



The 7 habits of Successful Families

Pilot Programme

Evaluation Report

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Background

A recent qualitative study carried out by Public Health, NHS Fife, investigated the support needs of parents of children with mental health problems (Simpson, 2007). The results of this study led to several recommendations including that: parents should be given practical skills to feel more able to manage their child's behaviour; they need help to believe in their own ability to care for their child; and they need help to improve their own emotional wellbeing. This is in line with sociological research which describes parents of young people with mental health problems as de-skilled by the condition and in need of empowerment to fulfil their care-giving role (Harden, 2005). These results pointed to the need for training for these parents or carers, which encouraged them to believe in their own ability to create a successful family environment which can benefit their child and themselves.

In NHS Fife, a workshop based on the best selling business book "The Seven Habits of Highly Effective People[®]" (Covey, 1989) is available for staff. One of the benefits that the participants reported was that it not only benefited their working life, but was beneficial in their role as a parent. As the programme is available in a format for parents, we decided to make this workshop available to parents of children who have problems with their mental health, as well as to other parents who may find it beneficial.



The 7 Habits Programme

The course was delivered over 7 sessions of 2.5 hours, consisting of one evening session per week, by two facilitators. One was an accredited “7 Habits[®]” facilitator. The second facilitator was a health psychologist working in the Child and Adolescent Mental Health Service and had undertaken the 3-day staff workshop. The programme was held at the Playfield Institute, Stratheden Hospital in the North East of Fife. It was funded jointly by Playfield Institute and the Glenrothes and North East Fife Community Health Partnership.

Each of the 7 habits was covered during the course (see Box 1). A workbook accompanied the course and there was a facilitator pack, produced by Franklin Covey Co., giving detailed instructions for running the programme (based on the book, *The 7 Habits of Highly Effective Families[®]* (Covey, 2004)).

Box 1: The 7 Habits of Successful Families

The ‘7 Habits’

Habit 1 – Be Proactive - Take control in your family life

Habit 2 – Begin with the end in mind - Be clear about your roles and goals in life

Habit 3 – Put first things first - Prioritise your family activities

Habit 4 – Think win-win - Develop family relationships

Habit 5 – Seek first to understand, then be understood - Learn better communication

Habit 6 – Synergise - Find the best solutions

Habit 7 – Sharpen the saw - Look after your health and your family’s health

Recruitment

A flyer detailing the course was sent to local staff in the Glenrothes & North East Fife and Kirkcaldy & Levenmouth Community Health



Partnership areas. These staff included GPs, school nurses, health visitors, integrated community schools' workers, child and adolescent mental health service staff, educational psychologists and child psychologists. Staff members were encouraged to identify parents whom they thought would benefit from the programme. The flyer was also sent out to parent support groups for Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder.

Evaluation

The evaluation of the course was carried out by social scientists at the Playfield Institute, Stratheden Hospital, NHS Fife. It aimed to show whether the course had an immediate and medium term effect on participants' self-reported mental wellbeing and family functioning. It also sought to gain in-depth information of the participants' views on the course and their experience of applying it to their daily lives in order to ascertain the course's effectiveness and to inform future course development. It used the following methodology:

Quantitative measures

1. A questionnaire on family values / strengths (adapted from the '7 Habits' course workbook, see Appendix 1)
2. A questionnaire on positive mental health (The Warwick-Edinburgh Mental Wellbeing Scale¹) (Appendix 2)

¹ The Warwick-Edinburgh Mental Wellbeing Scale was funded by the Scottish Government National Programme for Improving Mental Health and Wellbeing, commissioned by NHS Health Scotland, developed by the University of Warwick and the University of Edinburgh and is jointly owned by NHS Scotland, the University of Warwick and the University of Edinburgh.



3. A questionnaire designed by the facilitators to measure participants' use of techniques from the workshop (Appendix 3)

Qualitative measures

1. A series of open-ended questions asked participants about their use of the '7 habits' and their views on the course, as part of Questionnaire 3 above.
2. A focus group (one hour) was carried out by two researchers from Playfield Institute using a topic guide (Appendix 4) to engage with the participants about their views and experiences of the course and its application.

The questionnaires were distributed at the start of the 7-week training course, on the last day of the course and 2 months later at an Evaluation Day. The focus group was carried out at the Evaluation day. The questionnaires were analysed by a researcher using Excel and SPSS (Statistical Package for Social Scientists). The focus group was transcribed and analysed using grounded theory techniques.

Results

Participants

Nine parents were recruited onto the programme. There were four women and five men. They had heard about the course either from a recommendation from NHS Fife or Fife Council staff or from picking up a leaflet at a GP surgery. Participants included two single parents, one couple and five others who were one partner of a couple. Between them



they had 21 children ranging in ages from 2 to 23. During the course, two participants stopped attending. One found he did not enjoy working in a group and the other could not get childcare when her husband was working away. Seven participants (four men and three women) continued to attend the course until the final session. All lived in North East Fife.

Family values / strengths

We totalled the scores for each of the 7 participants and found the mean total score for the group was 35.3 at time 1, 45.9 at time 2 and 41.7 at time 3 (minimum score possible is 12, maximum is 60).

There is a statistically significant increase from time 1 to time 2 (paired samples $t = -5.23$, $df = 6$, $p < .01$) showing that participants had a more positive view of their family values and strengths following the course. Although the mean total score decreases from time 2 to time 3, there is no significant difference between these scores.

Positive mental health

For the WEMWBS scale, the mean total score for the group was 39.9 at time 1, 49.1 at time 2 and 49.6 at time 3 (minimum score possible is 14, maximum is 70).

There is a statistically significant increase in wellbeing score from time 1 to time 2 (paired samples $t = -2.73$, $df = 6$, $p < .05$), but no significant difference between scores at time 2 and time 3. The current Scottish population mean score is 50.7, so our group is actually scoring fairly low on wellbeing at time 1, but are approaching the population mean at time 2. This level of wellbeing is maintained at time 3.



Questionnaire data on participants' use of techniques

A full report on the data from this questionnaire is provided in Appendix 3.

In summary, all participants either agreed or strongly agreed that they were using the following habits: *I am encouraging my family to look for solutions that work well for all family members* and *I am better at listening to my family*, and there was particular strong agreement (5 out of 7 respondents) for *I am giving a higher priority to spending time with my family*.

For the other habits, there was some disagreement or uncertainty about whether they were using this habit, but only from one participant in each case. All 6 other participants either agreed or strongly agreed they were using these habits: *I take more control of what I say and do: I focus more on what I can influence rather than things I have no control over; I have a clearer picture of what I want my family to be like, I am encouraging my family to work together as a team* and *I am encouraging my family to be healthier*.

Questionnaire data on general views about the course facilitation.

A full report on the data from this questionnaire is provided in Appendix

3. All participants reported that the length of the course was good;

'very good - enough time each meeting to discuss things fully with enough time in between to reflect on things discussed.'

All participants thought the course was run well by the facilitators:



'with care and attention to everyone taking part - giving time to everyone's ideas and thoughts'

All participants were satisfied with the time of day for the course, venue and catering:

'The time suited me because I work all week and like my weekends to be free. Maybe finishing at 7.45/8.00 would be better to get time with the kids when you get home - give you a chance to put stuff into practice...'

All participants reported that they would recommend the course to others, two said *'definitely'*.

When asked what was the most important thing they had learned from the course, there was a range of different answers, including:

'To listen and compliment each other. Realise we are all different. Taking a step back and letting them [the children] make choices.'

'Understanding and recognition that it is not necessarily my children that are in the wrong.'

When asked for more comments, a range of positive responses were made, including:

'Very good. Please do more courses'

'I think this course has made me appreciate my children's uniqueness.'

'Thank you so much for the opportunity to do this course. It has been a wonderful experience that I would love to continue. Benefited me hugely.'

There were also a couple of suggestions for improvement:

'Could have been better publicised beforehand. Very beneficial.'

'I think the course would have been better if I had attended it with my wife - there are obvious issues of childcare - so maybe a whole day (Sat or something) might be good or crèche facilities for two parents without support.'



Focus Group results

Seven participants attended the focus group session, including one who had been unable to finish the course. The transcript was analysed by a researcher and eleven main themes were derived which are presented here, summarising the views comprising each theme.

General views

In general the response to the course was very positive. Participants said they found it refreshing, in the sense that it was different from other courses. They also found it interesting and they said they would recommend it to others.

I found it really, really quite an unusual course and very refreshing the way it approached the subject.

I just thought it was one of the best courses that I have been on.

Expectations of the course

Participants discussed their expectations of the course. Some thought they would be told how to deal with problem behaviour in their child. Others thought they would be given techniques to help improve the quality of their family life and to help with the balance between work and family life. One thought it would help them to gain an understanding of how to help as their child grew older. Another said they were open-minded about what to expect.

Most useful things learned

They talked about what they had found most useful about the course. In contrast to their expectations about being told how to deal with problem behaviour in their child, they said they had learned how to reflect on their own behaviour and how that affected their child.

I similarly felt that it would say if your child was doing this then this is how to deal with it and this is what they should be doing, but it was more reflected on us, how we should be behaving and I found that, this is the first time I have ever come across that kind of slant in a course and it was really interesting and, as you say, it makes you stop and think about how your own behaviour is and how you are reacting to their behaviour



and it works much better I think than trying to change how they behave. It is easier to change how you behave yourself.

They talked about how useful they found the 'pause button' - how to stop and be calm and not get wound up by their child's behaviour. They found it helpful to learn to allow children to make their own choices - especially older ones - and make their own mistakes.

You can't make choices for anyone else because I have always made choices for my children and I don't make choices now. It might not be the right choices, it might not be what I would think is the right choices or correct choices but they make them and they deal with it now and I will help them deal with it but I don't get my knickers in a twist like I always did....and actually that has made my son so much more calm.

They learned that their own life is important and their own time should be valued.

It did make you sit back and think, hey, we have got a life as well even though you have got to spend time with the children.

They found it useful to be encouraged to spend time with their children on an individual basis. Moreover, they realised that they could make a difference - that they could make changes in their family life.

It has made me realise that the relationship in families is something that we can control, that in the past it has always been something that happens, you know it just suddenly evolves naturally and winds its own way through life, but now I know, by doing certain things, I can manipulate what happens in the family to the benefit of the whole family. At least it has given me the will to take control of situations instead of just letting them happen.

Effect on family

The participants talked about their children responding well to one-to-one time with their parents. One participant reported that since the course she is finding that her older children are not controlling her so much - she is now more assertive about her needs. Another parent reported that her son had become more responsible for his own actions. One parent reported that his child was responding well to more attention and was less likely to get into bad moods:



The positive thing I have noticed in my son is that he is happier with just that extra bit of TLC and he will go to bed happier so I have been interested in that. What a difference from him storming up the stairs because he is in a bad mood.

Aspects enjoyed most

The participants reported that they enjoyed the general social atmosphere of the course and particularly the chance to talk to other parents in the same situation:

I think we all feel that we don't want to admit that we have got problems and it is nice to come along and talk to other people who do admit they have problems and talk about them.

The videos were also popular and some of the participants liked the role play and found it really helpful:

It was really good when you were put in the situation and the answers you were getting and how you felt and then approached how the children would feel. It was actually good fun and I think I learned a lot through that role play.

Aspects enjoyed least

Some participants said that they didn't enjoy the role play as it made them feel uncomfortable. One participant found that knowing about the 7 Habits made him feel worse when he was not putting them into practice. Also, some participants found it difficult that their partner was not there too as they found it hard to put the habits into practice at home.

It didn't work well for me going back [home] like that, you know, it just didn't work at all and it really was one of my biggest things.....if you could come with your partner it would be a lot better because then you could both drive home together and have a wee chat.

Length of course

Some of the participants suggested that the course could be longer as they felt they needed more time to learn and reflect on each habit. One mentioned that 10 weeks may be a good length of time. Some felt that the evening sessions could be a bit longer than 2 ½ hours.



Style of teaching

They discussed their enjoyment of the atmosphere created by the facilitators and reported that the time went really quickly each evening.

I think [facilitators] were really super we sat there for all that time and they were just super like, both, and they had a lot of time for everybody when they spoke and there was a lot of warmth and a lot of care.

They enjoyed the time provided to discuss personal experiences and learn from each other and they liked the variety of methods used: videos, role plays and discussions.

Atmosphere in group

The participants thought the atmosphere in the group was very good and they got on well with each other. They developed friendships and found the other participants supportive. They also had fun:

We have been really lucky that we have all got on really, really well haven't we? We have had a good laugh, but been serious when we have needed to be.... The group was just nice.

Age of children it's relevant for

One parent felt that the course was particularly relevant and useful for older children, i.e. teenagers, because she felt that help for parents is generally aimed at younger children:

I think also there is a lot of, quite a lot of help out there for younger families but there is not very much for parents of teenagers and that is what really attracted me to it because I think by the time your children are sort of 14 or 15, their personalities have almost been formed for life and I think that is where you start to worry. I don't want them being like that and if I don't do something now or get help from somebody or change yourself to the way you approach them then it will be too late and that is what I have found, there is very little out there for teenagers.

However, others felt it was useful for all age groups.

I would suggest it is not just for people with teenage kids or at least I have got a head start now...I am applying this to 6 and 3 year olds.

Mine have gone past, they are 20 and 22, and I still need help with them.

Ways to improve course / ideas for future

The participants discussed three main ways to improve the course:



- It should be longer
- There should be ongoing support for those who have done the initial course, possibly in the form of drop-in sessions
- Partners should be able to come if they want, but perhaps in staggered sessions to allow for childminding

Discussion

This course was designed to find out if the '7 habits' course for families would meet the support needs of parents and if it would help parents create a successful environment to benefit the wellbeing of the whole family. Overall the programme appeared to be successful. It was found to improve the mental wellbeing of the participants. They were positive about the course style and content; its effect on their own lives; their relationships with their children; and their children's behaviour.

This was a small pilot study, but used a range of different measures, both qualitative and quantitative, providing a wealth of data. It also used a before and after design which provided more robust evidence of change than just measuring self-reported change at the end of the course.

The average total score for participants on the standardised scale for wellbeing, the WEMWBS, was low at the beginning of the course indicating that the group, on the whole, had low perceived mental wellbeing. This gives an indication that this group of parents were in need of support to help them feel better about themselves. Their average total score showed a large, significant increase from the beginning to the end of the course, indicating that the course had really made a difference to their mental wellbeing, bringing them up to the level of the average score for the Scottish population. Importantly, this level of wellbeing was maintained two months following the end of the course



which suggests that the participants had been able to take what they had learned from the course and apply it, in a sustained way, to their daily lives.

The questionnaire to measure family values and strengths was developed from the '7 Habits' handbook for parents. It is not a standardised scale and is therefore not comparable with other data, nor can we be sure it is a valid or reliable way of measuring personal views of family life.

However the data indicate that participants in this group had a more positive view of their family values and strengths immediately following the course and two months later.

It was shown that most participants reported using most of the habits learned from the course in their daily lives which suggests that the course material is practical and easy to apply. In particular, participants reported giving a high priority to spending time with their families.

The in-depth response to the course, gained from written answers in the questionnaire and from the focus group, was very positive. The respondents all reported having enjoyed the course: they liked the social atmosphere, the informal style of learning and the new ideas discussed. They all reported feeling they had benefited from the course, in terms of their relationships with their children and the effect on their children's behaviour. Some participants reported having developed a new way of thinking; a realisation of how their behaviour and attitude affects the rest of the family and how they can really make a difference. Others reported a new way of seeing their own lives and having enjoyed the time to reflect on themselves and their own goals. In general, the



participants were all very positive about the approach and felt that the course should continue for other parents, with suggestions that the course length should be expanded and that there should be ongoing support for trainees. Making the course suitable for both parents to attend together, if desired, would hopefully reduce the difficulties that arose with one parent trying to put the '7 Habits' into practice whilst the other parent was unfamiliar with them.

Specific socio-demographic information about the study group was not collected, in particular whether or not the children had specific mental health problems. This was because the programme was designed to be about improving mental wellbeing in families, whether or not there is an initial mental health problem, and asking about problems would have been inappropriate in this context. However, in future studies it may be useful to consider whether the programme has more significant impact on parents of children with a specific mental illness.

It would be helpful to design a study making a direct comparison of the '7 Habits' course with a well-known, evidence-based, parenting programme, the Positive Parenting Programme (Triple P) (Sanders et al, 2003) which was developed in Australia and has been used in Fife. The '7 Habits' course has many similar aims to the 'Triple P' programme such as developing the confidence of parents and the quality of family life. However, the approach of 'Triple P' is focused on promoting parental competence, whereas the approach of '7 Habits' is about promoting successful family life with a primary focus on the wellbeing, strengths and values of the parent. The 'Triple P' programme uses terms such as 'intervention' and 'parent training' whereas '7 Habits' has a more personal development, or coaching approach. It would be interesting to find out



whether this difference in overall strategy has an effect on the trainers' style of delivery and the participants' response to the programme and its impact on their lives. It would also be useful to compare the cost effectiveness of the two approaches. Moreover, one of the key features of the '7 Habits' programme was that the facilitators were not clinicians. In comparison many parenting programmes, such as 'Triple P' or 'Early Bird' (for autism spectrum disorders), are run by nurses or allied health professionals. It would be interesting to investigate the role of the facilitator's professional background as a predictor of outcome. Future research in this area should also consider replicating the programme in an area of higher deprivation to see if it has a similar impact. It would also be useful to consider how this programme could be targeted specifically to those parents who may need it most, e.g. those with addictions or mental illness, and whether the programme is suitable for parents with low levels of literacy. Cost effectiveness of future programmes should be considered, especially if follow up support and child care facilities are to be provided. Longer term impact of the programme should also be investigated to find out if the '7 habits' are easy to maintain in daily life.

In summary, this was a small-scale pilot investigating the impact in a small Scottish community of a renowned US programme for building successful families. The data suggest that this is a programme which can give practical help to parents to improve their own wellbeing and build positive relationships with their children. Future development of the programme should consider comparison with other parenting programmes;



accessibility for parents with particular needs; cost effectiveness; and how to ensure sustainability of the beneficial outcomes.

References

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Appendix 1: Family values / Strengths Questionnaire

How I view my family

Question	1 (Low)	2	3	4	5 (High)
My family is patient					
My family are hard workers					
I am a good parent					
My family are healthy					
My family are good listeners					
My family is spiritual					
My family are good friends					
My family are smart with money					
My family enjoy each other's company					
My family contribute to the greater good of our community					
My family take advantages of the benefits of our community					
My family is hopeful for the future					



Appendix 2: The Warwick-Edinburgh Mental Wellbeing Scale

The Warwick-Edinburgh Mental Well-being Scale (WEMWBS)

Below are some statements about feelings and thoughts.

Please tick the box that best describes your experience of each over the last 2 weeks

STATEMENTS	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been feeling interested in other people	1	2	3	4	5
I've had energy to spare	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling good about myself	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been feeling confident	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5
I've been feeling loved	1	2	3	4	5
I've been interested in new things	1	2	3	4	5
I've been feeling cheerful	1	2	3	4	5

Warwick-Edinburgh Mental Well-Being Scale (WEMWBS)

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Appendix 3: Playfield Institute Training Evaluation Report

Training Evaluation Report

Course: 7 Habits of Successful Families
Facilitators: Marie Paterson & Wendy Simpson
Date: 22 May - 3 July 2008 (7 week course)
Duration: 6pm - 8.30pm
Room: Activities Room

Report based on responses from 7 attendees

I take more control of what I say and do

	I take more control of what I say and do	
	Count	%
Disagree	1	14.3%
Agree	5	71.4%
Strongly agree	1	14.3%
Total	7	100.0%

Comments

- Usually in control anyway.
- Inserting the pause, being able to choose my response and remembering I am the adult has improved how I respond to my kids.
- I feel more able to be chilled out by realising I can only make choices for myself.
- Yes taking control of what I say does work.
- Realisation that I am in control of myself.

I focus more on what I can influence rather than things I have no control over

	I focus more on what I can influence rather than things I have no control over	
	Count	%
Neither agree nor disagree	1	14.3%
Agree	6	85.7%
Total	7	100.0%

Comments

- In my job I have always used this philosophy but never particularly thought about it.
- I don't set myself up for failure.
- Certainly try to.



I have a clearer picture of what I want my family to be like

	I have a clearer picture of what I want my family to be like	
	Count	%
Neither agree nor disagree	1	14.3%
Agree	4	57.1%
Strongly agree	2	28.6%
Total	7	100.0%

Comments

- This is the bit to be developed from this course onwards. Good framework to build on.
- I have thought more about the individuals instead of my ideas of how they should be.
- Definitely.

I am giving a higher priority to spending time with my family

	I am giving a higher priority to spending time with my family	
	Count	%
Agree	2	28.6%
Strongly agree	5	71.4%
Total	7	100.0%

Comments

- Still lots to juggle but they no longer come last.
- We do a lot more now. I have stopped focusing on material things for the children.
- They are the most important thing in the world.

I am encouraging my family to look for solutions that work well for all family members

	I am encouraging my family to look for solutions that work well for all family members	
	Count	%
Agree	5	71.4%
Strongly agree	2	28.6%
Total	7	100.0%

Comments

- Kids are still a bit young for this to take full effect yet.
- Consequences are explained now so other family members are considered by all.
- Trying to.



I am better at listening to my family

	I am better at listening to my family	
	Count	%
Agree	5	71.4%
Strongly agree	2	28.6%
Total	7	100.0%

Comments

- Combined with 'insert the pause', it has improved relations all round.
- I don't jump in and finish sentences.
- Definitely.

I am encouraging my family to work together as a team

	I am encouraging my family to work together as a team	
	Count	%
Neither agree nor disagree	1	14.3%
Agree	5	71.4%
Strongly agree	1	14.3%
Total	7	100.0%

Comments

- Again, kids are a bit young but we do more together.
- We do more everyday things together to make our everyday lives better.
- Where possible.

I am encouraging my family to be healthier

	I am encouraging my family to be healthier	
	Count	%
Disagree	1	14.3%
Agree	4	57.1%
Strongly agree	2	28.6%
Total	7	100.0%

Comments

- Not yet.
- We have always encouraged them along these lines, this has confirmed where we were.
- Healthy eating, more exercise, trying to stop my son smoking.



As a result of this course, do you feel more confident in your role as a parent?

	As a result of this course, do you feel more confident in your role as a parent?	
	Count	%
Yes, a little	2	28.6%
Yes, a lot	5	71.4%
Total	7	100.0%

Comments

- I think there is still a great deal for me to do but it is certainly a step in the right direction.

What did you think about the length of the course?

- Perfect. Could not have been shorter and same benefit.
- Spot on. Long enough to get to know each other and be able to open up in a comfortable environment.
- I think it was long enough so as not to get in a rut.
- Good length.
- Yes the time it took worked well for me to understand.
- Was good, but maybe another two weeks.
- Very good, enough time each meeting to discuss things fully with enough time in between to reflect on things discussed.

What did you think about the way the course was run by the facilitators?

- Perfect.
- Very well done. Good level of detail explained. Excellently paced and flowed through the material very well.
- Very good, easy manner, explained well.
- With care and attention to everyone taking part - giving time to everyone's ideas and thoughts.
- Very good.
- Very efficient, helpful and came up with good solutions.
- Excellent. Wonderful people. Very accepting of all backgrounds.



What did you think about the time of day for the course, the venue and the catering?

- Perfect - for working parents.
- All very good and suitable for most. Food was good.
- Yes, good.
- The time suited me because I work all week and like my weekends to be free. Maybe finishing at 7.45/8.00 would be better to get time with the kids when you get home - give you a chance to put stuff into practice...
- Excellent.
- Excellent.
- Super sandwiches. Easy to access venue for the best part.

Would you recommend this course to others?

- Yes.
- Definitely.
- Yes.
- Yes I would.
- Yes.
- Yes.
- Definitely.

What is the most important thing that you have gained from this course (if any)?

- Big Rocks. Natural Consequences.
- Mentioned before, habit 1 combined with 6 makes me feel more relaxed and able to control the situation.
- Friends.
- Taking time to pause and listen - realise that adults are adults and have to remember this in family situations.
- Being more patient and listening.
- To listen and compliment each other. Realise we are all different. Taking a step back and letting them make choices.
- Understanding and recognition that it is not necessarily my children that are in the wrong.

Any other comments?

- Could have been better publicised beforehand. Very beneficial.
- Very good. Please do more courses.
- I think this course has made me appreciate my children's uniqueness.
- I think the course would have been better if I had attended it with my wife - there are obvious issues of childcare - so maybe a whole day (Sat or something) might be good or crèche facilities for two parents without support.
- Very worthwhile and helpful.
- Really enjoyed the course - I learnt a lot and also enjoyed the social side.
- Thank you so much for the opportunity to do this course. It has been a wonderful experience that I would love to continue. Benefited me hugely. My husband however didn't enjoy the experience, I think he found it really hard to be part of the group.



Overall, this course was

	Overall, this course was	
	Count	%
Excellent	7	100.0%
Total	7	100.0%



Appendix 4: Topic Guide for Focus Group

Draft topic guide for focus group with 7 habits parents' group

The 7 Habits of Successful Families Pilot Programme

Introduction

Thanks for coming to this focus group to give your feedback.

We would like to find out:

- about your experience of the programme
- what impact, if any, it has had on your relationships with your family and you and your family's wellbeing
- what, if any, ongoing support you require
- what changes you would recommend for future programmes

Seek permission for taping

Explain confidential storing of data; anonymity

Questions to initiate discussion

1. What did you expect from the 7 habits programme?

Prompts: What did you think it would be like? What did you hope for?

2. What was your overall impression of the 7 habits programme?

Prompts: did it make sense? Were course materials helpful? Did you enjoy the programme? Which aspects did you enjoy most / least? What was the most important thing you gained from the course? Were your hopes met?

3. What did you think of the format of the course?

Prompts: length of course, pace (i.e. weekly), format (i.e. small group)



- 4. Do you use any of the ideas from the 7 habits programme in your family life now?**
Prompts: If so, in what way? If not, why not? (Or did you only use the ideas during the course of the 7 week programme?) Which particular aspects of the course are most / least useful?
- 5. How has the course made you feel about yourself? Your family?**
Prompts: Relationships between family members? Wellbeing of family members? Behaviour changes?
- 6. Do you need any further support to help you continue to use the 7 habits in your daily life?**
Prompts: If so, what kind of support would be most helpful?
- 7. Do you think other families would find this programme helpful?**
Prompts: If so, whom do you think we should be inviting to future programmes?
- 8. In what ways do you think the programme could be improved?**
- 9. Do you have any further comments about the course?**

Thank you very much for your time.