



Embedding the Solihull Approach

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Mixed methods study: questionnaire survey and in depth qualitative interviews carried out in 2013, in the north of England, to evaluate how health visitors and other practitioners (school, nursery and community psychiatric nurses, and the wider children and families team) embed the Solihull Approach into their practice, the benefits of doing so and barriers to more consistent implementation across the whole service.



Benefits Organisation Positive outcomes increase quality of care Provides evidence based practice Helps to develop an interprofessional culture Helps to motivate and improve staff morale and build team resilience Tension between targets and professional flexibility Limited strategies to manage staff resistance

Barriers

•Enhances professional skills and judgements
•Early investment

- •Early investment reduces later input of time
- Validation of practice
- Enhanced professional status and identity
- Misperception of increased time needed
- Resistance to changing established practices
- Not attending Solihull supervision

• Develops insights into problems

- Develops confident parenting
- Builds family resilience
- Fosters trusting relationships
- Anxieties contained
- •Complexity of issues not a panacea
- Denial
- Resistance to professional input
- Revisiting past experiences too painful

The process of embedding the Solihull Approach

Key benefits and barriers to implementation