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VOLUME TWO

APPENDICES FOR PART A: MAIN THESIS

A thesis submitted in partial fulfilment of the degree of Doctorate in Clinical Psychology (DPsych) Portfolio

City University, London
Department of Psychology

Eli Gardner

May 2015

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THE FOLLOWING PARTS OF THIS THESIS HAVE BEEN REDACTED FOR DATA PROTECTION REASONS:

Vol. 1
pp 237-262: **Part C:** Case study.

Vol. 2
pp 200-301: **Appendix A17:** Interview transcripts.

THE FOLLOWING PARTS OF THIS THESIS HAVE BEEN REDACTED FOR COPYRIGHT REASONS:

Vol. 2
pp 50-127: **Appendix A2.** Lee, N. & Lee, S. (2011) The Parenting Course Manual, London: Alpha international
pp 129-158: **Appendix A3**. Caring for Kids handouts.

Part A:
Appendices

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Appendix A1

City University London Ethics Form

Senate Research Ethics Committee Application for Approval of Research Involving Human Participants

Please tick the box for which Committee you are submitting your application to

☐	Senate Research Ethics Committee
☒	School of Arts & School of Social Sciences Research Ethics Committee
☐	School of Community and Health Sciences Research Ethics Committee
☐	Learning Development Centre
☐	Optometry Research and Ethical Committee

For **Senate** applications: return one original and 5 additional hardcopies of the completed form and any accompanying documents to Anna Ramberg, Secretary to Senate Research Ethics Committee, University Research Office, Northampton Square, London, EC1V 0HB. Please also email an electronic copy to [redacted] (indicating the names of those signing the hard copy).

For **School of Arts & School of Social Sciences** Research Ethics Committee submit a single copy of the application form and all supporting documentation to [redacted] (Social Sciences) and [redacted] (Arts) by email..

For **School of Community and Health Sciences** applications: submit all forms (including the Research Registration form) electronically (in Word format in a single document) to [redacted] followed up by a single hard copy with signatures.

For **Learning Development Centre** a single copy of the application form and all the supporting documentations should be emailed to [redacted].

For **Optometry** applications: submit A SINGLE COPY OF THE APPLICATION FORM AND ALL SUPPORTING DOCUMENTATION to Ron Douglas by email.

Refer to the separate guidelines while completing this form.

PLEASE NOTE

- Please determine whether an application is required by going through the checklist (before filling out this form.
- Ethical approval **MUST** be obtained before any research involving human participants (is undertaken. Failure to do so may result in disciplinary procedures being instigated, and you will not be covered by the University's indemnity if you do not have approval in place.
- You should have completed every section of the form
- The Signature Sections must be completed by the Principal Investigator (the (supervisor and the student if it is a student project)

Project Title:
The Parenting Children Course Study: A Quantitative and Qualitative Evaluation of Church Based Parenting Intervention in the Community
Short Project Title (no more than 80 characters):
An Evaluation of a Church based Parenting Course in the community

Name of Principal Investigator(s) (*all* students are require to apply jointly with their supervisor and all correspondence will be with the supervisor):
Eli Gardner and Carla Willig (supervisor)
Post Held (including staff/student number):
Student [redacted] **Staff – Director of Top Up Clinical Psychology Doctorate**
Department(s)/School(s) involved at City University London:
Psychology – Dept of Social Sciences
If this is part of a degree please specify type of degree and year
Top Up Clinical Psychology Doctorate Year 1
Date of Submission of Application:
December 12, 2011

1. Information for Non-Experts

Lay Title (no more than 80 characters)

Evaluation of a Voluntary Sector Parenting Course: Implications for Research and Practice

Lay Summary / Plain Language Statement (no more than 400 words)

There are a large number of parenting courses being run in this country and the US. However in the UK, only a small number have been rigorously evaluated using psychological methods. Given the need to turn increasingly to the voluntary sector for services such as parenting courses for the general population, it is vital that time is spent evaluating some of the programmes that already exist and might be used to serve different communities all over the UK.

This Project aims to evaluate once such voluntary course: The Parenting Children Course run by Nicky and Sila Lee, Pastors at Holy Trinity Brompton Course. This course is for parents with children from 0-12 years old and attracts on average 35 parents of whom 60% are women. 65% of the attendees come from outside the church. It has a manual for parents to follow and combines didactic teaching with small group discussions. A simple meal is served beforehand. The material is not explicitly Christian. The main programme runs live over 5 sessions. For the purposes of this study, parents will fill in questionnaires regarding concerns about their children, levels of confidence in parenting and general family functioning before and after the course and again at 3 months. Their satisfaction with the course will also be measured.

The Course has been released in 2010 to run as a DVD and it too will be evaluated. It can be run as 5 sessions or split into 10. The DVD course is of interest as it has the potential to reach many more people around the country in different settings. Parents who agree to participate will be evaluated in the same way.

Approximately 50 parents will be sought in each group.

5 Participants who have completed the course run in a small community setting will also be interviewed for more in depth material. Following completion of the study, the results will be disseminated to both general Psychology journals as well as explicitly Christian journals. The originators will also receive the results in order for them to adapt their programme or

develop it further. Commissioners may become interested in running the course in different settings should it be found to be effective which will mean more families will benefit from inexpensive, valuable input.

Quantitative methods will be used to interpret the data from the questionnaires and qualitative methods will be used to analyse the interviews and extract key themes and learning points.

2. Applicant Details

This project involves:

(*tick as many as apply*)

☐	Staff Research	☒	Doctoral Student
☐	Undergraduate	☐	M-level Project
☐	Externally funded	☐	External investigators
☐	Collaboration	☐	Other
Provide details of collaboration and/or other			

Address for correspondence (including email address and telephone number) (Principal Investigator)

[redacted]

Tel: 07972836365 [redacted]

Other staff members involved

Title, Name & Staff Number	*Post*	*Dept & School*	*Phone*	*Email*
Prof. Carla Willig	Internal Supervisor	Psychology- School of Social Sciences		[redacted]

All students involved in carrying out the investigation

Name & Student Number	*Course / Year*	*Dept & School*	*Email*
Eli Gardner 110055670	Top up PsyD 2011	Psychology- School of Social Sciences	[redacted]

External co-investigators

Title & Name	*Post*	*Institution*	*Phone*	*Email*
Dr Matt Woolgar	External Supervisor	Kings College London		[redacted]

Please describe the role(s) of all the investigators including all student(s)/external co- investigator(s) in the project, especially with regards to interaction with study participants.

Prof Carla Willig and Dr Matt Woolgar will act as supervisors to the project. Their role is to ensure the project is carried out properly. They will have no contact with the participants at all. I, Eli Gardner am the sole investigator. I will be interacting with participants via email, and in person during the collection of data, which will be primarily through the use of questionnaires. I will also be carrying out in depth semi structured interviews with 5 participants.

If external investigators are involved, please provide details of their indemnity cover.

N\a

Application Details

2.1. Is this application being submitted to another ethics committee, or has it been previously submitted to an ethics committee? This includes an NHS local Research Ethics Committee or a City University London School Research Ethics Committee or any other institutional committee or collaborating partners or research site. (See the guidelines for more information on research involving NHS staff/patients/ premises.)

YES ☐ **NO** ☒

If yes, please provide details for the Secretary for the relevant authority/committee, as well as copies of any correspondence setting out conditions of approval.

2.2. If any part of the investigation will be carried out under the auspices of an outside organisation, e.g. a teaching hospital, please give details and address of organisation.

Holy Trinity Brompton Church, Brompton Road, SW3

2.3. Other approvals required – has permission to conduct research in, at or through another institution or organisation been obtained?

YES ☒ **NO** ☐

If yes, please provide details and include correspondence

holytrinitybrompton

Holy Trinity Brompton, Brompton Road, London, SW7 1JA, United Kingdom

28th November 2011

TO WHOM IT MAY CONCERN

ELI GARDNER

May this letter serve to confirm that Eli Gardner is an active member of our church, Holy Trinity Brompton, and has sought our permission to conduct her research for her doctorate using our Parenting Courses. Her doctoral research will be very helpful to us and we are pleased to give her our permission to use them.

Yours faithfully

Revd Nicky Lee
Associate Vicar

2.4. Is any part of this research project being considered by another research ethics committee?

YES ☐ **NO** ☒

If yes, please give details and justification for going to separate committees, and attach correspondence and outcome

2.5. Duration of Project

Start date: Sep 2011 Estimated end date:Jun 2015

Funding Details

2.6. Please provide details of the source of financial support (if any) for the proposed investigation.

n/a

2.6.1. Total amount of funding being sought:

n/a

2.6.2. Has funding been approved? YES NO If no, please provide details of when the outcome can be expected

YES ☐ **NO** ☐

2.6.3. Does the funding body have any requirements regarding retention, access and storage of the data? YES NO

YES ☐ **NO** ☐

If yes, please provide details

n/a

3. Project Details

3.1. Provide the background, aim and justification for the proposed research.

Introduction

It has been a well-established fact that the way a child is looked after at home has a significant impact on their development, educationally, emotionally and physically.

Since 1997, there has been a growing interest in family support interventions in the UK and it now occupies a central position in the national policy and practice picture, driven by two green papers: Supporting Families (1998;led by the Home Office) and Every Child Matters (2003;led by the Cabinet Office, reporting to the Chief Secretary at the Treasury), with its follow up, Every Child Matters; next steps (2004 DfES).

To match the growing number of programmes, there is also a growing body of literature documenting the evaluation of parenting programmes to assess their effectiveness. A comprehensive review of this literature was carried out in 2004 by the Policy Research Bureau from the department of Education and Skills (Moran, Ghate, van der Merwe, 2004) looking at 'any intervention for parents or carers aimed at reducing risks and/or promoting protective factors for their children, in relation to their social, physical and emotional well being' (Moran et al.., 2004). They focused on programmes of mainstream relevance, i.e. interventions aimed at common problems of relatively low severity and looked at both universal services (those open to anyone regardless of their need) and targeted services (those offered only to specific groups based on particular needs).

Whilst spending has increased to support family services and programmes have been launched such as Sure Start, one of the most expensive programmes in a series of national area-based initiatives delivering support for parents across the country, a substantial proportion of these services are provided by the voluntary sector.

They conclude that there are many families that could benefit from some kind of parenting support in the community although attracting and retaining them remains a difficult issue. They also state that in the UK, the growing number of parenting programmes in recent years has not been matched by a rise in the number of high quality quantitative and qualitative studies carried out to evaluate them.

As a result, we know quite a lot about a few courses that target children with Conduct Disorders and relatively little about courses that evaluate the impact on general family functioning as well as on children's behaviour and parental well being. Having said that, it

is clear that provision of parenting programmes are still helpful in supporting parents, especially when combined with local and national policies that address the broader contextual issues that affect families.

Aims and Hypotheses of this study

This study aims to bring scientific rigour to the evaluation of a 3rd Sector parenting program known as ' The Parenting Children Course' run at a mainstream Anglican Church in London, (Holy Trinity Brompton). As Moran et al. (2004) point out in their commendable review of the evaluation literature, there is a need for proper evaluation of programs.

The Hypotheses of the study are:

1. There will be an improvement between pre and post assessments of a) parenting skills and b) parental confidence and c) child behaviour and d) general family functioning
2. It is predicted that there will be similar improvements in the above when the programme is delivered by DVD.

Description of the Course:

The Parenting Course falls into the category of Universal services and is primarily a Parent Skills Training Course. Moran et al.(2004) found a considerable number of programmes in this category already that have been found to be effective: (e.g. Carolyn Webster-Stratton's video modelling programs; Parent-Child Interaction Therapy (PCIT – Eyberg and Robinson, 1982); parts of Tremblay et al's Delinquency Prevention Program (Tremblay et al 1992); and Helping the Non-Compliant Child (Forehand and McMahon, 1981).

The Parenting Children Course also includes some knowledge giving and aims to help families improve the quality of relationships in the family.

Currently the course runs three times a year at HTB for parents of 0-10 year olds and typically attracts on average 50 parents of which 60% are women and 40% are men. It has a manual for parents to follow over 5 sessions in the main course and has a combination of at the front didactic teaching with small group discussions in each session.

The 5 main sessions run in this course are:

Session 1: Building a Strong Family

Session 2: Meeting our children's needs

Session 3: Setting Boundaries

Session 4: Teaching Healthy relationships

Session 5: Our long term aim

The originators of the course are Nicky and Sila Lee, pastors at HTB. They have been delivering The Parenting Course at HTB and working with families for over 20 years. The course has been in development over this period.

The DVD course

The originators have filmed the course and put it on DVD to be shown in people's homes or in other centres or churches. They ran a pilot of the course in 2009 and on the basis of feedback received have published the completed version in 2010. The course can be run over the 5 sessions shown above or split into segments for as many as 11 sessions. The sessions are made up of the Originators talking on the DVD interspersed with exercises, which include some individual reflection, some discussions in twos or threes and some group discussion. Nicky and Sila Lee also interview a couple about each session's topic and close the session in prayer.

3.2. Provide a summary and brief justification of the design, methodology and plan for analysis that you propose to use.

Research Design

The Study will be a Within Subjects Repeated Measures Design, using pre and post measures. Two courses will be evaluated: the main course run Live at HTB and another one at different churches using the DVD. The reason for this is to address a) whether the original course is effective and b) whether the DVD course is as successful. The implications of this for practice are that if the DVD is shown to be as efficacious as the live program, the potential is for it to reach many more people in different settings across the country.

Participants on both courses will be asked to complete questionnaires before the start of the course (T1), at the end of the course (T 2) and at a follow up time 3 months later (FU). 51 participants on each course will be sought. The questionnaires will seek to assess change in reported parental satisfaction with their parenting and with the course as well.

Methodology

Specifically, a number of measures will be used in the form of parental questionnaires that will aim to assess change in a number of factors such as parental strategy, reported incidents of behavioural problems, general family functioning and parental efficacy. As the Parenting Children Course is very much a general, universal course aimed at supporting parents overall in their task, the measures selected were chosen for their use with the general population, rather than with a targeted group and for not being too onerous for parents to complete. All the measures chosen have good psychometric properties and have been used elsewhere in similar studies.

In addition, as part of the standard manual, all attendees of the course, regardless of whether they agree to be part of the study, will be asked to fill in a basic demographics sheet so that some information on who attended, participated in the study or dropped out can be gathered. This will include information on sex, age, marital status, race, and faith.

The packet of measures for parents to complete will include:

1. The General Functioning Scale of the Mc Master Family Assessment Device (FAD) (Epstein et al 1983). The FAD measures general family functioning and has been translated into 14 languages, with empirical evidence of its utility in different cultures and has been used in 40 research studies as well as with family treatments. In general these studies support the discriminative validity of the FAD and its utility as a research instrument. The 12 items comprising the General Functioning Scale have been used alone as a brief measure of overall family functioning with excellent psychometric properties.

This measure was chosen over similar measures such as the Family Satisfaction Questionnaire (Olson 1995) as the wording of the questions seemed more user friendly and more appropriate in a research setting as they are more specific and not in need of elaborating on or explaining. Other scales of general family functioning were also looked at such as Family Assessment Measure (Skinner et al 2000) and the Family Environment Scale (Moos 1984) but overall the FAD has been used the most in a research setting and has been shown to be valid and reliable whilst remaining manageable in terms of size and effort for parents.

2. The Eyberg Child Behaviour Inventory (Eyberg 1999). This 36 item parent report scale measures children's behaviour and includes a range of behaviours likely to be present in a child with behaviour problems, and can compare behaviour problems in different populations over time. It is suitable for children aged 2–16 years, and

includes items such as “steals” and “gets angry when doesn’t get his/her own way”. The inventory enumerates the number (problem scale) and frequency (intensity scale) of the problem behaviours. It has been shown to be valid and reliable. This scale is widely used in the research in this area and has the important advantage of supplying a lot of information about a child whilst only taking 5 minutes to administer. In order to get a fully rounded view of the impact of the Parenting Course on family life, evaluating change in children’s behaviour is an important component.

3. TOPSE (Kendall and Bloomfield 2005). This measure is Tool of Parental Self Efficacy and was developed as a tool to evaluate parenting courses. Originally the measure was designed for nurses in a health setting, but since then, the tool has been used in other settings by a wide range of practitioners and found to be effective. Self efficacy theory (Bandura 1989) underpins many parenting interventions as they seek to help parents understand the effects of their behaviour on their children and to feel empowered and confident in their parenting roles. There are few scales to date that measure self-efficacy and this one was chosen for its user friendliness, sound psychometric properties and comprehensive cover of all areas of parental self-efficacy. A new measure developed by the National Academy for Parenting Research (Woolgar et al in press) was also considered but the TOPSE was chosen as it includes the items in the latter scale along side several others providing a comprehensive self-efficacy measure that has been found to be valid.
4. The Short Alabama Questionnaire (Elgar 2007) . This questionnaire was developed from a widely used assessment of parenting practices, the Alabama Parenting Questionnaire, and is a 9-item short scale around its three supported factors: Positive Parenting, Inconsistent Discipline and Poor Supervision. The short scale was then validated in independent community samples. Results indicate that this new measure is an informative tool for researchers and clinicians whom require brief assessments of parenting practices. Arnold and O’Leary’s (1993) measure of dysfunctional parenting was also considered to look at parental discipline but was decided against due to its length which comprises 30 items on discipline, as this was not considered the primary focus of the Parenting Course, but rather just one area to be considered alongside others such as relationship, general functioning and self efficacy.

A separate group of parents, participating in the same course but adapted to a smaller, inner city community setting will also be interviewed using a semi-structured questionnaire to gain deeper insight into the process of how the parenting course affects their parenting. The questions included in the topic guide below come from examination of

the literature in terms of what similar questionnaires have been developed and from including the main areas that the Parenting Course aims to address. Details of the topic guide are provided in section 6.1c.

Analysis

The study is a Between Subjects Repeated Measures Design. Data will be collected from 2 courses at 2 times, T1 and T2 as well as a follow up time. Data will be collected via questionnaires submitted in person at the Course venue where possible, by post and possibly over the telephone as well. Statistical Analysis will be carried out to assess change measured by the questionnaires between the two times such as behavioural concerns, parental confidence and general family functioning. 2x2 and 2x3 Mixed factor ANOVAs will be carried out to investigate differences between the two groups at T2 and at T3 respectively

For the 5 semi-structured interviews, Thematic Analysis will be carried out to extract key themes and learning points from the material.

3.3. Please explain your plans for dissemination, including whether participants will be provided with any information on the findings or outcomes of the project.

Dissemination

Following completion of the study, the researcher aims to publish the results in both mainstream Psychology journals as well as those targeted to a Christian population as it may be of particular interest to this group of practitioners in order to further understanding in this field. The results will also be fed back to the Originators for them to consider how they can best use them for their purposes of approaching local councils with their programme and for disseminating their DVD's across the country in different settings. Participants will be given general feedback of the project outcomes. If the programme is shown to be effective using thorough research methods, Commissioners will be able to approve the use of the it in their settings, more parents will have access to a sound program and their children will benefit accordingly.

3.4. What do you consider are the ethical issues associated with conducting this research and how do you propose to address them?

The main issue for Ethical consideration relates to how participants are informed regarding how the information they fill in on the questionnaires will be used. The key issues are how their personal information will be handled and what will become of the material once it is provided by them.

Firstly, In terms of assuring confidentiality, participants will disclose their names and addresses in order to carry out the follow up measures. The researcher will reassure participants that their details will be kept in a safe place and remain totally confidential without any feedback to facilitators of the courses.

An information sheet about the study explaining these precautions and a consent form for each parent to sign will be included in the packet of measures.

For the interviews, the researcher will obtain names from the course facilitators and obtain consent before scheduling an interview time. They will be assured that their responses will be recorded anonymously and will not be traceable back to them. All names will be changed for the write up.

Secondly, It will be important to provide both written and verbal explanation that if attendees of the course choose to participate in the study, the information they provide will be used in the study for research purposes and to benefit the originators of the course and the researcher, rather than for any gain for the participant.

All participants will also need to be told that they can withdraw their data at anytime.

A final ethical consideration is that 40% of the participants come from within the church and therefore may know the originators personally and also the researcher personally. It will be important to assure all participants of the above measures to ensure their anonymity in order to reduce the effect of participants wanting the study to have a positive outcome for their own church and community or of having fears of social discomfort if their comments are negative. This will be done in the covering letter and also at the start of the courses and end of them by the facilitators of the courses.

3.5. How is the research intended to benefit the participants, third parties and/or local community?

This research will aim to benefit the originators of the course in order to assist them in refining and developing their material further based on sound psychological evaluation. It will benefit the field as it will add to a growing body of knowledge with regards to what works in parenting courses for the general population and it has the potential to benefit commissioners of local services in terms of offering a valid, reliable course to provide for local communities at low cost. Whilst the project is not of any observable, direct benefit to the participants, they will hopefully benefit from the satisfaction of knowing they have contributed to the field in an important way and improved services for their local community and potentially many other communities further afield as the course is implemented elsewhere.

3.6. Will invasive procedures (for example medical or surgical) be used?

YES ☐ **NO** ☒

3.6.1. If yes, what precautions will you take to minimise any potential harm?

n/a

3.7. Will intrusive procedures (for example psychological or social) be used? YES NO

YES ☐ **NO** ☒

3.7.1. If yes, what precautions will you take to minimise any potential harm?

n/a

3.8. In the course of the investigation might pain, discomfort (including psychological discomfort), inconvenience or danger be caused?

YES ☐ **NO** ☒

3.8.1. If yes, what precautions will you take to minimise any potential harm?

n/a

3.9. Please describe the nature, duration and frequency of the procedures?

n/a

4. Information on participants

4.1. How many participants will be involved?

100-200

4.1.1. What is the age group and gender of the participants?

Adults – both male and female

4.1.2. Explain how you will determine your sample size and the selection criteria you will be using. Specify inclusion and exclusion criteria. If exclusion of participants is made on the basis of age, gender, ethnicity, race, disability, sexuality, religion or any other factor, please explain and justify why.

Participants will be selected based on their registration on the courses and their willingness to participate. No exclusion criteria will be made. To determine the sample size, power

calculations were conducted in GPower 3.0, using an alpha of .050 and a power of 80%. The hypothesis tested was that the effect size, i.e the difference between pre and post intervention, would be 0.35, using mixed factor ANOVAs. This comes from a trawl of the literature, which revealed a mean effect size of d=0.35 for parenting interventions with groups of parents using self-report measures, such as the ones used in this study. With a power of 80% a sample size of 51 would be adequate.

In order to achieve more in depth information about the experience of participants on the course, the researcher will interview 5 participants who will have completed an adapted version of the course in a small community setting. This is the number requested by the Internal Supervisor. The only exclusion criterion to be applied is that of knowing the participant personally. Only individuals not known to the researcher will be accepted for interview. This will be determined by the researcher obtaining a short list of names to check they are not personal acquaintances.

4.2. How are the participants to be identified, approached and recruited, and by whom?

Participants will be come from the register of attendees for the main course run live and the DVD courses. The register is held by the originators of the course and by the centres running the DVD courses. The researcher will approach participants once they have registered for consent to join the study.

4.3. Describe the procedure that will be used when seeking and obtaining consent, including when consent will be obtained. Include details of who will obtain the consent, how are you intending to arrange for a copy of the signed consent form for the participants, when will they receive it and how long the participants have between receiving information about the study and giving consent.

The Course Providers will send all participants an information letter when they register online for the course, detailing the scope of the study, the participants' role in it and the ethical considerations around confidentiality. A separate sheet requiring a signature for consent will be included in the package. Every questionnaire will be coded for anonymity by the researcher.

4.4. How will the participant's physical and mental suitability for participation be assessed?

There will be no assessment for participants suitability for participation based on 20 years of there being no problem with attendees at the course being unsuitable mentally or physically. Should an issue arise during the course of the study, the originators will be informed and there will be discussion at that point as to whether if is appropriate for that participant to continue with the course or the study or both.

4.5. Are there any special pressures that might make it difficult to refuse to take part in the study? Are any of the potential participants in a dependent relationship with any of the investigators (for instance student, colleague or employee) particularly those involved in recruiting for or conducting the project?

Potentially, participants that attend the church may feel pressure to participate and also provide a positive response in order to support their church. A small number may also know the leaders of the course or the investigator and may find it hard to refuse to participate or may fear social repercussions if they provide negative feedback particularly in the interviews. The researcher will not collect the questionnaires but will leave a box at the entrance for participants to put their responses or alternatively they can post them directly in a sealed envelope to the course presenters who will leave them in a designated file for the researcher to collect.

4.6. Are there any issues related to the ability of participants to give informed consent themselves or are you relying on gatekeepers on their behalf?

No

4.7. Will the participant's doctor be notified? YES NO
(If so, provide a sample letter to the subject's GP.)

YES ☐ **NO** ☒

4.8. What procedures are in place for the appropriate referral of a study participant who discloses an emotional, psychological, health, education or other issue during the course of the research or is identified by the researcher to have such a need?

The Course providers hold a list of counsellors they regularly refer to should they become aware of someone needing more help than they can provide within the course. The researcher will follow the same procedure should it become clear during interviews or data collection that a participant needs extra support in any way.

4.9. What steps will be taken to safeguard the participants from over-research? (I.e. to ensure that the participants are not being used in multiple research project.)

This is a community sample of participants. No other studies are being conducted with this particular group.

4.10. Where will the research take place?

In three locations:

At Holy Trinity Brompton for the evaluation of the Parenting Course (Live)
In other churches or family homes where the DVD courses will be held
At The Worlds End Housing Estate Trust for the 5 interviews

4.11. What health and safety issues, if any, are there to consider?

Holy Trinity Brompton has a health and safety policy in place for any activity it allows to be held on its premises, so the course will be covered under that. All interviews will also be conducted on the premises of the Trust which also has its own health and safety policy for all activities taking place there and the DVD data collection will take place in other churches which will likewise have their own Health and Safety policies in place.

4.12. How have you addressed the health and safety concerns of the participants, researchers and any other people impacted by this study? Have you conducted a risk assessment?

The providers of the course in each of the venues will address all health and safety issues. No risk assessment is necessary.

4.13. Are you offering any incentives or rewards for participating?

YES ☐ **NO** ☒

If yes please give details

5. Vulnerable groups

5.1. Will persons from any of the following groups be participating in the study? (if not go to section 6)

Adults without capacity to consent	☐
Children under the age of 18	☐
Those with learning disabilities	☐
Prisoners	☐
Vulnerable adults	☐
Young offenders (16-21 years)	☐
Those who would be considered to have a particular dependent relationship with the investigator (e.g. those in care homes, students, employees, colleagues)	☐

5.2. Will you be recruiting or have direct contact with any children under the age of 18?

YES ☐ **NO** ☒

5.2.1. If yes, please give details of the child protection procedures you propose to adopt should there be any evidence of or suspicion of harm (physical, emotional or sexual) to a young person. Include a referral protocol identifying what to do and who should be contacted.

n/a

5.2.2. Please give details of how you propose to ensure the well-being of the young person, particularly with respect to ensuring that they do not feel pressured to take part in the research and that they are free to withdraw from the study without any prejudice to themselves at anytime.

n/a

5.2.3. Please give details of any City staff or students who will have contact with young people (under the age of 18) and details of current (within the last 3 years) enhanced City University London CRB clearance.

Name	*Dept & School*	*Student/Staff Number*	*Date of CRB disclosure*	*Type of disclosure*
n/a				

5.2.4. Please give details of any non-City staff or students who will have contact with young people (under the age of 18) and details of current (within the last 1 year) enhanced CRB clearance.

Name	*Institution*	*Address of organisation that requested the disclosure*	*Date of CRB disclosure*	*Type of disclosure*
n/a				

5.3. Will you be recruiting or have direct contact with vulnerable adults? YES NO

YES ☐ **NO** ☒

5.3.1. If yes, please give details of the protection procedures you propose to adopt should there be any evidence of or suspicion of harm (physical,

emotional or sexual) to a vulnerable adult. Include a referral protocol identifying what to do and who should be contacted.

n/a

5.3.2. Please give details of how you propose to ensure the well-being of the vulnerable adult, particularly with respect to ensuring that they do not feel pressured to take part in the research and that they are free to withdraw from the study without any prejudice to themselves at anytime. You should indicate how you intend to ascertain that person's views and wishes.

n/a

5.3.3. Please give details of any City staff or students who will have contact with vulnerable adults and details of current (within the last 3 years) enhanced City University London CRB clearance.

Name	*Dept & School*	*Student/Staff Number*	*Date of CRB disclosure*	*Type of disclosure*
n/a				

5.3.4. Please give details of any non-City staff or students who will have contact with vulnerable adults and details of current (within the last 1 year) enhanced CRB clearance.

Name	*Institution*	*Address of organisation that requested the disclosure*	*Date of CRB disclosure*	*Type of disclosure*
n/a				

5.4. Will you be recruiting any participants who fall under the Mental Capacity Act 2005?

YES ☐ **NO** ☒

If so you MUST get approval from an NHS COREC approved committee (see separate guidelines for more information).

6. Data Collection

6.1. Please indicate which of the following you will be using to collect your data *Please tick all that apply*

Questionnaire	☒
Interviews	☒
Participant observation	☐
Focus groups	☐
Audio/digital-recording interviewees or events	☐
Video recording	☐
Physiological measurements	☐
Quantitative research (please provide details)	☒
Other	☐
Please give details	Participants will be given a packet of questionnaires to complete. 5 Participants will also be interviewed

6.1.1. What steps, if any, will be taken to safeguard the confidentiality of the participants (including companies)?

Parents will register for the course and to do so will provide their full details. All parents who register for the course will be asked if they consent to be participants in the study and complete the questionnaires. All questionnaires will be coded and no personal details will appear anywhere in subsequent correspondence with course leaders or in the write up.

For the 5 interviews, names will be replaced by pseudonyms to ensure anonymity and no disclosing details will be included in the write up.

ALL material collected by the course facilitators will be locked securely at their offices and likewise all material collected by the researcher will be locked securely at home.

Any electronically collected data, such as registration will be strictly password controlled and available only to the course administrators.

6.1.2. If you are using interviews or focus groups, please provide a topic guide

5 interviews will be held. Below is the topic guide that will guide the semi-structured interviews. The topics have been selected based on a review of the relevant literature and

from assessing which areas The Parenting Course is addressing. The areas covered in the self-report measures are also covered in the interview. Under each topic, participants will be asked a series of specific follow up questions and they will be asked whether completing the course has made any difference to those areas just discussed and if so, how.

1. Motivation and hopes for doing the course
2. Areas of concern with regards to their child(ren).
3. Relationships with their child(ren) (specifically in terms of affection, time spent, play, conflict resolution and communication)
4. Discipline, boundaries and parental confidence in these areas
5. Supervision
6. Passing down of traditions and values
7. Overall experience of doing the course, strengths and weaknesses
8. Any other questions or comments

7. Confidentiality and Data Handling

7.1. Will the research involve:

- **complete anonymity of participants** (i.e. researchers will not meet, or know the identity of participants, as participants, as participants are a part of a random sample and are required to return responses with no form of personal identification)**?** ☐

- **anonymised sample or data** (i.e. an *irreversible* process whereby identifiers are removed from data and replaced by a code, with no record retained of how the code relates to the identifiers. It is then impossible to identify the individual to whom the sample of information relates)**?** ☐

- **de-identified samples or data** (i.e. a *reversible* process whereby identifiers are replaced by a code, to which the researcher retains the key, in a secure location)? ☒

- **subjects being referred to by pseudonym in any publication arising from the research?** ☒

● **any other method of protecting the privacy of participants?** (e.g. use of direct quotes with specific permission only; use of real name with specific, written permission only)	☐

Please give details of 'any other method of protecting the privacy of participants' is used

7.1.1. Which of the following methods of assuring confidentiality of data will be implemented?

Please tick all that apply

● data to be kept in a locked filing cabinet	☒
● data and identifiers to be kept in separate, locked filing cabinets	☒
● access to computer files to be available by password only	☒
● storage at City University London	☐
● stored at other site	☒
If stored at another site, please give details	My home address. The Oaks, Ham House Stables, Ham Street, Richmond, TW10 7RS

7.1.2. Who will have access to the data?

Access by named researcher(s) only

YES ☐ **NO** ☒

Access by people other than named researcher(s)

YES ☐ **NO** ☐

If people other than the named researcher(s), please explain by whom and for what purpose

7.1.3. Is the data intended for reuse or to be shared as part of longitudinal research?

YES ☐ **NO** ☒

7.1.4. Is the data intended for reuse or to be shared as part of a different/wider research project now, or in the future? YES NO

YES ☐ **NO** ☒

7.1.5. Does the funding body (e.g. ESRC) require that the data be stored and made available for reuse/sharing? YES NO

YES ☐ **NO** ☒

7.1.6. If you have responded yes to any of the questions above, explain how you are intending to obtain explicit consent for the reuse and/or sharing of the data.

7.2. Retention and Destruction of Data

7.2.1. Does the funding body or your professional organisation/affiliation place obligations or recommendations on the retention and destruction of research data?

YES ☒ **NO** ☐

If yes, what are your affiliations/funding and what are the requirements? (If no, please refer to University guidelines on retention.)

City University expects compliance for the retention of Data to be in line with the Data Protection Act 1998 and should not be retained longer than strictly necessary. Recommended security measures during retention: Manual data should be stored in a locked facility when not under the direct supervision of a data holder or processor,

including questionnaires, notes and other paper files, audio- and videotapes, photographs and negatives, floppy and zip disks, microfiche records. Access to data stored on a computer should be controlled by individual passwords and, where appropriate, access to individual files should also be password- protected. A PC should not be left unattended with an active, password-protected program still running. Back up research data regularly. Back up files should be kept on a shared drive, rather than floppy disks. When staff work at home, security should be of the same standard as that which is provided in the university. Records should be held in files - these might be paper based or held electronically in shared directories, databases or document management systems. The files should be organised in a structured way and have some indication as to their contents and relevance. Where there are confidentially issues, files may be held locally on a personal computer or email box or in a secure storage area. Consider the security of data 'on the move', e.g., e-mail, posting work to a co-researcher, using a laptop, etc. If possible, use or initiate 'safe-haven' procedures for such communications, e.g., locate the fax machine or printer in a lockable room with restricted access.

Whilst the DPA does not require any specific action with regards to destruction of data, the University guidelines are that no data be destroyed without authorisation from an appropriate Staff member. There may be legal, administrative or archival retention requirements. This does not apply to material routinely discarded in the course of an administrative activity. The individual researcher is responsible for the appropriate destruction of material rather than relying on an outside disposal system.

7.2.2. How long are you intending to keep the data?

Until the completion of the write up and any ensuing publications.

7.2.3. How are you intending to destroy the data after this period?

Once authorisation has been given by City University to do so, any electronic data will be deleted permanently and any paper material will be shredded.

8. Curriculum Vitae

CV OF APPLICANTS (**Please duplicate this page for each applicant, including external persons and students involved.)**

NAME:	Eli (Yael) Gardner
CURRENT POST (from)	Not currently working
Title of Post:	n/a
Department:	n/a
Is your post funded for the duration of this proposal?	n/a
Funding source (if not City University London)	n/a

Please give a summary of your training/experience that is relevant to this research project

Relevant Education History:

1986-1989; Ba Hons in Psychology, Durham University – 2i. Undergraduate thesis carried out interviewing children on their concept of Time.

1992- 1995: MSc in Clinical Psychology from University College London. During my final year at UCL, I was required to submit a 40,000 word dissertation to record a piece of original research. My thesis used qualitative methods exploring the experience of siblings of chronically ill children. My findings were published thereafter.

Employment History:

1995-2000: Chelsea and Westminster Hospital working in Paediatric Psychology with both in and out patients. Audits carried out regularly for the Cranio-facial Service and Out Patients. Regular family therapy carried out as well as special interest Parenting Groups for the Cranio facial Service.

2000-2001: Maternity Leave. Voluntary work carried out running The Parenting Course for 2 schools and churches 2001-2004: P/T Private Practice and voluntary work with children and families and running parenting courses.

2004-2007: Relocation to USA Sept 2007- July 2008: Honorary Contract at University College Hospital as Paediatric Psychologist

Sept 2008- Jan 2011: Paediatric Psychologist to the Winnicott Baby Unit at St Mary's Hospital working with Parents of very premature/dying or sick babies. Jan 2011- Sep 2011: Relocation to Switzerland Sep 2011: Start of DClinPsy. City University

8.1. Supervisor's statement on the student's skills and ability to carry out the proposed research, as well as the merits of the research topic (up to 500 words)

Eli is a qualified clinical psychologist who has been working with children and their families for many years and has already acquired many skills to manage her dealings with families in a sensitive and reflective way that respects both confidentiality and the importance of ensuring effective consent. Eli has already completed a three year Clinical

Psychology Master's course that included an extensive research component and she is well placed to build upon these existing research skills in a safe and appropriate way during the course of this current project. She will of course receive supervision in research skills during this time.

Eli's proposed research is important as it is consistent with the current drive to seek an evidence base for therapeutic interventions that goes beyond user satisfaction to explore child outcomes and psychological processes that can apply in a parenting group. Moreover, it is the first empirically based exploration of a faith-based parenting group in the UK that I am aware of. The design is appropriate to the nature of the parenting group, which does not target frank behavioural problems but rather parenting styles, and a quantitative approach is complemented by a qualitative study.

In summary I consider Eli to be well suited to conduct this important and novel piece of parenting research.

Supervisor's Signature	
Print Name	Dr Matthew Woolgar

9. Participant Information Sheet

Participant Information Letter

LIVE AND DVD COURSE

Evaluation of The Parenting Course: Implications for Research and Practice

You are being invited to take part in a research study to be carried out at City University London. Before you decide whether to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with friends and relatives. This information sheet is intended to give you enough information to decide whether or not you wish to take part in the study. Please do not hesitate to contact us if there is anything that is not clear or if you would like more information. Thank you for reading this.

What is the purpose of the study?

This study aims to evaluate the effectiveness of The Parenting Course in terms of whether it achieves its goal of helping parents feel more competent in their role and manage their children more effectively. Given the broad scope of this course to reach many parents across the UK and even internationally, it is important to rigorously evaluate the impact it has on parents and to understand better what works and for whom.

Why have I been invited?

You have been invited because you are registered as a participant on The Parenting Course

Do I have to take part?

No, taking part is voluntary and you are free to withdraw at any time without giving a reason. Your decision whether or not to take part will not affect your participation on The Parenting Course.

What will happen to me if I take part?

If you are interested in taking part in the study please complete the enclosed questionnaires and return them in the stamped addressed envelope that you have been given. Only the researcher will have access to the questionnaire and they will be kept in a locked file. Once the research is completed they will be destroyed. The questionnaires should take around 15

minutes to complete.. The researcher will attend the first session to collect the questionnaires and answer any questions you may have.

Following completion of The Parenting Course, the researcher will attend the last session and ask you to complete the same set of questionnaires. Again, these will take about 15 minutes to complete. 3 months after the course, you will be contacted again and asked to fill in the same questionnaires. At any stage of the study you are free to withdraw without giving a reason.

Are there any risks?

There are no known risks involved in the study. However, some of the questions you will be asked are sensitive. Please see below regarding circumstances where confidentiality will be broken.

If you do find any of the questions distressing you can decline to answer them or you may discuss them or any other aspect of the study with the main researcher, Eli Gardner (Clinical Psychologist) or the academic supervisor Dr Matt Woolgar, (Clinical Psychologist).

What are the possible benefits of taking part?

There is no intended clinical benefit to you from taking part in this study. However, we hope that the information gathered from the study will help us to understand more about whether this course is an effective way of helping parents in our communities or not.

Will my taking part in this study be kept confidential?

The City University guidelines apply to research studies as well as clinical work and will be adhered to. All information, which is collected from questionnaires, will be kept strictly confidential except in some circumstances (see paragraph below). Your name is not on the questionnaires. The personal information you give for registration on the course will be kept separately to your questionnaires and will be given an anonymous code. The course facilitators will not see your responses on the questionnaires. At the start of the course you will be asked to fill in a basic information form which is anonymous as part of your participation on the Course. You do not have to allow this information to be released to the researcher if you do not want to.

Questionnaires and paper results will be stored in locked filing cabinets that will only be accessible to the research staff involved in this study. Your results will be entered into a

computer base for statistical analysis, but again your name will not be entered and the files will be password protected. The requirements of the Data Protection Act will be complied with at all times, and the City University London Research Ethics Committee, has approved the research.

Circumstances where confidentiality will be broken:

The only situation in which we might have to break confidentiality would be if we thought that you or someone else might be at risk of harm, or if we became aware of issues of a criminal nature. In the event that we have concern of risk to your child or yourself we will discuss these concerns with the course facilitators and yourselves.

What will happen to the results of the research study?

The research should be completed by June 2015. The results will be written up as part of Eli Gardner's Doctoral Thesis in Clinical Psychology, and may also be published. You will be sent a letter to inform you of the results if you wish. None of the individual questionnaires or experimental results will be displayed in the results so you will not be identifiable in the report.

Who has reviewed the study?

The City University London Ethics Committee, has carried out an ethical review of this study.

Is there a complaints procedure?

If you would like to complain about any aspect of the study, City University London has established a complaints procedure via the Secretary to Senate Research Ethics Committee. To complain about the study, you need to phone 020 7040 3040. You can then ask to speak to the Secretary to Senate Research Ethics Committee and inform them that the name of the project is: **Evaluation of a Voluntary Sector Parenting Course: Implications for Research and Practice.**

You could also write to the Secretary at:

[redacted] Secretary to Senate Research Ethics Committee CRIDO City University London Northampton Square London EC1V 0HB

Email: [redacted] **Contact for Further Information:**

Should you need further information please contact: Eli Gardner, Clinical Psychologist. Mob: [redacted]

Thank you very much for taking the time to consider this research study.

If you decide to take part you are still free to withdraw at any time without giving a reason.

Ethics reference number: Participant Identification Number for this study

2. Participant Information letter for Interviews

Participant Information Sheet Interviews Evaluation of The Parenting Course: Implications for Research and Practice

You are being invited to take part in a research study to be carried out at City University London. Before you decide whether to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with friends and relatives. This information sheet is intended to give you enough information to decide whether or not you wish to take part in the study. Please do not hesitate to contact us if there is anything that is not clear or if you would like more information. Thank you for reading this.

What is the purpose of the study?

This study aims to evaluate the effectiveness of The Parenting Course in terms of whether it achieves its goal of helping parents feel more competent in their role and manage their children more effectively. As part of this study, I am conducting interviews to get more in depth information about parents' experience of the course.

Why have I been invited?

You have been invited because you have just completed the Parenting Course.

Do I have to take part?

No, taking part is voluntary and you are free to withdraw at any time without giving a reason. This will not affect any of your relationships or activities with the Trust.

What will happen to me if I take part?

If you are interested in taking part in the study please complete the consent form. I will then contact you to make a time when we can meet for me to ask you some questions about your experience of parenting and this course. This will take about 45 minutes. At any stage of the interview you are free to withdraw without giving a reason.

Are there any risks?

There are no known risks involved in the study. However, some of the questions you will be asked are sensitive. Please see below regarding circumstances where confidentiality will be broken.

If you do find any of the questions distressing you can decline to answer them or you may discuss them or any other aspect of the study with the main researcher, Eli Gardner (Clinical Psychologist) or the academic supervisor Dr Matt Woolgar, (Clinical Psychologist).

What are the possible benefits of taking part?

There is no intended clinical benefit to you from taking part in this study. However, we hope that the information gathered from the study will help us to understand more about whether this course is an effective way of helping parents in our communities or not.

Will my taking part in this study be kept confidential?

The City University guidelines apply to research studies as well as clinical work and will be adhered to. Only I, the researcher will have access to your answers and I will not be feeding back to anyone on the Trust team. When I write up the results and if they are published, no names or anything identifying you will be used. Any quotes will be anonymous.

Circumstances where confidentiality will be broken:

The only situation in which we might have to break confidentiality would be if we thought that you or someone else might be at risk of harm, or if we became aware of issues of a criminal nature. In the event that we have concern of risk to your child or yourself we will discuss these concerns with the course facilitators and yourselves.

What will happen to the results of the research study?

The research should be completed by June 2015. The results will be written up as part of Eli Gardner's Doctoral Thesis in Clinical Psychology, and may also be published. You will be sent a letter to inform you of the results if you wish. None of the individual answers will be displayed in the results so you will not be identifiable in the report.

Who has reviewed the study?

The City University London Ethics Committee, has carried out an ethical review of this study.

Is there a complaints procedure?

If you would like to complain about any aspect of the study, City University London has established a complaints procedure via the Secretary to Senate Research Ethics Committee. To complain about the study, you need to phone 020 7040 3040. You can then ask to speak to the Secretary to Senate Research Ethics Committee and inform them that the name of the project is: **Evaluation of a Voluntary Sector Parenting Course: Implications for Research and Practice.**

You could also write to the Secretary at:

[redacted] Secretary to Senate Research Ethics Committee CRIDO City University London Northampton Square London EC1V 0HB

Email: [redacted] **Contact for Further Information:**

Should you need further information please contact: Eli Gardner, Clinical Psychologist. Mob: [redacted]

Thank you very much for taking the time to consider this research study.

If you decide to take part you are still free to withdraw at any time without giving a reason.

Ethics reference number: Participant Identification Number for this study

10. Participant Consent Form

1. PARTICPANT CONSENT FORM for Live and DVD Course

Title of Project: Evaluation of a Voluntary Sector Parenting Course: Implications for Research and Practice

If you wish to take part in this study, please complete this form.

Please initial box

1. I confirm that I have read the information sheet (dated **/**/11) for the above study
2. I understand that my participation is voluntary and that I am free to withdraw at any time.
3. I understand that the only situation in which confidentiality will be broken is if the researchers have evidence that you, your child or someone else might be at risk of harm, or if we became aware of issues of a criminal nature.
4. I DO NOT wish for my Basic Information Sheet be used as part of the study
5. I agree to take part in the above study.

This information will be held and processed for the following purpose:

To complete analysis of the material in order to evaluate the effectiveness of The Parenting Course

I understand that any information I provide is confidential, and that no information that could lead to the identification of any individual will be disclosed in any reports on the project, or to any other party. No identifiable personal data will be published. The identifiable data will not be shared with any other organisation.

Name of Participant	Date	Signature

1 for participant, 1 for researcher

2. PARTICPANT CONSENT FORM for Interviews

Title of Project: The Parenting Children Course:
A Quantitative and Qualitative Evaluation of a Voluntary Sector Parenting Intervention Based in a Church Community Setting

If you wish to take part in this study, please complete this form.

Name of Researcher: Eli Gardner

Name of Participant:_____

Address:_____

_____

_____

_____

Telephone number:_____

Please initial box

1. I confirm that I have read the information sheet (dated **/**/11) for the above study and have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw at any time.
3. I understand that the only situation in which confidentiality will be broken is if the researchers have evidence that you, your child or someone else might be at risk of harm, or if we became aware of issues of a criminal nature.
4. I agree that my interview will be audiotaped.
5. I agree to take part in the above study.

This information will be held and processed for the following purpose:

To complete analysis of the material in order to understand parents experience of the Parenting Course and write up the results for publication.

I understand that any information I provide is confidential, and that no information that could lead to the identification of any individual will be disclosed in any reports on the

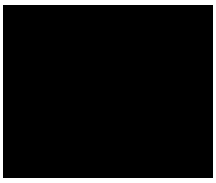
project, or to any other party. No identifiable personal data will be published. The identifiable data will not be shared with any other organisation.

Name of Participant	Date	Signature

11. Additional Information

12. Declarations by Investigator(s)

- I certify that to the best of my knowledge the information given above, together with any accompanying information, is complete and correct.
- I have read the University's guidelines on human research ethics, and accept the responsibility for the conduct of the procedures set out in the attached application.
- I have attempted to identify all risks related to the research that may arise in conducting the project.
- I understand that **no** research work involving human participants or data can commence until **full** ethical approval has been given

	Print Name	Signature
Principal Investigator(s) (student and supervisor if student project)	Eli (Yael) Gardner	
Associate Dean for Research (or equivalent) or authorised signatory		
Date	December 12, 2011	

Researcher's checklist for compliance with the Data Protection Act, 1998

This checklist is for use alongside the *Guidance notes on Research and the Data Protection Act 1998*. Please refer to the notes for a full explanation of the requirements.

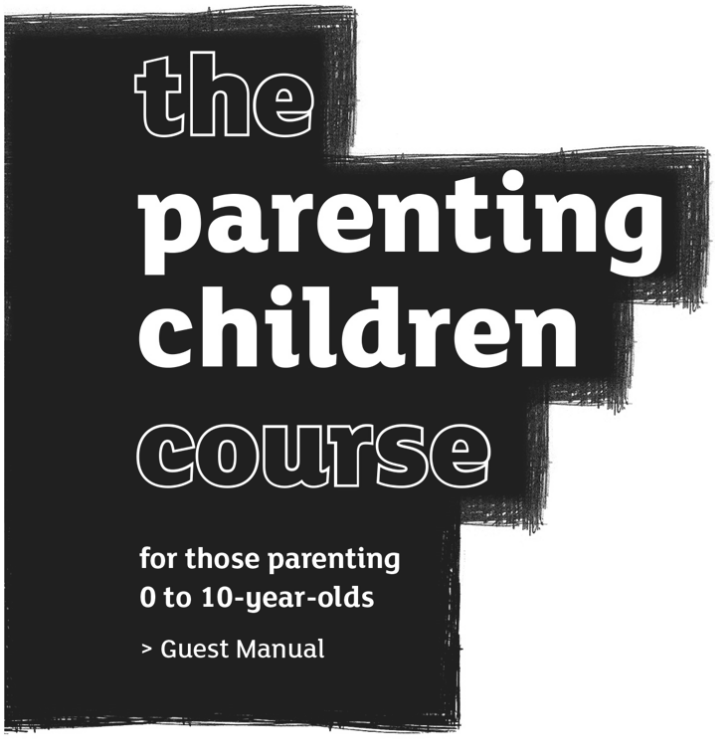
You may choose to keep this form with your research project documentation so that you can prove that you have taken into account the requirements of the Data Protection Act.

	REQUIREMENT	✓	
A	***Meeting the conditions for the research exemptions:***		
1	The information is being used *exclusively* for research purposes.		Mandatory
2	You are not using the information to support measures or decisions relating to *any* identifiable living individual.		Mandatory
3	You are not using the data in a way that will cause, or is likely to cause, substantial damage or substantial distress to any data subject.		Mandatory
4	You will not make the result of your research, or any resulting statistics, available in a form that identifies the data subject.		Mandatory
B	***Meeting the conditions of the First Data Protection Principle:***		
1	You have fulfilled one of the conditions for using personal data, e.g. you have obtained consent from the data subject. Indicate which condition you have fulfilled here: _I will obtain consent from all participants in the study._____ _____ _____		Mandatory
2	If you will be using sensitive personal data you have fulfilled one of the conditions for using sensitive personal data, e.g. you have obtained explicit consent from the data subject. Indicate which condition you have fulfilled here: _____ _____ _____		Mandatory if using sensitive data
3	You have informed data subjects of: ● What you are doing with the data; ● Who will hold the data, usually City University London; ● Who will have access to or receive copies of the data.		Mandatory unless B4 applies
4	You are excused from fulfilling B3 only if all of the following conditions apply: ● The data has been obtained from a third party; ● Provision of the information would involve disproportionate effort;		Required only when claiming

	● You record the reasons for believing that disproportionate effort applies, please also give brief details here: _____ _____ _____ _____ N.B. Please see the guidelines above when assessing disproportionate effort.	disproportionate effort
C	***Meeting the conditions of the Third Data Protection Principle:***	
1	You have designed the project to collect as much information as you need for your research but not more information than you need.	Mandatory
D	***Meeting the conditions of the Fourth Data Protection Principle:***	
1	You will take reasonable measures to ensure that the information you collect is accurate.	Mandatory
2	Where necessary you have put processes in place to keep the information up to date.	Mandatory
E	***Meeting the conditions of the Sixth Data Protection Principle:***	
..		
1	You have made arrangements to comply with the rights of the data subject. In particular you have made arrangements to: ● Inform the data subject that you are going to use their personal data. ● Stop using an individual's data if it is likely to cause unwarranted substantial damage or substantial distress to the data subject or another. ● Ensure that no decision, which significantly affects a data subject, is based solely on the automatic processing of their data. ● Stop, rectify, erase or destroy the personal data of an individual, if necessary. Please give brief details of the measures you intend to take here: __Each participant will be given an information sheet explaining the study and will be asked to sign a consent form. They will be told that they are free to leave the study at any time without repercussions of any kind. Should a participants responses reveal signs of psychological distress or harm to others, the individual case will be discussed with the course presenters and if necessary, steps taken to ensure the individual's safety and wellbeing. These limits to confidentiality will be explained to and consented to by all participants prior to commencing the study. _____ _____ _____ _____ _____	Mandatory

Appendix A2

The Parenting Children Course Manual



Appendix A3

Caring for Kids Handouts

Caring for Kids

Equipping our children for life (based on 'The Parenting Course')

10:00 -12:00 [redacted]

Session 1 – Being a family

1. Introduction

Our Aim:

To help us build strong relationships with our children and to help them develop into rounded adults, fit for life in 21st Century.

We are all amateurs. Each stage is a new stage, a new experience. Usually parents get no training! We learn from our own experiences (good and bad) of being parented and from what we see around us.

Appendix A4

Quantitative Measures

Please fill in the following information and return together with your questionnaires:

Age of child(ren):

Age of Target child (one you were most concerned about during the course):

Gender of child(ren):

Gender of target child:

Ethnicity:

Parenting Evaluation

When completing this questionnaire please focus on the child that has been part of the reason for you to attend a parenting programme.

CODE:

Date:

By completing this questionnaire, you will help us to evaluate our parenting programme and enable us to make improvements. There are no right or wrong answers. Your questionnaire will not be compared to other parents' and will remain confidential.

The following section is about emotion and affection.

Using the scale below, please enter in the boxes how much you agree with each statement. The scale ranges from 0 (completely disagree) to 10 (completely agree).

You may use any number between 0 and 10. Please answer all statements.

0	1	2	3	4	5	6	7	8	9	10
Completely disagree					Moderately agree					Completely agree

I am able to show affection towards my child.	
I can recognise when my child is happy or sad.	
I am confident my child can come to me if they're unhappy	
When my child is sad I understand why.	
I have a good relationship with my child.	
I find it hard to cuddle my child.	

The following section is about play and enjoyment.

Using the scale below, please enter in the boxes how much you agree with each statement. The scale ranges from 0 (completely disagree) to 10 (completely agree).

You may use any number between 0 and 10. Please answer all statements.

0	1	2	3	4	5	6	7	8	9	10
Completely disagree					Moderately agree					Completely agree

I am able to have fun with my child.	
I am able to enjoy each stage of my child's development.	
I am able to have nice days with my child.	
I can plan activities that my child will enjoy.	
Playing with my child comes easily to me.	
I am able to help my child reach their full potential.	

The following section is about empathy and understanding.

Using the scale below, please enter in the boxes how much you agree with each statement. The scale ranges from 0 (completely disagree) to 10 (completely agree).

You may use any number between 0 and 10. Please answer all statements.

0	1	2	3	4	5	6	7	8	9	10
Completely disagree					Moderately agree					Completely agree

I am able to explain things patiently to my child. ☐

I can get my child to listen to me. ☐

I am able to comfort my child. ☐

I am able to listen to my child. ☐

I am able to put myself in my child's shoes. ☐

I understand my child's needs. ☐

The following section is about control.

Using the scale below, please enter in the boxes how much you agree with each statement. The scale ranges from 0 (completely disagree) to 10 (completely agree).

You may use any number between 0 and 10. Please answer all statements.

0	1	2	3	4	5	6	7	8	9	10
Completely disagree					Moderately agree					Completely agree

As a parent I feel I am in control. ☐

My child will respond to the boundaries I put in place. ☐

I can get my child to behave well without a battle. ☐

I can remain calm when facing difficulties. ☐

I can't stop my child behaving badly. ☐

I am able to stay calm when my child is behaving badly. ☐

The following section is about discipline and setting boundaries.

Using the scale below, please enter in the boxes how much you agree with each statement. The scale ranges from 0 (completely disagree) to 10 (completely agree).

You may use any number between 0 and 10. Please answer all statements.

0	1	2	3	4	5	6	7	8	9	10
Completely disagree				Moderately agree						Completely agree

Setting limits and boundaries is easy for me. ☐

I am able to stick to the rules I set for my child. ☐

I am able to reason with my child. ☐

I can find ways to avoid conflict. ☐

I am consistent in the way I use discipline. ☐

I am able to discipline my child without feeling guilty. ☐

The following section is about pressures.

Using the scale below, please enter in the boxes how much you agree with each statement. The scale ranges from 0 (completely disagree) to 10 (completely agree).

You may use any number between 0 and 10. Please answer all statements.

0	1	2	3	4	5	6	7	8	9	10
Completely disagree				Moderately agree						Completely agree

It is difficult to cope with other people's expectations of me as a parent. ☐

I am not able to assert myself when other people tell me what to do with my child. ☐

Listening to other people's advice makes it hard for me to decide what to do. ☐

I can say 'no; to other people if I don't agree with them. ☐

I can ignore pressure from other people to do things their way. ☐

I do not feel a need to compare myself to other parents. ☐

The following section is about self-acceptance.

Using the scale below, please enter in the boxes how much you agree with each statement. The scale ranges from 0 (completely disagree) to 10 (completely agree).

You may use any number between 0 and 10. Please answer all statements.

0	1	2	3	4	5	6	7	8	9	10
Completely disagree				Moderately agree					Completely agree	

I know I am a good enough parent. ☐

I manage the pressures of parenting as well as other parents do. ☐

I am not doing that well as a parent. ☐

As a parent I can take most things in my stride. ☐

I can be strong for my child. ☐

My child feels safe around me. ☐

The following section is about learning and knowledge.

Using the scale below, please enter in the boxes how much you agree with each statement. The scale ranges from 0 (completely disagree) to 10 (completely agree).

You may use any number between 0 and 10. Please answer all statements.

0	1	2	3	4	5	6	7	8	9	10
Completely disagree				Moderately agree					Completely agree	

I am able to recognise developmental changes in my child. ☐

I can share ideas with other parents. ☐

I am able to learn and use new ways of dealing with my child. ☐

I am able to make the changes needed to improve my child's behaviour. ☐

I can overcome most problems with a bit of advice. ☐

Knowing that other people have similar difficulties with their children makes is easier for me. ☐

Eyeberg Child Behaviour Inventory (ECBI)

Below are statements that describe children's behaviour. Please tell us:

A. How often does this behaviour currently occur with your child? *(Circle number)*
B. Is this behaviour currently a problem for you? *(Circle 'YES' or 'NO')*

	Never	Seldom	Sometimes	Often	Always			Is this a problem for you?	
1. Dawdles in getting dressed	1	2	3	4	5	6	7	Yes	No
2. Dawdles or lingers at meal times	1	2	3	4	5	6	7	Yes	No
3. Has poor table manners	1	2	3	4	5	6	7	Yes	No
4. Refuses to eat food presented	1	2	3	4	5	6	7	Yes	No
5. Refuses to help around the house when asked	1	2	3	4	5	6	7	Yes	No
6. Slow in getting ready for bed	1	2	3	4	5	6	7	Yes	No
7. Refuses to go to bed on time	1	2	3	4	5	6	7	Yes	No
8. Does not obey the house rules on his/her own	1	2	3	4	5	6	7	Yes	No
9. Refuses to obey until threatened with punishment	1	2	3	4	5	6	7	Yes	No
10. Acts defiant when told to do something	1	2	3	4	5	6	7	Yes	No
11. Argues with parents about rules	1	2	3	4	5	6	7	Yes	No
12. Gets angry when doesn't get his/her own way	1	2	3	4	5	6	7	Yes	No
13. Has temper tantrums	1	2	3	4	5	6	7	Yes	No
14. Cheeky to adults	1	2	3	4	5	6	7	Yes	No
15. Whines	1	2	3	4	5	6	7	Yes	No
16. Cries easily	1	2	3	4	5	6	7	Yes	No
17. Shouts or screams	1	2	3	4	5	6	7	Yes	No
18. Hits parents	1	2	3	4	5	6	7	Yes	No
19. Destroys toys and other objects	1	2	3	4	5	6	7	Yes	No
20. Is careless with toys and other objects	1	2	3	4	5	6	7	Yes	No
21. Steals	1	2	3	4	5	6	7	Yes	No
22. Lies	1	2	3	4	5	6	7	Yes	No
23. Teases or provokes other children	1	2	3	4	5	6	7	Yes	No
24. Argues with friends his/her own age	1	2	3	4	5	6	7	Yes	No
25. Argues with brothers or sisters	1	2	3	4	5	6	7	Yes	No
26. Fights with friends his/her own age	1	2	3	4	5	6	7	Yes	No
27. Fights with brothers and sisters	1	2	3	4	5	6	7	Yes	No
28. Constantly seeks attention	1	2	3	4	5	6	7	Yes	No
29. Interrupts	1	2	3	4	5	6	7	Yes	No
30. Is easily distracted	1	2	3	4	5	6	7	Yes	No
31. Has short attention span	1	2	3	4	5	6	7	Yes	No
32. Fails to finish tasks or projects	1	2	3	4	5	6	7	Yes	No
33. Has difficulty entertaining him/herself alone	1	2	3	4	5	6	7	Yes	No
34. Has difficulty concentrating on things	1	2	3	4	5	6	7	Yes	No
35. Is over active or restless	1	2	3	4	5	6	7	Yes	No
36. Wets the bed	1	2	3	4	5	6	7	Yes	No

Short Alabama

The following are a number of statements about your family. Please tell us how often these things have typically happened in your home in the **last month.**

	Never	Almost never	Sometimes	Often	Always
1. You let your child know when s/he is doing a good job with something					
2. You threaten to punish your child and then do not actually punish him/her					
3. When at home you are unsure where your child is playing					
4. You play games or do other fun things with your child					
5. Your child talks you out of being punished after s/he has done something wrong					
6. You ask your child about his/her day in school					
7. Your child stays out after the time s/he is supposed to be home					
8. You help your child with his/her learning activities					
9. You compliment your child after s/he has done something well					
10. You praise your child if s/he behaves well					
11. You are unsure of who your child plays with					
12. You let your child out of a punishment early (e.g. lift restrictions earlier than you originally said)					
13. You smack your child with your hand when she has done something wrong					
14. You slap your child when s/he has done something wrong					
15. You hit your child with a belt, whip or other object when she has done something wrong					

Evaluating and treating families the McMaster Approach.

1. Planning family activities is difficult because we misunderstand each other.

Strongly Agree Agree Disagree Strongly Disagree

2. In times of crisis we can turn to each other for support.

Strongly Agree Agree Disagree Strongly Disagree

3. We cannot talk to each other about the sadness we feel.

Strongly Agree Agree Disagree Strongly Disagree

4. Individuals are accepted for what they are.

Strongly Agree Agree Disagree Strongly Disagree

5. We avoid discussing our fears and concerns.

Strongly Agree Agree Disagree Strongly Disagree

6. We can express feelings to each other.

Strongly Agree Agree Disagree Strongly Disagree

7. There are lots of bad feelings in the family.

Strongly Agree Agree Disagree Strongly Disagree

8. We feel accepted for what we are.

Strongly Agree Agree Disagree Strongly Disagree

9. Making decisions is a problem for our family.

Strongly Agree Agree Disagree Strongly Disagree

10. We don't get along well together.

Strongly Agree Agree Disagree Strongly Disagree

11. We don't get along well together.

Strongly Agree Agree Disagree Strongly Disagree

12. We confide in each other.

Strongly Agree Agree Disagree Strongly Disagree

Appendix A5

Participant Information Sheet for Live and DVD Course

Evaluation of The Parenting Course: Implications for Research and Practice

You are being invited to take part in a research study being conducted by research staff at City University, London. Before you decide whether to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully. This information sheet is intended to give you enough information to decide whether or not you wish to take part in the study. Please do not hesitate to contact us if there is anything that is not clear or if you would like more information. Thank you for reading this.

What is the purpose of the study?

This study aims to evaluate the effectiveness of The Parenting Children Course in terms of whether it achieves its goal of helping parents feel more competent in their role and manage their children more effectively. Given the broad scope of this course to reach many parents across the UK and even internationally, it is important to rigorously evaluate the impact it has on parents and to understand better what works and for whom.

Why have I been invited?

You have been invited because you are registered as a participant on The Parenting Children Course

Do I have to take part?

No, taking part is voluntary and you are free to withdraw at any time without giving a reason.

Your decision whether or not to take part will not affect your participation on The Parenting Children Course.

What will happen to me if I take part?

If you are able to take part in the study please complete the enclosed questionnaires and return them with the signed consent form in the stamped addressed envelope or hand them in to a volunteer. Only the researcher will have access to the questionnaire and they will be kept in a locked file. Once the research is completed they will be destroyed. The questionnaires should take around 30 minutes to complete. A volunteer will attend the first session to collect any questionnaires and answer any questions you may have. A volunteer will contact you by telephone if we have not heard from you to help you fill in the questionnaires on the phone if you wish.

Following completion of The Parenting Course, you will be sent exactly the same packet of questionnaires to complete. 3 months after the course, you will be contacted again for the last time and asked to fill in the same questionnaires. Again, a volunteer will contact you by telephone if your questionnaires have not been returned to help you if necessary. This is so that we can see any changes you note from the start to the end of the course and whether these changes are sustained in the medium term.

Are there any risks?

There are no known risks involved in the study. However, some of the questions you will be asked are sensitive. Please see below regarding circumstances where confidentiality will be broken.

If you do find any of the questions distressing you can decline to answer them or you may discuss them or any other aspect of the study with the main researcher, Eli Gardner (Clinical Psychologist) or the academic supervisor Dr Matt Woolgar, (Clinical Psychologist).

What are the possible benefits of taking part?

Many participants in similar studies report benefits from taking the time to reflect on their parenting and to monitor progress when completing the follow up questionnaires. From the research point of view, we hope that the information gathered from the study will help us to understand more about whether this course is an effective way of helping parents in our communities or not.

Will my taking part in this study be kept confidential?

The City University guidelines applies to research studies as well as clinical work and will be adhered to. All information which is collected from questionnaires will be kept strictly confidential except in some circumstances (see paragraph below). Your name is not on the questionnaires. The personal information you give for registration on the course will be kept separately to your questionnaires and will be given an anonymous code. The course facilitators will not see your responses on the questionnaires. At the end of the course you will be asked to fill in a Course Satisfaction Questionnaire which is anonymous as part of your participation on the Course. You do not have to allow this information to be released to the researcher if you do not want to. Unless you state otherwise, this anonymous information will also be collected by the researcher as well as the course facilitators.

Questionnaires and paper results will be stored in locked filing cabinets that will only be accessible to the research staff involved in this study. Your results will be entered into a computer base for statistical analysis, but again your name will not be entered and the files will be password protected. The requirements of the Data Protection Act will be complied with at all times, and the research has been approved by the City University, London Research Ethics Committee.

Circumstances where confidentiality will be broken:

The only situation in which we might have to break confidentiality would be if we thought that you or someone else might be at risk of harm, or if we became aware of issues of a criminal nature. In the event that we have concern of risk to your child or yourself we will discuss these concerns with the course facilitators and yourselves.

What will happen to the results of the research study?

The research should be completed by June 2014. The results will be written up as part of Eli Gardner's Doctoral Thesis in Clinical Psychology, and may also be published. You will be sent a letter to inform you of the results if you wish. None of the individual questionnaires or experimental results will be displayed in the results so you will not be identifiable in the report.

Who has reviewed the study?

An ethical review of this study has been carried out by the City University, London Ethics Committee.

Is there a complaints procedure?

If you would like to complain about any aspect of the study, City University London has established a complaints procedure via the Secretary to Senate Research Ethics Committee. To complain about the study, you need to phone 020 7040 3040. You can then ask to speak to the Secretary to Senate Research Ethics Committee and inform them that the name of the project is: **Evaluation of a Voluntary Sector Parenting Course: Implications for Research and Practice.**

You could also write to the Secretary at:

[redacted] Secretary to Senate Research Ethics Committee CRIDO City University London Northampton Square London EC1V 0HB

Email: Anna.Ramberg.1@city.ac.uk

Contact for Further Information:

Should you need further information please contact: Eli Gardner, Clinical Psychologist. Mob:[redacted]

Thank you very much for taking the time to consider this research study.

Appendix A6

Consent Form for Participants on the Parenting Children Course for Live and DVD Versions

Please initial box

1. I confirm that I have read the information sheet (dated / /12) for the above study. ☐

2. I understand that my participation is voluntary and that I am free to withdraw at any time. ☐

3. I understand that the only situation in which confidentiality will be broken is if the researchers have evidence that I or my child or someone else might be at risk of harm, or if they became aware of issues of a criminal nature. ☐

4. I agree to take part in the above study. ☐

This information will be held and processed for the following purpose:

To complete analysis of the material in order to evaluate the effectiveness of The Parenting Course

I understand that any information I provide is confidential, and that no information that could lead to the identification of any individual will be disclosed in any reports on the project, or to any other party. No identifiable personal data will be published. The identifiable data will not be shared with any other organisation.

_____ _____ _____

Name of Participant Date Signature

1 for participant, 1 for researcher

Appendix A7

The Parenting Children Course Study
Instructions for DVD course facilitators

1. **Write each participants name on the outside of the envelopes provided**
2. **Each packet of questionnaires has a code on it. Please record each person's name and address, email address with that code and email to Eli for follow up:** [redacted]
3. **Hand a named envelope to each person as they arrive (having recorded their details and code already). It is one per person, not one per family.**
4. **Introduce the study at the beginning of the evening.**

Welcome everyone, thank you for coming etc… We want to tell you about an exciting study that we have been asked to be a part of and for which we are going to take a few minutes to do this session.

The study is being done by Eli Gardner, a Psychologist who is also a member of HTB where Nicky and Sila are based. She is looking at whether the Parenting Children course is effective in its aim of supporting parents in their parenting. Her results will help the course be available for use outside the church and into secular settings too as it will give it the validation it needs. This is very exciting given the current interest in parenting from the government!

However, not only will you as parents be helping the course nationally but also the questions asked are very helpful in focusing your mind on your child and your concerns and you will hopefully find it helpful and interesting too. It is of course voluntary and no one is forced to participate.

Tell people what is involved

Eli needs you as parents to sign the consent form if you are happy to participate and then fill in this packet of questionnaires that you will have been handed as you came in. You will be asked to fill in exactly the same questionnaires at 3 different times:

1. during the first session
2. during the last session to see if there has been any change
3. and 3 months later to see if any changes have stuck

She will send the last packet in the post to you all is delighted to offer **£15** as thank you for taking the time to all who fill in all three!!!!

A full information sheet is available if anyone would like to read more about the details. All your entries are confidential and no names are recorded in the write up and any feedback to us as a church will be given in general terms from all the participants across the country so feel free to be honest!

5. **Fill the forms out during the first small group exercise. They should take about 15 mins**

If you have time you can do both, if not, omit the first small group exercise and give it as homework if you wish or explain that just for this once, you are substituting in order to do the questionnaires.

6. **Keep a pile of the information sheets available in case anyone would like to take one.**
7. **At the end of the session, remind people to fill in the consent forms, all the questionnaires and put them in the SAE provided and hand them back to you.**
8. **Send all the Envelopes to me!**
9. **Send me an email with the contact details and corresponding codes of all those who participated**
10. **I will send another packet of questionnaires to be handed out on session 5 once I receive the first batch**

And lastly…..THANK YOU!!!!!

I will of course be giving you feedback if you are interested at the end of the study.

Appendix A8

Letter following up participants on Live Course for T2 Questionnaire

May 24, 2012

Dear ,

I hope you don't mind me dropping you a line. I am the Psychologist who is doing the research into the effectiveness of the Parenting Children course which you completed a month or so ago.

You very kindly filled in the questionnaires at the start of the course, but I have not received the end of course questionnaires as yet. I am sure you are busy and these things have a way of getting buried!

I would love to use your data in my study, so do please pop it in the post if you have completed it. I am also happy to send you out another one if it has gone astray.

We are so appreciative of your time and are delighted to offer you a refund of half the course fee for completing the questionnaire at all 3 time points. If you recall, I will be sending you an identical pack in a couple of months time to see if any changes you have found are still with you at 3 months.

Many many thanks and I hope you have found the process somewhat illuminating as well!

Please do not hesitate to contact me should you wish to do so.

Kind regards

Eli Gardner
Email: [redacted]

Appendix A9

Letter accompanying follow up questionnaires

Dear Parent,

Thank you so much for sending in your questionnaires at the start and end of the Parenting children Course.

Here is your third and FINAL packet to send back to me in the SAE. Please do this as soon as you can, whilst it is all still fresh in your mind!

Thank you so much once again for taking the time to do this. We are confident it will be an important contribution to the field and to the church as we endeavor to help parents in the best way possible.

I am delighted to reimburse you £15 when I receive all 3 packets!

Best wishes,

Eli Gardner
Clinical Psychologist

Appendix A10

Letter to Parents summarising Findings

1 July, 2014

Dear Parent,

Re: The Parenting Children Course Study (March 2012 – June 2014)

Thank you so much for participating in the study evaluating The Parenting Children Course study during your time of doing the course. As promised, here is a very brief summary of the main findings. For anyone who is interested, I do of course have comprehensive statistical data which I am happy to share.

The aim of the study was to evaluate whether this parenting course is effective at improving certain aspects of parenting. To date, many courses (especially those run by the voluntary sector such as the Church) are being run without being rigorously evaluated as to whether they are actually effective as opposed to merely being enjoyable for parents to attend. As you may be aware, there is a clear commitment from the Government to ensure all parents have access to parenting courses across the country and there are clear guidelines dictating that those courses need to be properly evaluated to be sure that parents are actually receiving input that will impact their families and their ability to parent better.

The variables that were measured in this study by the questionnaires you filled in were:

1. Parental confidence and self-efficacy as measured by The Tool of Parental Self-Efficacy (TOPSE)
2. Positive parenting skills as well as negative parenting methods as measured by the Alabama Parenting Questionnaire (APQ) positive and negative scales
3. Child behaviour problems as measured by the Eyberg Child Behaviour Inventory intensity scale
4. General family functioning as measured by the Family Assessment Device (FAD)

Packs were handed out at the start of the course (Time 1), at the end of the course (Time 2) and 3 months later by post (Time 3). The aim was to look for change in the scores on the above measures over time. 123 parents filled in all three questionnaire packs. 79 parents participated in one of 15 DVD versions of the course in churches all over the country. 44 parents attending 1 of 5 Live course at HTB Onslow Square completed all three questionnaire packs. Roughly 70% of all parents were mothers and the average of the target children was just below 5 years of age. 60% of target children were girls. 80% of all participants were white and around 85% described themselves as Christians.

In brief, the findings for the whole sample show that after completing the Parenting Children Course, statistically significant improvements were seen across all of the measures between the start and end of the course and 3 months later: Parental confidence improved as well child's behaviour by the end of the course as well as 3 months later. Parents seemed to reduce their use of negative parenting skills and maintain those changes at 3 months but interestingly, there were no changes or improvements in positive parenting skills. General family functioning improved overall although when looked at separately, it appeared that it did not improve for parents participating in the DVD courses, but rather only for those on the Live courses.

Mean scores and standard deviations of all measures for whole sample

	Time Period		
	Time 1	Time 2	Time 3
Sample size	N = 225	N = 156	N = 123
TOPSE	363.037(46.894)	384.985 (37.340)	392.311(41.187)
APQ Positive	30.811(2.730)	31.301 (2.585)	31.080 (2.381)
APQ Negative	11.272 (2.799)	10.413 (2.348)	9.939 (2.508)
ECBI Intensity Scale	120.026 (30.696)	113.164 (29.942)	109.095 (31.552)
FAD	.227 (.111)	.199 (.113)	.192 (.128)

Figures are mean (standard deviation).

These positive findings are very encouraging as they offer proof of concept that this course can be effective at bringing about actual change in improving parents'

experience of parenting and their parental skills, children's behaviour and general family functioning. For a course that is available in the community and that is not targeted to parents of children with specific behaviour problems, these results are very positive indeed.

Thank you so much for the vital part you played in evaluating this course and enabling it to be disseminated for wider use for parents all over this country

With kind regards and thanks,

Eli Gardner Clinical Psychologist
Relationship Central

Appendix A11

Letter to DVD Facilitators summarising findings

11 July, 2014

Dear,

Re: Parenting Children Course Study

Thank you so much for running the Parenting Children Course study with your group. Finally, I am happy to enclose the results of the study overall which are attached in the form of a letter sent to all parents who completed all 3 questionnaire packs.

I also thought you might be interested in the specific outcomes of your course. These however are not statistically significant findings due to the small numbers but give you some idea of how the parents in your group responded to the course and if any changes they made were sustained 3 months later. The overall results described in the attached letter are the results from the statistical analysis and take all the DVD courses and Live courses into account.

In terms of your group there was an improvement across all time points for the APQ Positive, APQ Negative and TOPSE. However, although the ECBI and FAD improved, this rate of improvement did not continue at the follow up.

Please do not hesitate to contact me should you have any questions about any aspect of these findings.

Again, many thanks for making the study possible and contributing to the positive effect the course can now have in community settings all over the country.

Kind regards,

Eli Gardner
Clinical Psychologist and Researcher
Relationship Central

Appendix A12

Normality, Skewness and Kurtosis of data

Table 1. Kolmogorov—Smirnov Test of Normality for all outcome measures at T1, T2 and T3

	Kolmogorov—Smirnov Statistic (D)	DF	P value
APQ Positive Time 1	.109	193	<.001***
APQ Positive Time 2	.085	138	.016*
APQ Positive Time 3	.122	106	.001***
APQ Negative Time 1	.093	202	<.001***
APQ Negative Time 2	.097	144	.002**
APQ Negative Time 3	.105	114	.004**
ECBI Intensity Time 1	.052	206	.200
ECBI Intensity Time 2	.064	145	.200
ECBI Intensity Time 3	.065	114	.200
FAD Time 1	.073	221	.006**
FAD Time 2	.090	155	.003**
FAD Time 3	.106	120	.002**
TOPSE Time 1	.052	223	.200
TOPSE Time 2	.033	156	.200
TOPSE Time 3	.056	123	.200

*p < .05; **p < .01; ***p < .001

Table 2. Skewness of all outcome measures at T1, T2 and T3

Cut off Z score of 3.29 of samples between 100-300 was used according to Fife-Schaw (2014)

Measure	Skewness	Skewness (SE)	Skewness Z score
APQ Positive Time 1	-.563	.175	3.217
APQ Positive Time 2	.001	.206	$4.854x10^{-3}$
APQ Positive Time 3	-.159	.235	.677
APQ Negative Time 1	.429	.171	2.509
APQ Negative Time 2	.352	.202	1.743
APQ Negative Time 3	.677	.226	2.996
ECBI Intensity Time 1	.323	.169	1.911
ECBI Intensity Time 2	.453	.201	2.254
ECBI Intensity Time 3	.554	.226	2.451
FAD Time 1	.520	.164	3.171
FAD Time 2	.437	.195	2.241
FAD Time 3	1.071	.221	4.846
TOPSE Time 1	-.304	.163	1.865
TOPSE Time 2	-.080	.194	.412
TOPSE Time 3	-.099	.218	.454

Table 3. Kurtosis scores for all outcome measures at T1, T2 and T3

Measure	Kurtosis	Kurtosis (SE)	Kurtosis Z score
APQ Positive Time 1	.233	.348	.670
APQ Positive Time 2	.947	.410	2.310
APQ Positive Time 3	.571	.465	1.228
APQ Negative Time 1	.528	.341	1.548
APQ Negative Time 2	.546	.401	1.362
APQ Negative Time 3	1.300	.449	2.895
ECBI Intensity Time 1	.132	.337	.0392
ECBI Intensity Time 3	1.246	.449	2.775
FAD Time 1	.284	.326	.871
FAD Time 2	-.013	.387	.034
FAD Time 3	1.887	.438	4.308
TOPSE Time 1	-.161	.324	.497
TOPSE Time 2	-.362	.386	.938
TOPSE Time 3	-.629	.433	1.453

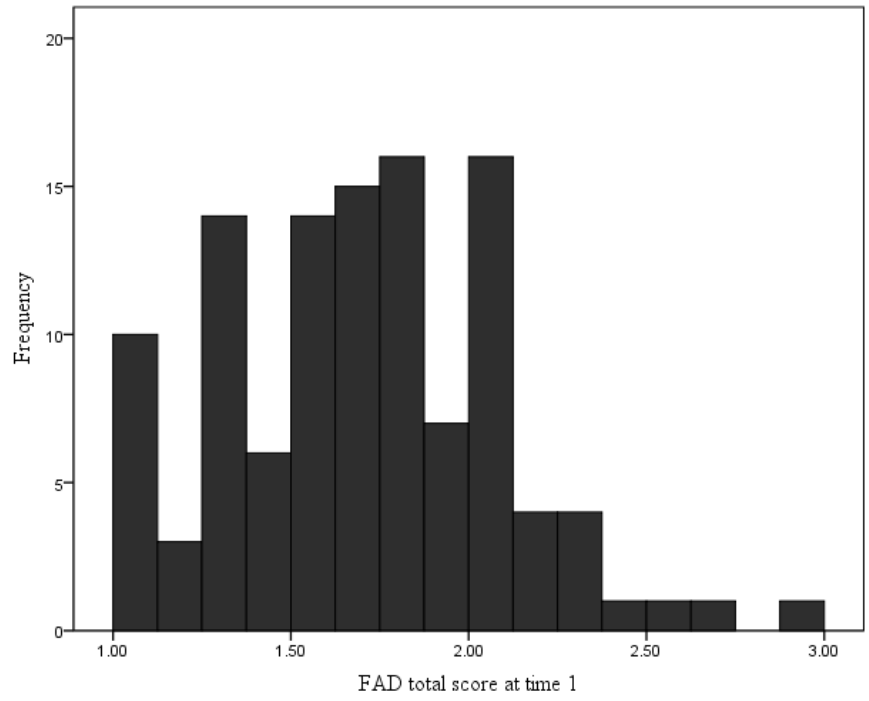


Figure 1. FAD total Scores at T1

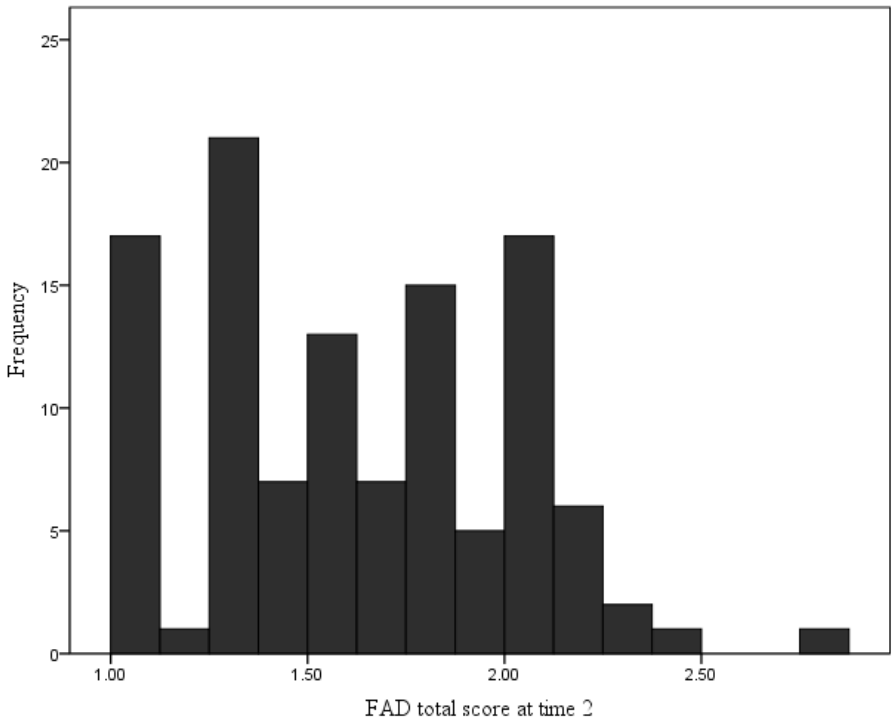


Figure 2. FAD total scores at T2

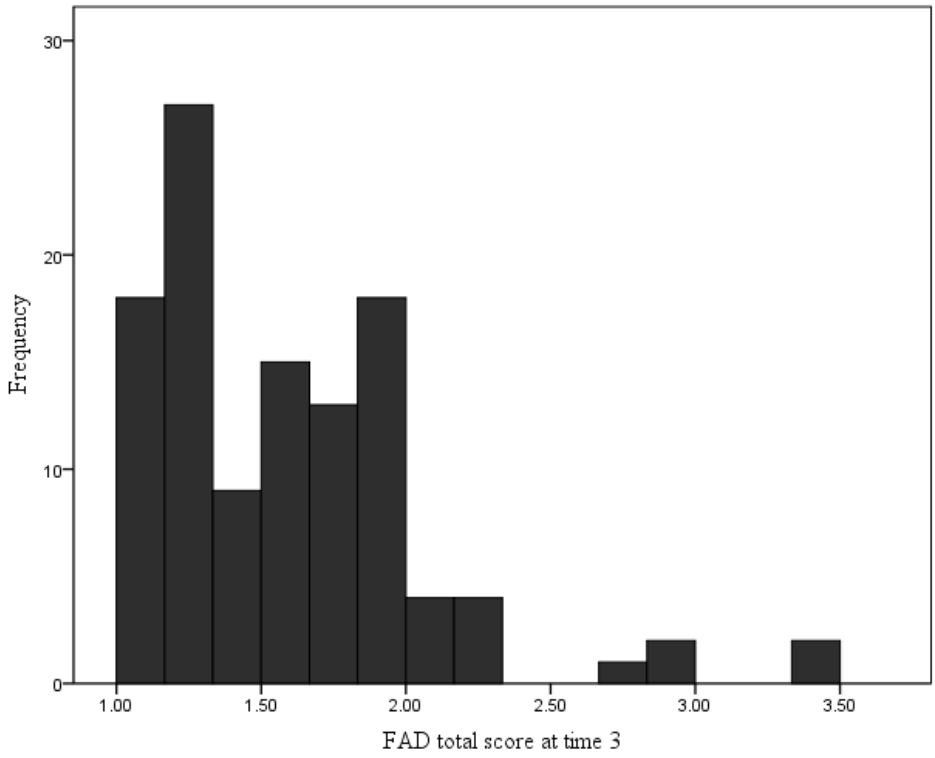


Figure 3. FAD total scores at T3

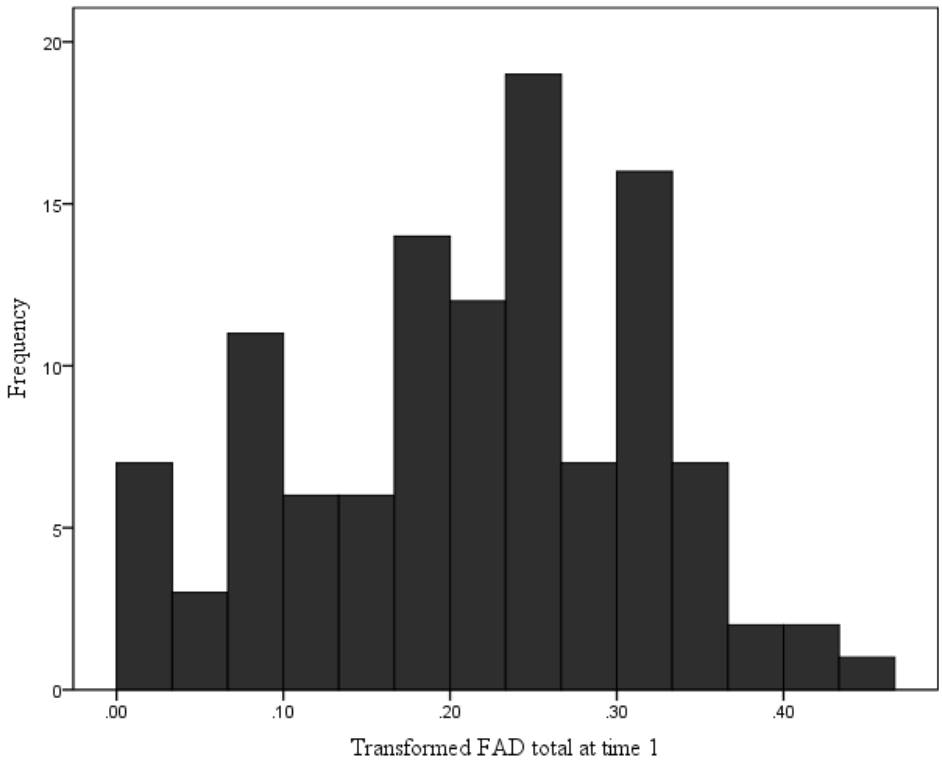


Figure 4. Transformed FAD scores at T1

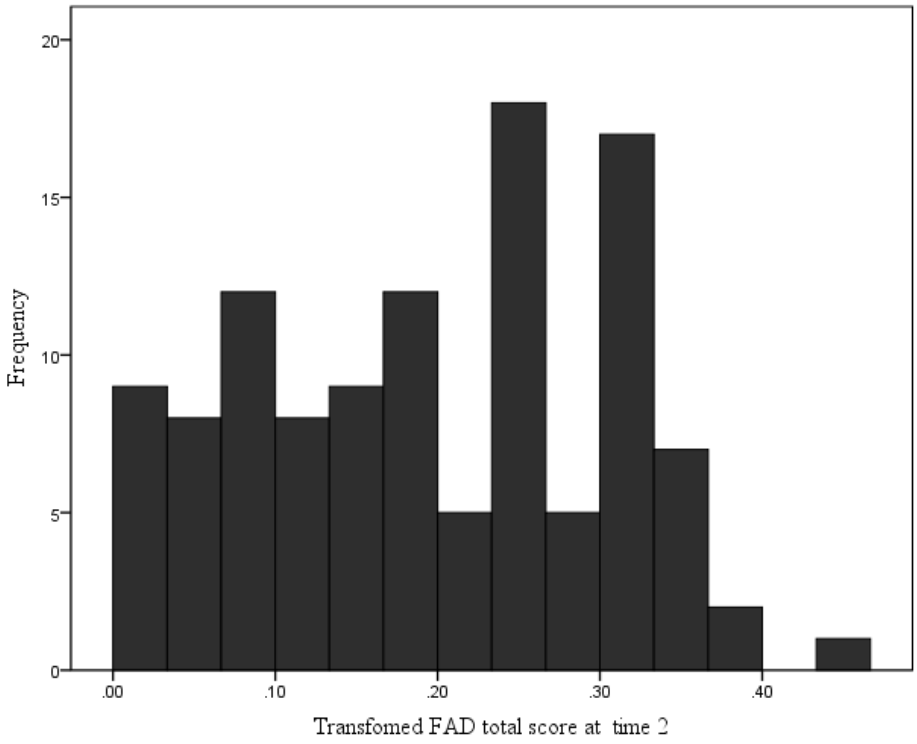


Figure 5. Transformed FAD scores at T2

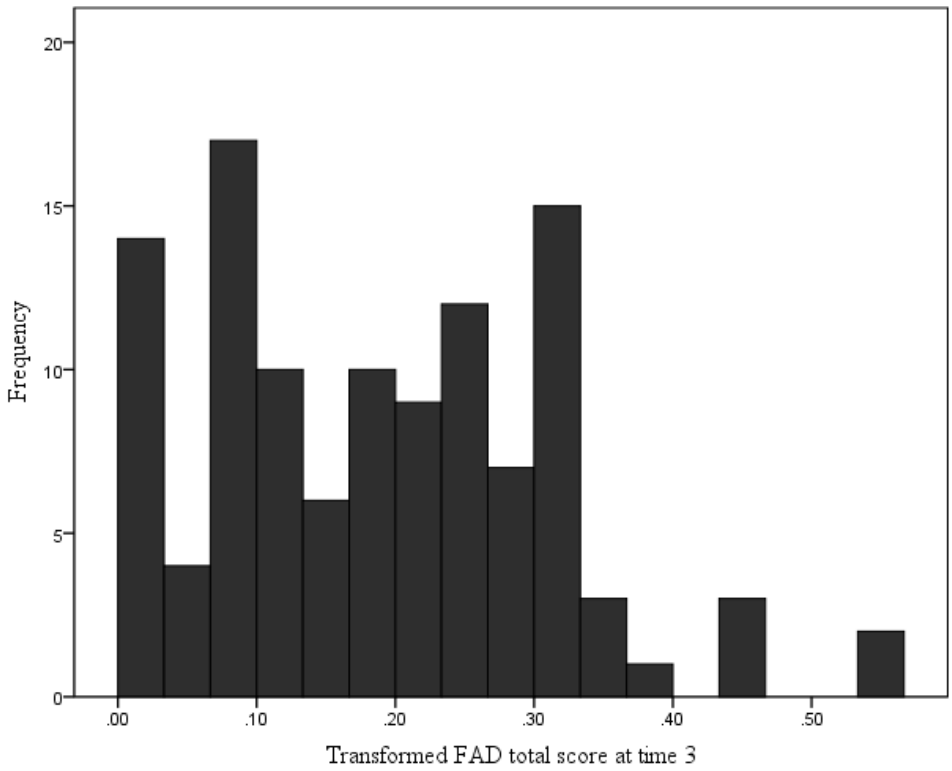


Figure 6. Transformed FAD scores at T3

Table 4. Transformed FAD scores showing corrected skewness and kurtosis at T1, T2 and T3

Measure	Skewness	Skewness (SE)	Skewness Z score
Log FAD Time 1	-.148	.164	0.902
Log FAD Time 2	-.100	.195	.513
Log FAD Time 3	.240	.221	1.086

Measure	Kurtosis	Kurtosis (SE)	Kurtosis Z score
Log FAD Time 1	-.325	.326	.997
Log FAD Time 2	-.788	.387	2.036
Log FAD Time 3	-.419	.438	.957

Appendix A13

Intention to Treat Analysis

Changes between T1 and T2 for the whole sample (testing Hypothesis 1)

Parenting outcome variables

Data was also analysed on an intention to treat basis using Last Observation Carried forward method. As before, to examine the overall improvement in scores on parenting outcome variables between T1 and T2 using Live course or DVD, a 2(Time: T1 vs T2) x (Format: Live vs DVD) Mixed Factor MANOVA was carried out. Using Wilk's Lambda, there was a significant effect of time on parenting outcome measures, Wilk's Λ =.74, $F(3,192) = 21.11$, $p < .001$, $\eta_p^2 = .25$ indicating that even using this more conservative analysis of the data, the results show that the course had significant effects on parenting outcome variables between the start and end of the course, although the effect size is now smaller. As before, there was no significant interaction between format of the course and time, Wilk's $\Lambda = .99$, $F(3,192) = .39$, $p = .76$, $\eta_p^2 = .01$ which means that which format parent participated in did not affect outcome on parenting variables.

Table 3.7 (LOCF) shows separate Univariate ANOVAs on the parenting outcome variables which reveal a significant change in scores over time for the TOPSE and the APQ negative scale is still evident, although effect sizes are smaller. However, as before no significant difference was found between scores over time on the APQ positive scale.

Child Behaviour

Table 5. LOCF) Means and s.d's for ECBI intensity scale for whole sample between T1-T2 using the ITTA

	Format	**Mean**	**s.d**	**N**
ECBI int T1	DVD	117.09	28.07	123
	Live Course	120.95	34.55	79
	Total	118.60	30.87	202
ECBI int T2	DVD	112.85	28.20	123
	Live Course	115.51	32.16	79
	Total	113.89	29.76	202

An intention to treat analysis was also carried out to examine the overall improvement in scores on child behaviour variables, as measured by the ECBI intensity scale. A separate 2(Time: T1 vs T2) x 2(Format: Live vs. DVD) ANOVA was conducted. Table 3.7 (LOCF) shows the means and related standard deviations for the ECBI intensity scale. A main effect of time on the intensity of the child's behaviour, was found between the start and end of the course: $F(1,200) = 18.61$, $p<0.001$, $\eta_p^2 = 0.09$ indicating that parents reported an improvement in their child's behaviour at the end of the course, although the effect size is smaller now. However, there was no interaction between Time and Format on child behaviour scores by the end of the course: $F(1,200)=0.28$, $p = 0.60$, $\eta_p^2 = 0.00$ showing again that format of the course did not make a significant difference to outcome.

General Family Functioning

Table 6. LOCF) showing means and s.d's for FAD for whole sample between T1 and T2 following an ITTA.

	Format	Mean	S.d	N
Log FAD T1	DVD	.22	.10	138
	Live Course	.24	.12	84
	Total	.23	.11	222
Log FAD T2	DVD	.22	.10	138
	Live Course	.20	.13	84
	Total	.21	.11	222

A separate 2(Time: T1 vs T2) x 2(Format: Live vs. DVD) ANOVA was also conducted to examine the effect of time on general family functioning as measured by the FAD following the adjustment of the data using the LOCF method for an intention to treat analysis. Table 3.8 (LOCF) shows the means and related standard deviations for the FAD scale. A main effect of time on general family functioning was still found, although slightly smaller; $F(1,220)= 17.34$, $p<0.001$, $\eta_p^2= 0.07$, showing that parents reported an improvement in general family functioning over the duration of the course. There was also again significant interaction between Time and Format for general family functioning, as measured by the FAD between T1 and T2: $F(1,220) = 12.67$, $p<0.001$, $\eta_p^2 = 0.05$ suggesting that format did influence outcomes for general family functioning between the start and end of the course. Post hoc paired samples *t* tests were carried out to further understand this interaction. These tests showed that the significant change is occurring for parents on the Live course $t(83) = 4.23$, $p < 0.001$, $d= 0.46$, but not for the DVD course $t(137) =0.55$, $p= 0.58$, $d= 0.05$.

Table 7. **(**LOCF) Univariate ANOVA follow up results for parenting variables for all participants for T1-T2 using intention to treat principle (N=196)

	T1 Mean (SD)	T2 Mean(SD)	*F*(1,125)	P Value	η_p^2
TOPSE					
Time	360.95 (46.54)	377.23 (42.92)	57.34***	<.001	.23
Format			0.45	0.51	.00
Time*Format			0.15	0.74	.00
DVD (n = 121)	359.04 (42.06)	375.97(39.38)			
Live (n=75)	364.03 (53.13)	379.27(48.30)			
APQ Positive					
Time	30.91 (2.86)	31.11 (2.75)	2.44	.12	.01
Format			0.00	.95	.00
Time*Format			0.89	.35	.001
DVD (n=121)	30.87(2.74)	31.17(2.63)			
Live (n=75)	30.97(3.04)	31.02(2.93)			
APQ Negative					
Time 1- 2	11.30 (2.73)	10.68 (2.47)	23.20***	<.001	.11
Format			2.17*	.14	.01
Time*Format			.11	.74	.01
DVD (n=121)	11.08(2.40.97)	10.49(2.43)			
Live (n=75)	11.65(3.12)	10.97(2.52)			

Nb. Effect sizes reported are partial eta squared, where a small effect size = 0.02, a medium effect size = 0.13 and a large effect size = 0.26.

Appendix A14

Participant Information Sheet for Interviews

Interviews
Evaluation of The Parenting Children Course: Implications for Research and Practice

You are being invited to take part in a research study being conducted by research staff at City University, London. Before you decide whether to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with friends and relatives. This information sheet is intended to give you enough information to decide whether or not you wish to take part in the study. Please do not hesitate to contact us if there is anything that is not clear or if you would like more information. Thank you for reading this.

What is the purpose of the study?

This study aims to evaluate the effectiveness of The Parenting Children Course in terms of whether it achieves its goal of helping parents feel more competent in their role and manage their children more effectively. As part of this study, I am conducting interviews to get more in depth information about parents experience of the course.

Why have I been invited?

You have been invited because you have just completed The Parenting Children Course.

Do I have to take part?

No, taking part is voluntary and you are free to withdraw at any time without giving a reason. This will not affect any of your relationships or activities with the Trust.

What will happen to me if I take part?

If you are interested in taking part in the study please complete the consent form. I will then contact you to make a time when we can meet for me to ask you some questions about your experience of parenting and this course. This will take about 45 minutes. At any stage of the interview you are free to withdraw without giving a reason.

Are there any risks?

There are no known risks involved in the study. However, some of the questions you will be asked are sensitive. Please see below regarding circumstances where confidentiality will be broken.

If you do find any of the questions distressing you can decline to answer them or you may discuss them or any other aspect of the study with the main researcher, Eli Gardner (Clinical Psychologist) or the academic supervisor Dr Matt Woolgar, (Clinical Psychologist).

What are the possible benefits of taking part?

There is no intended clinical benefit to you from taking part in this study, although many parents who took part in similar interviews report finding it helpful to reflect on their experience of parenting. We hope that the information gathered from the study will help us to understand more about whether this course is an effective way of helping parents in our communities or not.

Will my taking part in this study be kept confidential?

The City University guidelines applies to research studies as well as clinical work and will be adhered to. Only I, the researcher will have access to your answers and I will not be feeding back to anyone on the Trust team. When I write up the results and if they are published, no names or anything identifying you will be used. Any quotes will be anonymous.

Circumstances where confidentiality will be broken:

The only situation in which we might have to break confidentiality would be if we thought that you or someone else might be at risk of harm, or if we became aware of issues of a criminal nature. In the event that we have concern of risk to your child or yourself we will discuss these concerns with the course facilitators and yourselves.

What will happen to the results of the research study?

The research should be completed by June 2014. The results will be written up as part of Eli Gardner's Doctoral Thesis in Clinical Psychology, and may also be published. You will be sent a letter to inform you of the results if you wish. None of the individual answers will be displayed in the results so you will not be identifiable in the report.

Who has reviewed the study?

An ethical review of this study has been carried out by the City University, London Ethics Committee.

Is there a complaints procedure?

If you would like to complain about any aspect of the study, City University London has established a complaints procedure via the Secretary to Senate Research Ethics Committee. To complain about the study, you need to phone 020 7040 3040. You can then ask to speak to the Secretary to Senate Research Ethics Committee and inform them that the name of the project is: **Evaluation of a Voluntary Sector Parenting Course: Implications for Research and Practice.**

You could also write to the Secretary at:

[redacted] Secretary to Senate Research Ethics Committee CRIDO City University London Northampton Square London EC1V 0HB

Email:[redacted]

Contact for Further Information:

Should you need further information please contact: Eli Gardner, Clinical Psychologist. Mob: [redacted]

Thank you very much for taking the time to consider this research study.

If you decide to take part you are still free to withdraw at any time without giving a reason.

Participant Identification Number for this study

Appendix A15

Participant Consent Form for Interviews

Title of Project: Evaluation of a Voluntary Sector Parenting Course: Implications for Research and Practice

If you wish to take part in this study, please complete this form and sign it

Name of Researcher: Eli Gardner

Name of Participant: _____

Address: _____

_____

_____

_____

Telephone number: _____

Please initial box

1. I confirm that I have read the information sheet (dated / /12) for the above study and have had the opportunity to ask questions. ☐

2. I understand that my participation is voluntary and that I am free to withdraw at any time. ☐

3. I understand that the only situation in which confidentiality will be broken is if the researchers have evidence that you, your child or someone else might be at risk of harm, or if we became aware of issues of a criminal nature. ☐

4. I agree that my interview will be audiotaped. ☐

5. I agree to take part in the above study. ☐

This information will be held and processed for the following purpose:

To complete analysis of the material in order to understand parents experience of the Parenting Course and write up the results for publication.

I understand that any information I provide is confidential, and that no information that could lead to the identification of any individual will be disclosed in any reports on the project, or to any other party. No identifiable personal data will be published. The identifiable data will not be shared with any other organisation.

Name of Participant	Date	Signature

Appendix A16

Interview Schedule

Introductions and consent form and confidentiality. Explanation of recording machine, notes and write up.

So, you have just completed the Parenting Children Course. I am interested in learning about what it was like for you.

What made you decide to do the course?

How typical of you is it do something like this? Was anyone around you surprised that you chose to do it? If so, who?

What were you hoping to get out of doing the course?

What worries, if any, did you have before starting?

How happy were you with your parenting before the course?

If you could rate out of 10 how happy you were with your parenting before the course, what number would you have said, with 10 being the very best you could feel about being a parent and 0 being the worst?

What would you say were your main areas of concern before the course started?

Let's talk about what it was like for you once you were doing it:

What did you enjoy?

What surprised you?

What aspects did you not like so much?

How did you find discussing your parenting with other parents?

What did you make of the material presented? In what ways was it helpful or unhelpful?

Having finished the course, what are the main things you will take away with you?

How did you gain those things from the course? (prompts: through group discussion, or the leaders input, the material, or other things)

What, if anything, do you feel has changed in the way you parent?

Have your children noticed any change in you? If so, what? Has anyone else noticed any change in your parenting?

If you were to rate how happy you are now with your parenting out of 10, would number would you give?

Were there any downsides to doing the course? If so, which ones?

If you were to recommend this course to a friend, what would you tell them were the most helpful aspects of it?

How was this interview experience for you? Do you feel that we covered all you might like to say? Any other issues you might like to raise?

Thank you so much for doing this.

Appendix A18

Coding from transcripts

From Interview 1:

1. happy to do course
2. part of wider ministry
3. course has purpose, not just social
4. open to engaging in self help
5. open to new learning
6. open to learning
7. open to self exploration and self development
8. self exploration
9. not widely told people she's doing course
10. part of routine to attend single parent events
11. will attend what's on offer on a thurs am
12. good attendance
13. why not attend. Viewed as potentially helpful
14. position as single parent viewed as needing support
15. keen to analyse things, more so as is alone
16. worry, pray, analyse. Lots of worries in spite of prayer
17. hoping for concentrated time to think exclusively about parenting
18. 'nothing else', 'dedicated ..just looking at parenting' p5 l.60
19. looking to improve, to self analyse
20. good to be with others
21. good to discuss similar issues
22. listening/learning/watching others
23. advice seeking
24. comparing methods with other parents
25. can learn through negative model of others
26. others negative behaviour, reinforces own values
27. learning from others' actions as well as words
28. strong emotions listening to others

29. reinforcement of what wants for own family

30. hearing the opposite helps clarify own values

31. has existing ideas about parenting

32. listening to others reminds/exposes own ideas/values

33. reminder

34. strategies learned for implementing better parenting

35. clear ideas about what is right/wrong for children

36. have to outsmart kids

37. learning from other's good ideas/actions as well as negative

38. open to learning

39. purpose of going on the course: to gain something for self and parenting from it.

40. Idea of parenting course already familiar from church

41. Had positive expectation of course through hearing others talking about it

42. Timing of course is important. Evening one impossible as no childcare

43. 'brilliant'' to have day time course from single parents ministry

44. no concerns going into it

45. not concerned about other's reactions going into it

46. would like to increase confidence in parenting

47. hard on herself. Others view her more highly than she does

48. hard on self over small issues

49. analysing self

50. realistically, things were good pre course

51. self analysing motives and feelings

52. feeling positive about parenting, may have led to feeling good about doing the course

53. could have been dreading it if feeling less confident

54. analysing of own childhood

55. reframing of negative experiences as opportunities for learning

56. contradiction about childhood

57. acknowledgement of difficulties in spite of learning lessons

58. use of own experience of being parented to inform own parenting

59. takes opposite action of what was done in own childhood

60. resignation and acceptance of the past. Have to receive what is given.

61. Self analysis of past diffs

62. Acknowledgement of past diffs

63. Past issues brought up by parenting course. Painful memories

64. Talking about parenting evokes memories of the past

65. Willing to work on self

66. Willing to examine past, receive healing

67. Parenting course brings up own feelings about own parents and past

68. Acceptance of own parents as being parents like her

69. We all make mistakes

70. Parents also make mistakes like us

71. All parents are affected by their own experience of being parented

72. Curiosity about why parents behaved a certain way. Self analysis

73. Recognition of patterns

74. Self motivated to change things

75. Determination to improve on own past

76. Hope for being better parent than own were

77. Apportioning of responsibility to own parent

78. Reframe of painful past to value learning that came from it

79. Acceptance of parents

80. Not motivated by past hurts to do parenting course

81. Purpose of group to share and help one another p20 line 242

82. Openness valued

83. Very positive about sitting eating and having coffee together

84. Nice food

85. Env provides for intimacy and getting to know people

86. Course depend existing relns

87. Siting and eating valued for intimacy

88. Personal touch of eating together, like being in someone house

89. Small size was important

90. Large group seen to be harder to get to know people and be authentic

91. Authenticity and honesty enabled by small group sitting and eating.

92. Large group seen as enabling fake behaviour ‘putting a face on and be a happy kind of person’

93. Learning about 5 love languages was a surprise. Simple yet very helpful

94. Material encouraged more self analysis and though

95. Material triggered asking questions about p-c reln

96. Questioning mech of the reln based on material input

97. Self reflection leads to decision making and understanding

98. Ident beh of the child based on reflection of the material

99. Lots of examples given of behaviour labelled by 5 LL

100. 5LL stood out as most helpful component to the course

101. self analysis/processing goes on after the course has ended

102. looking to self improve in all relns

103. scope of course goes beyond p-c reln to all reln

104. reassurance seeking re analysis

105. reassurance seeking re thought processing

106. no negatives to course

107. people taking all the available time seen as negative

108. ackn that some people need to vent more than others and group is good space for that

109. recog that group space is therapeutic

110. putting aside own needs in the group for others

111. hunger to get most out of the course (not have it taken up by one persons issues

112. too insensitive to ask her to move on.

113. Reluctant to challenge someone else's beh on the course

114. Recog to group as acting therapeutically for people that won't go to a psychologist

115. People in the group are helpful' they have ideas p27 line330

116. Going to psychol viewed as less favourable to using group therapeutically

117. Value in saying things out loud to group also instead of pscyhol

118. Support. Solidarity, loyalty to group members even if tiresome 'we didn't abandon her'

119. Group helps each other see things and go through things

120. Glad to be a part of that process

121. Room for help for herself as well as helping others

122. Having people to bounce off

123. Being together (positive)

124. Sharing a meal, positive

125. Not much thought given to actual material presented

126. Low reflection on actual material

127. Leader introduces an idea and practical suggestions seen as helpful

128. Takes time to process it all

129. Main take away is 5 LL

130. value of 5 LL reaches beyond p-c to include other relns too

131. so much more than just a parenting course NB THIS COULD BE THEME IN ITSELF

132. principles learned extend to all reln's in life. Incl. causal ones ‘e.g. local paper store

133. this nugget seen as best thing as can help ALL relns

134. even just learning one thing (egg 5LL0 is worth doing whole course

135. recogn this is a process that has started, not ended. Will carry on being absorbed and having an impact

136. sceptic about simple concept like 5LL, then surprised by its helpfulness

137. change of heart as leader (who is valued) placed high value on the concept INFLUENCE OF LEADER IS IMPORTANT

138. other people voicing their experiences helped her be open to learning e.g. about 5LL (which went onto being main nugget to take away)

139. change of heart ‘stop and think’ re sceptic reaction

140. curiosity, willing to learn

141. 5LL viewed as powerful

142. doing the course makes one stop and think

143. self reflection

144. acknowledge positive aspects of parenting

145. positive view of child

146. ackn that being a parent predisposes you to value the child

147. positive view of child

148. course helps to stop think, reflect, worry less

149. stop worry about the future. Appreciate what you have now

150. self analysis of present and past struggles

151. reframing of struggles after course

152. course enabled reflection

153. permission given to be pleased with parenting

154. self congratulation ‘still standing’

155. surviving is to be congratulated

156. ackn of issues in child balanced with positives. Balanced view of child

157. ackn of doing the best one can and rest is up to God

158. self motivated to improve things

159. pivotal component was 5 LL

160. not expecting child to notice change

161. work hard at parenting

162. keen to self analyse, reflect

163. working on parenting since pre birth

164. reflection on mistakes

165. self motivated to work on self and fix mistakes

166. course serves as reminder for what she knows already

167. course prompts self analysis.

168. Responsibility for change rests with parent, not child

169. Taking the time to do this work, very valuable. 2.5 hours every week, just on parenting

170. Value of being take care of by leader: fresh coffee, nice muffins MAYBE A THEME OF LEADER LOOKING AFTER THEM

171. Value of time just for parenting

172. Looking in depth at own behaviour – very valuable

173. It takes time to process . ‘still processing’

174. Time and place just for parenting

175. Course helps refocus on parenting actions

176. Course helps self evaluate

177. Honesty. ‘truthful eyes’ rather than running self down or arrogance

178. Course allows for balance and reality check

179. Don’t’ think child notices NB VALUE DOESN’T SEEM TO BE IN CHANGE IN CHILD NOTICING

180. Hard to praise self. 8/10 after course

181. Post course can be more confident that doing good job and say it without self deprecating

182. More balanced view now: can see issues but also what’s going well

183. Move from 6/10 to 8/10 in confidence

184. Kinder to self

185. Hard to recog positives and achieve more kindness to self

186. No downs sides at all to doing the course

187. Conclusion: food, env, time place to reflect deeply, making friends, always something to learn or at least make friends if nothing to learn

188. Leader is warm, welcoming, non judgemental

189. Leader skills in keeping focus valued not just a coffee am (NB

190. even if social and eating side highly valued, keeping the discussion on parenting and moving through the material is important)

191. leader didn't make it seem teacher/student, but equitable.

192. Leader ;honest, genuine, warm, welcoming,. Not fake.

193. Leader motivated for group to get something out of it

Coding from Transcript 2

1. Always wanted to do the course

2. Heard about it at church

3. Big course is for people who have childcare

4. A daytime course hit the spot- fits in well with childcare needs

5. Already plugged into single parent ministry

6. Going on a course fits in with regular church going

7. Typical behaviour to be at church

8. Big course is for 'nice typical family and a nice house and you know, everything's perfect'

9. Leader is also single so can identify more with her than big church

10. Appreciate another single mother leading

11. Leader is good model

12. Acknowledgement of not really having clear parenting skills

13. 'just been winging it' – no defined parenting skills

14. others in same boat as her – just winging it

15. unconscious parenting – just getting on with it

16. looking for 'the actual way of doing it' – looking for advice/support with parenting

17. looking to course for 'the real way to do it' (advice, support, guidance)

18. parenting concerns to do with not following through, telling child off, guilt when parenting

19. contradictory parenting methods

20. acknowledge own contradictory parenting p5 line 47-49

21. ackn need for guidance 'I'm all over the place!'

22. anxiety about who would be in the group – would they be in similar situation?

23. Suspicion of other group members giving way to warmth and empathy and liking

24. Empathy and ident with others even if different in some ways

25. Suspicion giving way to increase in love and compassion

26. 3/10 confidence in parenting before the course

27. 100% attribution of child's good behaviour to the child's nature 'magically become like this' p 7.

28. Good child/bad parent

29. Low confidence in parenting even with good beh in child

30. Good child, in adequate parenting

31. No credit at all to parenting. Child born good or magically good.

32. Unaware of what she's doing as a parent (NB seems like one of the processes that takes place on the course is to make explicit what parents are doing: both good and bad.)

33. As progressed on course, became more aware of what she was doing and how their close relationship contributes to the child's good behaviour

34. Own style of parenting: little friend, around adults, can now see contributes to child's good behaviour.

35. Did have some beh concerns before the course

36. Parenting concerns before course started (losing temper)

37. Course changed own behaviour toward child

38. Pre course behaviour changed during course with increase in awareness and understanding of the child during the course.

39. Awareness during the course of effect of parenting behaviour on the child

40. Positive change in parenting since doing the course

41. Implementing learned strategy from the course

42. Course made her reflect on reln situation, 2 houses for child, own behaviour and led to a concern about this previously not thought about

43. clearer parenting goals since doing the course

44. clear parenting concern, wanting guidance on how to handle specific situations

45. guidance seeking from course

46. unsure of own parenting

47. very positive about content especially 5 LL

48. course was fun

49. homework appreciated

50. application of the ideas embraced

51. increase in attempts to analyse and understand child

52. increase in noticing things about child (awareness increase)

53. change in awareness and understanding

54. change in understanding of why child is the way she is and what motivates her more

55. move away from 100% attribution to child

56. pleasure in understanding child better

57. increase in awareness of parenting and its effect on child beh

58. positives included 5LL and hearing from other mums – sharing stories and situations

59. learning from other mothers how they dealt with things

60. scenario doesn't have to be exactly the same for learning to happen and to be valuable

61. sharing of stories is interesting and valuable – how others deal with things

62. getting advice from others, asking questions – very valuable

63. not just content but honesty, closeness, intimacy of the group. Being together on regular basis sharing

64. honesty, intimacy, vulnerability, healing

65. others lacked confidence too – therefore can share openly- not alone

66. group serves to comfort members

67. process of being comforter also very healing

68. increase in own confidence hearing others worse off 'not that bad'

69. useful to give as well as receive advice

70. giving advice reinforces principle for herself

71. want course to run again

72. leader much liked and appreciated

73. wanting to do it again

74. course met expectations – no shocks or surprises

75. did have expectation that course would reveal 'crazy secrets about parenting' (that she didn't know and felt outside of)

76. surprised at how real, down to earth course actually was and how she could in fact add to it

77. leader improvised, doing art work and personal healing – self image work

78. extra things leader brought in increased confidence alongside parenting skills

79. high value in understanding more about self and identity as well as that of child. Very helpful

80. acts of kindness much appreciated beyond scope of parenting course also contributed to positive view of course and increased confidence

81. small acts of kindness from leaders had big impact

82. low confidence in ability to contribute. Learned more from others

83. course helped her reflect on own experience of being parented

84. easy to talk about parenting in the group

85. material on its own barely any impact

86. talking things through made material come to life

87. material left at the centre. Seen as impenetrable without discussion p 21 l.175

88. material reinforced basic ideas that had been unconscious : un aware of them

89. ideas from material triggered thought and discussion. Learning from others responses too.

90. Material valued in its impact on increasing understanding

91. All material helpful (but not on its own)

92. Implementing of ideas from handout

93. Material increased self awareness and a reminder of what parent knows already

94. Increase in awareness from material about impact of own behaviour on child

95. Discussion increased awareness

96. Discussion reinforces, highlights and increases awareness of parenting actions that were previously unconc. P24

97. Just taking handout home would NOT have been helpful

98. Not all material was viewed as helpful or relevant but recogn that it might be to others

99. For this parent, key issue is to have become more aware of parenting and what she's doing. Prior to course, parenting was unconc and child beh was taken for granted

100. Course increased awareness (KEY POINT)

101. Increased awareness of need to model correctly

102. 'the main thing is I need to step back a bit and watch what I 'm doing' p26 l.215

103. course highlighted own preferred LL and difference with child's. Increased understanding of both herself and child

104. parenting has become more conscious

105. increased awareness of parent-child dynamic

106. understanding child's love language now- getting lots of pleasure from seeing her needs met

107. increased understanding of child's needs

108. this awareness came about through hearing the material

109. understanding from the material that modelling is powerful and ongoing

110. leaders manner enabled discussion

111. others stories lead to self examination

112. others stories led to increased awareness

113. NB looks like Marika creates env with coffee, pastries etc, sets the scene. Uses the material to get discussion going. Once going, people are vulnerable and honest, sharing and learning from each other about themselves and their children. Feeds back into the group env. Breeding more vuln etc. Marika retains key role in keeping discussion moving, balance between teaching and allowing free flow discussion, safety and timekeeping. More than a coffee am.

114. Change triggered by discussion

115. Change in own parenting and can see visible change in the child

116. Learning from others about own role played with child

117. Teaching material is starting point but useless if just read. Needs to be spoken in discussion

118. Main change is from unconc parenting to conc parenting

119. Increased attn. and awareness to child's needs

120. Recogn that could improved on own parenting

121. Improvement in depth and quality of parenting since doing course

122. Making better parenting choices, more effective p 31 and increase in quality of parenting

123. Possible changes such as less shouting might be noticeable to the child (NB changes seem to be more for parent. Parent confidence increased even if didn't think child would notice much)

124. Change seen to be noticeable over time

125. Awareness of own behaviour came from hearing others talk about their parenting strategies

126. Since doing course, has readjusted expectation of the child

127. Increase in empathy for the child

128. Course reminded her of some things she already knew

129. Now rates herself 10 out of 10 for confidence as she feels she is trying more conc to parent well not just 'swing by' p 34

130. Attributes a lot of this improvement to the work Marika did with them about self image, not just parenting

131. No downsides to doing the course

132. Small course perceived for more broken families p 36. Big course for 'happy ' families

133. Very positive about leader

134. Huge encouragement taken from leader's warmth and encouragement 'everything she says to you is to build

135. you up and encourage you'.

136. NB big course perc as inaccessible. Would like them to organize babysitting so they could go too. Not feeling welcome. Church could do more to enc. them to come.

137. Curiosity to be part of bigger group with more 'famous' leaders. Be more mainstream, not farmed out to own community

138. When recommending to a friend: honesty, vuln, non judgemental all positive. Everyone is open and loving p40

139. Group seen as very accepting and loving no matter how terrible you are

140. Perc big course as more judgemental re; being single

Coding from Transcripts 3

1. purpose for going was for help with child's behaviour

2. constraints of having other children in tow

3. looking for support/ reassurance from other parents

4. clear reason for going on course

5. checking if on right track

6. reassurance seeking

7. willing to take advice from other parents

8. learn from other parents

9. desire to do course spurred on by wanting advice/reassurance

10. enjoyment of social aspect

11. purpose drive to do the course

12. looking for general advice as well as specific advice

13. did course twice

14. need to be around other adults

15. course fits into existing behaviour patterns

16. wanting to learn and self improve

17. seeking to improve general parenting skills

18. fits with own character and behaviour to do this course

19. takes parenting role seriously

20. want to get it right from the beginning

21. seeking to be a better parent and have child be better person

22. wants to give child more than own childhood

23. better learning experiences for child

24. worry about not doing the right thing

25. wanting to improve on own childhood

26. analysis of own childhood

27. analysis of own experience of being parented

28. self improvement

29. wants to improve on own experience

30. seeking a better future for kids

31. seeking different parenting skills than own parents had

32. appreciation of parents attempt to parent

33. acknowledgement of own childhood

34. looking for better ways to parent compared to own experience

35. value of learning over play- one learning point

36. looking for good ideas

37. not concerned about joining a group as group activities fits with usual behaviour/character

38. looking forward to social aspect

39. appreciation of ethos in the group of voluntary participation

40. group perceived as voluntary and welcoming

41. not feeling picked on or on the spot

42. open, voluntary participation

43. process enabled voluntary participation

44. friendly group

45. compares favourably to lecture style course

46. group process enjoyed and valued “time passes so fast” p7 line 65

47. reluctance to leave the group

48. appreciation of having childcare there

49. good for her kids

50. safe env for them

51. can focus on self as a result of kids being happy

52. enjoy the time away from the kids, socialize, learn

53. p7.line 65; ‘just it was like being amongst friends almost’ – so positive was the social side

54. advertising of the course piqued her interest

55. cautious to begin with, then looking forward to trying it

56. 5/10 confidence before the course

57. self view of parenting success viewed as more critical than an outsider evaluation

58. identifying own desire to learn as common experience

59. course seen to teach new things you didn’t think of

60. advice seeking re general parenting as well as specific advice

61. practical tips seeking

62. wanting to do good parenting

63. wanting to build LT good parenting as well as short term interventions for behaviour: memory building and traditions x3

64. get new ideas from the group

65. own positive memories serving as prompt to build those for kids

66. worry about way she parents

67. concerns about parenting

68. shame/distress around other parents seen as judging in public

69. judgement from other parents

70. positive reframe of own child’s misbehaviour

71. identifying of problems with child and looking for reasons

72. looking for advice to overcome difficult issues

73. enjoyed social side of the group

74. free talking/sharing

75. sharing of stories and situations

76. sharing of even embarrassing stores

77. public parenting not perceived as helpful

78. intimacy of group and advice given seen as helpful

79. identifying with other parents who have difficulties

80. public pressure to stop bad behaviour, not helpful to parenting

81. public advice viewed as interfering (not the same as advice from parents within the group)

82. group offers advice and reassurance

83. confidence comes from others support

84. talking to others gives confidence

85. get strength from others encouragement to do better, tougher parenting

86. group offers advice, seen as helpful and strength and confidence boosting

87. parenting behaviour changed as a result of group input

88. advice received, put into practice, appreciated

89. open conversation and sharing in the group

90. informal sharing, not formal lecture – unexpected

91. value of sitting around , food, informality

92. comparison to more formal structure

93. positive expectations from the course

94. intimacy with food, informal env much appreciated

95. relaxing env. Valued

96. Comparison to other course which is lecture style and more formal, this one much more appreciated for informality, warmth, kitchen table experience

97. No negatives at all

98. Very positive about the course. Went on it twice

99. Would like course to be on going, but not repeat same material

100. Would like it keep going to learn new things. Always more to learn

101. Disappointment that second course was a repeat of the first. No new material (nb that implies she finds the actual course content useful, not JUST the sitting around with other parents)

102. Easy to talk to other parents

103. Environment enabled one to be relaxed about sharing x4

104. Sharing problems with others was reassuring

105. Reassuring not alone with issues

106. Process viewed as very positive

107. Reassurance seeking

108. Support for problems

109. Problems shared by others

110. Support and reassurance for problems

111. Husband would never come

112. Camaraderie around husbands refusing to do the course

113. Limitation of the course as partner could undermine efforts

114. Efforts blocked by partners

115. Not alone

116. Pleasure came from knowing others in same boat

117. A lot of content covered in the course

118. 5LL stands out as key concept to be learned

119. content caused parent to reflect on own experience of being parented

120. self reflection

121. giving thought to others experiences outside her own

122. reflection on different peoples experiences

123. other parents giving examples different to her own

124. sharing from other parents was helpful in understanding different perspectives

125. other content that was helpful: follow through re discipline

126. reflection on own parenting

127. change in parenting behaviour following advice

128. after course can reflect on effect of parenting behaviour

129. downsides of easy fix parenting

130. advices, reassurance, encouragement from group process to do something harder but better in long term

131. nothing unhelpful from the course

132. religious material not off putting

133. nb she valued the last session even if it seemed unrelated and could have been an issue as overtly Christina and she is Muslim

134. took from religious conversation what was useful: interesting and learning from others

135. tips/advice stayed with her after end of course

136. internalizing of advice/tips: specifically, counting to 5, 5LL,get them involved, carry things through

137. picked up tips/advice and original answer about what to expect from a child was answered

138. perceived improvement in parenting

139. change of perspective ‘start to see them as kids’

140. acknowledgement of own experience as common to many

141. part of common, shared experience (this seems to be a vehicle for being able to learn: not feeling alone and having ones experience not just understood and not judged but also shared)

142. ‘picked up a lot of tings’ from group and from content

143. discussion was vehicle for learning and change

144. watching learning from others was vehicle for change

145. listening/learning/ through example (nb social learning theory)

146. topic was starting point for discussion ‘formed a base’

147. remembering content – can apply later

148. leader viewed as helpful in showing them ‘different ways of doing things’

149. can bring to mind material learned.

150. Discussion follows introduction of topic, further learning.

151. Changes in parenting implemented post course

152. Change in reflections and in parenting post course

153. New ideas generated

154. Pleasure at doing something new and effective

155. Success reported at implementing new techniques

156. New resolve to follow through

157. Parent can see positive change, increase in intimacy ‘we are closer’ and noticeable differences

158. Increase in closeness

159. Clear change in level of closeness

160. Learned techniques from course that made a difference to improve relns e.g. giving child time

161. Reframe of child’s negative beh

162. Recogn of where support came from; e.g. preschool

163. Recogn of source of child’s stress now

164. Precourse 5/10 now 7/10

165. Increase in confidence due to insight and appropriate expect of child. Res set expect

166. Positive objective change in child

167. Change in empathy toward child

168. Self appraisal of improvement

169. Kinder to self

170. Self congratulatory

171. Self reflection on previous parenting and why.

172. Now implementing new strats, change in style

173. Use of advice given by leader to solve problems better now

174. Positive adjustment of expectations

175. Normalising own experience now as shared by other parents

176. Internalizing of both leader and other's comments/advice/tips/examples e.g. modeling, time out or realistic expectations

177. No downsides to doing the course

178. Definitely recommend to a friend

179. Primary value: being with other mothers, share expel and learn from them, second: learn specific strats and ideas (e.g. expectations)

180. Recommendations based on getting reassurance, feeling no longer alone, sharing in like experiences with others, gaining knowledge from the course; tips to become a better parent.

181. Course 'will make life easier'

182. Great appreciation of leaders and set up with childcare. Respect love for leaders

183. Parent appreciated that leader asked group members to help each other, not all from leader.

184. Pleasure also from seeing that she had valuable input into someone else's life.

185. Process of helping each other is unconscious

186. Practical tips given to each other, very helpful

187. Structure of the session facilitated valuable exchange of info that wouldn't have happened otherwise (nb, again, this is more that just a coffee am. The content has multiple function: a) can be helpful in itself; b) triggers discussion about other's experiences which could prove useful c) leader gets opportunity to show kindness and compassion that makes parent feel welcome and open to

hearing d) because of the open env, parents may bring unrelated issues e.g. housing/ money/marital /own family issues that the group gets to help with as well. Much much more than JUST getting together for coffee and biscuits, ALTHOUGH the food is important is setting the scene for an unhurried, social, informal discussion, rather than structured, formal lecture.)

188. Group vulnerability allowed for sharing of all kinds of experiences. BEYOND just parenting therefore more likely to listen and take away parenting nuggets as a result

189. Government funded one is too formal, not conducive to this kind of talk. Recog that leader is important: how they are, what they say. Env needs to be relaxing. Tone set by leader. Must respect competence of leader, appreciation of good leadership.

NB this shows that training of leaders for this kind of work is essential: need experience to be able to set a relaxed, yet 'working' env. When to allow conv to wander into other areas, and when to bring it back to focus.

Coding 1 for Interview 4

1. interested in learning how to improve parenting
2. view course as place to learn, improve
3. self improvement, working on self all the time
4. interest in learning in general
5. ackn that there are different ways of parenting
6. no view course as providing all the answers
7. curiosity
8. typical of her to do self improvement
9. value placed in bettering oneself/improving; course in keeping with general approach to life
10. course viewed as place to get practical tips/strats that can be learned
11. quite low expect of course
12. no concerns beforehand
13. hoping course will give strats/techn

14. thoughtful and strategic about parenting: going on course, discussing things with husband, learning from super nanny and discussion with nursery i.e.: view parenting as something that can be learned and improved on

15. expect to learn from others

16. don't want anything too prescriptive (see 45)

17. always tackles problems with discussion with husb and nursery

18. other value of being on course is for social contact

19. value of event being enjoyable

20. refreshments, env, warm, welcoming, child care all contributed to positive experience

21. eating together very valuable

22. balance between enjoying the informality and yet wanting proper teaching and help

23. sharing useful but again not too long or too much as to crowd out learning

24. going off on tangents not valuable

25. value sharing but not going off on tangent

26. negative comparison to coffee morning. Don't want that

27. appreciation of set up allowing for interruption of kids. Acceptance of this stage in life where learning is to be grabbed where possible around the kids

28. leaders have a role in drawing out learning points from general chit chat. To the extent that she succeeds, course is viewed as useful

29. comparison to a more formal learning forum, which doesn't acknowledge life stage of needing to be available to kids. Balance of kids nearby but separate enough to learn

30. most valuable learning point: 5LL how to express love to others

31. high value in moving focus off self onto thinking about others' perspectives (see 81). 5 LL is a tool for moving into another's shoes

32. balance between learning (questionnaires etc) and sharing. Too much of either, means course not useful (see 85)

33. formal learning propels you into action

34. limited value of sharing 'wishy washy', see 89 for downside of sharing informally

35. ackn group may serve as therapy to some people but not viewed as helpful in that case

36. guarded sharing in the group: ‘shared, within limits’

37. group allowed for own pace of sharing. Non judgemental attitude

38. formal learning viewed as catalyst for change

39. valued homework and formal learning tasks

40. handouts helped to think of self in reln to others

41. handouts alone not viewed as helpful. Must be in context of discussion and env etc. ALL components are essential. BALANCE between them is key. LEADER is the key component to keeping that balance.

42. Ackn that life stage has an impact on what can be accomplished in a learning setting. Like having kids nearby but does mean is disruptive and formal learning is disrupted, but on balance will prefer this type to rigid formal env given life stage. LIFE STAGE is also important (see 123)

43. Value of learning from others, getting tips

44. Can get tips from others that are not in handouts

45. Sharing own tips seen as positive experience

46. Reassurance of leader having gone through whole experience of raising a child

47. Appreciation of leader sharing as well as shaping the conversation, bringing in the learning from the material. Her friendliness was important and lack of being judgemental

NB leaders role is quite complex: to provide a warm, welcoming env, to be open re; own experiences, to allow others to share, to move conv on and bring it back to task, to draw out learning from the material and keep enough structure. To allow for interruptions but at same time get through the material.

48. course bring own approach into a more conscious state

49. not about whether it’s ‘right’ but just becoming aware of what she’s doing

50. takes away tips from the formal learning

51. ackn of limit of extent of formal learning given stressful life stage

52. difficult to put theory into practice

53. idealism of early days of parenthood replaced by stressed, chaotic reality of parenting

54. spouse support is important

55. high value given to trying, to learning even if don’t get it right

56. low value given to whether child noticed or not any changes. Value of changes is internal

57. course brings parenting approach into consciousness, doesn't mean do it all the time but value is in being AWARE and in TRYING

58. others egg teachers or spouse viewed as important in raising child too

59. success in using tips from the course

60. but still difficult to put into practice in the heat of the moment

61. doing the course and learning new things fits in with usual approach to parenting together with spouse and discussing strategies

62. NB hard to pinpoint progress on 1 aspect: combination of formal tips, informal env to vent and chat, break from kids, sharing with husband, value of trying and learning which fits in with own value system of self improvement being positive, others experiences, leaders additions. Complex web of variables as to why view parenting course as positive.

63. Spousal support in engaging with more learning

64. Value of creating space to think and improve in this area as busy stressful life doesn't allow for it usually

65. Now going on to do more self improve i.e. another counselling course

66. Carving out time for reflect and improve oneself is very valuable

67. Certain amount of winging it also comes in 'hope for the best' a bit like 'leaving it to God' for the rest. Can do one's best at improving, but then faith, the child, luck play a part too

68. Course shouldn't be viewed as a prescription to sort everything but rather another way to improve and add tools to tool kit

69. Keep expect of course realistic

70. View course as place to grow and learn not get magical answers

71. Value of trying to do ones best even if don't get it right

72. 'at least I'm trying' is a comforting thought

73. value of hearing others can be to learn but also to feel good about NOT struggling in that area

74. value of course in increasing awareness of ones own parenting see 230 for key quote on usefulness of course ' if you're trying to sell it, that should be one of the key selling points: it's just a discussion getting you thinking about who well you know you parent and what works best and umm yeah I think It's more

really that umm I think I came out a bit feeling that I learned some bits and I'd taken some bits away but more importantly it got me thinking about how I actually parent and that was more useful for me actually..'

75. in spite of dislike of going off on a tangent, value of informal setting was higher than not having that but having a formal structure.

Appendix A19

Level 2: Coding into Themes

A: Self improvement

- Happy to do course as fits in with belief in self improvement
- Course viewed as potentially helpful
- Doing course is not about finding out 'right' way of doing things but just becoming aware of what one is doing: Int 4 p230: 'if you're trying to sell it, that should be one of the key selling points: it's just a discussion getting you thinking about how well you know you parent and what works best and umm yeah I think it's more really that umm I think I came out a bit feeling that I learned some bits and I'd taken some bits away but more importantly it got me thinking about how I actually parent and that was more useful for me actually'
- High value given to learning even if not getting it right
- Low value given to whether child notices any changes, value of changes is internal
- Carving out time to reflect and improve oneself is very valuable
- Course viewed as adding tools to tool kit
- Always discusses with spouse and nursery staff and watches learning programmes like Super nanny (int 4)
- Reframe of negative experiences in life as opportunities for learning
- Self motivated to change things
- Even coming away with one learning point is worth doing whole course
- Curious
- Change of heart listening to others. Willing to make changes
- Work hard at parenting
- Responsibility for change rests with the parent, not child
- looking to improve in all relationships
- working on parenting since pregnant

B: intentionality behind doing the course:

- Already going to church so part of church activities
- Part of routine to attend events put on for single parents
- clear ideas about what is right/wrong for children
- winging it: no clear parenting skills
- unconscious parenting, just getting on with it NB: This seems like a key accomplishment of the course
- acknowledge need for guidance: 'I'm all over the place!" (int 2)
- acknowledge own contradictory parenting (p5: line 47 Int2)
- 100% of child's good behaviour to the child's nature 'magically become like this' (p7 Int 2)
- Good child – bad parent
- Low confidence in parenting
- All support welcomed as is single parent
- No concerns going into it
- Not told people she's doing it
- Not concerned what others may think
- Had positive expectation of it through hearing others talk of it and advertising
- Purpose for going was for help with child's behaviour
- Clear reason for going on the course
- Did course twice
- Cautious to begin with, then looking forward to trying it
- Religious material not off putting
- Nothing unhelpful about it
- Not concerned about joining a group as group activities fit with usual behaviour/character
- Wants to give child more than they received
- Looking for good ideas and better ways to parent
- Wanting to build good long term parenting as well as short term interventions: memory building and traditions
- hoping to become better parent than her own were
- Hoping for concentrated time to think exclusively about parenting
- purpose of doing the course is to gain something for self and parenting from it

- would like to increase in confidence in parenting
- Advice seeking
- Reassurance seeking

C: Internal world : self analysis

- hard on self. Others view her more highly than she does
- Worries, prays, analyses
- Self analysis of past and present struggles
- self reflection leads to decision making and understanding
- certain amount of 'winging it' also comes in 'hope for the best' or 'leave it to God'. Can do one's best at improving but then faith, the child and luck play a part too
- Worry about not doing the right thing
- self analysing of motives and feelings
- feeling positive about parenting may have led to feeling good about doing the course
- could have been dreading it if feeling less confident
- analyses own childhood
- contradiction about own childhood
- acknowledgement of difficulties experienced in spite of learning lessons
- use of own experience of being parented to inform own parenting
- resignation and acceptance of the past. Have to receive what is given
- painful memories triggered in the course
- willing to examine the past and receive healing
- acceptance of own parents as being parents like her
- we all make mistakes
- all parents are affected by own experience of being parented
- recognition of patterns
- determination to change things and improve on own past
- not motivated by past hurts to do parenting course
- scope of course goes beyond p-c relationship to all relationships (inc paper store)
- recognition that group space is therapeutic
- room on the course to help herself as well as others

- doing the course makes one stop and think and worry less
- honesty ‘truthful eyes’ rather than running self down or arrogance
- giving thought to others experiences outside her own
- own positive memories serving as a prompt to build those for kids
- acknowledgement of own experience as common to many

D: Protective Factors

- Feeling good about parenting before going in
- Support from spouse or others
- Faith
- Easy temperament of child

E: Course, not a coffee morning

- Don’t want anything too prescriptive
- structure of the sessions facilitated valuable exchange of info that wouldn’t have happened otherwise
- Going off on tangents not viewed as valuable
- Sharing useful but not too long or too much as to crowd out learning
- Balance between learning and sharing. Too much of either means course not useful (Int 4 p 85)
- Guarded sharing in group ‘sharing but within limits’
- social and eating side important but keeping discussion on parenting and moving through material is important
- purpose of group to share and help one another (Int 1 p20, line 242)
- leader skills in keeping focus not just having a coffee morning were valued
- appreciation of ethos in the group of voluntary participation
- preferable to lecture style course (or to therapy)
- don’t like when people go off on a tangent and don’t get work done but still prefer informal setting even if danger is of people going off on tangents

F: Containing Environment

- don’t like when people go off on a tangent and don’t get work done but still prefer informal setting even if danger is of people going off on tangents

- sitting and eating increased intimacy
- staying on for lunch afterwards also increased intimacy
- enjoyed personal touch of eating together: like being in someone's house, brings authenticity and honesty
- enjoyed nice food and coffee
- small size was important
- large group seen as harder to get to know people and be authentic
- value of being taken care of by leader making fresh coffee and nice food
- constraints of other children in tow
- appreciation of childcare enabling learning whilst being able to access them easily if necessary as is common for this life stage
- good for her kids
- can focus on self as a result of kids being happy
- enjoy time away from the kids to learn
- favourable comparison to another course which is delivered like a lecture
- confidentiality important

G: Role of Leader

The leaders role is complex: to provide a warm, welcoming environment to be open about own experiences, to allow others to share, to move conversation on and bring it back to task, to draw out learning points from the discussion and the material and keep enough structure. To allow for interruptions and yet also get through the material. To the extent that she succeeds in all this, the course is perceived as useful. *. NB all components are essential.ie discussion as well as materials. Leader is key component in keeping that balance*

- leader seen as welcoming, warm, non judgemental
- leader style enables being able to relax and be open
- leader seen as authentic, not fake. Enabled trust
- leader didn't make it seem like teacher/student but equitable
- leader viewed as helpful in showing them 'different ways of doing things'
- leader's advice helps solve problems better now
- love/respect expressed for leader
- appreciate leader being single mother

- leader is good model
- int 3: ‘everything she says is to build you up and encourage you’.
- Leaders role is to draw out learning points from general chit chat (to the extent that she manages this, course is viewed as useful)

H: Course content as spring board for discussion

- materials encouraged more self analysis and thought
- formal learning propels you into action
- hard to put theory into practice especially in heat of the moment
- homework and formal learning tasks valued
- handouts helped to think of self in relation to others
- material were always left behind at the centre; seen as impenetrable without discussion (int 2: p 21 L 175)
- not all material viewed as helpful but recognized that it might be to others
- some key learning nuggets from the material, particularly 5 Love Languages and boundaries
- internalizing of advice given
- not much thought given to actual material presented
- leader introduces an idea and practical suggestions are viewed as helpful
- initially sceptical about usefulness of concepts introduced but then surprised by their helpfulness
- value leader places on a concept increases value of the concept
- nugget can help in all relationships
- course seen to teach new things you didn’t think of
- disappointment that second time around the material was the same
- enjoyed Christian session even if not own religion as made her think of own values and traditions
- techniques made a difference to improving relationships
- structure of the sessions facilitated valuable exchange of info that wouldn’t have happened otherwise
- material increased self awareness and brought to mind what parent knows already.

- 5 Love Languages helped move off self into thinking about another's perspective (Int 4 p81). 5 Love Languages is a tool for moving into another's shoes

I: Sharing of experiences

- Honesty, intimacy, vulnerability, healing
- Want the course to be enjoyable
- Others lacked confidence too therefore can share openly
- Process of being comforter as well as being comforted is very healing
- Other peoples stories lead to self examination and increased self awareness
- Group is seen as loving no matter how terrible you are, not judgemental and accepting
- Increase in confidence hearing others worse off 'not that bad'.
- Giving advice reinforces principle for herself
- Talking through things helped material come to life
- Anxiety about who would be in the group: would they be in a similar situation?
- Suspicion of other group members gives way to warmth and empathy and liking
- Empathy and identification with others even if not exactly the same situation
- Needing time with adults
- Group process enjoyed and valued 'time passes so fast) Int 3 p7 line 65
- Reluctance to leave the group
- 'just it was like being amongst friends, almost' Int 3 p7, line65
- recognition that her desire to learn is shared by rest of group
- get new ideas from the group
- confidence comes from others support
- get strength from others to do better, tougher parenting
- advice put into practice and appreciated
- reassuring not to be alone with issues - normalising
- camaraderie around husbands refusing to do the course
- giving thought to others experiences outside her own
- other parents giving examples different to her own, different perspectives
- Not feeling picked on or on the spot
- social and eating side important but keeping discussion on parenting and moving through material is important

- Advice seeking/support reassurance from others
- Learning through negative and positive modelling of others
- Others' negative behaviour reinforces own values
- purpose of group to share and help one another (Int 1 p20, line 242)
- putting aside ones own needs in the course for others
- reluctance to challenge someone else's behaviour on the course
- people in the group are 'helpful' p27 Int 1 L330
- going to a psychologist viewed as less favourable than using group therapeutically
- support, solidarity to group members even if tiresome: 'we didn't abandon her'
- group helps each other see things and go through things
- glad to be part of that process
- room for help for self as well as others
- good having people 'to bounce off'
- making friends valued

J: Value given to single parent status within wider church

- timing of course is important. Evening one is impossible as no childcare
- 'brilliant' to have day time course for single parents
- large group seen as enabling 'fake' behaviour: 'putting a face on and be a happy kind of person' (Int 1)
- husbands would never come
- big course is for 'nice typical family and a nice house and you know, everything's perfect'. (Int 2)
- curiosity to be part of bigger group with more 'famous' leaders, be more mainstream, not farmed out to own community.
- Small course perceived for more broken families (Int 2, p36).
- If church provided volunteers to do babysitting, they could attend big course
- Big course perceived as being judgemental on being single

K: Post course changes

1. Increase in confidence:

- post course can be more confident that doing a good job without being self deprecating Move from 6/10 to 8/10 in confidence
- move from 2/10 to 10/10 in confidence
- increase in confidence due to insight and appropriate expectation of child from 5/10 to 7/10
- self congratulation ‘still standing’
- surviving is to be congratulated
- appreciation of what you have now
- can now see what ‘s going well
- appreciation of what you have now
- course reinforces what she wants for own family
- permission given to be pleased with parenting
- balanced view of the child: positives and challenges
- kinder to self
- pre course can see was doing ‘pretty good job’
- increase in confidence in other relationships too (int 2 and 3)

2. Move from unconscious to conscious parenting

- listening to others reminds/exposes own ideas and values both from positive and negative examples from others
- internalizing of both leader and others comments/advice/tips/examples e.g. modelling, time out or realistic expectations
- course highlighted own preferred love language and difference with child’s.
- increase in awareness, understanding and analysis of own and child’s behaviour and motivation
- move away from 100% attribution of behaviour to child
- increase in understanding self through discussion
- Parenting material triggered more self analysis and thought
- Reframing of struggles after the course
- material and conversation encourages self reflection
- self analysis and processing goes on after course has ended
- what was previously unconscious is now conscious: ‘ the main thing is I need to step back a bit and watch what I’m doing’. (Int 3, p26. L215)

- int 2: line 211: One main thing is to be more aware of what I'm doing because I am not aware of what I'm doing. I don't. I just ..because I'm so used to her being there , everywhere all the time ..I you know, just get on with it'
- not expecting child to notice a change
- Doing course is not about finding out 'right' way of doing things but just becoming aware of what one is doing: Int 4 p230: 'if you're trying to sell it, that should be one of the key selling points: it's just a discussion getting you thinking about how well you know you parent and what works best and umm yeah I think it's more really that umm I think I came out a bit feeling that I learned some bits and I'd taken some bits away but more importantly it got me thinking about how I actually parent and that was more useful for me actually'
- clearer parenting goals
- helped refocus on parenting actions
- helped self evaluate

3. positive view of the course

- very positive about course, no negatives
- would recommend it to a friend
- did it twice
- would like it to be ongoing, but fresh material
- tips and advice stayed with her after the course
- limitation of course success as husband undermines efforts
- husband would never come
- perceived improvement in parenting
- new ideas generated
- course will 'make life easier'
- course made her reflect on living situation for her child and make necessary changes
- course was fun
- homework appreciated

Appendix A20

Level 3: Further refining of codes into themes

A: Self improvement and learning

- Happy to do course as fits in with belief in self improvement
- Course viewed as potentially helpful
- Doing course is not about finding out 'right' way of doing things but just becoming aware of what one is doing: Int 4 p230: 'if you're trying to sell it, that should be one of the key selling points: it's just a discussion getting you thinking about how well you know you parent and what works best and umm yeah I think it's more really that umm I think I came out a bit feeling that I learned some bits and I'd taken some bits away but more importantly it got me thinking about how I actually parent and that was more useful for me actually'
- High value given to learning even if not getting it right
- Low value given to whether child notices any changes. Value of changes is internal
- Carving out time to reflect and improve oneself is very valuable
- Course viewed as adding tools to tool kit
- Always discusses with spouse and nursery staff and watches learning programmes like Super nanny (int 4)
- Reframe of negative experiences in life as opportunities for learning
- Self motivated to change things
- Parenting material triggered more self analysis and thought
- Even coming away with one learning point is worth doing whole course
- Other peoples openness encouraged own learning
- Curious
- Change of heart listening to others. Willing to make changes
- Work hard at parenting
- Worries, prays, analyses
- Self analysis of past and present struggles
- Reframing of struggles after the course
- Responsibility for change rests with the parent, not child

- self reflection leads to decision making and understanding
- looking to improve in all relationships
- working on parenting since pregnant
- certain amount of ‘winging it’ also comes in ‘hope for the best’ or ‘leave it to God’. Can do one’s best at improving but then faith, the child and luck play a part too

B: intentionality behind doing the course:

- Already going to church so part of church activities
- Part of routine to attend events put on for single parents
- All support welcomed as is single parent
- No concerns going into it
- Not told people she’s doing it
- Not concerned what others may think
- Had positive expectation of it through hearing others talk of it and advertising
- Purpose for going was for help with child’s behaviour
- Clear reason for going on the course
- Did course twice
- Cautious to begin with , then looking forward to trying it
- Religious material not off putting
- Nothing unhelpful about it
- Not concerned about joining a group as group activities fit with usual behaviour/character
- Wants to give child more than they received
- Looking for good ideas and better ways to parent
- Wanting to build good LT parenting as well as short term interventions: memory building and traditions

C: Purpose and Value of the Course: Not therapy or a lecture and not Coffee morning

- Don’t want anything too prescriptive
- structure of the sessions facilitated valuable exchange of info that wouldn’t have happened otherwise
- Hoping for concentrated time to think exclusively about parenting

- purpose of doing the course is to gain something for self and parenting from it
- would like to increase in confidence in parenting
- Going off on tangents not viewed as valuable
- Sharing useful but not too long or too much as to crowd out learning
- Balance between learning and sharing. Too much of either means course not useful (Int 4 p 85)
- Guarded sharing in group 'sharing but within limits'
- hoping to become better parent than her own were
- questioning mechanism of the relationship based on material input
- social and eating side important but keeping discussion on parenting and moving through material is important
- purpose of group to share and help one another (Int 1 p20, line 242)
- leader skills in keeping focus not just having a coffee morning were valued
- appreciation of ethos in the group of voluntary participation
- preferable to lecture style course (or to therapy)
- don't like when people go off on a tangent and don't get work done but still prefer informal setting even if danger is of people going off on tangents

D: Social value: learning and fellowship

- Honesty, intimacy, vulnerability, healing
- Want the course to be enjoyable
- Others lacked confidence too therefore can share openly
- Process of being comforter as well as being comforted is very healing
- Other peoples stories lead to self examination and increased self awareness
- Group is seen as loving no matter how terrible you are, not judgemental and accepting
- Increase in confidence hearing others worse off 'not that bad'.
- Giving advice reinforces principle for herself
- Talking through things helped material come to life
- Anxiety about who would be in the group: would they be in a similar situation?
- Suspicion of other group members gives way to warmth and empathy and liking
- Empathy and identification with others even if not exactly the same situation
- Needing time with adults

- Group process enjoyed and valued ‘time passes so fast) Int 3 p7 line 65
- Reluctance to leave the group
- ‘just it was like being amongst friends, almost’ Int 3 p7, line65
- recognition that her desire to learn is shared by rest of group
- get new ideas from the group
- confidence comes from others support
- get strength from others to do better, tougher parenting
- advice put into practice and appreciated
- reassuring not to be alone with issues - normalising
- camaraderie around husbands refusing to do the course
- giving thought to others experiences outside her own
- other parents giving examples different to her own, different perspectives
- Not feeling picked on or on the spot
- social and eating side important but keeping discussion on parenting and moving through material is important
- Sharing useful but not too long or too much as to crowd out learning
- Advice seeking/support reassurance from others
- Learning through negative and positive modelling of others
- Others’ negative behaviour reinforces own values
- purpose of group to share and help one another (Int 1 p20, line 242)
- putting aside ones own needs in the course for others
- reluctance to challenge someone else’s behaviour on the course
- people in the group are ‘helpful’ p27 Int 1 L330
- going to a psychol viewed as less favourable that using group therapeutically
- support, solidarity to group members even if tiresome: ‘we didn’t abandon her’
- group helps each other see things and go through things
- glad to be part of that process
- room for help for self as well as others
- good having people ‘to bounce off’
- making friends valued

E: Pre-existing ideas/values on parenting

- course reinforces what she wants for own family

- listening to others reminds/exposes own ideas and values both from positive and negative examples from others
- clear ideas about what is right/wrong for children
- winging it: no clear parenting skills
- unconscious parenting, just getting on with it
- acknowledge need for guidance: 'I'm all over the place!" (int 2)
- acknowledge own contradictory parenting (p5: line 47 Int2)
- 100% of child's good behaviour to the child's nature 'magically become like this' (p7 Int 2)
- Good child – bad parent
- Low confidence in parenting

F: Value given to single parent status within wider church

- timing of course is important. Evening one is impossible as no childcare
- 'brilliant' to have day time course for single parents
- large group seen as enabling 'fake' behaviour: 'putting a face on and be a happy kind of person' (Int 1)
- husbands would never come
- big course is for 'nice typical family and a nice house and you know, everything's perfect'. (Int 2)
- curiosity to be part of bigger group with more 'famous' leaders, be more mainstream, not farmed out to own community.
- Small course perceived for more broken families (Int 2, p36).
- If church provided volunteers to do babysitting, they could attend big course
- Big course perceived as being judgemental on being single

G: Internal world : self analysis

- hard on self. Others view her more highly than she does
- course highlighted own preferred love language and difference with child's.
- moved from unconc to conc parenting
- increase in awareness, understanding and analysis of own and child's behaviour and motivation
- move away from 100% attribution of behaviour to child

- increase in understanding self through discussion
- Worry about not doing the right thing
- self analysing of motives and feelings
- feeling positive about parenting may have led to feeling good about doing the course
- could have been dreading it if feeling less confident
- analyses own childhood
- contradiction about own childhood
- acknowledgement of difficulties experienced in spite of learning lessons
- use of own experience of being parented to inform own parenting
- resignation and acceptance of the past. Have to receive what is given
- painful memories triggered in the course
- willing to examine the past and receive healing
- acceptance of own parents as being parents like her
- we all make mistakes
- all parents are affected by own experience of being parented
- recognition of patterns
- determination to change things and improve on own past
- not motivated by past hurts to do parenting course
- material and conversation encourages self reflection
- self analysis and processing goes on after course has ended
- scope of course goes beyond p-c relationship to all relationships (inc paper store)
- recognition that group space is therapeutic
- room on the course to help herself as well as others
- doing the course makes one stop and think and worry less
- honesty ‘truthful eyes’ rather than running self down or arrogance
- giving thought to others experiences outside her own
- own positive memories serving as a prompt to build those for kids
- acknowledgement of own experience as common to many
- judgement of other parents in public seen as unhelpful compared with compassion showed in the group

H: Role of a containing environment in enabling intimacy

- don't like when people go off on a tangent and don't get work done but still prefer informal setting even if danger is of people going off on tangents
- sitting and eating increased intimacy
- enjoyed personal touch of eating together: like being in someone's house, brings authenticity and honesty
- small size was important
- large group seen as harder to get to know people and be authentic
- value of being taken care of by leader making fresh coffee and nice food
- constraints of other children in tow
- appreciation of childcare enabling learning whilst being able to access them easily if necessary as is common for this life stage
- good for her kids
- can focus on self as a result of kids being happy
- enjoy time away from the kids to learn
- favourable comparison to another course which is delivered like a lecture

Sub theme to H: Specific role of leader within the set up

- leader seen as welcoming, warm, non judgemental
- leader style enables being able to relax and be open
- leader seen as authentic, not fake. Enabled trust
- leader didn't make it seem like teacher/student but equitable
- leader viewed as helpful in showing them 'different ways of doing things'
- leader's advice helps solve problems better now
- love/respect expressed for leader
- appreciate leader being single mother
- leader is good model
- can identify more with her than with big church leaders as she is single too
- leader much liked and appreciated
- small acts of kindness from the leaders had a big impact
- int 2: 'everything she says is to build you up and encourage you'.
- Leaders role is to draw out learning points from general chit chat (to the extent that she manages this, course is viewed as useful)

I: Usefulness of course materials

- materials encouraged more self analysis and thought
- formal learning propels you into action
- hard to put theory into practice especially in heat of the moment
- homework and formal learning tasks valued
- handouts helped to think of self in relation to others
- material were always left behind at the centre; seen as impenetrable without discussion (int 2: p 21 L 175)
- not all material viewed as helpful but recognized that it might be to others
- some key learning nuggets from the material, particularly 5 Love Languages and boundaries
- internalizing of advice given
- not much thought given to actual material presented
- leader introduces an idea and practical suggestions are viewed as helpful
- initially sceptical about usefulness of concepts introduced but then surprised by their helpfulness
- value leader places on a concept increases value of the concept
- nugget can help in all relationships
- course seen to teach new things you didn't think of
- disappointment that second time around the material was the same
- enjoyed Christian session even if not own religion as made her think of own values and traditions
- techniques made a difference to improving relationships
- structure of the sessions facilitated valuable exchange of info that wouldn't have happened otherwise
- material increased self awareness and brought to mind what parent knows already.
- 5 LL helped move off self into thinking about another's perspective (Int 4 p81). 5 Love Languages is a tool for moving into another's shoes

K: Post course changes

- appreciation of what you have now
- reframe of struggles after the course

- what was previously unconc is now conc: ‘ the main thing is I need to step back a bit and watch hat I’m doing’. (Int 3, p26. L215)
- permission given to be pleased with parenting
- balanced view of the child: positives and challenges
- post course can be more confident that doing a good job without being self deprecating Move from 6/10 to 8/10 in confidence
- move from 2/10 to 10/10 in confidence
- kinder to self
- not expecting child to notice a change
- helped refocus on parenting actions
- helped self evaluate
- very positive about course, no negatives
- would recommend it to a friend
- did it twice
- would like it to be ongoing, but fresh material
- tips and advice stayed with her after the course
- limitation of course success as husband undermines efforts
- husband would never come
- perceived improvement in parenting
- new ideas generated
- increase in intimacy and closeness
- new resolve to follow through
- internalizing of both leader and others comments/advice/tips/examples e.g. modelling, time out or realistic expectations
- course will ‘make life easier’
- recognition of source of child’s stress now
- appreciation of other supports e.g. nursery
- increase in confidence due to insight and appropriate expectation of child from 5/10 to 7/10
- course changed own behaviour towards child
- increase of awareness and understanding of the child during the course
- clearer parenting goals
- increase in concern for child

- course made her reflect on living situation for her child and make necessary changes
- course was fun
- homework appreciated
- increase in attempt to understand and analyse her child
- increase in understanding what motivates her child
- pleasure in understanding child better
- child may notice decrease in shouting
- can see visible changes in child beh as a result of changes made in parenting
- increased attention to child's needs
- Doing course is not about finding out 'right' way of doing things but just becoming aware of what one is doing: Int 4 p230: 'if you're trying to sell it, that should be one of the key selling points: it's just a discussion getting you thinking about how well you know you parent and what works best and umm yeah I think it's more really that umm I think I came out a bit feeling that I learned some bits and I'd taken some bits away but more importantly it got me thinking about how I actually parent and that was more useful for me actually'

sub theme of K: Positive view of the child and parenting

- pre course can see was doing 'pretty good job'
- positive comments about child
- acknowledge positive aspects of parenting
- acknowledge that being a parent predisposes you to value the child
- self congratulation 'still standing'
- surviving is to be congratulated
- appreciation of what you have now
- can now see what 's going well
- positive reframe of child's bad behaviour
- positive objective changes in child
- change in empathy toward child
- change of perspective 'start to see them as kids'
- positive adjustment of expectations

L: Improved child – parent relationship

- can see visible changes in child behaviour as a result of changes made in parenting
- increase in intimacy and closeness
- child may notice decrease in shouting
- increased attention to child's needs
- positive comments about child
- acknowledge positive aspects of parenting
- acknowledge that being a parent predisposes you to value the child
- positive reframe of child's bad behaviour
- positive objective changes in child
- new resolve to follow through
- recognition of source of child's stress now
- course changed own behaviour towards child

M: Increase in empathy and understanding of child

- increase in concern for child
- increase in attempt to understand and analyse her child
- increase in understanding what motivates her child
- pleasure in understanding child better
- change in empathy toward child
- change of perspective 'start to see them as kids'
- positive adjustment of expectations

Further refining of codes into themes (Phase 4 and 5)

(Pre course themes)

Self improvement and learning

- Happy to do course as fits in with belief in self improvement
- Course viewed as potentially helpful
- Doing course is not about finding out 'right' way of doing things but just becoming aware of what one is doing: Int 4 p230: 'if you're trying to sell it, that should be one of the key selling points: it's just a discussion getting you thinking about how well you know you parent and what works best and umm yeah I think it's more really that umm I think I came out a bit feeling that I learned some bits and I'd taken some bits away but more importantly it got me thinking about how I actually parent and that was more useful for me actually'
- High value given to learning even if not getting it right
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- Course viewed as adding tools to tool kit
- Always discusses with spouse and nursery staff and watches learning programmes like Supernanny (int 4)
- Reframe of negative experiences in life as opportunities for learning
- Self motivated to change things
- Parenting material triggered more self analysis and thought
- Even coming away with one learning point is worth doing whole course
- Other peoples openness encouraged own learning
- Curious
- Change of heart listening to others. Willing to make changes
- Work hard at parenting
- Worries, prays, analyses
- Self analysis of past and present struggles

- Reframing of struggles after the course
- Responsibility for change rests with the parent, not child
- self reflection leads to decision making and understanding
- looking to improve in all relationships
- working on parenting since pregnant
- certain amount of 'winging it' also comes in 'hope for the best' or 'leave it to God'. Can do one's best at improving but then faith, the child and luck play a part too

sub theme: Intentionality behind doing the course:

- Already going to church so part of church activities
- Part of routine to attend events put on for single parents
- All support welcomed as is single parent
- No concerns going into it
- Not told people she's doing it
- Not concerned what others may think
- Had positive expectation of it through hearing others talk of it and advertising
- Purpose for going was for help with child's behaviour
- Clear reason for going on the course
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- Not concerned about joining a group as group activities fit with usual behaviour/character
- Wants to give child more than they received
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- Wanting to build good LT parenting as well as short term interventions: memory building and traditions

Sub theme: Pre-existing ideas/values on parenting

- course reinforces what she wants for own family
- listening to others reminds/exposes own ideas and values both from positive and negative examples from others
- clear ideas about what is right/wrong for children
- winging it: no clear parenting skills
- unconscious parenting, just getting on with it
- acknowledge need for guidance: 'I'm all over the place!" (int 3)
- acknowledge own contradictory parenting (p5: line 47 Int3)
- 100% of child's good behaviour to the child's nature 'magically become like this' (p7 Int 3)
- Good child – bad parent
- Low confidence in parenting

(Course process themes)

Social value: learning and fellowship

- Honesty, intimacy, vulnerability, healing
- Want the course to be enjoyable
- Others lacked confidence too therefore can share openly
- Process of being comforter as well as being comforted is very healing
- Other peoples stories lead to self examination and increased self awareness
- Group is seen as loving no matter how terrible you are, not judgemental and accepting
- Increase in confidence hearing others worse off 'not that bad'.
- Giving advice reinforces principle for herself
- Talking through things helped material come to life
- Anxiety about who would be in the group: would they be in a similar situation?
- Suspicion of other group members gives way to warmth and empathy and liking

- Empathy and identification with others even if not exactly the same situation
- Needing time with adults
- Group process enjoyed and valued ‘time passes so fast) Int 2 p7 line 65
- Reluctance to leave the group
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- get new ideas from the group
- confidence comes from others support
- get strength from others to do better, tougher parenting
- advice put into practice and appreciated
- reassuring not to be alone with issues - normalising
- camaraderie around husbands refusing to do the course
- giving thought to others experiences outside her own
- other parents giving examples different to her own, different perspectives
- Not feeling picked on or on the spot
- social and eating side important but keeping discussion on parenting and moving through material is important
- Sharing useful but not too long or too much as to crowd out learning
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- group helps each other see things and go through things
- glad to be part of that process
- room for help for self as well as others

- good having people ‘to bounce off’
- making friends valued

Purpose and Value of the Course: Not therapy or a lecture and not Coffee morning

- Don’t want anything too prescriptive
- structure of the sessions facilitated valuable exchange of info that wouldn’t have happened otherwise
- Hoping for concentrated time to think exclusively about parenting
- purpose of doing the course is to gain something for self and parenting from it
- would like to increase in confidence in parenting
- Going off on tangents not viewed as valuable
- Sharing useful but not too long or too much as to crowd out learning
- Balance between learning and sharing. Too much of either means course not useful (Int 4 p 85)
- Guarded sharing in group ‘sharing but within limits’
- hoping to become better parent than her own were
- questioning mechanism of the relationship based on material input
- social and eating side important but keeping discussion on parenting and moving through material is important
- purpose of group to share and help one another (Int 1 p20, line 242)
- leader skills in keeping focus not just having a coffee morning were valued
- appreciation of ethos in the group of voluntary participation
- preferable to lecture style course (or to therapy)
- don’t like when people go off on a tangent and don’t get work done but still prefer informal setting even if danger is of people going off on tangents

Internal world: self analysis

- hard on self. Others view her more highly than she does
- course highlighted own preferred love language and difference with child’s.

- moved from unconscious to conscious parenting
- increase in awareness, understanding and analysis of own and child's behaviour and motivation
- move away from 100% attribution of behaviour to child
- increase in understanding self through discussion
- Worry about not doing the right thing
- self analysing of motives and feelings
- feeling positive about parenting may have led to feeling good about doing the course
- could have been dreading it if feeling less confident
- analyses own childhood
- contradiction about own childhood
- acknowledgement of difficulties experienced in spite of learning lessons
- use of own experience of being parented to inform own parenting
- resignation and acceptance of the past. Have to receive what is given
- painful memories triggered in the course
- willing to examine the past and receive healing
- acceptance of own parents as being parents like her
- we all make mistakes
- all parents are affected by own experience of being parented
- recognition of patterns
- determination to change things and improve on own past
- not motivated by past hurts to do parenting course
- material and conversation encourages self reflection
- self analysis and processing goes on after course has ended
- scope of course goes beyond parent child relationship to all relationships
- recognition that group space is therapeutic
- room on the course to help herself as well as others
- doing the course makes one stop and think and worry less
- honesty 'truthful eyes' rather than running self down or arrogance
- giving thought to others experiences outside her own
- own positive memories serving as a prompt to build those for kids

- acknowledgement of own experience as common to many
- judgement of other parents in public seen as unhelpful compared with compassion showed in the group

Role of a containing environment in enabling intimacy

- don't like when people go off on a tangent and don't get work done but still prefer informal setting even if danger is of people going off on tangents
- sitting and eating increased intimacy
- enjoyed personal touch of eating together: like being in someone's house, brings authenticity and honesty
- small size was important
- large group seen as harder to get to know people and be authentic
- value of being taken care of by leader making fresh coffee and nice food
- constraints of other children in tow
- appreciation of childcare enabling learning whilst being able to access them easily if necessary as is common for this life stage
- good for her kids
- can focus on self as a result of kids being happy
- enjoy time away from the kids to learn
- favourable comparison to another course which is delivered like a lecture

Sub theme: Specific role of leader within the set up

- leader seen as welcoming, warm, non judgemental
- leader style enables being able to relax and be open
- leader seen as authentic, not fake. Enabled trust
- leader didn't make it seem like teacher/student but equitable
- leader viewed as helpful in showing them 'different ways of doing things'
- leader's advice helps solve problems better now
- love/respect expressed for leader
- appreciate leader being single mother

- leader is good model
- can identify more with her than with big church leaders as she is single too
- leader much liked and appreciated
- small acts of kindness from the leaders had a big impact
- int 3: ‘everything she says is to build you up and encourage you’.
- Leaders role is to draw out learning points from general chit chat (to the extent that she manages this, course is viewed as useful)

Usefulness of course materials

- materials encouraged more self analysis and thought
- formal learning propels you into action
- hard to put theory into practice especially in heat of the moment
- homework and formal learning tasks valued
- handouts helped to think of self in relation to others
- material were always left behind at the centre; seen as impenetrable without discussion (int 3: p 21 L 175)
- not all material viewed as helpful but recognized that it might be to others
- some key learning nuggets from the material, particularly 5 Love Languages and boundaries
- internalising of advice given
- not much thought given to actual material presented
- leader introduces an idea and practical suggestions are viewed as helpful
- initially skeptical about usefulness of concepts introduced but then surprised by their helpfulness
- value leader places on a concept increases value of the concept
- nugget can help in all relationships
- course seen to teach new things you didn’t think of
- disappointment that second time around the material was the same
- enjoyed Christian session even if not own religion as made her think of own values and traditions
- techniques made a difference to improving relationships

- structure of the sessions facilitated valuable exchange of info that wouldn't have happened otherwise
- material increased self awareness and brought to mind what parent knows already.
- 5 LL helped move off self into thinking about another's perspective (Int 4 p81). 5 Love Languages is a tool for moving into another's shoes

(Post course changes):

Move from unconscious to conscious parenting

- listening to others reminds/exposes own ideas and values both from positive and negative examples from others
- internalising of both leader and others comments/advice/tips/examples e.g. modeling, time out or realistic expectations
- course highlighted own preferred love language and difference with child's.
- increase in awareness, understanding and analysis of own and child's behaviour and motivation
- move away from 100% attribution of behaviour to child
- increase in understanding self through discussion
- Parenting material triggered more self analysis and thought
- Reframing of struggles after the course
- material and conversation encourages self reflection
- self analysis and processing goes on after course has ended
- what was previously unconscious is now conscious*: ' the main thing is I need to step back a bit and watch what I'm doing'. (Int 2, p26. L215)*
- int 3: line 211: *One main thing is to be more aware of what I'm doing because I am not aware of what I'm doing. I don't. I just ..because I'm so used to her being there , everywhere all the time ..i you know, just get on with it'*
- not expecting child to notice a change
- Doing course is not about finding out 'right' way of doing things but just becoming aware of what one is doing: Int 4 p230*: 'if you're trying to sell it,*

that should be one of the key selling points: it's just a discussion getting you thinking about how well you know you parent and what works best and umm yeah I think it's more really that umm I think I came out a bit feeling that I learned some bits and I'd taken some bits away but more importantly it got me thinking about how I actually parent and that was more useful for me actually'

- clearer parenting goals
- helped refocus on parenting actions
- helped self evaluate

More positive outlook

a) More positive view of the child

- balanced view of the child: positives and challenges
- increase in concern for child
- increase in attempt to understand and analyse her child
- increase in understanding what motivates her child
- pleasure in understanding child better
- child may notice decrease in shouting
- positive reframe of child's bad behaviour
- positive objective changes in child
- positive adjustment of expectations
- can see visible changes in child behaviour as a result of changes made in parenting
- increase in intimacy and closeness
- child may notice decrease in shouting
- increased attention to child's needs
- positive comments about child
- acknowledge positive aspects of parenting
- acknowledge that being a parent predisposes you to value the child
- change in empathy toward child
- change of perspective 'start to see them as kids'

- positive adjustment of expectation

b) more positive view of parenting

- appreciation of what you have now
- can see visible changes in child behaviour as a result of changes made in parenting
- reframe of struggles after the course
- acknowledge positive aspects of parenting
- what was previously unconscious is now conscious: ‘ the main thing is I need to step back a bit and watch what I’m doing’. (Int 2, p26. L215)
- permission given to be pleased with parenting
- post course can be more confident that doing a good job without being self deprecating Move from 6/10 to 8/10 in confidence
- move from 2/10 to 10/10 in confidence
- kinder to self
- not expecting child to notice a change
- helped refocus on parenting actions
- helped self evaluate
- increase in intimacy and closeness
- new resolve to follow through
- can see visible changes in child behaviour as a result of changes made in parenting
- increased attention to child’s needs
- Doing course is not about finding out ‘right’ way of doing things but just becoming aware of what one is doing: Int 4 p230: ‘if you’re trying to sell it, that should be one of the key selling points: it’s just a discussion getting you thinking about how well you know you parent and what works best and umm yeah I think it’s more really that umm I think I came out a bit feeling that I learned some bits and I’d taken some bits away but more importantly it got me thinking about how I actually parent and that was more useful for me actually’
- acknowledge positive aspects of parenting

- acknowledge that being a parent predisposes you to value the child
- pre course can see was doing ‘pretty good job’
- self congratulation ‘still standing’
- surviving is to be congratulated
- appreciation of what you have now
- can now see what ‘s going well
- new resolve to follow through
- recognition of source of child’s stress now
- course changed own behaviour towards child
- change in empathy toward child
- change of perspective ‘start to see them as kids’
- positive adjustment of expectation

c) more positive view of the course

- very positive about course, no negatives
- would recommend it to a friend
- did it twice
- would like it to be ongoing, but fresh material
- tips and advice stayed with her after the course
- limitation of course success as husband undermines efforts
- husband would never come
- course will ‘make life easier’
- perceived improvement in parenting
- new ideas generated
- internalising of both leader and others comments/advice/tips/examples e.g. modeling, time out or realistic expectations
- appreciation of other supports e.g nursery
- increase in confidence due to insight and appropriate expectation of child from 5/10 to 7/10
- course changed own behaviour towards child

- increase of awareness and understanding of the child during the course
- clearer parenting goals
- course made her reflect on living situation for her child and make necessary changes
- course was fun
- homework appreciated

Value given to single parent status within wider church

- timing of course is important. Evening one is impossible as no childcare
- 'brilliant' to have day time course for single parents
- large group seen as enabling 'fake' behaviour: 'putting a face on and be a happy kind of person' (Int 1)
- husbands would never come
- big course is for 'nice typical family and a nice house and you know, everything's perfect'. (Int 3)
- curiosity to be part of bigger group with more 'famous' leaders, be more mainstream, not farmed out to own community.
- Small course perceived for more broken families (Int 3, p36).
- If church provided volunteers to do babysitting, they could attend big course
- Big course perceived as being judgemental on being single

Appendix A21

Unexpected outcomes from this research: Forging a new way forward

Whilst carrying out this research, I was asked to run small, inner city version of The Parenting Children Course for a well-known secular charity at one of their centres working with inner city families. No previous work had been successful in engaging parents there around parenting. I ran the groups twice a term with a Child Psychotherapy trainee from the charity, with between four-six parents attending each group and have used the model described in Chapter 4: providing a warm, welcoming environment, food and coffee and adopting an informal, engaged stance as a leader and participant. The material was further honed and refined by myself and Marika, the colleague I first co-led the groups with although the core features of the curriculum were retained. Improvements included adding images and colour to handouts, simplifying language and adding a section on 'Parenting with Help' to address the unique challenges of parenting with social service involvement as many of these parents do. The anecdotal feedback has been that parents have really enjoyed the course and found it helpful in increasing their confidence and enjoyment of their children and notably of taking better care of themselves. The children's key workers at the centre noticed marked improvements in both the children's behaviour and in parent-child relationships. Follow ups with the groups at six weeks revealed parents continue to feel empowered and making significant changes in their parenting with largely positive effects on their confidence and enjoyment of family life.

In fact, since then, my colleague Marika has run this version of the course in two inner city settings and we have gone on to train an experienced church group leader and a secular charity worker to run the group together in an inner city community centre where the two organisations act in partnership. This was a pilot of sorts to see if the material could be transferred to other leaders who were not initially as familiar with it as we were. If others could be trained in the content and delivery of the programme, then the reach of this programme could be considerable. Marika sat in as a silent helper to assess fidelity to the model. Whilst we have not formally evaluated these groups, the anecdotal reports are excellent and the leaders have now run two

well-attended groups with very positive results. There is now great interest in our wider church network among inner city churches as well certain charities that know the church well in being trained to run these groups. I am currently in discussions with the originators of The Parenting Children Course about separating out this version of the course (Caring for Kids) from the church as its own charitable entity run by myself and Marika to train community leaders in inner city settings to run it for their communities. Evaluation of these future groups will be essential in order to provide good evidence based practice and reporting and dissemination of the findings will add to the growing field of providing evidence for the effectiveness of parenting interventions with inner city communities.