fgc
Family and Group
Conferencing for adults

UNIVERSITY OF
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Family and Group Conferencing for Adults

History and Context of Family and Group Conferencing for Adults

Example session plan

Aim: To develop understanding around the history and context of family and group conferencing (FGC) for adults.

Target Audience:

> Social workers
> Wider social care and health staff
> Voluntary sector

Materials

All materials are accessible on the website or via hyperlinks:

> Video: What is a Family Group Conference?
> Video: Community Catalysts Introduction video for practitioners
> Journal article: What is Family and Group Conferencing for adults? Part 1: Characterising the model and methods of enquiry
> Practice Tool: FGC for Adults - Standards and Guidance Practice Tool for Practitioners (PDF)

Session content

You can use elements of this session as you choose. Below you will find suggested outlines for a sixty minute session, a half-day session and a full-day session.

One hour session

The aim of the session is to introduce the concept of FGC for adults and to begin to explore the experiences of those involved.

Session	Output	Duration
1	**Watch** Community Catalysts Introduction video for practitioners	Approx. 10 minutes
	Discuss (small groups) **Reflective Question:** What would the possible benefits be to your organisation of using the FGC model?	Approx. 15 minutes
	Feedback (whole group feedback)	Approx. 5 minutes
2	**Watch** What is a Family Group Conference video	Approx. 10 minutes
	Discuss (small groups)	Approx. 15 minutes
	Reflective Question: How could the FGC model improve the outcomes for people you work with?	
	Feedback (whole group feedback)	Approx. 5 minutes

Half-day session

The aim of this session is to introduce the concept of FGC for adults and to begin to explore the experiences of those involved, explore the FGC standards and guidance and tools relating to the history and context of FGC.

Session	Output	Duration
1	**Watch** Community Catalysts Introduction video for practitioners	Approx. 10 minutes
	Discuss (small groups) **Reflective Question:** What would the possible benefits be to your organisation of using the FGC model?	Approx. 15 minutes
	Feedback (whole group feedback)	Approx. 5 minutes
2	**Watch** What is a Family Group Conference video	Approx. 10 minutes
	Discuss (small groups)	Approx. 15 minutes
	Reflective Question: How could the FGC model improve the outcomes for people you work with?	
	Feedback (whole group feedback)	Approx. 5 minutes
Suggested break		
3	**Read** FGC for Adults - Standards and Guidance Practice Tool for Practitioners (PDF) Standards 1, 2, 3, 14 See below for questions and reflective discussion points: > **Standard 1** - Reflective discussion: Are there situations in which you feel that your independence might be compromised (e.g. by being asked to take on other roles). b. Do you find yourself wanting to give advice as to what should go into a Plan? c. How would you deal with such situations in consultation with your FGC service manager? > **Standard 2** – Reflective discussion: How far has your training and shadowing / coworking opportunities enabled you to feel competent and confident to practise independently? b. To what degree do you feel comfortable (and supported) staying with uncertainty c. What additional training would you find helpful? > **Standard 3** – Reflective discussion: What is your understanding of safe uncertainty, how do you know when it becomes unsafe? b. How can you prepare the network to sit with this also?	Approx. 20 minutes

	> **Standard 14** – Reflective discussion: How are you able to have conversations around other relevant outcomes through the review process? What other mechanisms do you use for getting feedback, and how have you been able to act on this feedback?	
	Discuss (small groups)	Approx. 20 minutes
	Feedback (whole group feedback)	Approx. 20 minutes
4	**Exercise**: Stretchy square (individual)	Approx. 10 minutes
	Discuss (small groups)	Approx. 15 minutes
	Feedback (whole group feedback)	Approx. 5 minutes

Full-day session

The aim of this session is to introduce the concept of FGC for adults and to begin to explore the experiences of those involved. The session will also explore the FGC standards and guidance and tools relating to the history and context of FGC.

Session	Output	Duration
1	**Watch** Community Catalysts Introduction video for practitioners	Approx. 10 minutes
	Discuss (small groups) **Reflective Question:** What would the possible benefits be to your organisation of using the FGC model?	Approx. 15 minutes
	Feedback (whole group feedback)	Approx. 5 minutes
2	**Watch** What is a Family Group Conference video	Approx. 10 minutes
	Discuss (small groups)	Approx. 15 minutes
	Reflective Question: How could the FGC model improve the outcomes for people you work with?	
	Feedback (whole group feedback)	Approx. 5 minutes
Suggested break		
3	**Read** FGC for Adults - Standards and Guidance Practice Tool for Practitioners (PDF) Standards 1, 2, 3, 14 See below for questions and reflective discussion points: > **Standard 1** - Reflective discussion: Are there situations in which you feel that your independence might be compromised (e.g. by being asked to take on other roles)? b. Do you find yourself wanting to give advice as to what should go into a Plan? c. How would you deal with such situations in consultation with your FGC service manager?	Approx. 20 minutes

	> **Standard 2** – Reflective discussion: How far has your training and shadowing / coworking opportunities enabled you to feel competent and confident to practise independently? b. To what degree do you feel comfortable (and supported) staying with uncertainty c. What additional training would you find helpful?	
	> **Standard 3** – Reflective discussion: What is your understanding of safe uncertainty, how do you know when it becomes unsafe? b. How can you prepare the network to sit with this too?	
	> **Standard 14** – Reflective discussion: How are you able to have conversations around other relevant outcomes through the review process? What other mechanisms do you use for getting feedback, and how have you been able to act on this feedback?	
	Discuss (small groups)	Approx. 20 minutes
	Feedback (whole group feedback)	Approx. 20 minutes
4	**Exercise**: Stretchy square (individual)	Approx. 10 minutes
	Discuss (small groups)	Approx. 15 minutes
	Feedback (whole group feedback)	Approx. 5 minutes
Suggested break		
5	**Read** What is Family and Group Conferencing for adults? Part 1: Characterising the model and methods of enquiry and make a list of key discussion points (small groups) **Reflective discussion**: The authors in this paper suggest that flexibility is central to accommodate the social and cultural needs of the individual and their network. Give examples of where you have adapted the format to fit better with people's social and cultural preferences, support needs, etc.	Approx. 30 minutes
	Feedback (whole group feedback)	Approx. 15 minutes
6	**Slides**: History and Contex	
	Discussion (small group) **Exercise**: Creating a safe space	Approx. 10 minutes
	Feedback (whole group)	Approx. 30 minutes
7	**Action Planning**	Approx. 10 minutes

History and Context of Family and Group Conferencing for Adults

Aim

The aim of this session is to introduce the concept of FGC for adults and to begin to explore the experiences of those involved, explore the FGC standards and guidance and tools relating to the history and context of FGC.

Watch Community Catalysts Introduction video for practitioners

Small Group Discussion

Reflective Question: What would the possible benefits be to your organisation of using the FGC model?

Notes

Watch Community Catalysts Introduction video for practitioners

Small Group Discussion

Reflective Question: What would the possible benefits be to your organisation of using the FGC model?

Notes

Read FGC for Adults - Standards and Guidance Practice Tool for Practitioners (PDF) Standards 1, 2, 3, 14

See below for questions and reflective discussion points:

> **Standard 1** - Reflective discussion: Are there situations in which you feel that your independence might be compromised (e.g. by being asked to take on other roles).
b. Do you find yourself wanting to give advice as to what should go into a Plan?
c. How would you deal with such situations in consultation with your FGC service manager?

> **Standard 2** – Reflective discussion: How far has your training and shadowing / coworking opportunities enabled you to feel competent and confident to practise independently? b. To what degree do you feel comfortable (and supported) staying with uncertainty? c. What additional training would you find helpful?

> **Standard 3** – Reflective discussion: What is your understanding of safe uncertainty, how do you know when it becomes unsafe? b. How can you prepare the network to sit with this too?

> **Standard 14** – Reflective discussion: How are you able to have conversations around other relevant outcomes through the review process? What other mechanisms do you use for getting feedback, and how have you been able to act on this feedback?

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Exercise: Stretchy Square

In the session we are exploring the various stretches and pulls on us as professionals, this 'stretchy square' exercise helps to visualise these stretches. The aim of this activity is to think about how you get pulled in your role, we will then discuss our thoughts on how to manage the stretch.

Individual activity:

Draw your square on a piece of paper, what's stretching you in one direction more than another. Then think about how we can balance that, and what would support us.

Small groups

In small groups discuss the stretch, and what would support leading with your professional values, and to ensure the square is balanced.

Read [What is Family and Group Conferencing for adults? Part 1: Characterising the model and methods of enquiry](#) and make a list of key discussion points.

Reflective discussion: The authors in this paper suggest that flexibility is central to accommodate the social and cultural needs of the individual and their network. Give examples of where you have adapted the format to fit better with people's social and cultural preferences, support needs and other unique circumstances.

Notes

Slides: History and Context

Exercise

One of the key elements of an FGC is a safe space for all involved.

This includes the physical location of the meeting, as well as the space created during the meeting.

What can you do to support with creating this safe space, thinking about the domains below:

> **Who**
> **Where**
> **When**

Action Planning

Use the table below to identify some actions you can take away from today and how you will measure progress and success.

What will I do?	What support/information will I need?	How will I measure progress and success?	When?

research in practice

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