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EVALUATION OF THE FAMILY NURTURING PROGRAM: THE FAMILY
EDUCATION COMPONENT OF THE RIVERSIDE COUNTY
DEPENDENCY RECOVERY DRUG COURT PROGRAM

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Lila Massoumi Samady


June 2005

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Approved by:




Dr. Thomas Davis, Faculty Supervisor
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6/7/05
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ABSTRACT

This research project was conducted on the Family Nurturing Program; the family education component of the Riverside County Dependency Recovery Drug Court Program (DRDC). Participants of this program were parents who have co-occurring substance abuse and child abuse issues. The main research question investigates whether participation in the Family Nurturing Program has a positive impact on parental attitudes, specifically with respect to expectations of children, empathy towards children's needs, use of corporal punishment as means of discipline, parent-child role responsibilities and children's power and independence. A quantitative research method was employed using a pre- and post-test design.

A literature review provides an overview of the connection between child abuse and substance abuse and the need for further research in the area of effective family education/prevention programs.

Results from the research project indicate that preliminary findings do not show a significant change in parental attitudes in the three of the five constructs targeted in this project. The results do indicate an improvement in parent's gaining more appropriate attitudes of their roles and the roles of a child. Results for

Construct E: Oppressing Children's Power and Independence indicated that parents expected greater level of obedience without question from their children after having completed the Family Nurturing Program.

Implications as a result of this research project include the need for a larger sample size and further research to assess accuracy and generalizability of the preliminary results presented in this research project.

ACKNOWLEDGMENTS

I would like to express my gratitude to the many families and professionals who made this research project possible. I would also like to express gratitude to family, friends CSUSB staff and fellow students for their relentless support throughout this process.

DEDICATION

This project is dedicated to the under-served,
under-represented families who we are challenged to serve
and the social work profession for striving to do so
everyday. |

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CHAPTER ONE

INTRODUCTION

The contents of Chapter One present an overview of the need for evaluating the Family Nurturing Program. The problem statement and purpose of the study are discussed. Finally, the significance of the project for social work is presented.

Problem Statement

The relationship between substance abuse and child abuse has been well established over the past thirty years. A recent report by the National Clearinghouse on Child Abuse and Neglect Information cites that between one-third and two-thirds of all child maltreatment cases in the United States involve substance abuse. This document also indicated that in a recent survey, 85 percent of States reported that substance abuse was one of the top two major problems in families with suspected child abuse (National Clearinghouse on Child Abuse and Neglect, 2003). Despite the fact that these statistics are alarming, there is little knowledge of how best to prevent child abuse in families experiencing substance abuse. Therefore, an imminent need exists for effective,

research-based programs for working with families who experience substance abuse and child abuse.

An issue that exacerbates the lack of appropriate services for families affected by substance abuse is the lack of coordination of services among substance abuse and child welfare services. Recent studies highlight the need for substance-abusing families to receive comprehensive, integrated and coordinated services (Alpine, Marshall, & Doran, 2001; Karoll & Peortner, 2003; National Clearinghouse on Child Abuse and Neglect, 2003). The need for coordinated services is due to the fact that many families who experience substance abuse are also experiencing many other barriers to positive family functioning, such as child abuse, lack of employment, and transportation. In fact, research has shown that substance-abusing parents are reunified with their children at much lower rates than other child abuse cases (National Clearinghouse on Child Abuse and Neglect, 2004). Unless social welfare policies change to support and nurture interagency coordination and cooperation, families affected by substance abuse will continue to fall through the cracks of the system.

Another social welfare policy that needs to be addressed is the fact that the child welfare system has

adopted a punitive approach to working with families. What is needed instead is a system that is focused on prevention and treatment. In a very poignant article, Joseph Califano, who has served as the US Secretary of Health, Education and Welfare reform, writes, "[c]hild welfare agencies have been forced to allocate more time to investigations, gathering evidence of neglect and abuse of children by alcohol and drug involved parents. This shift also threatens to criminalize a process that should be driven by treatment, health care and compassion for both parent and child" (Califano, 1999). We have developed a system that values punishment over treatment. This is yet another area that needs the attention of policy makers, so that substance abusing families can finally receive the services they need to develop into well-function families.

The Riverside County Dependency Recovery Drug Court (DRDC) is a two year-old program that aims to create a county wide interagency collaborative with a multi-pronged approach of service delivery to families who are experiencing substance abuse and child abuse. The primary goal of this program is to reunify these families by promoting recovery from alcohol or drug abuse. Families eligible for the program are substance abusing parents who are having difficulty meeting their treatment goals, have

at least once child between the ages of 0-5 years and are willing to volunteer to be in the program (Riverside Superior Court, 2002).

The services provided to these families include case management services to support sobriety, a Family Nurturing Program, substance abuse treatment, frequent alcohol and drug testing and weekly support at court hearings from an interdisciplinary DRDC Team. The DRDC Team is composed of substance abuse, mental health, child welfare, and legal professionals as well as other service providers whose assistance is integral in supporting the participants' substance abuse recovery process.

The DRDC Program consists of four phases. Each phase consists of a minimum 90 days participation. Graduation into higher phases depends on compliance with each phase's requirements. Phase I requires court appearance each week, daily communication with the case manager, actively seeking treatment, and participation in the Family Nurturing Program. Phase II adds the requirement of being enrolled in a treatment program. Phase III entails seeking a substance abuse recovery sponsor, while Phase IV requires securing a sponsor. Once a participant has complied with all of these requirements, they are eligible for graduation from the program.

The Family Nurturing Program (FNP) is a family skills training program designed to strengthen family relationships while the parent is in treatment. In the DRDC Program, parents must be in a treatment program and be at least 3 months clean prior to participating in the FNP. The Family Nurturing Program being implemented is a modified version of the Nurturing Program for Families in Substance Abuse, which resulted from an adaptation of the Nurturing Program for Parents and Children Birth to Five Years Old, developed by Dr. Stephen Bavolek (Bavolek, 1999). FNP was modified to complement Riverside County's MOMS Program in which many of the DRDC participants are currently enrolled. It was also modified to include sessions on personal and growth skills, which resulted from the need of the participants for life skills education. The DRDC Team found that participants lacked basic communication skills, coping skills and anger management skills. Therefore, additional sessions were added to meet this need.

The goals of the Family Nurturing Program are:

- (1) reducing risk factors contributing to substance use/abuse by both parents and children in families affected by parental substance abuse
- (2) enhancing relationships between parents and children (i.e.

strengthening family protective factors) (3) strengthening the parent's sobriety and (4) developing enhanced prosocial skills (Moore, Buchan, Finkelstein, & Thomas, 1995). The curriculum for the original Nurturing Program for Families in Substance Abuse is age-appropriate, and the program has been tested with Latinos, other minority groups, and drug abusing families (Strengthening Families Website, 2004).

The Family Nurturing Program consists of 15 sessions, each 90 minutes long. It is offered once a week immediately after the DRDC court hearing. This schedule helps to alleviate many of the clients' transportation problems. DRDC also provides dinner for the families prior to beginning the sessions. DRDC is currently conducting two FNP groups simultaneously, one in the Central Riverside court and the other in the South West Riverside court. The program was first implemented in the Central Riverside court, but the need for a program in the South West court became apparent due to the number of participants in the South West region who were having transportation difficulties in attempting to reach the Central Riverside location on a weekly basis.

The Family Nurturing Program includes three personal and growth skills sessions, which are based on the skills

streaming model of teaching life skills. This is a psycho-educational model that was first developed by therapists in the mental health field. It focuses on four principles of learning: modeling, role-playing, feedback and transfer. These principles have been used to teach a variety of behaviors from academics to vocational skills (McGinnis & Goldstein, 1997). The skills streaming model has been researched extensively and is mainly used with school-age children. The follow-up results of a six year study by the Institute for Prevention Research at Cornell University Medical College provides new and important evidence that life skills programs presented in school classrooms are effective (WestEd, 2000).

The first seven sessions of the FNP require parent attendance only. The second half of the program includes activities for the parents and their children. The curriculum promotes active participation from the families through hand-on activities, such as games, infant massage, group interactions and creative projects.

Purpose of the Study

The purpose of the study is to evaluate the Family Nurturing Program for its effectiveness with DRDC participants and their children. The DRDC Team believes

that FNP is successful since many of the families who have participated in the program have been subsequently reunified with their children. The main research question investigates whether participation in the Family Nurturing Program has a positive impact on parental attitudes, specifically with respect to expectations of children, empathy towards children's needs, use of corporal punishment as means of discipline, parent-child role responsibilities and children's power and independence.

A quantitative research method will be employed in evaluating the Family Nurturing Program. The Adult-Adolescent Parenting Inventory (AAPI-2) will be the measurement used to assess parenting and child-rearing practices before and after the parents have completed the program. The AAPI-2 is designed for parent populations as young as 13 years of age. There are two forms that can be administered as pre and posttests. Each form includes 40 questions, presented in a five-point Likert scale. Each form takes approximately 20 minutes to complete. The forms have been assessed to be at a fifth grade reading level. It can be administered in a group setting or individually and can be read out loud to non-readers. The AAPI-2 is a validated and reliable instrument that has been researched for over 20 years (Moos & Moos, 1994; Bavolek, 2004).

The AAPI-2 is being utilized to evaluate the Family Nurturing Program because of its proven success. It is also being utilized because other Nurturing Programs have used this instrument. The need for a universal instrument to evaluate programs is apparent. Once the data for the Family Nurturing Program are collected, they can be compared to outcomes from other similar programs, which will be useful in the long term to determine the efficacy of programs for families experiencing substance abuse and child abuse.

Significance of the Project for Social Work

It is important to understand the effectiveness of the Family Nurturing Program because a large amount of resources are being utilized to implement this portion of the DRDC. Assessing the program's effectiveness with clients will help to either modify the current project or gain additional support for further funding and expanded implementation, depending on the results of the evaluation.

It is also important to understand this issue because parents in the reunification process who have a substance abuse issue are having a more difficult time meeting their goals for reunification. Uncovering successful approaches

to aide this population in meeting such goals will make social workers more effective in working with these clients and will ultimately lead to healthier lifestyles for recovering parents and their children.

This research project also compliments the generalist model of social work by informing the research stage of the model. Social workers will be better equipped to ensure that services for the targeted population are effective and will empower social workers to make meaningful changes to the existing program with the hope of creating a highly effective family education program for the substance abusing population in Riverside County.

The importance of this project for social work practice lies heavily in the fact that there are not enough proven effective programs for families experiencing substance abuse and child abuse. For social workers, one principle of the Code of Ethics is to address the needs of underserved populations. The social work code of ethics specifically lists social justice as a major social work value. It goes on to state that social workers should strive to "ensure access to needed information, services and resources; equality of opportunity; and meaningful participation in decision making for all" (NASW, 2004). Families experiencing substance abuse and child abuse

constitute a large population that has been neglected for too long. As social workers, it our duty to advocate on their behalf and conduct the research necessary to address the needs of this population.

CHAPTER TWO

LITERATURE REVIEW

Introduction

Chapter Two consists of a discussion of the relevant literature. Specifically, it will address research that has shown evidence of the link between substance abuse and child abuse, the impact of parental substance abuse on children, theories that guide the study's conceptualization, and the proven effectiveness of the Family Nurturing Program. Although this is not an exhaustive literature review, it highlights the major areas of research and findings as well as areas where further research is needed.

The Connection between Substance Abuse and Child Abuse

Five national reports were issued between 1998 and 1999 that focused on alcohol and other drug problems in child welfare (National Center on Substance Abuse and Child Welfare, 2004). All of these reports indicated that children of substance abusing parents were not being provided with appropriate levels of care. In fact, the report from the Department of Health and Human Services specifies the need to provide parent and child services

that address parenting skills along side recovery issues. The report by the Children's Defense Fund states the need to increase the capacity of child welfare agencies to address the needs of substance abusing parents. The report from the Child Welfare League of America outlines the issue of addressing the needs of all children in the family specifically the issues facing children of substance abusing parents. The Children's Defense Fund goes further to highlight the need for the expansion of efforts to evaluate the impact of family care programs (National Center on Substance Abuse and Child Welfare, 2004). These national reports are validating current findings that substance abusing parents and their children are at high risk for impaired communication patterns, poor mother infant bonding, and child abuse and neglect (Jansson & Velez, 1999). Although much research has been conducted on the severity of the problem, little research is available on effective programs to tackle the problem.

Impact of Parental Substance Abuse on Children

Recent studies show that on average, children whose parents are substance abusers face a high level of risk factors including child abuse (Connors et al., 2003; Nair, Schuler, Black, Kettinger, & Harrington, 2003; Ammerman,

Kolko, Kirisci, Blackson, & Dawes, 1999). A recent study by Connors et al. on substance abusing women who are receiving residential treatment finds that their children are at high risk for child abuse, experience in foster care, low income status, low education, maternal mental illness, instability in caregivers, residential instability, and little father involvement (Connors et al., 2003). Children in this study were at least twice as likely to be exposed to risk factors than children nationally. The Connors study concludes that the accumulation of risk factors poses the greatest potential for long-term harm to the child. Long-term consequences include psychiatric disorders, lower IQ, developmental delays and behavior problems.

The study by Connors et al. (2003) states that in addition to high levels of exposure to risk, these children have few opportunities to develop positive relationships and skills that would help build their resiliency against risk factors. Connors identifies the need for supportive services for the entire family and building family bonding.

Nair et al. (2003) conducted a study that included findings supporting the theory of risk accumulation. Parents reported experiencing highest levels of parenting

stress and child abuse potential when they had five or more risks (Nair et al., 2003). Nair indicates that early intervention targeted at parenting and substance abuse treatment may prevent child abuse and neglect.

The DRDC Family Nurturing Program complements the existing research because it focuses on young children aged 0-5 years old. It is also a comprehensive approach that addresses the entire family. Both of these factors are what research recommended as effective strategies in working with families who have experienced substance abuse and child abuse.

Theories Guiding Conceptualization

The Family Nurturing Program is based on the self-in-relation theory. This theory posits that parents and children are strongly affected by their relationships with one another. It supports the belief that parents and children develop their sense of self through their relationships with one another and that ultimately, there needs to be a sense of connectedness and bonding in the parent-child relationship in order for them to experience healthy development (Moore et al., 1995). Therefore, the theory supports nurturing the parent while expanding their ability to transfer the nurturing to their child.

Nurturing the parent is a philosophy that is complemented by the sessions on personal and growth skills such as improved communication skills, relaxation and self-care.

The theory also integrates experiential learning as an integral part of the therapeutic process. Experiential learning basically states that change occurs best through having direct experiences and observing others. Learning is most effective when it is active rather than passive (Bavolek, 2004). Therefore, the learning process is considered a collaborative effort by creating an inter-active instructional model.

The Family Nurturing Program also incorporates developmental theory. This theory provides a framework for exploring the developmental process, such as building trusting relationships, developing self-control and gaining competence. It also incorporates developmental theory in that the program is designed to be effective with children of all ages and stages.

A major theoretical underpinning of the program is that of substance abuse and recovery. Addiction is seen as a disease that affects all family members. Parents are given the opportunity to explore their fears and strengths in explaining substance abuse to children of all ages and abilities. Activities which recognize the parent's skills

and abilities that helped them through their addiction are also integrated into the program.

Additional theories that guide the evaluation of the FNP would rely heavily on the strengths based approach, as well as theories of resiliency, and developmental assets. All of these theories focus on the strengths of families and present various approaches to build on strengths of families rather than focusing on their problems or their high-risk behavior.

Proven Effectiveness of the Family Nurturing Program

Preventing child abuse is one of the focal areas of the social work profession today. Research shows a strong connection between child abuse and substance abuse. Yet, this information has not translated into programmatic and theoretical changes in service delivery. As a result, the substance abuse and child abuse prevention communities have been unsuccessful in helping these families effectively tackle their barriers to healthy family functioning.

Although parenting education has been recognized as one of the most effective ways of preventing child abuse, little has been done to integrate substance abuse issues into the majority of existing parenting education

programs. The idea that parenting education can be the most effective prevention strategy is based on the theory that abuse is learned behavior passed on from parent to child (Bavolek, 2004). It is very important that the parenting education program provided to families experiencing substance abuse and child abuse should be based on sound research findings. Yet, most courts or Child Protective Services (CPS) refer families to services that have not shown significant rates of effectiveness with this population (Kumpfer, 2004).

In 40 to 80 percent of substantiated child maltreatment cases, substance abuse was identified as a contributing factor (Magural and Laudet as cited in Kumpfer, 2004). In addition, studies have shown higher rates of out of home placements for children with substance abusing parents (Nair et al., 2003; Kumpfer, 2004). These were some of the compelling reasons in the DRDC's choice to implement and evaluate the Family Nurturing Program. Another reason was that there is evidence that teaching parenting skills and increasing positive parental time with children may reduce the incidence of child abuse and neglect (Kumpfer and Alvarado as cited in Kumpfer, 2004).

The DRDC Steering Committee selected the Nurturing Program for Families because it has been proven effective among a population of substance abusing parents, and it is recommended by the Center for Substance Abuse Prevention (CSAP). The program has been evaluated in several contexts including as a CSAP demonstration project, as well as in replication projects in women's residential treatment programs. The findings have shown significant improvement in the areas of inappropriate expectations, lack of empathy, corporal punishment, role reversal, empathy, and appropriate roles. Additional data on abstinence and relapse which were collected from women who had left treatment indicated that the completion of the modified Nurturing Program was related to longer lengths of abstinence, with an average estimated time to relapse being 14.7 months for those who completed the program and 9.4 months for those who did not (Strengthening Families website, 2004).

The Riverside County DRDC has not previously examined or studied the Family Nurturing Program but both the original Nurturing Program for Families in Substance Abuse and the Skills Streaming Model have been separately and extensively evaluated. The Nurturing Program has shown positive family outcomes. The Research and Validation

Report of the Nurturing Programs compiled in 1996 provides a comprehensive overview of the various evaluations of this program. Nurturing Families evaluations have included modified versions to address the needs of various age groups: birth to five years, adolescents, and teenage parents. All of the evaluations have revealed an improved amount of parent-child bonding and attachment, empathy, self-awareness, appropriate discipline, respect and developmental knowledge (Bavolek, 1990).

As mentioned earlier, the Nurturing Program for Families was modified from its original content to address the needs of substance abusing families by including sessions on personal and growth skills. These skills were adapted from the Skill Streaming Model (McGinnis & Goldstein, 1997). The effectiveness of the Skill Streaming Model is cited in WestEd's proposal for its implementation. "Poor life skills such as communication, social skills, and decision making skills have been linked to development of health and behavior problems such as drug use" (Kandel, Simcha-Fagan and Davis as cited in WestEd, 2000). Research on resiliency has shown that children who avoid drug use are competent in handling life's difficulties (Flesman and Rutter as cited in WestEd, 2000) and are socially competent (Braumrind as

cited in WestEd, 2000). Life skills training programs help develop skills in decision-making, problem solving, anger management, conflict resolution and communication (Gardner, Green and Marcus as cited in WestEd, 2000).

Summary

The literature important to the project was presented in Chapter Two. It provides an overview of some of the research that shows a strong relationship between substance abuse and child abuse. The literature is also very clear on the severe consequences of substance abuse and child abuse on the social, physical and emotional development of the child. The Family Nurturing Program is a promising model of service delivery to this population. Further research is needed to establish the effectiveness of this program and the reliability of its replication.

CHAPTER THREE

METHODS

Introduction

Chapter Three documents the steps used in developing the project. Specifically, the study design is outlined, and the sample, data collection instruments, procedures, protection of human subjects and description of the data analysis processes are also described in this chapter.

Study Design

This study will consist of a one-group pre-test, post-test design. The specific purpose of the study is to evaluate the Family Nurturing Program for its effectiveness with Riverside County's Dependency Recovery Drug Court (DRDC) participants and their children. The main research question investigates whether participation in the Family Nurturing Program has a positive impact on parental attitudes, specifically with respect to expectations of children, empathy towards children's needs, use of corporal punishment as means of discipline, parent-child role responsibilities and children's power and independence.

A quantitative research method will be employed in evaluating the Family Nurturing Program. The main reason

for using such a method is to maintain the fidelity of evaluation processes with past evaluations of the Family Nurturing Program. This will allow for these evaluation results to be compared to national data gathered by other replication sites. Such analyses will be instrumental in determining the effectiveness and limitations of the Family Nurturing Program.

Other reasons for conducting a quantitative analysis are time constraints due to the life circumstances of the participants and the desire to obtain consistent results in exploring specific topics.

Sampling

The sample from which data will be obtained are active participants of the Riverside County Dependency Recovery Drug Court Program who are in Phase I of the program. Data will be collected over a nine-month period starting in June of 2004. After reviewing existing data on DRDC participants, the sample for this study will most likely consist of female participants between the ages of 18-28 years. The sample will be obtained from this group because these participants all have open dependency cases and substance abuse issues. Data will be gathered from approximately six cohorts, beginning in the month of June.

Approximately 10-12 participants start each cohort and approximately seven families successfully complete all sessions of the FNP. Each cohort in the program is approximately 14 weeks long. Data is expected to be gathered on approximately 40-60 participants.

Access to the DRDC participants has been established due to prior arrangements with the DRDC principal evaluator, WestEd, as well as the Program Director. WestEd has a valid IRB approval which will be modified to include the evaluation of the Family Nurturing Program. According to WestEd, such modification will not take longer than two to three weeks of time.

Data Collection and Instruments

The data that will be collected will be measures of the attitudes of substance abusing parents with open dependency cases, towards parenting and childrearing. Research has shown that there are certain behaviors that contribute to child abuse and neglect. Five of these behavior areas are parental attitudes with respect to expectations of children, empathy towards children's needs, use of corporal punishment as means of discipline, parent-child role responsibilities and children's power and independence (Bavolek, 1999).

The independent variable is the completion of the Family Nurturing Program. The dependent variable will be the change in parental attitudes towards parenting and childrearing as measured by comparing pretests to post-tests.

The Adult-Adolescent Parenting Inventory (AAPI-2) will be the measurement used to assess parenting and childrearing attitudes before and after the parents have completed the program (Appendix A). The AAPI-2 includes 40 questions, presented in a five-point Likert scale (Appendix A). Each questionnaire takes approximately 20 minutes to complete. The questionnaires have been assessed to be at a fifth grade reading level. It can be administered in a group setting or individually and can be read out loud to non-readers. The AAPI-2 is a validated and reliable instrument that has been used in research for over 20 years (Moos & Moos, 1994; Bavolek, 2004).

The following five constructs are the measures that will be used: 1) inappropriate parental expectations, 2) parental lack of an empathic awareness of children's needs 3) strong belief in the use and value of corporal punishment, 4) parent-child role reversal, and 5) oppressing children's power and independence. These five constructs are the basis of the AAPI-2 because they

have been found to be the major issues affecting child abuse and neglect (Bavolek, 1999).

After collecting the completed questionnaires, responses to each item are scored to generate five scale scores that provide an index of risk in the five parenting behaviors indicated above. Low scores indicate high risk for abuse and neglect, and high scores indicate low risk for abuse and neglect. The AAPI-2 also includes several norms tables for different populations. Standard scores used in creating the norms for the AAPI-2 are N-Stens (Bavolek, 1999). According to Bavolek, N-stens are best used to analyze an individual score in relation to a normal distribution of scores. Bavolek also indicates that sten scores are to be considered in three categories: "low sten scores (1 to 4) generally indicate a high risk for practicing known abusive parenting practices. High sten scores (7 to 10) indicate the expressed parenting attitudes reflect a nurturing, non-abusive parenting philosophy. Mid-range scores (4 to 7) represent the parenting attitudes of the general population" (Bavolek, 2001).

The AAPI-2 is being utilized to evaluate the Family Nurturing Program because of its proven success. It is also being utilized because other Nurturing Programs have

used this instrument. The need for a universal instrument in evaluating programs is apparent. Once the data for the Family Nurturing Program are collected, they can be compared to outcomes from other similar programs, which will be useful in the long term to determine the efficacy of programs for families experiencing substance abuse and child abuse.

Procedures

The data will be gathered at two separate times, before beginning and at completion of the Family Nurturing Program. A self-administered questionnaire will be administered at the location where FNP is being held. This location has historically been one of the two courthouses, one in Riverside, and the other in Murrieta. The researcher will be available to provide assistance to participants who may have questions or difficulties with the questionnaire. The pre-test questionnaires will be gathered immediately before the beginning of the first session of the program. The post-test will be administered on the last night of the program, after the participants have completed their final session. WestEd has developed a timeline indicating the start and end of each cohort (Appendix B).

The AAPI-2 is not a timed inventory, but it usually takes 12-17 minutes for the participants to complete it. The test environment will be made as comfortable as possible, with good lighting and limited distractions. A copy of the administration procedures and oral instructions as developed by Bavolek are attached as Appendix C. The AAPI-2 is provided in the English language because the participating cohorts only include English-speaking participants. Should any participants be illiterate, the survey administrator will be available to read the survey items in a private location and assist in the completion of the survey. All participants will be instructed to complete the questionnaires without sharing their answers with other participants in order to maintain confidentiality. They will be directed to ask questions only of the survey administrator(s).

Protection of Human Subjects

Before participating in the program, each potential participant will be asked for their signed consent to complete the study instrument. It will be explained to the participant that their answers to the questionnaires will remain confidential. The participant will be informed that their cooperation is voluntary and therefore NOT necessary

for them to receive services. The participant will also be informed that there are no penalties should they decide not to complete the questionnaire. The participant will be informed that there is minimal risk in completing the questionnaires. The only risk they are taking is that they may feel loss of privacy and may experience some emotional reactions to the questions being asked. A debriefing session will be conducted with each client to ensure that the client knows how to seek further assistance should they need it. The debriefing statement is included in Appendix D.

Data Analysis

This study will be an evaluation assessing whether or not there is a significant change in parental attitudes towards parenting and child rearing after participation in the Family Nurturing Program.

The main variables analyzed will be: 1) inappropriate parental expectations, 2) parental lack of an empathic awareness of children's needs 3) strong belief in the use and value of corporal punishment, 4) parent-child role reversal, 5) oppressing children's power and independence.

Bivariate analysis will be conducted on all five variables utilizing a dependent samples t-test for the

independent variable of program completion. This test will be used because the same group of people are being tested at both pretest and post-test and because the researcher is looking at determining mean differences in the participants' scores. Descriptive analysis will be conducted utilizing the frequency functions of SPSS to provide information on mean, median and mode of the data.

Summary

This chapter provided a detailed description of the methods and design of the research project. One of the most important components of this project is to ensure that sound research methods and design are used. This assurance is needed in order to produce valid and reliable results.

CHAPTER FOUR

RESULTS

Introduction

Included in Chapter Four is a presentation of the findings from the data collected. This chapter includes an overview of the demographic data as well as the results of the sample T-Tests and reliability analysis that was conducted.

Presentation of the Findings

The Family Nurturing Program was implemented at two different drug court locations; Riverside Juvenile Dependency Court (referred to as Riverside in Table 1) and Murrieta Juvenile Dependency Court (referred to as South West in Table 1). There were approximately the same numbers of subjects in each site that participated and graduated from the program. See Table 1 below for details.

Table 1. Site

Site	Frequency	Percent	Valid Percent	Cumulative Percent
Riverside	19	54.3	54.3	54.3
South West	16	45.7	45.7	100.0
Total	35	100.0	100.0	

The majority of the subjects who participated in this research project were female, which accounted for approximately seventy one percent of the total number of participants. Please refer to table 2.

Table 2. Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	10	28.6	28.6	28.6
Female	25	71.4	71.4	100.0
Total	35	100.0	100.0	

The chronological age of the subjects ranged between nineteen and forty-two years old. The majority of the participants were between the ages of twenty to thirty-five years of age. Please refer to table 3.

Table 3. Age

N	Valid	34
	Missing	1
Mean		28.88
Minimum		19
Maximum		42

The population sample identified themselves as predominantly White/Caucasian. Hispanics were the second

largest racial group that participated in this research project. Please see Table 4 for additional demographic information.

Table 4. Race

Race	Frequency	Percent	Valid Percent	Cumulative Percent
White	23	65.7	65.7	65.7
Black	1	2.9	2.9	68.6
Hispanic	10	28.6	28.6	97.1
Other	1	2.9	2.9	100.0
Total	35	100.0	100.0	

A reliability test was performed on each of the five constructs that were used in this research project. Construct A: Inappropriate Parental Expectations has an alpha reliability quotient of .69; Construct B: Parental Lack of an Empathic Awareness of Children's Needs has an alpha reliability quotient of .75; Construct C: Strong Belief in the Use and Value of Corporal Punishment has an alpha reliability of .80; Construct D: Parent-Child Role Reversal has an alpha reliability quotient of .69; and Construct E: Oppressing Children's Power and Independence has an alpha reliability of .44.

Five paired-samples T-Test were conducted for each of the five constructs presented in this research project. The results of each of these five constructs are listed below.

A paired samples t-test was conducted to evaluate whether Inappropriate Parental Expectations sten scores differed between pre- and post-test time periods for parents who completed the Family Nurturing Program. The results indicated that the mean at pre-test ($\bar{M} = 5.51$, $SD = 1.67$) was not significantly greater at post-test ($\bar{M} = 5.69$, $SD = 1.69$), $t(34) = -.583$, $p = .564$. Please see results in Table 5.

Table 5. Paired Samples Test, Construct A

Construct A: Inappropriate Parental Expectations	Paired Differences					t	df	Sig. (2- tailed)
	Mean	Std. Dev	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-Test - Post- Test	-.171	1.740	.294	-.769	.426	-.583	34	.564

A paired samples t-test was conducted to evaluate whether Parental Lack of an Empathic Awareness of Children's Needs sten scores differed between pre- and post-test time periods for parents who completed the Family Nurturing Program. The results indicated that the

mean at pre-test ($\underline{M} = 5.57$, $SD = 2.19$) was not significantly greater at post-test ($\underline{M} = 5.54$, $SD = 2.0$), $t(34) = .11$, $p = .91$. Please see results in Table 6.

Table 6. Paired Samples Test, Construct B

Construct B: Parental Lack of an Empathic Awareness of Children's Needs	Paired Differences					t	df	Sig. (2- tailed)
	Mean	Std. Dev	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-Test - Post Test	.029	1.543	.261	-.502	.559	.110	34	.913

A paired samples t-test was conducted to evaluate whether Strong Belief in the Use and Value of Corporal Punishment sten scores differed between pre- and post-test time periods for parents who completed the Family Nurturing Program. The results indicated that the mean at pre-test ($\underline{M} = 4.49$, $SD = 1.17$) was not significantly greater at post-test ($\underline{M} = 4.34$, $SD = 1.33$), $t(34) = .78$, $p = .44$. Please see results in Table 7.

Table 7. Paired Samples Test, Construct C

Construct C: Belief in the Use and Value of Corporal Punishment	Paired Differences					t	df	Sig. (2- tailed)
	Mean	Std. Dev	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-Test - Post- Test	.143	1.089	.184	-.231	.517	.776	34	.443

A paired samples t-test was conducted to evaluate whether Parent-Child Role Reversal sten scores differed between pre- and post-test time periods for parents who completed the Family Nurturing Program. The results indicated that the mean at pre-test ($M = 4.74$, $SD = .32$) was significantly greater at post-test ($M = 5.80$, $SD = .35$), $t(34) = -.35$, $p = .001$. Please see results in Table 8.

Table 8. Paired Samples Test, Construct D

Construct D: Parent-Child Role Reversal	Paired Differences					t	df	Sig. (2- tailed)
	Mean	Std. Dev	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-Test - Post- Test	-1.057	1.781	.301	-1.669	-.445	-3.511	34	.001

A paired samples t-test was conducted to evaluate whether Oppressing Children's Power and Independence sten

scores differed between pre- and post-test time periods for parents who completed the Family Nurturing Program. The results indicated that the mean at pre-test ($\underline{M} = 2.17$, $SD = .31$) was significantly lower at post-test ($\underline{M} = 1.63$, $SD = .22$), $t(34) = 2.49$, $p = .018$. Please see results in Table 9.

Table 9. Paired Samples Test, Construct E

Construct D: Oppressing Children's Power and Independence	Paired Differences					t	df	Sig. (2- tailed)
	Mean	Std. Dev	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-Test - Post- Test	.543	1.291	.218	.099	.986	2.487	34	.018

Summary

Chapter Four reviewed the results of the project. The demographics of the subjects were reported. Most of the subjects were female. There was approximately the same number of subjects who participated in the survey at both locations. Age of subjects ranged between 19 and 42 with most participants being 20-35 years of age. Most of the subjects were White and the second largest race was identified as Hispanic. Reliability tests were conducted on all five constructs. Five individual samples T-Tests were conducted for each of the constructs. Three of the

five constructs showed no significant difference between pre- and post-test results. Two of the five constructs did present significant differences between pre and post-test results.

CHAPTER FIVE

DISCUSSION

Introduction

Included in Chapter Five is a presentation of the conclusions gleaned as a result of completing this project. Further, the recommendations extracted from the project are presented. Lastly, the Chapter concludes with a summary of the research project conducted on the Family Nurturing Program.

Discussion

The following discussion addresses the conclusions and implications of the results in this research project. The goal of this project was to assess how participation in the Family Nurturing Program would affect parental attitudes towards parenting in five different constructs: inappropriate expectations of children, inability to be empathically aware of children's needs, belief in the value of corporal punishment, parent-child role-reversal and oppressing children's power and independence. The hope was that completion of the Family Nurturing Program would lead to more nurturing parenting attitudes in the above stated areas.

In this study, no significant changes were seen with regard to the majority of the constructs. In fact, with respect to children's power and independence, parental attitudes actually changed for the worse, and parents indicated that they would be more inclined to act in a way that would suppress the child's right to choices and decision-making. Significant positive results were seen in only one construct, parent-child role-reversal. This indicated that parents gained a more appropriate and healthy understanding of their role as a parent, as well as an understanding that it is inappropriate for a child to take on responsibilities of a parent.

There are many possible implications to the findings of this study. Due to the limitations given by a small sample size, it would be inaccurate to conclude that the Family Nurturing Program is ineffective in helping parents develop healthier attitudes toward parenting. Some implications that may be possible is that family education programs may need to do a better job of addressing parental attitudes in order to reveal strong results even with a small sample size.

Another implication of the results from this project is that the mid range mean score for many of the constructs imply that substance abusing families at risk

for child abuse already have a good understanding of parent/child roles, and that child abuse within these families may be due to other factors not addressed by the five constructs targeted in this program. It may be that substance-abusing families may be experiencing other stressors that lead to child abuse as compared to non-substance abusing families where there is child abuse.

Although the Family Nurturing Program has been modified to address the needs of the substance abusing population, the AAPI-2 survey instrument was developed using data from families experiencing child abuse. No specific modifications were made in this instrument for the substance abusing population. It may therefore be that the specific issues that contribute to child abuse in substance abusing populations was not effectively addressed by the survey instrument used in this project.

Limitations

The following limitations apply to the project. The small sample size of this research project limits the validity of the results. The small sample size also limits the ability to generalize the findings to the general population who participate in this program.

This research project was based on self-reports of participants in the Family Nurturing Program. Although efforts were made to ensure the participants that the survey was not a test and would not affect their cases with Child Protective Services, there is a strong possibility that participants were reporting information based on social desirability and what they might believe was the "right" answer. After all, these families have children who are dependents of the court system, and there is a substantial amount of pressure for them to prove that they are competent parents. This social desirability factor could account for the normal range score of the participants in most of the five constructs.

Bavolek indicates a major limitation in the use of the AAPI instrument due to the fact that it is "not a predictor of future abusive parenting beliefs but rather and assessment of current parenting beliefs and practices..As time passes, individuals change and so do the conditions under which one would parent" (Bavolek, 2001).

Recommendations for Social Work Practice, Policy and Research

The recommendations for social work practice based on the findings of this research project is that parenting programs and their research and evaluation efforts need to

be more effective in developing and capturing results for parents with a history of child abuse, neglect and substance abuse. The ultimate recommendation for practice is the need to continue to develop programs that effectively target specific abusive parental attitudes.

The recommendation for social work policy is that more focus needs to be placed on the evaluation of programs provided to families. Furthermore, funds and resources are needed to evaluate programs, assess their effectiveness and subsequently modify their content to have a greater impact on families' lives.

As stated in the literature review of this research project, the social services system in this nation has become more punitive and places the majority of its resources on finding parents guilty of abuse. Instead, the social service system should be focusing resources on finding solutions through effective programs and research in order to prevent child abuse. An implication of this dynamic is that the social service system expects parents to learn how to parent without abusing while little is done to ensure that those parents are being provided with proven effective programs that will actually help them improve their families' lives.

The Dependency Recovery Drug Court Program is a great example of systems coming together to impact positive change for families. This systems level approach is a great step towards improved family services. This research project shows the need to go a step further and funnel additional time and resources to the evaluation, research and development of effective programs for the populations we serve.

This project demonstrates that more research is needed to further evaluate family education/prevention programs. Recommendations for these future projects would include that a larger sample size be utilized. As previously stated, one possible reason for the lack of significant change between pre and post-test results could very well be attributed to the small sample size that was used in this research project. It is therefore recommended that any further research with the Family Nurturing Program include at least 100 participants in order to obtain more valid and reliable results.

Another recommendation for further research with the Family Nurturing Program is to closely monitor subject participation and capture exit survey data for those clients who dropped out of the program before completion.

It would be of interest to compare results of clients who fully completed the program to those who dropped out.

Yet another recommendation for research is to continue to gather information on populations experiencing both substance abuse and child abuse. This research project is an example of the difficulty of capturing a sample size large enough to provide results that can be generalized and to produce a higher level of accuracy in terms of the results. The challenges of conducting research with this population need to be addressed in order to develop research instruments and methods that are more accurate and effective.

Conclusions

This research project has a substantial limitation because of the small sample size. Therefore, the conclusions should be considered as preliminary findings. Research with a larger sample size would need to be conducted in order to verify the results of this research project.

Parents with co-occurring issues of substance abuse and child abuse benefit from the Family Nurturing Program in that they gain a stronger understanding that child needs are to be met by parents rather than vice versa.

Parents learned that children are not to be their parent's caregivers and are not responsible for meeting the needs of their parents.

Parents who participated in the Family Nurturing Program indicate a significantly greater value for obedience by children. This conclusion contradicts one of the goals of the program, which was that at the completion of the program most parents would have a greater value for involving children in the decision-making process rather than requiring that children obey their parents without question. The limitations of this project's sample size should again be considered as a major factor contributing to the results for this construct.

It is essential for social workers to ensure that the programs, research and evaluation being developed and conducted are effective with the population being served. It is also essential for the social services system to recognize the lack of data and information available on working with high-risk populations. Furthermore, social workers need to place more attention and resources on gaining national support to develop, research and evaluate programs in order to better serve high-risk populations.

APPENDIX A
ADULT-ADOLESCENT PARENTING INVENTORY 2
QUESTIONNAIRE

Adult-Adolescent Parenting Inventory

AAPI - 2

Form A

Stephen J. Bavolek, Ph.D. and Richard G. Keene, Ph.D.

Name _____ Date _____

ID# _____ State/City _____

Sex (circle one) Male Female Age _____ years

Race (circle one) White Black Asian Hispanic Native American Pacific Islander Other _____

INSTRUCTIONS: There are 40 statements in this booklet. They are statements about parenting and raising children. You decide the degree to which you agree or disagree with each statement by circling one of the responses.

STRONGLY AGREE ---- Circle SA if you strongly support the statement, or feel the statement is true most or all the time.

AGREE --- Circle A if you support the statement, or feel this statement is true some of the time.

STRONGLY DISAGREE ---- Circle SD if you feel strongly against the statement or feel the statement is not true.

DISAGREE ---- Circle D if you feel you cannot support the statement or that the statement is not true some of the time.

UNCERTAIN ----- Circle U only when it is impossible to decide on one of the other choices.

When you are told to turn the page, begin with Number 1 and go on until you finish all the statements. In answering them, please keep these four points in mind:

1. Respond to the statements truthfully. There is no advantage in giving an untrue response because you think it is the right thing to say. There really is no right or wrong answer ---- only your opinion.
2. Respond to the statements as quickly as you can. Give the first natural response that comes to mind.
3. Circle only one response for each statement.
4. Although some statements may seem much like others, no two statements are exactly alike. Make sure you respond to every statement.

If there is anything you don't understand, please ask your questions now. If you come across a word you don't know while responding to a statement, ask the examiner for help

When you finish, please feel free to write any comments you have on the back page.

Turn the Page and Begin

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(800)688-5822 • www.nurturingparenting.com • fdi@nurturingparenting.com (email)

Form A	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. Children should keep their feelings to themselves.	SA	A	U	D	SD
2. Children should do what they're told to do, when they're told to do it. It's that simple.	SA	A	U	D	SD
3. Parents should be able to confide in their children.	SA	A	U	D	SD
4. Children need to be allowed freedom to explore their world in safety.	SA	A	U	D	SD
5. Spanking teaches children right from wrong.	SA	A	U	D	SD
6. The sooner children learn to feed and dress themselves and use the toilet, the better off they will be as adults.	SA	A	U	D	SD
7. Children who are one year old should be able to stay away from things that could harm them.	SA	A	U	D	SD
8. Children should be potty trained when they are ready and not before.	SA	A	U	D	SD
9. A certain amount of fear is necessary for children to respect their parents.	SA	A	U	D	SD
10. Good children always obey their parents.	SA	A	U	D	SD
11. Children should know what their parents need without being told.	SA	A	U	D	SD
12. Children should be taught to obey their parents at all times.	SA	A	U	D	SD
13. Children should be aware of ways to comfort their parents after a hard days work.	SA	A	U	D	SD
14. Parents who nurture themselves make better parents.	SA	A	U	D	SD
15. It's OK to spank as a last resort.	SA	A	U	D	SD
16. "Because I said so!" is the only reason parents need to give.	SA	A	U	D	SD
17. Parents need to push their children to do better.	SA	A	U	D	SD
18. Time-out is an effective way to discipline children.	SA	A	U	D	SD
19. Children have a responsibility to please their parents.	SA	A	U	D	SD

Please go to next page.

Form A	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
20. There is nothing worse than a strong-willed two year old.	SA	A	U	D	SD
21. Children learn respect through strict discipline.	SA	A	U	D	SD
22. Children who feel secure often grow up expecting too much.	SA	A	U	D	SD
23. Sometimes spanking is the only thing that will work.	SA	A	U	D	SD
24. Children can learn good discipline without being spanked.	SA	A	U	D	SD
25. A good spanking lets children know parents mean business.	SA	A	U	D	SD
26. Spanking teaches children it's alright to hit others.	SA	A	U	D	SD
27. Children should be responsible for the well-being of their parents.	SA	A	U	D	SD
28. Strict discipline is the best way to raise children.	SA	A	U	D	SD
29. Children should be their parents' best friend.	SA	A	U	D	SD
30. Children who receive praise will think too much of themselves.	SA	A	U	D	SD
31. Children need discipline, not spanking.	SA	A	U	D	SD
32. Hitting a child out of love is different than hitting a child out of anger.	SA	A	U	D	SD
33. In father's absence, the son needs to become the man of the house.	SA	A	U	D	SD
34. Strong-willed children must be taught to mind their parents.	SA	A	U	D	SD
35. A good child will comfort both parents after they have argued.	SA	A	U	D	SD
36. Parents who encourage their children to talk to them only end up listening to complaints.	SA	A	U	D	SD
37. A good spanking never hurt anyone.	SA	A	U	D	SD
38. Babies need to learn how to be considerate of the needs of their mother.	SA	A	U	D	SD
39. Letting a child sleep in the parent's bed every now and then is a bad idea.	SA	A	U	D	SD
40. A good child sleeps through the night.	SA	A	U	D	SD

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Please feel free to write your comments on this page.

AATA-2

APPENDIX B
COHORT TIMELINE

Family Nurturing Program Cohorts Timeline

	Year 2												Year 3								
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Riv-Cohort 1	*	*	*	*	*								*	*	*	*	*				
SW-Cohort 2			*	*	*	*	*						*	*	*	*	*	*			
Riv-Cohort 3						*	*	*	*				*	*	*	*	*	*			
SW-Cohort 4						*	*	*	*	*			*	*	*	*	*	*			
Riv-Cohort 5								*	*	*	*	*	*	*	*	*	*	*			
SW-Cohort 6								*	*	*	*	*	*	*	*	*	*	*			
Riv-Cohort 7								*	*	*	*	*	*	*	*	*	*	*			
SW-Cohort 8								*	*	*	*	*	*	*	*	*	*	*			
Riv-Cohort 9								*	*	*	*	*	*	*	*	*	*	*			
SW-Cohort 10								*	*	*	*	*	*	*	*	*	*	*			
Riv-Cohort 11								*	*	*	*	*	*	*	*	*	*	*			
SW-Cohort 12								*	*	*	*	*	*	*	*	*	*	*			
Riv-Cohort 13								*	*	*	*	*	*	*	*	*	*	*			
SW-Cohort 14								*	*	*	*	*	*	*	*	*	*	*			

* Group Begins

Total of clients per year	
Year 1	40
Year 2	60
Year 3	40
Total	140

APPENDIX C
QUESTIONNAIRE ADMINISTRATION PROCEDURES
AND ORAL INSTRUCTIONS

NOTE: The contents of Appendix C is an exact replica of the instrument administration procedures obtained from Bavolek, 1999.

Administering the AAPI-2 to Non-Readers

The administration of the AAPI-2 to non-readers is permissible. Care should be taken by the person reading the inventory not to use voice inflection or stress a word that would influence the response. Reading the inventory should occur in a private setting. Limit the number of people taking the AAPI-2 orally to five.

Administration Procedures

The AAPI-2 is a self-report attitudinal inventory. As with any self-report measure, misleading the examiner by responding the "desirable" rather than "true or actual" attitudes can occur. The key to gathering responses which best represent the individual's true attitudes is the climate in which the inventory is administered. It is recommended that the following administration procedures and guidelines be closely adhered to.

1. The examiner should take care to establish rapport with the individual(s) completing the inventory. It should be explained to the people completing the inventory that the purpose of the inventory is to assess parenting attitudes.
2. The inventory may be administered individually or in a small group setting. The group should not be so large that the size of the group interferes with the collection of accurate data.
3. The AAPI-2 is an objective inventory designed to assess attitudes. There are no right or wrong answers, just differences in attitudes. Careful avoidance of the word "test" should be practiced; "inventory" is the preferred word.
4. When an individual does not know the meaning of a word or phrase, the examiner may assist in explaining any unknown words. Care should be taken to ensure that the examiner does not provide information or engage in discussion which would modify the person's values or attitudes.
5. Examiners should help the individuals complete the identifying information requested on the inventory booklet. Assist the examinee in understanding how to respond to the inventory items. Read the directions, appearing on the front of the test booklet, on when to respond with a SA, A, U, D, or SD. Questions regarding how to respond to the inventory should be addressed prior to beginning the inventory.

6. It is essential that each of the items of the inventory have only one response. Instruct the individuals completing the inventory to mark only one response per item.
7. When an individual has completed the inventory, scan the booklet quickly to make sure that all questions have been answered and that only one answer is given for each question. Questions that are missed, or that have several responses will suggest that the test results are invalid. It may be wise to assist the examinee in making sure his responses are what he or she intended.

Oral Instructions

There are 40 items in this booklet. They are statements about parenting and raising children. You decide the degree to which you agree or disagree with each statement by circling one of the responses located directly next to the statement. If you strongly support the statement or feel the statement is true most of the time, circle Strongly Agree. If you support the statement, or feel the statement is true some of the time, circle Agree. If you feel strongly against the statement or feel the statement is not true most or all of the time, circle Strongly Disagree. If you feel you cannot support the statement or that the statement is not true some of the time, circle Disagree. Use Uncertain only when it is absolutely impossible to decide on one of the other choices.

When you are told to, turn the page, begin with Number 1 and go until you finish all the questions. In answering them, please keep these four points in mind:

1. Answer the questions frankly and truthfully. There is no advantage in giving an untrue answer because you think it is the right thing to say.
2. Answer the questions as quickly as you can. Don't spend too much time thinking about what to answer. Give the first natural answer that comes to mind.
3. Don't skip over questions or provide two answers for any questions. Make sure you respond to every statement with only one answer.
4. Although some questions may seem much like others, there are no two statements exactly alike so make sure you respond to every statement.

If there is anything you don't understand, please feel free to ask questions now or while you are completing the inventory. If you come across a word you don't know while answering a question, ask the examiner for help.

APPENDIX D
DEBRIEFING STATEMENT

Debriefing Statement

Thank you for completing the questionnaire. Answering these types of questions can be very emotional for some people. If you find yourself wanting to talk more in detail about these questions or you feel disturbed in any way by these questions, you can speak with me or call me anonymously if you would like to discuss your concerns. Again, thank you for your time and your willingness to share.

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