



VERKTØY I ARBEIDSHVERDAGEN: Helsesøstrene i studien får sjelden gjennomført ICDP-programmet med åtte foreldregruppemøter. Men de bruker metodikken i møte med foreldrene på helsestasjonen. (Illustrasjonsfoto: Anna Bizoń / Mostphotos)

## **Helsesøstre bruker International Child Development Programme (ICDP) aktivt i arbeidet for å forbedre samspillet mellom foreldre og barn.**

The paper is addressing the use of ICDP by health professionals in Norway; it is in Norwegian and this is the link to it:

<https://sykepleien.no/forskning/2018/06/helsesostre-bruker-program-foreldreveiledning-aktivt-i-praksis>

Below is a summary in English:

### **Public health nurses use Parental Guidance Program actively in practice**

Good interactions between children and their caregivers is essential for the development of children. Health policy guidelines emphasize the role of health clinics in strengthening such interaction. It is therefore important that (public health)<sup>1</sup> nurses have the competence to promote good interaction.

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<sup>1</sup> I'm not sure what the term "helsesøster" is in English, I tried to search online, and public health nurse/school nurse seems to be the closest.

The purpose of the study was to examine the nurses' experiences of using the skills they have gained through training in the parental guidance program International Child Development Programme (ICDP) in their work. To try to understand how the nurses experience the use and benefit of ICDP in their meeting with parents and children a qualitative method was chosen. The research questions were:

- What experiences do the public health nurses have with using their ICDP facilitator skills?
- How do the public health nurses think they can promote good parent-child interaction?

The study was conducted based on seven semi-structured, individual interviews with public health nurses that have had training in the programme, but who only use parts of it in their work at the health clinics.

Result: Participants seem to use ICDP in consultations, both as a conceptual device for interaction, and as a tool in observation, conversation, guidance and documentation. The experiences can be summarized in three main categories:

1. ICDP provides a useful conceptual framework.
2. The nurses emphasize strengthening the parents' experience of their own competence.
3. The nurses emphasize the parents' ability to see and understand the child.

Conclusion: When the nurses didn't conduct the ICDP programme in the form of structured meetings over eight weeks they still used the knowledge and way of thinking of the programme in communication and guidance when they are observing children and parents.