

Appendix C: Observation of Fatherhood Program Class/Workshop/Event

The information below provides examples of the type of information that will be collected during the class/workshop/event observations.

Basic class information

Number of program staff

Number of participants (note # fathers, # coparents, # spouses/partner, where applicable or observable)

Program setting, delivery, and content

1. Setting
 - a. Describe the venue (e.g., church, community center, RF program site, partner site, etc.)
 - b. How are participants seated (e.g., in groups, theater style [draw diagram if useful])?
 - c. How long is the class? Are there any breaks? How does the facilitator manage the time?
 - d. Are there any mothers, romantic partners, other coparents, etc. in the group? If possible, describe who is in the room, outside of the fathers.
 - e. Describe who is facilitating the class and any characteristics you notice about the facilitator (race, gender, larger role outside facilitation, etc.).
2. Delivery
 - a. How does the facilitator deliver the curriculum? (e.g., do they read/consult written materials, does they ask the participants open-ended questions)?
 - b. Does the facilitator move around the room? Do they stand at the front and lecture?
 - c. Describe the relationship the facilitator has with the group, noting specifically if the facilitator has rapport with the group.
 - d. What types of activities are used? For example, are there interactive exercises, role playing, worksheets, etc.?
 - e. Describe the fathers/partners/coparents participation and engagement (e.g., are they paying attention? how are fathers/partners/coparents engaging with the leader and with each other (before, during, and after the class)?).
 - f. What questions or comments do fathers/partners/coparents ask or make in the session, and how do facilitators respond?
 - g. Do participants receive any materials during the class?
 - h. Is participants' content knowledge tested before/during/after the class?
3. Content
 - a. How is the class content organized (e.g., are there distinct topics/lessons, or is it unstructured)?
 - b. Describe the topics observed. Note romantic relationships or coparenting content in detail when it arises. *Some things to look for: definitions of coparenting/romantic*

relationships; the focus on current versus future romantic relationships; how coparenting is addressed with multiple coparents and multiple children; how the program accommodates various types of coparents, if at all; aspects of healthy relationships discussed, including relationship violence.

- c. If relevant, what language is used (by the facilitator and/or fathers) to describe romantic relationships, coparenting, etc.?
- d. Is program content responsive to the needs of different subgroups (e.g., sensitive to racial/ethnic diversity)?