

Family Paradigm Assessment Scale (F-PAS) Test-Retest Reliability

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Background

- Family-centered evidence-based practice (EBP) uses tools for clinicians to better assist families in decision-making and/or interventions.
- Family paradigm theory states that families' views (i.e., their paradigms) determine their resources: time, space, energy, and materials. Use of these resources influences individual's goals of control, affect, meaning, and content (Constantine, 1986; Imig, 2000; Kantor & Lehr, 1975). The theory describes 4 paradigms of closed, random, open, and synchronous and 4 possible player parts within a family system: mover, challenger, commenter, and supporter (Figure 1).
- The *Family Paradigm Assessment Scale* (F-PAS) is one of the tools that can help a clinician understand how a family sees the world and operates on a day-to-day basis.

Research Aim

This research examined test-retest reliability of resources and goals within the Family Paradigm Assessment Scale (F-PAS).

Methods

- The study consisted of 53 participants, 35 females and 18 males. Ages ranged from 18 to 70+ with 51% of the participants being 25 or younger. The majority of participants had at least some college education.
- Participants completed the *F-PAS*, a paper-pencil instrument consisting of 10 questions, to measure family's current use versus the desired ideal use of the 4 paradigms or player parts. The participants noted whether any major changes had occurred during the two weeks between the first and second *F-PAS* completion.
- The *F-PAS* results are cluster scores (0-5) which indicate how often the family uses a particular strategy. Zero means the family never uses the strategy, and five means they used that strategy most often. Weighted kappas with 95% confidence intervals were calculated to measure the test-retest reliability of the *F-PAS*.
- With the use of statistical software, SAS, weighted kappas with 95% confidence intervals (C.I.), used to measure test-retest reliability, were calculated for each component. The quality of agreement scale (Byrt, 1996) used was:

Excellent Agreement	(0.93-1.00)
Very Good Agreement	(0.81-0.92)
Good Agreement	(0.61-0.80)
Fair Agreement	(0.41-0.60)
Slight Agreement	(0.21-0.40)

Research Aim

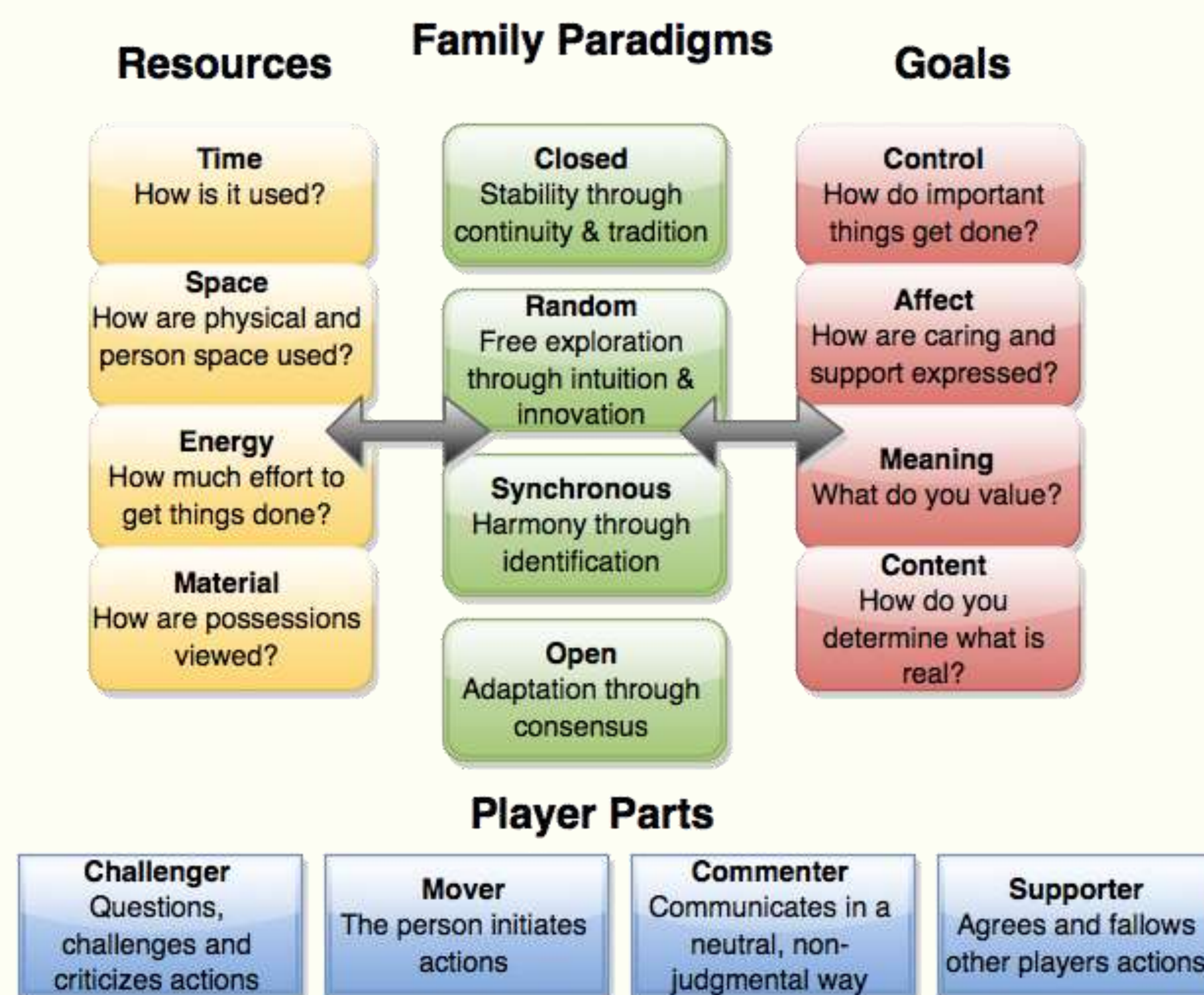


Figure 1

Results

F-PAS Test-Retest Reliability

The following are sample reliability findings for the individual components. They are separated into sets by Ideal Family Paradigm, Current Family Paradigm, Ideal Player Part and Current Player Part.

Current Paradigm	Ideal Paradigm	Current Player Part	Ideal Player Part																																																																																																																																																																																																				
Closed-Material	Random-Meaning	Challenger-Time	Mover-Affect																																																																																																																																																																																																				
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Table 1. Quality of Agreement for Paradigm/Player Part Components (n)

Agreement	Current Paradigm	Ideal Paradigm	Current Player Parts	Ideal Player Parts
Good; 0.61-0.80	1	0	0	1
Fair; 0.41-0.60	20	10	9	8
Slight; 0.21-0.40	21	29	30	31
Poor; 0.01-0.20	2	5	4	4

Weighted kappas for all components (each resource or goal) were calculated and quality of agreement determined (Byrt, 1996). See table below. Overall 63% of the weighted kappas agreement were slight agreement, 27% fair agreement, .08% was poor agreement, and .01 was recognized as good agreement.

Future Research Directions

The large variability of the weighted kappas throughout the individual components could be due to participant or assessment error. We will consider possible changes to increase the F-PAS reliability:

- Revise the wording of survey questions
- Move from the use of a 0 to 10 rating scale to a computer-based graphical interface, with the calculations occurring in the background.

Clinical Implications

- Professionals often ask families to use family resources to integrate recommendations into their lives. If recommendations by professionals require the family to change its natural way of acting (i.e., paradigm), these recommendations may be difficult for the family to implement.
- If professionals better understand the family's paradigms and player parts, they may better understand what they are asking of the family. Instead of requiring the family to change paradigms and player parts, the professional should suggest recommendations that work well with the family's paradigms (Hidecker, Jones, Imig, & Villarruel, 2009).
- This overall understanding could significantly alter the success of an intervention or assist patients and families in family-centered evidence-based decision-making (Hidecker, et al., 2009).

References

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