

Family Life Education Review Forms

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Below are three different review forms that have been designed to examine the content and instructional processes of family life education programs. These forms can be used to compare and contrast different programs or to review quality of the programs. These review forms are useful in teaching family life education, program development, program evaluation and other courses that involve the development of educational curricula.

The first review form was published in Hughes (1994). A second form was designed with colleagues to review online mandated divorce programs. The results of this review were published in Bowers et al., 2011. The third form was designed for reviewing online family life education and prevention programs, published in 2012 (Hughes, et al.).

Family Life Education Program Review Form

Robert Hughes, Jr.
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Originally Published in 1994

The purpose of this form is to provide a means of assessing the quality of resource materials that are designed to inform people about applied/intervention issues related to human development and family studies. Some of these questions will not apply to every resource.

Reviewer's Name _____

Date _____

Reference Information

Title: _____

Author: _____

Source: _____

Intended Audience. Please note the audience for which the resource is intended. (Check all that apply)

_____ Professional practitioners (Type _____)

(Teachers, Psychologists, Child Care providers, etc.)

_____ Paraprofessional practitioners (Type _____)

(Home visitors, Teacher's Aides, etc.)

_____ Parents (Type _____)

(Single, Step, Adoptive, Teenage, All, etc.)

_____ Children (Age Range and/or Family Type) _____

_____ General public

Delivery Method. Indicate the type of resource. (Check all that apply)

_____ News release

_____ Short brochure

_____ Long brochure

_____ Slide/Video

_____ Program Curriculum

_____ Other _____

Ratings of the Resource. Please rate the educational resource on the following dimensions. Keep in mind the intended resource and the type of delivery method when making these ratings.

<u>Content: Theory and Research</u>		Low/Poor				High/Excellent	
1.	Prevention/intervention theory is clearly stated.	1	2	3	4	5	NA
2.	Importance of the topic for intended audience.	1	2	3	4	5	NA
3.	Resource documents the source of the advice/opinions/information provided.	1	2	3	4	5	NA
4.	Resource is based on current research findings.	1	2	3	4	5	NA
5.	Resource includes the major and/or most important research sources.	1	2	3	4	5	NA
6.	Resource accurately uses the findings from research (or other sources).	1	2	3	4	5	NA
7.	Resource clearly presents the findings from research and other sources.	1	2	3	4	5	NA
8.	Resource draws appropriate implications from the research and other sources.	1	2	3	4	5	NA
9.	Resource notes limitations of research findings and conclusions.	1	2	3	4	5	NA

Content: Context

10.	Contextual information regarding the families involvement in relevant settings (school, work, child care, church) is appropriately considered.	1	2	3	4	5	NA
11.	Culture and social class influences are appropriately considered.	1	2	3	4	5	NA
12.	Political, economic and other macrosocial influences are appropriately considered.	1	2	3	4	5	NA

Content: Practice

Low/Poor

High/Excellent

13.	Resource adds something new to the practice/intervention approaches on this topic/issue.	1	2	3	4	5	NA
14.	Resource builds on appropriate existing program resources (e.g., other programs, professionals, clinical research).	1	2	3	4	5	NA
15.	Resource accurately uses finding from clinical research/practice.	1	2	3	4	5	NA
16.	Teaching/Intervention strategies and techniques are based on clinical research/practice.	1	2	3	4	5	NA
17.	Resource notes current limitation of clinical/practice knowledge in regards to this program/topic.	1	2	3	4	5	NA

Comments:

Instructional Process: Teaching Plans

1.	Activities fit the objectives.	1	2	3	4	5	NA
2.	Activities are appropriate for the intended audience(s) (age group, family type, gender, ethnic group)	1	2	3	4	5	NA.
3.	Directions for conducting teaching or learning activities are sufficient.	1	2	3	4	5	NA
4.	A variety of activities and/or formats are used.	1	2	3	4	5	NA
5.	Balance between lecture, discussion, and learning activities is achieved.	1	2	3	4	5	NA

Low/Poor

High/Excellent

6.	Structured and/or unstructured approaches are used appropriately.	1	2	3	4	5	NA
7.	Sufficient time is allowed to cover topics/activities (not too much or too little).	1	2	3	4	5	NA
8.	Teaching aids (transparencies, materials, handouts, etc.) are appropriate.	1	2	3	4	5	NA
9.	Potential teaching/practice problems are discussed and solutions suggested.	1	2	3	4	5	NA
10.	Appropriateness of the length of the resource for the topic and the intended audience.	1	2	3	4	5	NA

Instructional Process: Presentation

11.	Readability is appropriate for the intended audience.	1	2	3	4	5	NA
12.	Appropriateness of the examples for the intended audience.	1	2	3	4	5	NA
13.	Attractiveness of the resource for the intended audience.	1	2	3	4	5	NA
14.	Appropriate portrayal of a range of racial/ethnic groups.	1	2	3	4	5	NA
15.	Appropriate portrayal of a range of family types.	1	2	3	4	5	NA
16.	Effectiveness of pictures/graphs, etc.	1	2	3	4	5	NA
17.	Quality of the overall design and layout.	1	2	3	4	5	NA

Comments:

Implementation Process

Low/Poor

High/Excellent

1.	General information in regards to using the program is provided.	1	2	3	4	5	NA
2.	Appropriate audience for program is outlined.	1	2	3	4	5	NA
3.	Limits are provided about audiences who would not be expected to benefit from the program.	1	2	3	4	5	NA
4.	Marketing/ recruitment materials and suggestions are provided.	1	2	3	4	5	NA
5.	Logistical issues in implementation are clarified.	1	2	3	4	5	NA
6.	Budget issues are explained clearly.1	2	3	4	5	NA	
7.	Community or agency issues in implementation are explained.	1	2	3	4	5	NA
8.	Potential implementation problems are discussed and solutions suggested.	1	2	3	4	5	NA
9.	If appropriate, staff or volunteer training guidelines are sufficient.	1	2	3	4	5	NA
10.	Background material and/or resources are provided to implementors/trainers.	1	2	3	4	5	NA

Comments:

Evaluation

1.	Evidence of needs assessment process with appropriate audience(s).	1	2	3	4	5	NA
2.	Utilization data are provided.	1	2	3	4	5	NA

3.	Accountability procedures are provided	Low/Poor			High/Excellent		
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	to track utilization of the program.	1	2	3	4	5	NA
4.	Results of client satisfaction are provided.	1	2	3	4	5	NA
5.	Procedures for assessing client satisfaction are provided.	1	2	3	4	5	NA
6.	Feedback from staff trainers, other stakeholders is discussed.	1	2	3	4	5	NA
7.	Procedures for obtaining feedback from staff trainers, other stakeholders are provided.	1	2	3	4	5	NA
8.	Evaluation of critical program features is provided.	1	2	3	4	5	NA
9.	Effectiveness of the program for specific audiences is clear.	1	2	3	4	5	NA
10.	Limits of the effectiveness of the program are clear.	1	2	3	4	5	NA
11.	Guidelines for impact evaluation are provided.	1	2	3	4	5	NA

Comments:

Overall Evaluation of the Resource

_____ This resource should not be used at all. (Describe the major problems.)

_____ This resource would be useful with the following modifications.
(Describe the needed modifications.)

_____ This resource would be useful in the following circumstances and with the following audiences. (Describe circumstances and audiences.)

Reference

Hughes, R., Jr. (1994). A framework for developing family life education programs. *Family Relations*, 43, 74-80. <http://www.jstor.org/stable/585145>

Online Mandated Divorce Education Review Form

October 2009

Robert Hughes, Jr., Jennifer L. Hardesty, Jill R. Bowers, Elissa Thomann Mitchell
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The purpose of this form is to provide a means of assessing the quality of online divorce education programs that are designed to help divorcing parents, specifically those that are mandated to attend a divorce education program through the courts. The form content was created by using Dr. Robert Hughes' Family Life Education Review Form as a foundation and modified as appropriate for online mandated divorce education programs. At the end of this form are references to reports based on these review materials.

Reviewer's Name: _____

Date: _____

Program Name: _____

Link: _____

Curriculum/Instructional Formats

Indicate the type of instructional formats used (check all that apply):

_____ Video

_____ Video from presiding judge

_____ Video child testimonies

_____ Video parent testimonies

_____ Video vignettes to illustrate concepts

_____ Video Other (specify type here): _____

If yes, write average length in minutes of all videos here: _____

_____ Text

_____ Explanation of ideas/objectives

_____ Review questions

_____ Personal reflection questions

_____ Other (specify type here): _____

If yes to text, write average words per page here: _____

Curriculum/Instructional Formats Continued....

(check all that apply)

_____ Pictures/illustrations

If yes for pictures, write average number here: _____

_____ Pre/post tests

If yes, how many? _____

_____ Interactive multimedia (non-video; e.g., a game using animations)

If yes, describe any other web-based media material here: _____

_____ Audio (non-video)

If yes, write average length in minutes here: _____

_____ Print resources (e.g., workbook to print, short articles, etc...)

If yes, write number, type, and length here: _____

_____ Other instructional materials

If yes, specify here: _____

Summarize the percentages of instruction that use each type of format here (e.g., video -10%, text- 80%, pictures - 0%, P-P tests 2%, Interactive media -0%, audio-0%, print resources -8%):

* Note: All should add up to 100%.

*Additional comments on curriculum/instruction:***Instructional Process**

This program is (check all that apply):

_____ Teacher led

_____ Self-directed with feedback

_____ Self-directed without feedback

Instructional Process continued...

This program is (check all that apply):

_____ Peer led

_____ Peer discussion

_____ Follow-up consultation

Additional comments on instructional process:

Authority of Program

Note: This material may be on the main website rather than inside the program itself

_____ Author/program developers' credentials clearly identified

_____ Education

_____ Professional affiliations

_____ Professional certification or license

_____ Expertise in the area/topic

_____ Individual/Organization that developed program clearly identified

_____ Name

_____ Location

_____ History

_____ Purpose

_____ Services provided

_____ Educational or help oriented emphasis

_____ Provides easy ways to contact the program sponsor

_____ Address

_____ Telephone number

_____ Email address

_____ IM

_____ Other

Authority of Program continued...

- Purpose of program is to provide information or to educate
- No advertising
- Minimal advertising
- Clear distinction between ads and content
- Program is clearly maintained
- Dates are provided on pages
- Design is consistent
- Hyperlinks work
- Grammar and spelling is accurate
- Program provides links to other websites, helpful sources of information and so forth that may be beyond the scope of the particular program
- Links to related websites
- Local agencies or professionals
- Telephone/hotlines
- Program provides cautions or referrals regarding issues that require more help than is possible through this particular program (e.g., dangerous, harmful, or illegal activities)

Additional comments on authority of program:

Client Services

The following information is provided in program content or on website (check all that apply):

- Information/background for judges, attorneys, or helping professionals (including evaluation data or other information about program effectiveness)
- Information about states and/or counties that course meets requirements for (e.g., length of time; content, etc.)
- Directions for using online program (e.g., technical requirements, availability of support)
- Directions for passing/obtaining certificate for completion
- Information about additional services available to clients (e.g. mediation, parenting plans, etc.)

Additional comments on client services:

Court-Focused Content

Rate how well the court-focused content is covered in this web-based divorce education program, using the 3 point scale (poor, satisfactory, or excellent; NC = not covered at all).

	Poor	Satisfactory	Excellent	
1. Legal procedures for divorce with children	1	2	3	NC
2. Legal representation	1	2	3	NC
3. Review of the law	1	2	3	NC
4. Guardian ad litem	1	2	3	NC
5. Best interests of the child	1	2	3	NC
6. Custody Evaluation	1	2	3	NC
7. Mediation purpose	1	2	3	NC
8. Mediation general process	1	2	3	NC
9. Mediation value/effectiveness	1	2	3	NC
10. Custody options	1	2	3	NC
11. Parenting plans (purpose, value, and process)	1	2	3	NC
12. Child support	1	2	3	NC
13. Financial obligations	1	2	3	NC

Additional comments on court-focused content:

Child-focused Content

Rate how well the child-focused content is covered in this web-based divorce education program, using the 3 point scale (poor, satisfactory, or excellent; NC = not covered at all).

	Poor	Satisfactory	Excellent	
1. Children's responses to divorce	1	2	3	NC
2. Different reactions and needs of children at different ages	1	2	3	NC

Child-focused content continued...

(rate all using the 3 point scale)

	Poor	Satisfactory	Excellent	
3. Typical postdivorce reactions of children	1	2	3	NC
4. Warning signs of significant adjustment issues for children	1	2	3	NC
5. Psychological adjustment tasks of children included	1	2	3	NC
6. Ways children can help or hinder custody disputes	1	2	3	NC
7. Impact of parents on child development	1	2	3	NC
8. Impact of "badmouthing" other parent	1	2	3	NC
9. Strategies to help parents help children deal with divorce (e.g., how to respond to child's distress, interactions with children) with children's distress	1	2	3	NC

*Additional comments on child-focused content:***Adult/Parent-Focused Content**

Rate how well the adult/parent-focused content is covered in this web-based divorce education program, using the 3 point scale (poor, satisfactory, or excellent; NC = not covered at all).

	Poor	Satisfactory	Excellent	
1. Personal/adult adjustment issues				
Grief/loss	1	2	3	NC
Emotional aspects	1	2	3	NC
Anger	1	2	3	NC
Former spouse issues	1	2	3	NC

Adult/Parent-Focused Content continued...

	Poor	Satisfactory	Excellent	
Guilt	1	2	3	NC
Stress	1	2	3	NC
Self care and/or support systems	1	2	3	NC
2. Coping with change				
Divorce adjustment	1	2	3	NC
Handling change/coping	1	2	3	NC
New relationships	1	2	3	NC
Grandparent	1	2	3	NC
Financial impact	1	2	3	NC
Social impact	1	2	3	NC
3. Parenting and other relationships				
General parenting skills (structure, rules, warmth, etc..)	1	2	3	NC
New partner and children issues	1	2	3	NC
Dating	1	2	3	NC
Sex/cohabitation	1	2	3	NC
Remarriage	1	2	3	NC
Blending families	1	2	3	NC
4. Parental conflict				
Benefits of parental cooperation versus cost of conflict	1	2	3	NC
Impact on children	1	2	3	NC
Strategies to reduce conflict	1	2	3	NC

Adult/Parent Focused Content continued...

	Poor	Satisfactory	Excellent	
Strategies that escalate conflict	1	2	3	NC
5. Communication as co-parents				
Respecting and supporting co-parent's role	1	2	3	NC
Respecting extended family Relationships	1	2	3	NC
Parenting plans	1	2	3	NC
Putting child(ren) in the middle	1	2	3	NC
Decision-making	1	2	3	NC
Transitions and routines	1	2	3	NC
Managing emotions	1	2	3	NC
6. Special circumstances (e.g., intimate partner violence or substance abuse)				
Safety of children	1	2	3	NC
Strategies for co-parenting under special circumstances	1	2	3	NC
Additional resources provided	1	2	3	NC

Additional comments on adult/parent-focused content:

Quality and Accuracy of Information

Rate the content quality and accuracy of this web-based divorce education program, using the 3 point scale (poor, satisfactory, or excellent; NC = not covered at all).

	Poor	Satisfactory	Excellent	
1. Content: Theory and research based				
Theoretical rationale linking content to program goals	1	2	3	NC
Relevance of topics	1	2	3	NC
Applies findings from current research	1	2	3	NC
Ease with which to verify information provided	1	2	3	NC
Divorcing family strengths considered (versus a strong focus on family weaknesses)	1	2	3	NC
2. Content: Context and diversity considered				
Special circumstances (e.g., intimate partner violence, substance abuse or mental illness)	1	2	3	NC
Social class	1	2	3	NC
Culture	1	2	3	NC
Developmental stage of divorce (e.g., possible changes with time)	1	2	3	NC
Divorced, as well as never married	1	2	3	NC
Ages of children (e.g., information about how children handle divorce at different ages)	1	2	3	NC

Additional comments on quality and accuracy of information:

Effectiveness of Instructional Design

Rate the instructional design effectiveness of this web-based divorce education program, using the 3 point scale (poor, satisfactory, or excellent; NA = not available at all).

	Poor	Satisfactory	Excellent	
General Design				
1. Structural/educational design that is logically organized and easy to follow	1	2	3	NA
2. Navigational system that fits audience and has conceptual coherence	1	2	3	NA
3. Audience can stop/resume program, or course, at their convenience	1	2	3	NA
4. Text available in audio format	1	2	3	NA
5. Closed captioning available	1	2	3	NA
6. Visual accessibility (e.g., appropriate font size)	1	2	3	NA
7. Accessibility—other (specify here and rate if applicable): _____	1	2	3	NA
8. Audience can access from anywhere/anytime	1	2	3	NA
9. Instructional materials are easy to use (e.g., If videos are used, they are embedded (versus having to download; one does not have to print out forms/tests, etc.)	1	2	3	NA

Effectiveness of instructional design continued...

	Poor	Satisfactory	Excellent	
10. Reading level appropriate	1	2	3	NA

*Note: To assess “readability” in the program sample three sections (200-500 words each) of the program at the beginning, middle, and end of the program. Paste the sample text into a Word document. Also, paste the text into Edit Central to calculate the “readability” scores. After calculating the readability scores, cut and paste the readability scores from Edit Central: <http://www.editcentral.com/gwt1/EditCentral.html> into the same Word document. This Word document should be labeled with the program and reviewer’s name and stored in the “divorce education” shared folder. After completing these steps, **rate the reading level (above) and write any additional comments about the reading level here:***

Instructional Design and Process

	Poor	Satisfactory	Excellent	
11. Techniques based on principles of effective teaching and learning and online learning (e.g. balance of instructional activities)	1	2	3	NA
12. Instructional objectives are clear	1	2	3	NA
13. Instructional activities/techniques fit the objectives	1	2	3	NA
14. Directions for conducting teaching and learning activities are clear and sufficient	1	2	3	NA
15. Variety of instructional activities and/or formats used (e.g., quizzes, videos, pop ups, links, stories)	1	2	3	NA
16. Opportunities to ask questions and obtain additional information from instructors, or an “ask the experts” section available	1	2	3	NA

Effectiveness of Instructional Design Continued...

	Poor	Satisfactory	Excellent	
17. Group formats, or blogging, available for parents to interact with each other	1	2	3	NA
18. Question and answer section available	1	2	3	NA
19. Feedback is provided to participants in regards to instructional activities (e.g., answers to quizzes, links to related information)	1	2	3	NA
20. Techniques for self assessment/self reflection (e.g., quality of personal reflection questions)	1	2	3	NA
21. Techniques to ensure that clients read or reviewed material (e.g., time monitoring system)	1	2	3	NA
22. Method of obtaining clarification/comprehension	1	2	3	NA
23. Terms defined (e.g., legal terms)	1	2	3	NA
24. Information is NOT repetitive	1	2	3	NA

Additional comments on the effectiveness of instructional design:

Instructional Process/Presentation

Rate the instructional process/presentation of this web-based divorce education program, using the 3 point scale (poor, satisfactory, or excellent)

	Poor	Satisfactory	Excellent
1. Appropriateness of the examples for intended audience	1	2	3
2. Attractiveness of the resource for the intended audience (e.g., physical appearance of site)	1	2	3
3. Appropriate portrayal of a range of ethnic groups and family types/situations (e.g., in pictures/videos)	1	2	3
4. Quality of overall design	1	2	3

Additional comments on the effectiveness of instructional process/presentation:

Innovation in Content and Delivery Method

Rate the innovative nature of the content and delivery methods for this web-based divorce education program, using the 3 point scale (poor, satisfactory, or excellent; NA = not available at all or NS = not sure).

	Poor	Satisfactory	Excellent	
1. Builds upon face-to-face programs through innovative use of technology (rather than replicating)	1	2	3	NS
2. Offers tracks/handouts to meet unique needs of families (e.g., developmental stage or intimate partner violence)	1	2	3	NA
3. Interactive elements, creative use of technology to match diverse learner needs	1	2	3	NA
4. Resource adds something new to the practice/intervention approaches on this topic	1	2	3	NS

Additional comments on innovation in content and delivery methods:

Final Comments:

Would you recommend this program to others? Using the 3 point scale (highly recommend, recommend with hesitation, or not recommend at all), rate the likelihood that you would recommend this web-based, divorce education program to courts or families. Then, explain your rationale.

	Not recommend at all	Recommend with hesitation	Highly recommend
Would you recommend this program?	1	2	3

Explain here:

References

Bowers, J. R., Mitchell, E. T., Hardesty, J. L., & Hughes, R., Jr. (2011). A review of online divorce education programs. *Family Court Review*, 49(4), 776-787. doi: 10.1111/j.1744-1617.2011.01413.x

Online Family Life Education Review Form

February 2012

Department of Human and Community Development
University of Illinois at Urbana-Champaign

The purpose of this form is to provide a means of assessing the quality of online or web-based family life education programs that are designed to teach family members about issues related to parenting, relationships, coping with transitions, and other family related issues. This review form was developed as a supplement to the article by Hughes, Bowers, Mitchell, Curtiss, & Ebata (2012). This form was primarily designed to be used to review and improve existing programs, but can also be modified for use in planning the development of a new program.

Reviewer's Name: _____

Date: _____

Program Name: _____

Source/URL: _____

Type of Program or Resource (select all that apply)

- _____ Website
 _____ Online course
 _____ Email
 _____ Short Message Service/ Tweet
 _____ Online support group/blog/chatroom
 _____ Other _____

Problem Analysis

This section reviews the program in regards to the degree to which the program has conducted a thoughtful analysis of the family life issue that is the focus of the program.

	Poor	Satisfactory	Excellent	
There is a clear family life issue/problem addressed.	1	2	3	NC
The audience for the program is clearly identifiable.	1	2	3	NC
The program demonstrates a good analysis/ understanding of the issue.	1	2	3	NC
There is evidence that the program designers understand the online skills and knowledge of the audience.	1	2	3	NC
The family life issue is appropriate for online program delivery.	1	2	3	NC

Program Content

This section must be developed by the reviewer based on his/her knowledge and expertise regarding the particular issues and content of the particular family life topic (e.g., parent education, sex education, relationship education, etc.) These topics should be based on a thorough reading of the relevant scientific theory and research in a particular domain. For an example of a content review see Bowers, Mitchell, Hardesty, & Hughes, 2011.

Once all the topics are identified, then each topic should be rated on **how well the content is covered** using the 3 point scale (poor, satisfactory, or excellent; NC = not covered at all).

	Poor	Satisfactory	Excellent	
(all the specific topics would listed here)	1	2	3	NC

The following items provide an example of the types of “content items” that could be created for reviewing the content of a family life programs. These items focus on parent education for divorcing families. For other types of family life education programs different content items would be included here.

Court-Focused Content

Rate how well the court-focused content is covered in this web-based divorce education program, using the 3 point scale (poor, satisfactory, or excellent; NC = not covered at all).

	Poor	Satisfactory	Excellent	
2. Legal procedures for divorce with children	1	2	3	NC
2. Legal representation	1	2	3	NC
3. Review of the law	1	2	3	NC
4. Guardian ad litem	1	2	3	NC
5. Best interests of the child	1	2	3	NC
6. Custody Evaluation	1	2	3	NC
7. Mediation purpose	1	2	3	NC
8. Mediation general process	1	2	3	NC
9. Mediation value/effectiveness	1	2	3	NC
10. Custody options	1	2	3	NC
11. Parenting plans (purpose, value, and process)	1	2	3	NC
12. Child support	1	2	3	NC
13. Financial obligations	1	2	3	NC

Additional comments on court-focused content:

Child-focused Content

Rate how well the child-focused content is covered in this web-based divorce education program, using the 3 point scale (poor, satisfactory, or excellent; NC = not covered at all).

	Poor	Satisfactory	Excellent	
10. Children's responses to divorce	1	2	3	NC
11. Different reactions and needs of children at different ages	1	2	3	NC
12. Typical postdivorce reactions of children	1	2	3	NC
13. Warning signs of significant adjustment issues for children	1	2	3	NC
14. Psychological adjustment tasks of children included	1	2	3	NC
15. Ways children can help or hinder custody disputes	1	2	3	NC
16. Impact of parents on child development	1	2	3	NC
17. Impact of "badmouthing" other parent	1	2	3	NC
18. Strategies to help parents help children deal with divorce (e.g., how to respond to child's distress, interactions with children) with children's distress	1	2	3	NC

Additional comments on child-focused content:

Adult/Parent-Focused Content

Rate how well the adult/parent-focused content is covered in this web-based divorce education program, using the 3 point scale (poor, satisfactory, or excellent; NC = not covered at all).

	Poor	Satisfactory	Excellent	
7. Personal/adult adjustment issues				
Grief/loss	1	2	3	NC
Emotional aspects	1	2	3	NC

	Poor	Satisfactory	Excellent	
Anger	1	2	3	NC
Former spouse issues	1	2	3	NC
Guilt	1	2	3	NC
Stress	1	2	3	NC
Self care and/or support systems	1	2	3	NC
8. Coping with change				
Divorce adjustment	1	2	3	NC
Handling change/coping	1	2	3	NC
New relationships	1	2	3	NC
Grandparents	1	2	3	NC
Financial impact	1	2	3	NC
Social impact	1	2	3	NC
9. Parenting and other relationships				
General parenting skills (structure, rules, warmth, etc..)	1	2	3	NC
New partner and children issues	1	2	3	NC
Dating	1	2	3	NC
Sex/cohabitation	1	2	3	NC
Remarriage	1	2	3	NC
Blending families	1	2	3	NC
10. Parental conflict				
Benefits of parental cooperation versus cost of conflict	1	2	3	NC
Impact on children	1	2	3	NC
Strategies to reduce conflict	1	2	3	NC

Adult/Parent Focused Content continued...

	Poor	Satisfactory	Excellent	
Strategies that escalate conflict	1	2	3	NC
11. Communication as co-parents				
Respecting and supporting co-parent's role	1	2	3	NC
Respecting extended family Relationships	1	2	3	NC
Parenting plans	1	2	3	NC
Putting child(ren) in the middle	1	2	3	NC
Decision-making	1	2	3	NC
Transitions and routines	1	2	3	NC
Managing emotions	1	2	3	NC
12. Special circumstances (e.g., intimate partner violence or substance abuse)				
Safety of children	1	2	3	NC
Strategies for co-parenting under special circumstances	1	2	3	NC
Additional resources provided	1	2	3	NC

Additional comments on adult/parent-focused content:

Quality and Accuracy of Program Content

In addition to reviewing the type of content in a program, it is important to review the “quality” of the content as well. The following section focuses on the quality of the content.

Rate the quality and accuracy of content using the 3 point scale (poor, satisfactory, or excellent; NA = not applicable).

	Poor	Satisfactory	Excellent	
3. Content: Theory and research based				
Theoretical rationale linking content to program goals/outcomes	1	2	3	NA
Relevance of topics	1	2	3	NA
Includes major research findings and/or evidence	1	2	3	NA
Accurately applies findings from current research	1	2	3	NA
Draws appropriate implications from research findings	1	2	3	NA
Ease with which to verify information provided	1	2	3	NA
Notes limitations of research findings or conclusions	1	2	3	NA
4. Content: Context and Diversity				
Considers relevant setting information	1	2	3	NA
Cultural/ethnic influences considered	1	2	3	NA
Social class influences considered	1	2	3	NA
Family life stage considered	1	2	3	NA
Developmental age of children	1	2	3	NA

Additional comments on quality and accuracy of information:

Instructional Design

This section reviews the instructional strategies and processes that have been designed to teach the family life topics.

This program is (check all that apply):

- Teacher led
 Self-directed with feedback
 Self-directed without feedback
 Peer led
 Peer discussion

Effectiveness of Instructional Design

Rate the instructional design effectiveness of this family life education program, using the 3 point scale (poor, satisfactory, or excellent; NA = not applicable).

		Poor	Satisfactory	Excellent	
General Learning Design					
25.	Content is organized into a conceptually coherent framework	1	2	3	NA
26.	There are clear instructional objectives	1	2	3	NA
27.	Topics/messages are refined into appropriately manageable units	1	2	3	NA
28.	Content is presented in specific, concrete, with relevant examples to illustrate concepts/ideas.	1	2	3	NA
29.	Instructional activities/strategies fit the objectives	1	2	3	NA
30.	Directions for conducting teaching and learning activities are clear and sufficient	1	2	3	NA
31.	Accessibility issues for participants with disabilities are considered appropriately (e.g., visual, auditory)	1	2	3	NA

Navigational Design—Participant-Control

1.	The organization outline, structure and/or objectives of lessons/topics are provided.	1	2	3	NA
2.	Headings, pointer words, and/or graphical organizers are used to provide visual organization of the content.	1	2	3	NA

3.	Learner control is appropriate for the expertise of learners. (e.g., learning designs for advanced learners can be more self-directed)	1	2	3	NA
4.	Adaptive diagnostic testing is used to effectively guide learning.	1	2	3	NA
5.	Participants can progress at their own pace, review topics, and easily stop/start.	1	2	3	NA

Credibility Design

1.	Credentials of the author/educator/ Program developer are provided	1	2	3	NA
2.	Individual or organization that is delivering The program is provided.	1	2	3	NA
3.	Multiple ways (e.g., email, telephone, etc.) Are provided to contact program sponsor	1	2	3	NA
4.	Appropriateness and impact of advertising has been considered.	1	2	3	NA
5.	Appearance of the online program conveys credibility	1	2	3	NA
6.	Links and referrals to additional sources of assistance outside of these specific program are provided	1	2	3	NA
7.	Cautions and limitations of the help/ educational program are provided.	1	2	3	NA

Instructional Presentation

Rate the instructional presentation of this web-based program, using the 3 point scale (poor, satisfactory, or excellent)

		Poor	Satisfactory	Excellent	
5.	Appropriateness of the examples for intended audience (e.g., age of children)	1	2	3	NA
6.	Attractiveness of the resource for the intended audience (e.g., physical appearance of site)	1	2	3	NA
7.	Appropriate portrayal of a range of ethnic groups and family types/situations (e.g., in pictures/videos)	1	2	3	NA

Additional comments on the effectiveness of instructional process/presentation:

Text and Writing Design

1.	Topic are presented in small units that can be accessed at the learner's preferred rate	1	2	3	NA
Words per section: _____					
2.	Lengthy text is avoided or limited. Words per page: _____	1	2	3	NA
3.	Graphical elements, highlighted words, etc. are used to highlight key ideas	1	2	3	NA
4.	Topical sentences are used to introduce main ideas.	1	2	3	NA
5.	A conversational style of writing (1 st or 2 nd person) is used.	1	2	3	NA
6.	Specific or concrete examples of ideas are provided.	1	2	3	NA
7.	Sentences are written in the active voice.	1	2	3	NA
8.	New terms are clearly defined.	1	2	3	NA
9.	Technical jargon is kept to a minimum and, if used, is clearly defined.	1	2	3	NA
10.	Reading level is appropriate	1	2	3	NA

Number of three-syllable words per 100 words: _____

Average sentence length: _____

SMOG Index Score: _____

Note: To assess "readability" in the program sample three sections (200-500 words each) of the program at the beginning, middle, and end of the program. Paste the text into Edit Central to calculate the "readability" scores. Edit Central: <http://www.editcentral.com/gwt1/EditCentral.html> rate the reading level (above) and write any additional comments about the reading level here:

Multimedia Learning Design

1.	Pictures (including video or animations) and words are used to explain content.	1	2	3	NA
2.	Audio rather than text is used to explain pictures.	1	2	3	NA

3.	Spoken words and pictures are Presented simultaneously rather than sequentially.	1	2	3	NA
4.	Important concepts are presented prior to procedures and processes.	1	2	3	NA
5.	Virtual coaches are used to provide examples or suggestions.	1	2	3	NA
6.	Graphics/pictures serve an instructional, not decorative, function.	1	2	3	NA
7.	Lengthy audio or video is avoided. Average length of audio or video: ___ minutes	1	2	3	NA

Instructional Interaction Design

1.	Feedback is provided to facilitate comprehension or understanding.	1	2	3	NA
2.	Participants are provided with pre-questions to guide their learning.	1	2	3	NA
3.	Participants are provided with opportunities to outline, summarize and elaborate what they have learned.	1	2	3	NA
4.	Modeling, coaching and/or scaffolding is to to introduce new ideas or behaviors.	1	2	3	NA
5.	Variety of instructional activities and/or formats used (e.g., quizzes, videos, pop ups, links, stories)	1	2	3	NA
6.	Techniques to ensure that participants read or reviewed material (e.g., time monitoring system)	1	2	3	NA
7.	Question & answer section (FAQs) are available.	1	2	3	NA

Participation Design

1.	Opportunities for rating material	1	2	3	NA
2.	Opportunities to comment on ideas, topics or issues.	1	2	3	NA
3.	Opportunities for rating other participants' comments.	1	2	3	NA

4.	Opportunities to ask questions and obtain additional information from instructors, or an “ask the experts” section available	1	2	3	NA
5.	Discussion formats, or blogging, available for participants to interact with each other	1	2	3	NA

Learning Community Design

1.	Opportunities to create personal profile.	1	2	3	NA
2.	Opportunities for sharing or distributing information to other interested participants	1	2	3	NA
3.	Opportunities to engage in teaching, facilitation roles.	1	2	3	NA
4.	Individual comments shared with group.	1	2	3	NA
5.	Feedback provided about group progress or accomplishments.	1	2	3	NA
6.	Opportunities for one-on-one communication with other members.	1	2	3	NA
7.	Opportunities for one-on-one communication with leaders or instructor.	1	2	3	NA
8.	Techniques for promoting group solidarity or commonality.	1	2	3	NA
9.	Techniques for fostering group identity.	1	2	3	NA
10.	New participants are provided with orientation	1	2	3	NA
11.	Group norms for interacting Are clearly articulated to encourage safe and civil discussion.	1	2	3	NA
12.	Participants are encouraged to monitor/enforce group norms.	1	2	3	NA

Additional comments on the effectiveness of instructional design:

Game/ Simulation Design

1.	Goals, rules, activities, feedback & consequences are aligned with learning outcomes.	1	2	3	NA
2.	Structure and guidance is provided to help participants achieve learning outcomes.	1	2	3	NA
3.	Games and simulations have specific learning goals.	1	2	3	NA
4.	Goals, rules, activities, and feedback Align with learning objectives.	1	2	3	NA
5.	Interface design is easy to participants to navigate and understand.	1	2	3	NA
6.	Games/simulations are realistic	1	2	3	NA
7.	Games/simulations are fun/surprising	1	2	3	NA

Program Implementation

This section focuses on how the program is operationalized including a focus on participant recruitment and retention strategies. In general, this information will not be evident in the program itself, but may be available through reports about the program or through staff interviews.

General Management Issues

1.	There is a staffing plan.	1	2	3	NA
2.	There is training and professional development for staff (and/or volunteers).	1	2	3	NA
3.	There is a budget plan.	1	2	3	NA

Content management

4.	There is a plan for how content will be created, managed and monitored.	1	2	3	NA
5.	There is a plan for updating content.	1	2	3	NA
6.	There is a plan for creating new content.	1	2	3	NA

Participant recruitment

7.	There is a plan for recruiting new participants.	1	2	3	NA
8.	There is a plan for working with appropriate partners.	1	2	3	NA

Participant retention and engagement

9.	There is a plan for keeping participants engaged in the program.	1	2	3	NA
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Program Evaluation

This section reviews the strategies used to monitor the program and obtain feedback about the effectiveness of the program. In general, this information will not be evident in the program itself, but may be available through reports about the program.

Program Improvement

1.	There are methods for obtaining feedback about the online program design features from participants.	1	2	3	NA
2.	The online participant interface meets common design standards.	1	2	3	NA
3.	There are methods for continuously monitoring how participants use the program.	1	2	3	NA
4.	There is evidence that the program is reaching the intended audience.	1	2	3	NA

Program Effectiveness

1.	There is needs assessment evidence that is guiding the program design and development.	1	2	3	NA
2.	There is a system of collecting participant satisfaction.	1	2	3	NA
3.	There is a system for collecting feedback from staff and/or volunteers.	1	2	3	NA
4.	There is evidence that the intended audience is positive about the program.	1	2	3	NA
5.	Information about program usage (dosage) is monitored.	1	2	3	NA
6.	Information about the growth and use of the program is monitored.	1	2	3	NA
7.	Basic web analytics are obtained about the program.	1	2	3	NA
8.	There is a plan for collecting short-term impact or effectiveness information.	1	2	3	NA

9.	There is a plan for collecting long-term impact or effectiveness information.	1	2	3	NA
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Summary Comments:

Would you recommend this program to others? Using the 3 point scale (highly recommend, recommend with hesitation, or not recommend at all), rate the likelihood that you would recommend this web-based, divorce education program to courts or families. Then, explain your rationale.

	Not recommend at all	Recommend with hesitation	Highly recommend
Would you recommend this program?	1	2	3

Overall Summary, Analysis and Recommendations:

References

Hughes, Jr., R. Bowers, J., Mitchell, E., Curtiss, S., & Ebata, A. (2012). Developing online family life education and prevention programs. *Family Relations*, *61*, 711-727. doi: 10.1111/j.1741-3729.2012.00737.x