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# A Toolkit for the Collaborative Researcher

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Strategies and Tools to  
Develop Treatment  
Manuals and Fidelity  
Instruments for  
Assessing Service  
Providers' Adherence  
to Promising Programs

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THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

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## Note to the Reader

The tools and strategies herein should be used exclusively as exemplars for researchers involved in community-based research. When used for this purpose, please use the following suggested citation:

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Permission to reproduce any part of this publication for other purposes must be obtained by the authors. Correspondence may be addressed to the first author: Dania M. Ermentrout, School of Social Work, University of North Carolina, Campus Box #3550, Chapel Hill, North Carolina, 27599-3550.

## Introduction

The tools and strategies contained in this toolkit are the products of a collaborative community-based and engaged research evaluation of the *Mothers Overcoming Violence through Education and Empowerment* (MOVE) program. This effort involved researchers from the University of North Carolina at Chapel Hill School of Social Work, leadership from The Duke Endowment, and clinical staff and leadership from our partner agencies—SAFEchild and Interact—working together to develop, improve, and evaluate (a) the MOVE program, which is a 13-week therapeutic parenting program for mothers who are both burdened by partner violence and involved with court and/or Child Protective Services; and (b) a corresponding therapeutic support group for the children of mothers participating in the MOVE Program.

Originally based on the *Growing Beyond Conflict* manualized curriculum, which was developed by the Chadwick Center for Children and Families at Children’s Hospital and Health Center in San Diego, California, the curriculum has undergone significant adaptations and enhancements driven by the unique needs of an underserved, vulnerable population and facilitated by the collaborative evaluation process. These adaptations and enhancements were first documented and then subsequently incorporated into an *Enhancement Manual* meant to accompany *Growing Beyond Conflict* as a critical adjunct in the implementation of the program for women who are court-involved survivors of partner violence and their children.

The four-step documentation process used to assemble the *MOVE Program Enhancement Manual* included the following overarching strategies:

1. **Individual and collective idea generation** (e.g., free association of ideas following each MOVE group session using voice recording; detailed, written post-group session feedback by MOVE facilitators and participants; process evaluation focus groups for MOVE facilitators and participants)

Instruments used:

- Treatment Manual Brainstorming Form (MOVE Children’s Group)
- Treatment Manual Brainstorming Form (MOVE Women’s Group)
- Focus Group Guide for MOVE Program Participants (MOVE Women’s Group)
- Focus Group Guide for Partner Agency Staff and Leadership

- MOVE Program Participant Feedback & Attendance Form (MOVE Women’s Group)

2. **Monitoring the Implementation: Fidelity tracking, group comparison and member-checking** (e.g., fidelity forms for tracking adherence to the *Growing Beyond Conflict* curriculum; fidelity forms for documenting session enhancements; MOVE facilitators’ review of feedback summaries for the *MOVE Enhancement Manual*; focus groups with staff of partner agencies tasked to member-check key findings from earlier focus groups)

Instruments used:

- Facilitator Feedback Tracking Log
- Facilitator Fidelity Form for *Growing Beyond Conflict* Treatment Manual (MOVE Children’s Group)
- Facilitator Fidelity Form for *Growing Beyond Conflict* Treatment Manual (MOVE Women’s Group)
- Fidelity of Facilitators’ Enhancements to *Growing Beyond Conflict* Treatment Manual (MOVE Children’s Group)
- Draft of MOVE Enhancement Manual Feedback Summary for Review and Comment by MOVE Program Facilitators
- Member-checking Session Guide for Staff from Partner Agencies

3. **Triangulation** (e.g., feedback from MOVE participant evaluations; key findings from MOVE participant focus groups)

Instruments used:

- MOVE Program Participant Feedback & Attendance Form (MOVE Women’s Group)
- Focus Group Guide for MOVE Program Participants (MOVE Women’s Group)

4. **Debriefing** (e.g., monthly team strategy and planning meetings; full team debriefing of lessons learned following the 13-week MOVE group cycle)

Although the documentation process is guided by the instruments for implementation fidelity and treatment-manual development, a collaborative approach remains critical to the effective use of these documents. Researchers engaged in this process must be committed to

a data collection strategy defined by the following organizing principles. Data collection in a community-based setting should strive to be,

- **Adaptive** (multi-method documentation individualized to diverse styles of communication and learning),
- **Flexible** (constant, supportive research presence that is sympathetic to the demands in the work of community non-profits and that seeks to minimize the burden imposed by data collection),
- **Multi-purpose** (restrained use of documentation materials: how can existing program evaluations be revised to serve both program and research interests?),
- **Jargon free** (collaborative development of study materials with facilitators and participants increases precision and accuracy of data), and
- **Respectful** (demonstrating commitment to the field under study and valuing each team member's expertise and contribution is critical to a successful collaboration).

Although the strategies and instruments described within this toolkit do not represent all possible approaches to data collection in community-based research with vulnerable populations, this toolkit will equip the reader to implement a complex research protocol with community partners.

**TREATMENT MANUAL DEVELOPMENT INSTRUMENT**  
Treatment Manual Brainstorming Form (MOVE Children's Group)

What was tonight's topic? \_\_\_\_\_

1. What Core Constructs (that is, main concepts or overarching goals for the MOVE program) did you include tonight?
  - Coping skills
  - What else? \_\_\_\_\_
2. What was the main goal of the evening?
  - a. Educational Goal:
  
  - b. Therapeutic Goal:
3. What other topics were addressed (that were not the main goal)?
4. Were there any challenges with the group tonight?
5. What skills did you have to use? (For example, did you pull out a silent group member? Did you have to redirect from a child who was distracting the group?)
6. Were you able to finish the topic? Does it seem like this topic might need more or less time?
7. What were the things that really made the group work tonight? In other words, what were the ingredients for the success of the group?
8. List tonight's activities (For example, group exercises, ice breakers, discussion, free play):

*NOTE: If this is outlined in the manual you provided, please feel free to refer us to the manual and write down only those activities that differ from the plan shown in the manual.*

**TREATMENT MANUAL DEVELOPMENT INSTRUMENT**  
Treatment Manual Brainstorming Form (MOVE Women's Group)

What was tonight's topic? \_\_\_\_\_

1. What *Core Constructs* did you include tonight?
  - Self-esteem
  - Empathy for children
  - What else? \_\_\_\_\_
2. What was the main goal of the evening?
  - a. Educational Goal:
  
  - b. Therapeutic Goal:
3. What other topics were addressed (that were not the main goal)?
4. Were there any challenges with the group tonight?
5. Did the group get off-track? How did you get them back on track? How long did it take to get them back on track? (For example: A crisis occurred or the group was very talkative)
6. What skills did you have to use? (For example, did you pull out a silent member? Did you have to redirect from a group member who was interrupting and "talking-over" others?)
7. Were you able to finish the topic? Does it seem like this topic might need more or less time?
8. What were the things that really made the group work tonight? In other words, what were the ingredients for the success of the group?
9. List tonight's activities (For example: worksheets, ice breakers, discussion, exercises):

**TREATMENT MANUAL DEVELOPMENT INSTRUMENT**  
Focus Group Guide for MOVE Program Participants (MOVE Women's Group)

**Referral and Feasibility**

- 1. Before you started the MOVE program, what did you think the MOVE program was going to be like?**
  - a. What did you originally hope to get out of it?
  - b. What were your concerns? Why?
  - c. What were the barriers or obstacles that almost interfered (or sometimes prevented) with your coming to the MOVE program?
  - d. What would have helped you feel more comfortable about coming?
  - e. What is the best way to introduce the MOVE program to new participants?
  
- 2. What is the best way to encourage other women to participate and attend the group sessions?**
  - a. Timing?
  - b. Location?
  - c. Other supports?

**Curriculum and Facilitator Effectiveness**

- 1. What did you think about the topics that were presented each week?**
  - a. Which topics did you most enjoy learning about? The least?
  - b. Which topics were the most helpful to learn about?
  - c. Did you find any of the topics confusing or hard to understand? If so, which ones? Can you give me an example of what was confusing or hard to understand?
  - d. Are there any challenges that women similar to you face in their lives that were left out of the program?
  - e. Did the group spend too much time on any particular topics? If so, which ones? What was it about these topics that you found less appealing?
  - f. What do you think should change to improve the program for women who will participate in future MOVE groups?
  
- 2. Think about your family, your community, and your own unique needs, and imagine a program that was designed just for you. Do you think that the MOVE program fits that image?**
  - a. If yes, how? Can you give examples?
  - b. If not, how could the program be improved?
  
- 3. What is your opinion of how the group worked together? How the staff worked with the group?**
  - a. Probes: communication, cooperation, coordination
  - b. Do you have any suggestions for the facilitators about how they could improve for the future?

## **Domestic Violence**

- 1. Among the key goals of the MOVE program is to help women understand the problem of domestic violence and how domestic violence affects women, children, and families. In your opinion, did the MOVE program meet that goal? Why yes? Why no?**
  - a. If yes, does having a better understanding of domestic violence help women with making decisions about their lives?
  - b. If yes, does having a better understanding of domestic violence help women to feel good/better about themselves?

## **Parenting and Children**

- 1. Another key goal of the MOVE program is to help women with parenting their children. In your opinion, did the program meet that goal? Why yes? Why no?**
  - a. If yes, how do women's ways of parenting change because of the group?
  - b. If yes, how do women's discipline techniques change?
  - c. If yes, how do children change because of the group?
- 2. Another key goal of the MOVE program is to help women connect with other mothers. In your opinion, did the program meet that goal? Why yes? Why no?**
  - a. For future MOVE groups, what changes to the program do you think will best help women feel connected to others in the group?

## **Overall Satisfaction**

- 1. Overall, what is your opinion of the MOVE program?**
- 2. What is the best way for this program to make a difference in women's lives?**
  - a. Do you have any additional suggestions for program improvement?
  - b. Any aspects not mentioned that worked well?
  - c. Any aspects not mentioned that did **not** work so well?
  - d. In your opinion, what are the most important differences for this program to focus on?
- 3. Is there anything else that you would like the research team to know about the MOVE program? Is there anything we should have asked you, but did not?**

## **Resources**

- 1. Did the program help you to connect with other services that you needed?**
  - a. What types of services do you think women who participate in this program would want to know about? (Aftercare group?)
  - b. Are there particular services such as CPS or the court system that women in the MOVE program are already involved with and need help managing?

## TREATMENT MANUAL DEVELOPMENT INSTRUMENT

### Focus Group Guide for Partner Agency Staff and Leadership

#### **Satisfaction**

- 1. Overall, are you satisfied with the services provided to the participants in the MOVE program?**
  - a. Does the program make a difference in the lives of the MOVE participants?
    - i. If yes, how?
    - ii. If no, how could the MOVE program be improved?
  - b. Does the program offer services that meet the participants' unique needs?
    - i. If yes, how?
    - ii. If no, how could the MOVE program be improved?
  - c. Are the services in the program comprehensive?
    - i. If yes, how?
    - ii. If no, how could the MOVE program be improved? What is missing?
    - iii. How often do you refer participants for outside services that are not addressed by the MOVE program?
  - d. Is the content coverage comprehensive?
    - i. If yes, how?
    - ii. If no, how could the MOVE program be improved? What is missing?
  - e. Are the program organization and logistics (i.e., program length, session length, number of participants, recruitment, and coordination with children's group) adequate and appropriate?
    - i. If yes, how?
    - ii. If no, how could the MOVE program be improved?
  - f. Are you able to refer participants to outside services as necessary?
    - i. If yes, how?
    - ii. If no, how could the MOVE program be improved?
  - g. Are you satisfied with the follow-up/transition to other services for participants after program completion?
    - i. If yes, how so?
    - ii. If no, how could the MOVE program be improved?
- 2. As a facilitator, how is the program progressing?**
  - a. Is there cooperation and coordination among the facilitators?
  - b. Given the participants' unique needs, do you feel the MOVE program has adequate staffing?
  - c. Are you comfortable with the level of training that you received in preparation for implementing the MOVE program?
  - d. Do you feel that you have adequate supports to implement the program?

#### **Appropriateness of Content**

- 1. Is the MOVE program culturally relevant for participants?**
  - a. If yes, how? Can you give me examples?

- b. If no, how could the program be changed to be more culturally relevant for participants?
- 2. Is the MOVE program developmentally appropriate for participants?**
  - a. If yes, how? Can you give me examples?
  - b. If no, how could the MOVE program be changed to be more developmentally appropriate for participants?
- 3. As you know, the needs of families change over time and might even change during the 13 weeks that family members take part in the MOVE program. Is the MOVE program able to adapt to meet the needs of families when change occurs?**

## TREATMENT MANUAL DEVELOPMENT INSTRUMENT

### Partner Agency Staff Member-checking Session Guide

As you respond to the following questions, please consult the attached document, “*Key Findings from the Partner Agency Staff and Leadership Focus Groups*”

#### Questions for Staff and Leadership from Partner Agencies:

1. Based on your experience, does each theme listed accurately represent an aspect of the MOVE Program?
2. Based on your experience, *if there are sub-themes*, are the sub-themes grouped in a way that makes sense with each other and with the overall theme?
3. Based on your experience, do the explanatory phrases adequately capture the meaning of the theme? Are there additional descriptions for the theme that reflect your experience with the MOVE Program?
4. Based on your experience, does the selected quote help to illustrate the meaning of the theme?
5. Based on your experience, are there aspects of the MOVE Program that have **not** been represented here thematically?

#### Key Findings from the Partner Agency Staff and Leadership Focus Groups

##### *Overarching Themes*

1. **Meeting Needs:** Positive environment, provision of needed support or resources, evidence of learning by participants
2. **Area for Improvement:** Gaps in service delivery, areas that need attention
3. **Potential Solutions:** Specific solutions addressed for areas in need of improvement

##### *Themes and Sub-themes*

1. **Member Growth:**
  - a) **Group unity:** Signs of group cohesion
  - b) **Support from like others:** Support from group members or facilitators who have experienced similar issues
  - c) **Life changes:** Specific changes to behavior and life circumstances

- d) **Group and individual evolution:** Improvement and growth over time by individuals, or improvement and growth in the collective dynamic
2. **Interagency Collaboration:**
- a) **Cross-group connection:** Interaction between the mothers' and children's intervention groups
  - b) **Interagency connection and cooperation:** Communication and connection between SAFEchild and Interact
3. **Facilitation Strategies and Challenges:**
- a) **Facilitation strategies:** Strategies incorporated by MOVE facilitators that are meant to increase attendance and engagement and meet participants' needs
  - b) **Facilitation challenges:** Challenges that complicate group facilitation such as complex family dynamics, mental illness, strong personalities, and acute crises
  - c) **Agency follow-up and outreach:** interaction with facilitators that occurs outside of the intervention group time including follow-up, resource and referral matching, continuity of services, program recruitment contacts and intake interviews
  - d) **Children's group participation:** References to attendance and participation-related issues such as group structure, absenteeism, and latecomers
  - e) **Involuntary nature of participation:** Resistance to and anxiety/discomfort with participation due to the mandated nature of the program and the program's relationship to the court
  - f) **Opportunity for expression:** Opportunity to verbalize feelings and communicate stories
  - g) **Confidentiality:** Appreciation of the confidential nature of the group
  - h) **Cultural differences:** Differences in responses to the intervention that the participants attribute to differences in communities, families, and cultures
4. **Intervention Curriculum:**
- a) **Mother's curriculum content:** Elements of the curriculum including session order, specific content, and any changes made or which required flexibility
  - b) **DV-related curriculum content:** Curriculum content or participants' experiences related to domestic violence
  - c) **Children's curriculum content:** Elements of the children's curriculum including session order, specific content, and any changes made or which required flexibility
5. **Facility and Program Logistics:**
- a) **Facility and program logistics:** Location, space, and organization of the group setting
  - b) **Adequate time:** Length and timing of program elements including nightly breaks, group sessions, and the 13-week group cycle
  - c) **Group composition:** Elements of group diversity including age, group size, and gender

## **Example of the Description Provided for Each Theme:**

### **Theme: Area for Improvement**

#### Definitions:

- Gaps in service delivery
- Areas that need attention

#### Representative Quote:

***Interviewee:** I'll go ahead and speak to attendance. It doesn't address your question, it's more of a "what could be better" but I've already, I've sent them an email and asked them, you know, "Have you seen any research on how to improve attendance?" Because that's a huge, huge, huge issue for me. That's probably the biggest problem—is consistency of attendance because you lose, you lose pieces and there's no continuity, no building. It's like a class you go to that's a one-shot deal. There's no continuity. So, I got the answer back to call [the participants]. And that's what we're having to do with the group currently. Because—evidently one of the moms has moved out from the dad and evidently the kids are still with the dad—and so they're not coming anymore, so we're trying to get permission from mom to call over to the kids to encourage them directly, "Hey can you come back for the last two?" 'Cause we, I lost half my group after voting day and it was really rough.*

**TREATMENT MANUAL DEVELOPMENT INSTRUMENT**  
Draft of MOVE Enhancement Manual Feedback Summary for Review and Comment  
by MOVE Program Facilitators

**Session: Raising a Healthy Family, Part I**

**Timing**

*This lesson may either be divided over a series of three sessions or can be completed in one session:*

- *The activity “Parents Wanted” includes a discussion that may occur in the next session.*
- *Some parts of this lesson are now conducted during the Orientation session.*

**Objectives**

***Growing Beyond Conflict Educational Objectives***

- 1. Introduce themselves** (consistently done)
- 2. Participate in establishing group rules** (consistently done—posted and/or reviewed from previous week)
- 3. Give definition of a healthy family** (consistently done)
- 4. Identify at least one aspect of their family that is healthy and one aspect that could be healthier** (consistently done: at times, participants are asked to identify a healthy existing trait and other times they are asked to identify a trait that they would like to adopt)

***Partner Agency Educational Objectives—additional objectives not listed***

***Growing Beyond Conflict Therapeutic Objectives***

- 1. Understanding the purpose of the group** (consistently done during first week; no longer done since Orientation has been established as the first group session)
- 2. Learn the basic overall concepts of CBT** (not done)
- 3. Identify one positive thought about their family to focus on in the upcoming week** (not done)

***Partner Agency Therapeutic Objectives***

- 1. Help women become comfortable with the facilitators, with being in the group setting, and with the group members** (consistently done)
- 2. Help women feel that it is a safe place and a place that they want to return to for Week 2** (consistently done)

## Handouts

1. **Love Is...Love Isn't** (consistently done)
2. **Ingredients for a Healthy Family** (consistently done; implemented in 2/3 group cycles)
3. **Kids' Needs** (consistently done along with the "Parents Wanted" activity as a tool for discussion—"Question posed to participants: Is anything missing from the 'Parents Wanted' ad that is stated on the 'Kids' Needs' handout?")
  - a. After the "Parents Wanted" activity is completed, the "Kids' Needs" handout was given out so that the participants could see if the ad that was created missed addressing any of the needs listed on the handout.
4. **The Power of Positive Thinking** (not done)
5. **Why We Do What We Do** (not done)

No additional handouts are provided by the facilitators with the exception of a weekly evaluation handout.

## Activities

1. **Icebreakers activity** (An "icebreaker" is consistently done, but it is unclear whether the icebreaker used is the one described in the *Growing Beyond Conflict* manual.)
  - a. Aimed at trying to make the mothers feel comfortable
  - b. Specifically spelled out how difficult it can be to go to a group when the choice to attend is not always up to you and the feelings that might go along with being told you must attend a group
  - c. Talked about topics of the group over time, norms, and expectations
2. **Brainstorming on Healthy Families** (consistently done)
3. **My Values Worksheet** (not done)
4. **"Parents Wanted" Activity** (consistently done; the facilitator reports that the facilitator decisions for pairing participants make a significant difference in the success of the activity)
  - a. Didn't facilitate discussion about what it's like to be a parent due to time issues
  - b. Gave homework assignment that they started on in group (ties into next week) in pairs, helped with forming of the group as far as group stages are concerned

## Session Tips

1. **Common challenges and issues that have arisen during this particular session**
  - a. Tentative and Tense Atmosphere: Quite a bit of tension in the room, being uncertain about what to do, quietness, shyness; participants were quite reluctant to get involved in discussion (especially during norms and "what they hoped to get out of it"); the participants became more verbal when discussing parenting challenges and got more involved in the conversation; did not seem to get off

track tonight, especially in co-parenting discussion; a lot of nodding of the head and agreeing that co-parenting is a challenge that can be difficult

- b. Comfort Level: This may be a quieter group than some we have had in the past so getting folks to talk will be a challenge
- c. Co-Parenting: Co-parenting was a huge issue tonight and how challenging that can be for parents setting limits with a child when they are going to another parent to visit; rules are not the same from house to house; talked about how challenging that can be for the child as well and some strategies that they might use to help the children such as some kind of ritual when the child returns to the home that indicates they are back at their mother's and this is where the rules are different
- d. Empathy: Talked about how empathy is a healthy thing when we talked about healthy families; think about the child's point of view and understanding it (what for their age makes sense)
- e. Self-Care: The need for parents to take care of themselves and how hard that is sometimes to find the time to do that—we talked about breaking down their day and when is the time that they could get a few minutes for themselves, even if it is for only for a few minutes when the child is watching his favorite cartoon and will sit still in front of the TV or if it is after the child goes to bed...but some time that they can identify that is time that they can do something for themselves to revive themselves (watching a little TV, taking a hot bath, something like that)

## **2. Theoretical or therapeutic strategies that could be used to deal with these issues**

- a. **What helped with the challenge:**
  - i. Dividing them into small groups to work on an exercise gave them an opportunity to get to know another parent a little bit one-on-one.
  - ii. Facilitator pairing (those who seemed to have something in common were matched together)
- b. **Skills used:**
  - i. Validating feelings (with regards to co-parenting, being a single parent, feelings about parenting)
  - ii. Coming at the group from a strengths-based approach in identifying strengths out of things that they shared with us
  - iii. Reaching out to folks trying to connect with them through body/eye language
  - iv. Coming at it from a very personal level in order to help them feel more comfortable and to want to come back and to know that we genuinely care about them and want them to come back: Learning their names, calling them by names, remembering their children's names, asking specific questions to learn more about them, remembering things that they have already shared.

- v. Making reference back to things that group members have said at a later point; tying group members' contributions back into future conversations; helps with building self-esteem and reinforcing really good knowledge about parenting
  - vi. Facilitators willingness to share imperfections in parenting and things that they find to be difficult so that the facilitator comes across as a parent just like them and not necessarily as an expert
- c. **Ingredients for success:**
- i. Measure by noting attendance (so we'll have to wait until next week)
  - ii. Measure by reading evaluations (not reviewed yet)
  - iii. Seemed to be a lot of laughter; humor played a part in helping them to connect and feel comfortable

**Research Team's Recommendations to the Facilitator:**

Is there another way to incorporate CBT or a strengths-based perspective into this evening's curriculum? Instead of turning "learning CBT" into a de facto educational objective, it may be useful to model positive thinking or a strengths-based perspective during the discussion without adding to the facilitators' list of activities. Using that approach, the thinking can still be foundational without being pedantic or overloading the participants with jargon.

**FIDELITY INSTRUMENT**  
Facilitator Feedback Tracking Log

*Initial each space corresponding with the correct session and group to confirm receipt of feedback forms*

<b>Session</b>	<b>Women's Group</b>	<b>Children's Group (ages 5-9)</b>	<b>Children's Group (ages 10-12)</b>
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			

**FIDELITY INSTRUMENT**

Fidelity form for Facilitators' Enhancements to *Growing Beyond Conflict*  
Treatment Manual (MOVE Children's Group)

Facilitator 1: \_\_\_\_\_

Facilitator 2: \_\_\_\_\_

**Session: My Family**

Session Date: \_\_\_\_\_

Is this a make-up session?  Yes  No

In conducting this session did you...	No	Yes
1. Play RememberBall	<input type="checkbox"/>	<input type="checkbox"/>
2. Conduct a storytelling/drawing/discussion about sisters and brothers fighting and getting each other in trouble with the parents	<input type="checkbox"/>	<input type="checkbox"/>
3. Conduct the following activities: ➤ Families: Past, Present, Future Circle ➤ Relationships: Good, Bad, Ugly ➤ The Ear, the Eye, and the Mouth ➤ We are Fam-i-ly! or Who is my Neighbor? song ➤ C-Me Reflections	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Gave summary note to parents as children left	<input type="checkbox"/>	<input type="checkbox"/>

**FIDELITY INSTRUMENT**

Facilitator Fidelity Form for *Growing Beyond Conflict* Treatment Manual (MOVE Children’s Group)

**Facilitator 1:** \_\_\_\_\_ **Role:** [circle one] Parent Educator Licensed Therapist

**Facilitator 2:** \_\_\_\_\_ **Role:** [circle one] Parent Educator Licensed Therapist

**Session: My Family**

**Is this a make-up session?**  Yes  No

*(If yes, please include all relevant evaluation forms)*

Please complete a Facilitator Fidelity Form (FRONT AND BACK) after each MOVE session. Your information will allow us to track the educational and therapeutic objectives. *Thank You!*

<b>Date of this MOVE session:</b>	<b>Free Play</b> Length (minutes):
	<b>Intro/Icebreakers</b> Length (minutes):
	<b>Curriculum-based Activities</b> Length (minutes):
	<b>Closure</b> Length (minutes):

In conducting this session did you...	No	Yes
1. Help the children review group rules	<input type="checkbox"/>	<input type="checkbox"/>
2. Help the children identify members of their families and describe each member’s role	<input type="checkbox"/>	<input type="checkbox"/>
3. Help the children name three positive things about their families	<input type="checkbox"/>	<input type="checkbox"/>
4. Help the children acknowledge three things they wish were better/different about their families	<input type="checkbox"/>	<input type="checkbox"/>
5. Conduct the following activities ( <i>minimum of 2</i> ):		
➤ Family Tree Art Activity	<input type="checkbox"/>	<input type="checkbox"/>
➤ Family Crest Art Activity	<input type="checkbox"/>	<input type="checkbox"/>
➤ Three Family Wishes Worksheet	<input type="checkbox"/>	<input type="checkbox"/>
➤ Big Families, Small Families Activity	<input type="checkbox"/>	<input type="checkbox"/>
6. Facilitate a group check-in	<input type="checkbox"/>	<input type="checkbox"/>
7. Provide dinner	<input type="checkbox"/>	<input type="checkbox"/>
8. Provide a homework assignment: Hooray for Families!	<input type="checkbox"/>	<input type="checkbox"/>

**9. Were there any lessons, activities or handouts that you included in today's session that were not mentioned above?**    Yes    No

a. If yes, what were they?

**10. Were there any lessons, activities, or handouts that needed to be modified?**    Yes    No

a. If yes, which lessons, activities, or handouts did you modify? How?

b. If yes, which lessons, activities, or handouts do you plan to modify?

**11. Do you have additional suggestions for improvement?**

**12. What were your impressions of this MOVE session?**

### FIDELITY INSTRUMENT

Facilitator Fidelity Form for *Growing Beyond Conflict* Treatment Manual (MOVE Women's Group)

**Facilitator 1:** \_\_\_\_\_ **Role:** [circle one] Parent Educator Licensed Therapist

**Facilitator 2:** \_\_\_\_\_ **Role:** [circle one] Parent Educator Licensed Therapist

**Session: Raising a Healthy Family, Part 2** Is this a make-up session?  Yes  No  
*(If yes, please include all relevant evaluation forms)*

Please complete a Facilitator Fidelity Form (FRONT AND BACK) after each MOVE session. Your information will allow us to track the educational and therapeutic objectives. *Thank You!*

Date of this MOVE session:	Educational session Length (minutes):		
	Therapeutic session Length (minutes):		
In conducting this session did you...	No	Yes	
1. Review group rules			
2. Help the mothers to identify common obstacles to raising a healthy family			
3. Help the mothers to name at least one obstacle that they are experiencing			
4. Assist the mothers with learning the common cognitive distortions			
5. Assist the mothers with identifying one step they can take this week to overcome an obstacle they are experiencing			
6. Provide the following handouts:			
➤ Family Bill of Rights	<input type="checkbox"/>	<input type="checkbox"/>	
➤ What is Child Abuse?	<input type="checkbox"/>	<input type="checkbox"/>	
➤ Types of Cognitive Distortions	<input type="checkbox"/>	<input type="checkbox"/>	
7. Conduct the following activities:			
➤ Discussion Game on Barriers to Raising a Healthy Family	<input type="checkbox"/>	<input type="checkbox"/>	
➤ What is Abuse? Worksheet	<input type="checkbox"/>	<input type="checkbox"/>	
➤ Role-Play on Raising a Healthy Family	<input type="checkbox"/>	<input type="checkbox"/>	
➤ House of Conflict Discussion	<input type="checkbox"/>	<input type="checkbox"/>	
➤ Act like a Man/Act like a Woman Discussion	<input type="checkbox"/>	<input type="checkbox"/>	

**8. Were there any lessons, activities or handouts that you included in today's session that were not mentioned above?    Yes    No**

a. If yes, what were they?

**9. Were there any lessons, activities, or handouts that needed to be modified?    Yes    No**

a. If yes, which lessons, activities, or handouts did you modify? How?

b. If yes, which lessons, activities, or handouts do you plan to modify?

**10. Do you have additional suggestions for improvement?**

**11. What were your impressions of this MOVE session?**

**FIDELITY INSTRUMENT**

MOVE Program Participant Feedback & Attendance Form (MOVE Women’s Group)

Date: \_\_\_\_\_

IMPROVE MOVE

**Raising a Healthy Family, Part 2 Participant Feedback Form**

ID# \_\_\_\_\_



# MOVE Evaluation: Healthy Families, Part 2

**1. For each question, please check the box that best describes your feelings.**

	Strongly dislike	Dislike	Somewhat dislike	Neither like nor dislike	Somewhat like	Like	Strongly Like
I. What are your feelings about this session?							
II. What are your feelings about the program overall?							

**2. How can we improve the MOVE program?** \_\_\_\_\_

**3. Please circle the answer that best describes your feelings. *In your opinion, did the facilitator:***

I. Clearly explain the topics and activities?

Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Agree	Strongly Agree
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II. Understand your concerns?

Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Agree	Strongly Agree
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III. Answer or talk about your questions?

Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Agree	Strongly Agree
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4. Please circle the answer that best describes your feelings.

*In your opinion, did you think today's topic, Healthy Families: Part 2, was:*

I. Helpful?

Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Agree	Strongly Agree
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II. Interesting to learn?

Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Agree	Strongly Agree
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III. Important for you in your life right now?

Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Agree	Strongly Agree
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5. Last week's topic was [Healthy Families: Part 1]. Were you able to put any information that you learned in that session to use in your life this past week?  
(Please circle an answer below)

YES      NO      Did Not Attend Last Week

If "Yes," please give an example.

**Please answer this week's questions:**

Identify common obstacles to raising a healthy family and put a star by one that is affecting your family.

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Identify one step that you can take to overcome an obstacle you are facing.

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What did I learn that will help me be a better teacher to my children?

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What, if any, questions or concerns were not answered?

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## Resources

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doi:10.1093/clipsy/9.4.396
- Chorpita, B. F. (2002). Treatment manuals for the real world: Where do we build them? *Clinical Psychology: Science and Practice*, 9, 431-433. doi:10.1093/clipsy/9.4.431
- Commission on Community-Engaged Scholarship in the Health Professions. (2005). *Linking scholarship and communities: Report of the Commission on Community-Engaged Scholarship in the Health Professions*. Seattle, WA: Community-Campus Partnerships for Health.
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- O'Fallon, L. R., & Dearry, A. (2002). Community-based participatory research as a tool to advance environmental health sciences. *Environmental Health Perspectives*, 110(Suppl.2), 155-159.
- Nezu, M. (2008). Efficacy and effectiveness in developing treatment manuals. In A. M. Nezu & C. M. Nezu (Eds.), *Evidence-based outcome research: A practical guide to conducting randomized controlled trials for psychosocial interventions* (p. 219). New York, NY: Oxford University Press.

Rounsaville, B. J., Carroll, K. M., & Onken, L. S. (2001). A stage model of behavioral therapies: Getting started and moving from stage I. *Clinical Psychology: Science and Practice*, 8(2), 133-142. doi:10.1093/clipsy/8.2.133

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