

Confidence in Care Evaluation

Submission date 11/11/2016	Recruitment status No longer recruiting	<input type="checkbox"/> Prospectively registered <input checked="" type="checkbox"/> Protocol
Registration date 11/01/2017	Overall study status Completed	<input type="checkbox"/> Statistical analysis plan <input checked="" type="checkbox"/> Results
Last Edited 17/02/2023	Condition category Other	<input type="checkbox"/> Individual participant data

Plain English summary of protocol

Background and study aims

Many looked after children and young people in Wales are being cared for by foster or kinship carers. Looked after children and young people are more likely to have poorer emotional, mental and educational outcomes compared to other children and young people. This can lead to an increased strain on carers and a higher likelihood of placement disruption. The importance of continuity of care for looked after children has long been established. Training may provide foster and kinship carers with skills to manage difficult emotions and behaviours, and thus reduce placement disruption. The Fostering Changes programme was developed by the Adoption and Fostering National Team at the Maudsley Hospital, South London, in conjunction with King's College London in order to provide practical support and training for foster carers. The aim of this study is to find out whether the Fostering Changes programme improves carer efficacy compared to standard support given to carers.

Who can participate?

Carers who have a child aged 2+ placed with them and expect to be caring for that child for the duration of the Fostering Changes course.

What does the study involve?

Participants are randomly allocated to one of two groups. Those in the first group attend the Fostering Changes course immediately. This involves weekly three-hour long sessions over a period of 12 weeks that aim to increase carer skills and coping strategies and improve the relationship between carer and child. Participants in the second group receive the programme 12 months later (at the end of the study) and receive usual care in the meantime. At the start of the study and then after three and 12 months, participants in both groups complete a range of questionnaires in order to find out if Fostering Changes has a positive effect for carers that lasts beyond the end of the course.

What are the possible benefits and risks of participating?

There may be no direct benefits to anyone taking part in this study. The study is being undertaken to find out whether or not the Fostering Changes programme is helpful to foster carers and the children they look after. The results of the study may benefit other foster carers and looked after children in the future. There are no notable risks to foster carers or their looked after children associated with this study.

Where is the study run from?

South East Wales Trials Unit, Centre for Trials Research (UK)

When is the study starting and how long is it expected to run for?

April 2015 to March 2020

Who is funding the study?

The Big Lottery Fund (UK)

Who is the main contact?

Professor Michael Robling

RoblingMR@cardiff.ac.uk

Study website

<http://www.cardiff.ac.uk/centre-for-trials-research/research/studies-and-trials/view/confidence-in-care-cic-evaluation>

Contact information

Type(s)

Scientific

Contact name

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Contact details

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Additional identifiers

EudraCT/CTIS number

IRAS number

ClinicalTrials.gov number

Secondary identifying numbers

Cardiff University SOCSI Ethics Committee ref: SREC1515

Study information

Scientific Title

A randomised trial to evaluate the effectiveness the fostering changes course, as part of the confidence in care programme, on carer efficacy and carer defined problems for Welsh foster and kinship carers

Study objectives

The aim of this study is to ascertain whether the Confidence in Care Fostering Changes intervention improves carer efficacy at 12 month follow-up compared to usually provided carer support alone.

Ethics approval required

Old ethics approval format

Ethics approval(s)

Cardiff University School of Social Sciences Ethics Committee, 04/06/2015, ref: SREC1515

Study design

Randomised controlled trial

Primary study design

Interventional

Secondary study design

Randomised controlled trial

Study setting(s)

Other

Study type(s)

Quality of life

Participant information sheet

Not available in web format, please use the contact details below to request a patient information sheet

Health condition(s) or problem(s) studied

Foster care

Interventions

Carers will be randomised to one of two groups in a 2:1 ratio (intervention:control)

Intervention group: Participants will attend the Fostering Changes course immediately. This is a 12 week training programme that aims to increase carer skills and coping strategies and improve the relationship between carer and child. Each session in the 12 week Fostering Changes course will last 3 hours.

Control group: Participants will receive the Fostering Changes course after 12 months, and will receive usual services in the meantime.

At baseline, 3 and 12 months, how well the carers in both groups feel able to care for the children in their care is assessed. In addition, the study team will also measure whether children and young people in their care have had any unplanned moves to different carers.

Intervention Type

Other

Primary outcome measure

Carer efficacy is measured using the Carer efficacy questionnaire at baseline, 3 and 12 months

Secondary outcome measures

1. Placement stability is measured using questionnaire at baseline, 3 and 12 months
2. Engagement with education is measured using questionnaire at baseline, 3 and 12 months
3. Carer-defined problems are measured using the Carer defined problems scale (CDPS) at baseline, 3 and 12 months
4. Carer coping strategies is measured using the Carer coping strategies (CCS) at baseline, 3 and 12 months
5. Carer-child relationship is measured using the Quality of attachment relationship (QUARQ) and Strengths and difficulties Questionnaires (SDQ) at baseline, 3 and 12 months
6. Use of services and supports is measured using questionnaire at baseline, 3 and 12 months

Overall study start date

01/04/2015

Completion date

31/03/2020

Eligibility

Key inclusion criteria

1. Local authority carers or employed by an independent or not-for profit agency or family carers (kin-carers and non-related foster carers)
2. Currently have a child aged 2+ placed with them and expect to be caring for that child for the duration of the Fostering Changes course.
3. Prepared to attend all 12 sessions of the programme.
4. Sufficient understanding of English / Welsh to complete the intervention

Participant type(s)

Carer

Age group

Adult

Sex

Both

Target number of participants

237

Total final enrolment

Key exclusion criteria

1. Attended the Fostering Changes programme previously
2. Have a foster child attending the children's skills group
3. Live in the same household as another carer participated in the CiC Evaluation.

Date of first enrolment

16/12/2015

Date of final enrolment

30/04/2017

Locations**Countries of recruitment**

United Kingdom

Wales

Study participating centre**South East Wales Trials Unit, Centre for Trials Research**

South East Wales Trials Unit

Centre for Trials Research

College of Biomedical & Life Sciences

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Sponsor information**Organisation**

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Sponsor type

University/education

Website

www.cardiff.ac.uk

ROR

<https://ror.org/03kk7td41>

Funder(s)

Funder type

Charity

Funder Name

The Big Lottery Fund

Results and Publications

Publication and dissemination plan

Planned publication in a high-impact peer reviewed journal.

Intention to publish date

31/08/2019

Individual participant data (IPD) sharing plan

The current data sharing plans for the current study are unknown and will be made available at a later date.

IPD sharing plan summary

Data sharing statement to be made available at a later date

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Protocol article	protocol	11/01/2018	08/12/2020	Yes	No
Results article		01/10/2020	07/04/2021	Yes	No
Other publications	Qualitative evaluation	01/04/2021	17/02/2023	Yes	No