Form A: Description and Rationale for the END-OF-SESSION Questionnaire

UW-Extension’s Co-Parenting Class

Using this questionnaire exactly as is allows us to combine your data with other counties and produce a statewide impact report. Feel free to add questions if necessary to meet a local need.

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1. Socio-demographic info on the participant (items 2-10). The language (“spouse or partner”) is intended to be inclusive. Item 6 suggests the three categories of participants we anticipate. Some research has found greater positive impact of co-parenting classes if they are received sooner after the initial court filing for divorce, so we include item 9 to test for this.

2. Self-report of level of conflict (item 11). Behavioral descriptions of each level are provided (not just low-medium-high). This item has 3 uses: (a) helps describe the participants, (b) we may be more effective with those at specific levels of conflict (probably mid-levels), and (c) we can ask this same question on our follow-up questionnaire, to gauge reduction in conflict (although at present we have no way to match questionnaires from the same respondent).

3. Behavioral Intentions. Item 12 asks each participant to write one thing they plan to do differently, as a result of the workshop. Because it is in their own words, these become highly convincing testimonials. We ask this question prior to their seeing the next set of questions to reduce their tendency to repeat the ideas we list in items 13-21.

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4. Self-report of co-parenting skills learned. Items 13-21 ask participants to report whether they believe they will act different because of the workshop, in ways that reflect 5 of our learning objectives. The behavioral items and learning objectives are as follows:

Items Learning Objectives

14, 20 Learn to encapsulate conflict.

 16, 18 Learn to avoid putting children in the middle of adult relationships

 15 Learn a more business-like, emotionally neutral style of communication

 w/ the other parent.

 13, 19 Learn to support the ex-partner’s parental role.

 17, 21 Learn the value of a written, agreed-upon Parenting Plan.

(Note, items 14 and 18 are reversed, so those who learned the skill will “disagree.” Some of these items could measure more than one objective.

5. Usefulness of the class. Item #28 asks respondents to rate the usefulness of our class. But the other items (22-27) are needed in order to create a gauge for comparison, to give meaning to their rating of the class. For example, if 50% of participants say our workshop was “very useful,” is that a high percentage, or not so high? If we see what they say about other sources, we can answer that question. We may be able to say that 50% was a higher percentage than reported for any other information source available to these parents.

6. Ratings of the overall value of the workshops. Plus opportunity for final, unexpected comments. (Items 29-31)