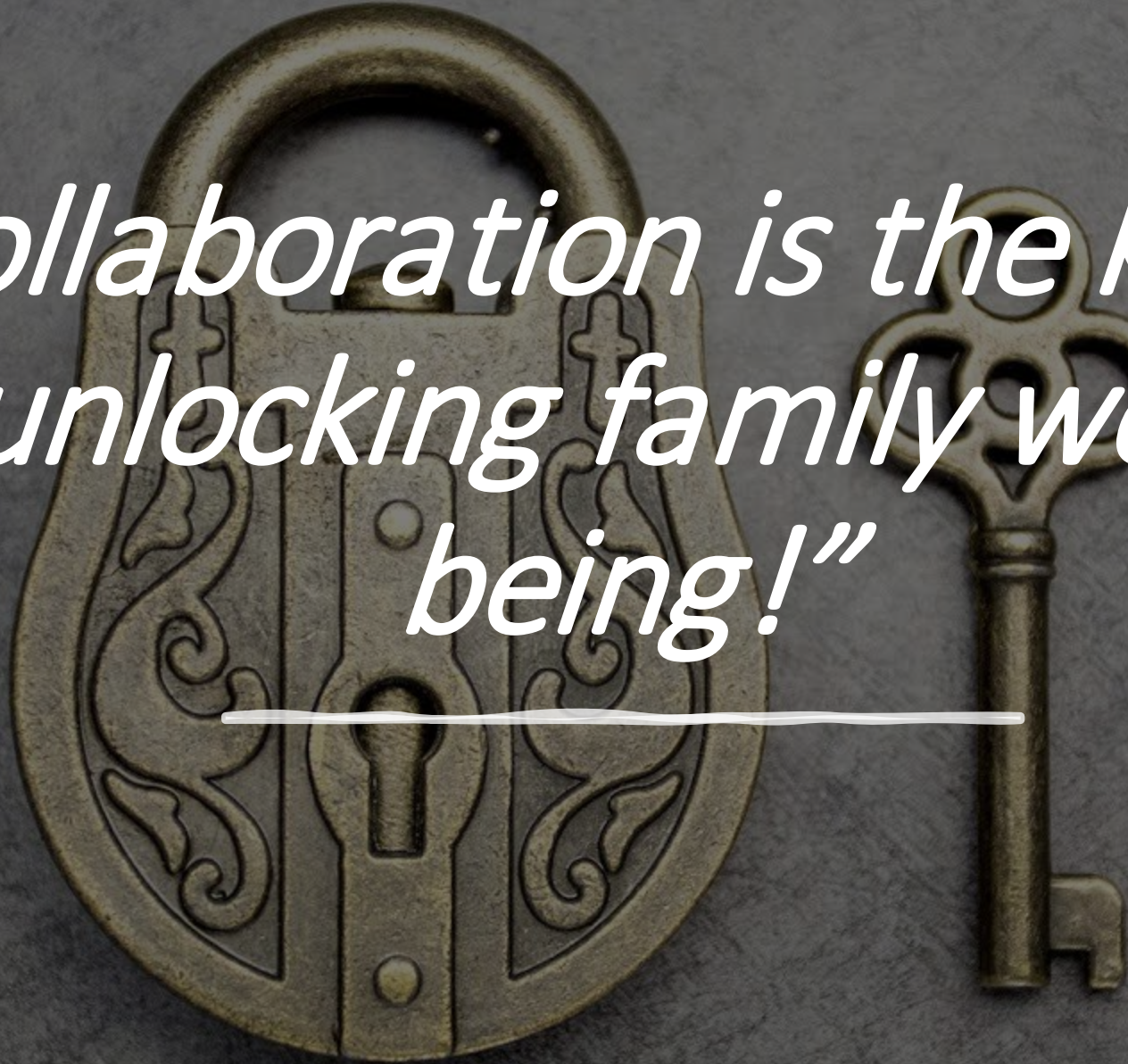
What does FLE have in common with other family-related fields?

Strong, Healthy Families





(Myers-Walls et al, 2011)

A large, ornate brass padlock and a matching key are positioned on a dark, textured background. The padlock is on the left, featuring intricate scrollwork and a keyhole. The key is on the right, with a decorative head and a simple bit. The text is overlaid on the padlock and key.

*“Collaboration is the key to
unlocking family well-
being!”*



What are the keys to effective collaboration?

What? Why? Who? and How?



What is “Collaboration”?

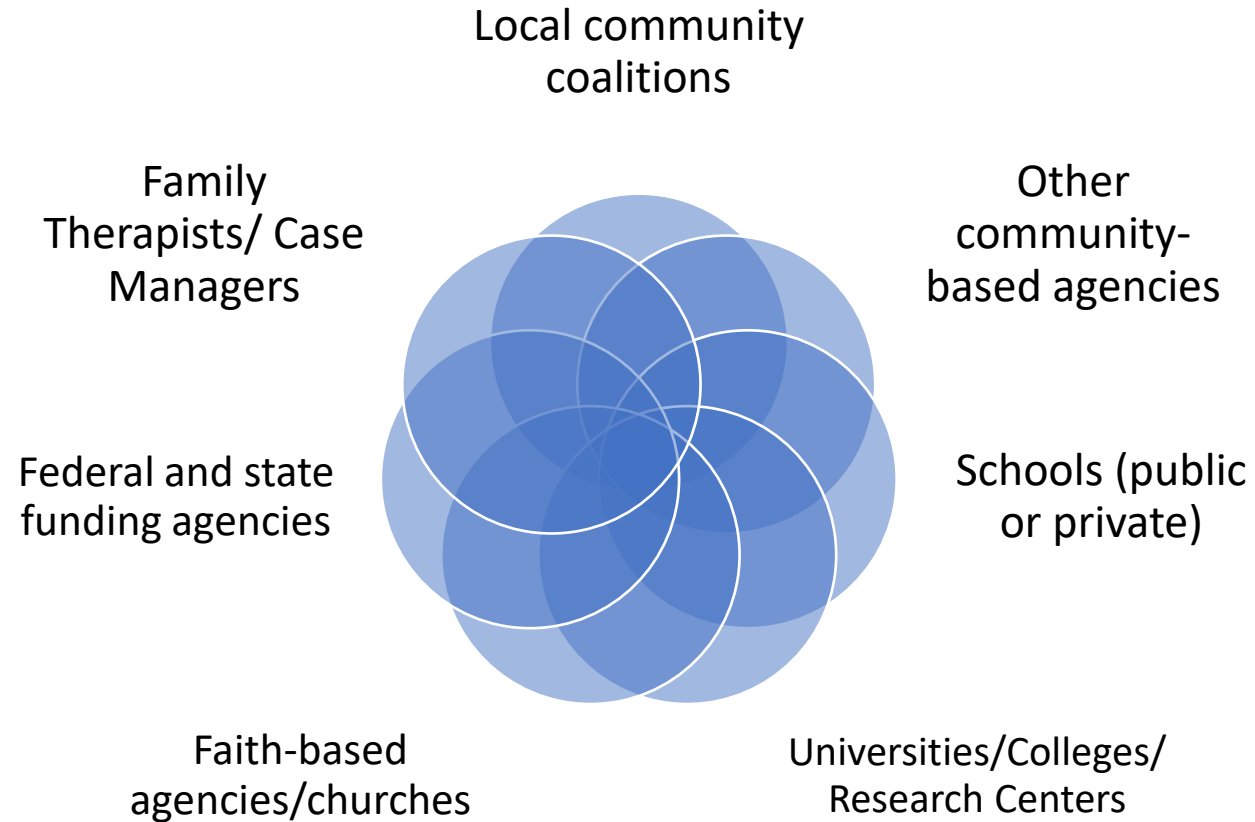
According to Huxham & Vangen (2013): “Any situation in which people are working across organizational boundaries towards some positive end” (p. 20).

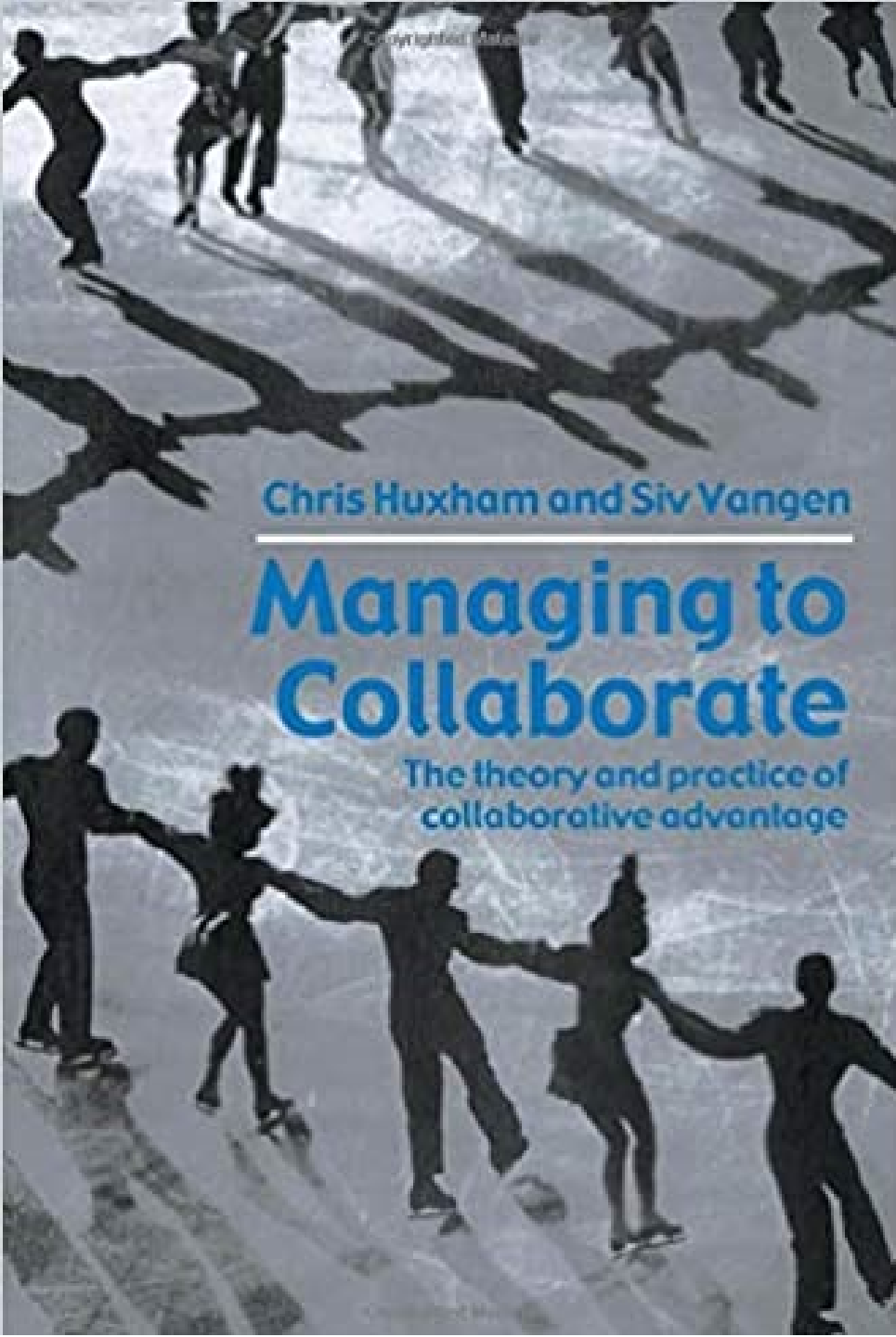
Why Collaborate?

- Benefits of Collaboration (Huxham & Vangen, 2013):
 - Access to resources
 - Efficiency
 - Coordination and seamlessness
 - Better outcomes
 - The moral imperative—there is no other way!



Who Can You Collaborate With?





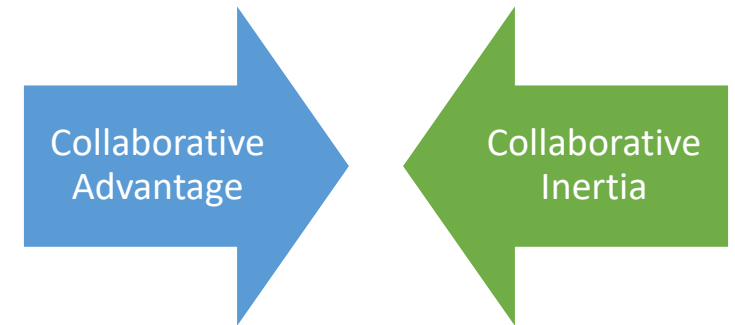
How to Collaborate

- **Theory of Collaborative Advantage**
 - Themes-based, descriptive, and practice-oriented theory that focuses on managing collaborative partnerships. (Huxham & Vangen, 2005)
 - Emphasizes the potential for collaborative advantage within inter-organizational relationships (Vangen & Huxham, 2013).
 - Assumes collaboration is complex.

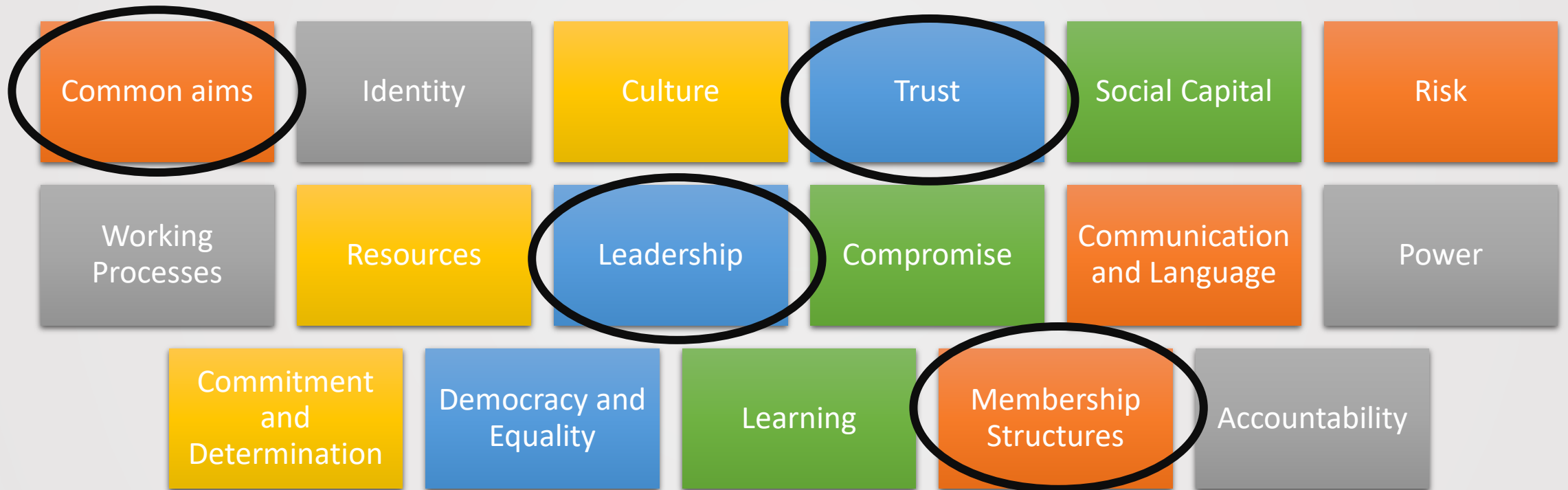
How to Collaborate

Two organizing principles of Theory of Collaborative Advantage

1. Tension between:
 - **Collaborative Advantage:** “The synergy that can be created through joint working”
 - **Collaborative Inertia:** “The tendency for collaborative activities to be frustratingly slow to produce output or uncomfortably conflict ridden.”(Vangen & Huxham, 2013, p. 52)
2. In order to develop collaborative advantage, partners must manage the underlying issues, or themes, through reflective practice (Villagrana, 2020; Vangen & Huxham, 2013)



Collaboration Themes



(Vangen & Huxham, 2010)

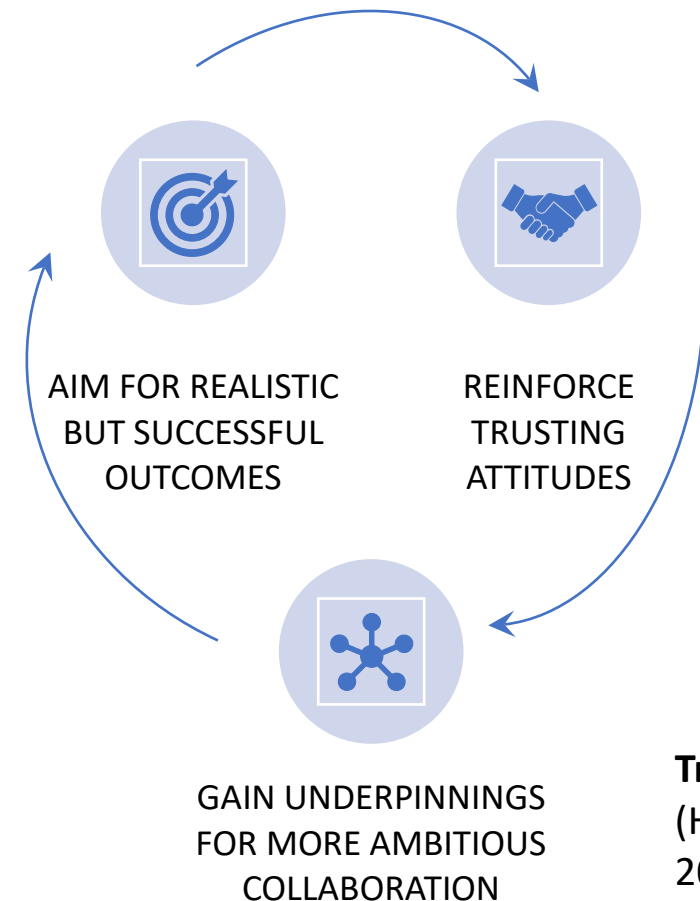
How to Collaborate: Application of Theory of Collaborative Advantage to FLE

- **Common Aims:** Identifying clear, common aims of the individuals, organizations, and collaboration. (Huxham & Vangen, 2005).
 - *Implications for FLE:* Which aims are explicitly set by law or policy? What does each organization and individual hope to gain from the partnership? Are there any competing priorities?



How to Collaborate: Application of Theory of Collaborative Advantage to FLE

- **Trust:** Partners develop trust by clarifying expectations and having enough trust to initiate collaborations. It is further developed through a trust-building loop (Huxham & Vangen, 2005).
 - *Implications for FLE:* Build relationships with potential partners; set yourself up for small wins to demonstrate trust.

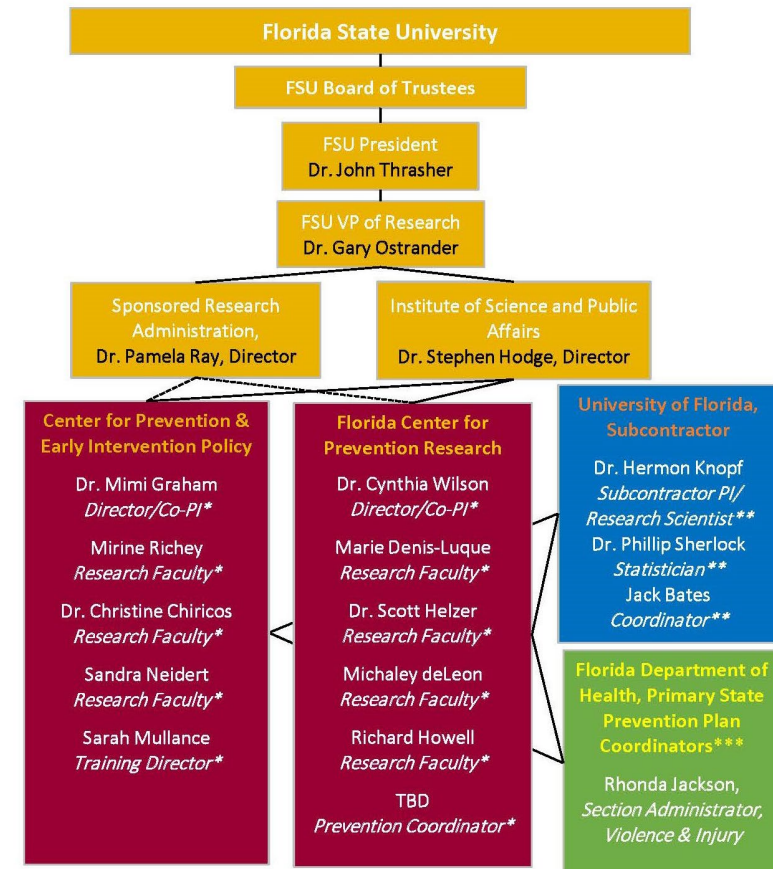


Trust-Building Loop
(Huxham & Vangen, 2005)

How to Collaborate: Application of Theory of Collaborative Advantage to FLE

- **Membership Structures:** Clarify who is involved in partnerships and define their specific roles (Huxham & Vangen, 2005).
 - *Implications for FLEs:* Identify partners from each agency and their specific roles. Have a visual representation of membership structures.

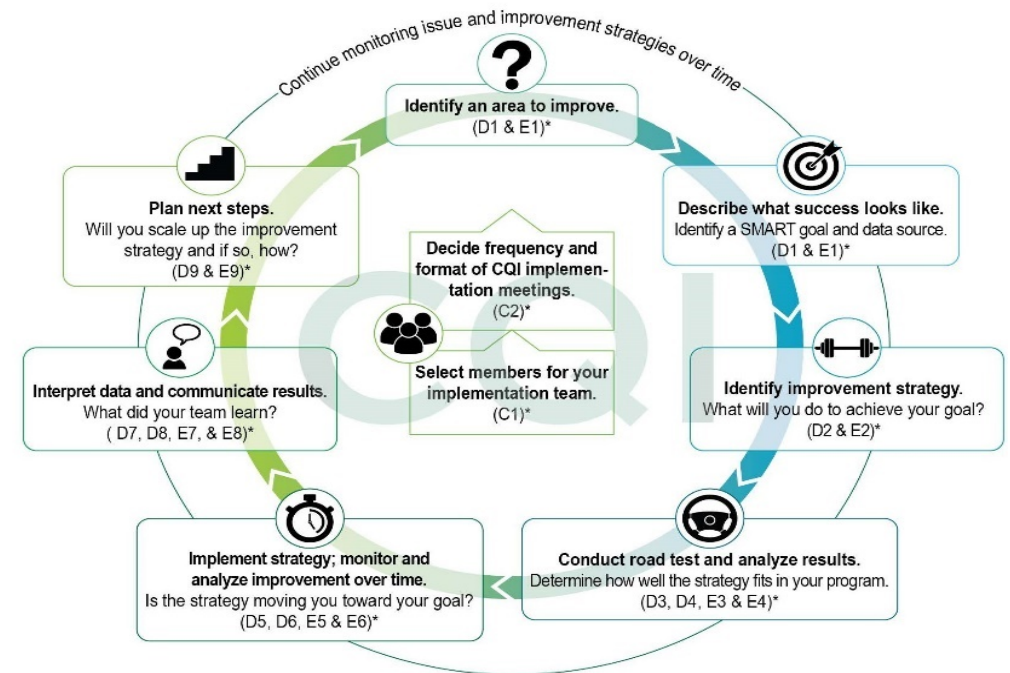
Figure 1. FLPACE Organizational Chart



How to Collaborate: Application of Theory of Collaborative Advantage to FLE

- **Leadership:** “mechanisms that move collaboration forward” (Villagrana, 2020, p. 98). Involves processes and structures that guide organizational agendas as well as the individuals involved in the collaboration that work together to make things happen (Vangen & Huxham, 2013).
 - *Implications for FLE:* Develop structures and processes to achieve the common aims of the partnership. Create internal and cross-agency guidelines and forms for completing the work, making collaborative decisions, and sharing information (Villagrana, 2020).

FIGURE 1. THE CONTINUOUS QUALITY IMPROVEMENT PROCESS



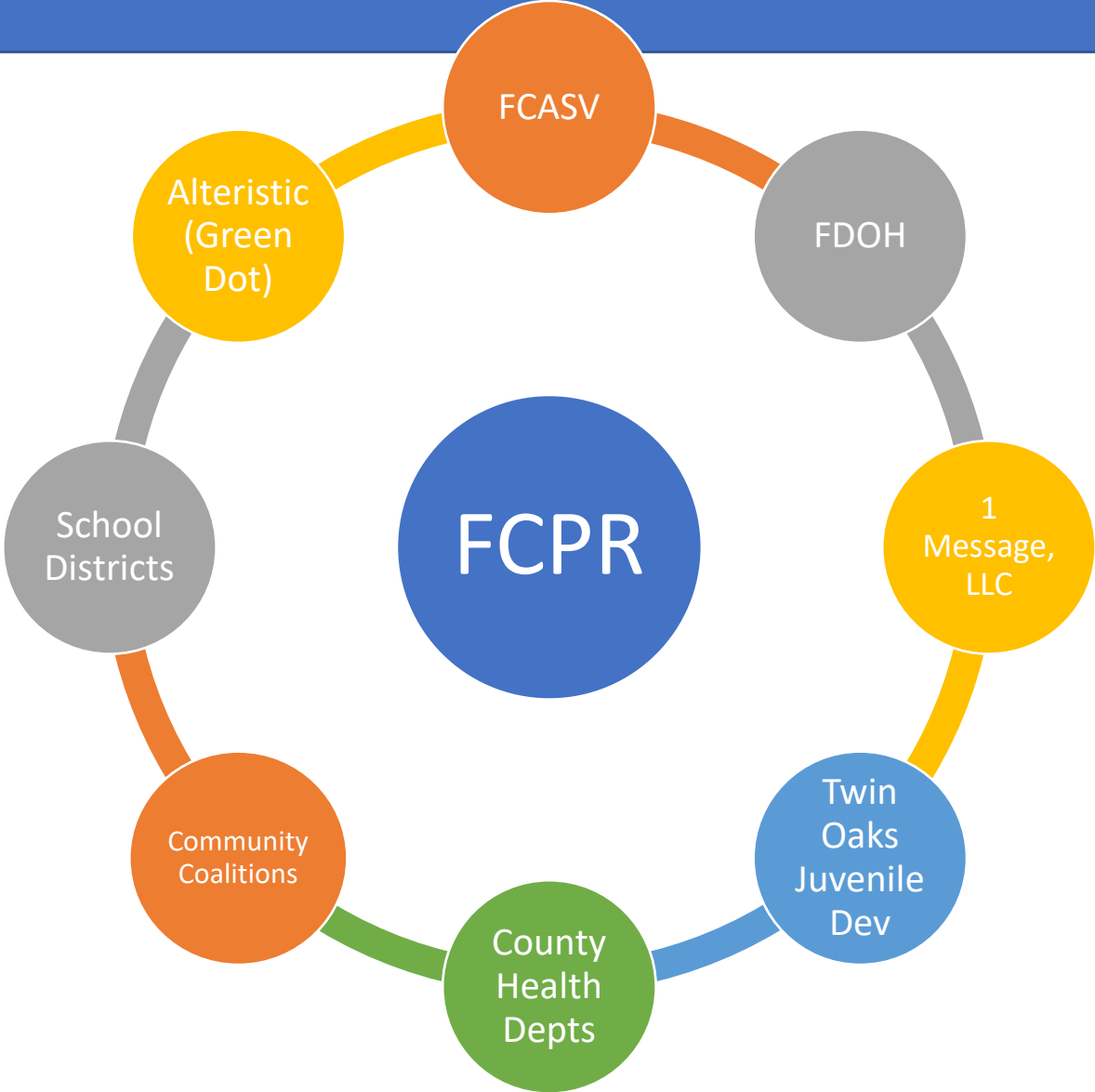
*= Template section

What This Looks Like at FCPR: A Case Example

Calhoun/Liberty Sexual
Violence Prevention
Program



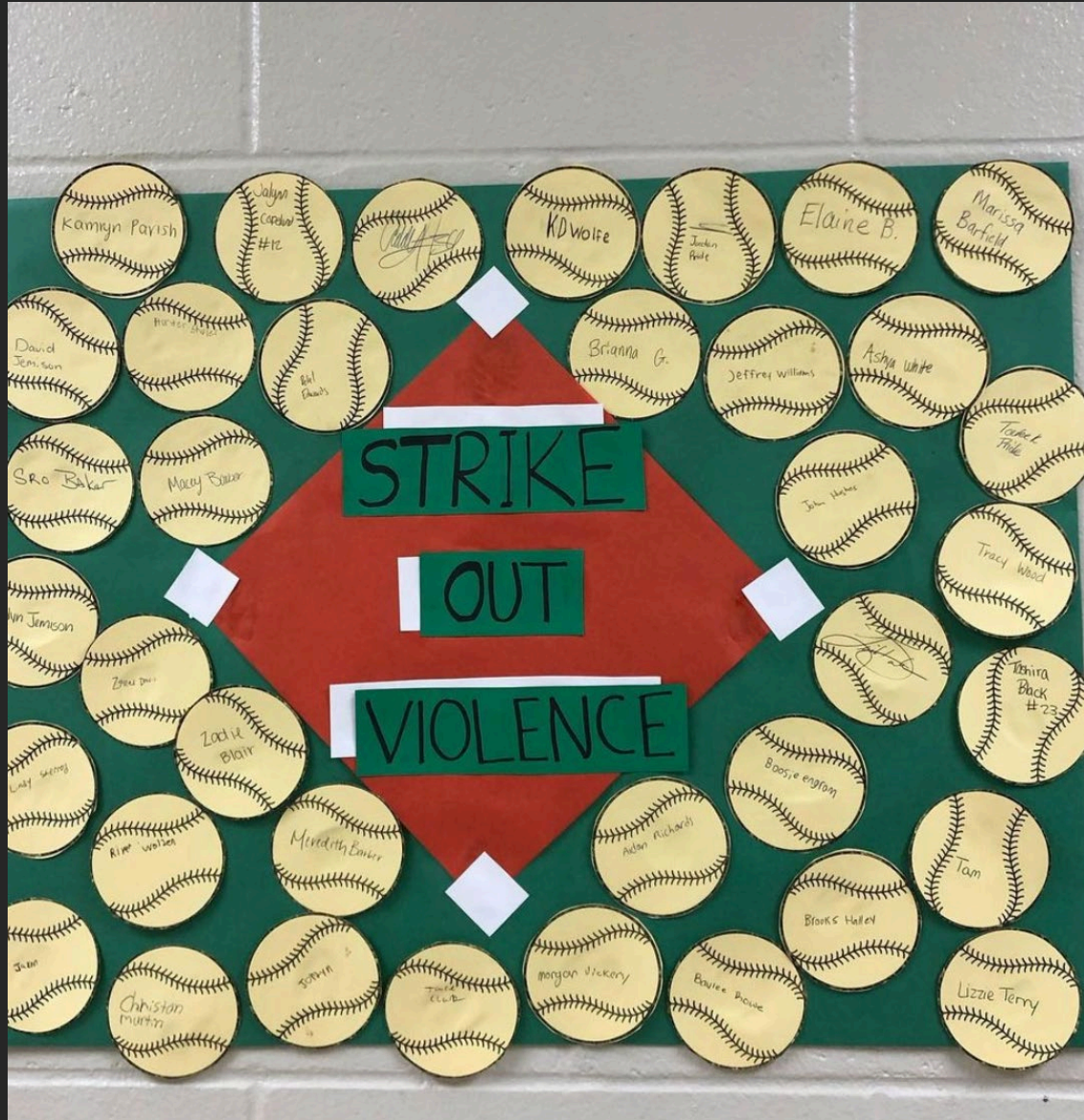
Calhoun/Liberty SVPP: A Truly Collaborative Effort





<https://alteristic.org/services/green-dot/>







Conclusion: 5 Keys to Effective Collaboration

1. Build bridges, not silos!
2. Keep your eyes open and your handshake ready.
3. Take the initiative in establishing partnerships.
4. Be actively involved in Community Coalitions.
5. Start small to build trust, demonstrate capacity, and see small wins.



A close-up photograph of a hand holding a key. The key has a circular ring and a small, dark-colored house-shaped keychain attached to it. The background is a soft-focus bokeh of warm colors, including red, orange, and yellow, suggesting a festive or indoor setting.

Families are the priority.

Well-being is the goal.

Collaboration is the key.

Questions?

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<https://fcpr.fsu.edu/>



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